

# ***Training in differentiated learning in language education***

*Booklet accompanying the cassette for self-training  
in differentiated learning  
for use by teacher trainers*

## **TRAINER'S BOOKLET**

### **GROUP OF EXPERTS**

**Paola BERTOCCHINI (LEND, Italy)**  
**Nicole GANNAC (APLV, France)**  
**Mary HAWKER (KMF, Czech Republic)**  
**Arjan KRIJGSMAN (VLLT, Holland)**  
**Françoise TOUSSAINT (SBPE, Belgium)**

**Educational Director**

**Christian PUREN**  
**APLV (Association française des Professeurs de Langues Vivantes)**

**European Co-operation Programme no. 39686-CP-3-99-1-BE- LINGUAA**  
“Training by involvement in differentiated learning in language classes”  
**co-ordinated by the Christine DEFOIN and André GROGNARD**  
**SBPE (Société Belge des Professeurs d'Espagnol)**

## PARTICIPATING ASSOCIATIONS

**ALL** (Great Britain) Association for Language Learning  
**APFA** (Austria) Österreichische Vereinigung der Französischlehrer  
**APLV** (France) Association des Professeurs de Langues Vivantes  
**FNAPLV** (Portugal) Federação Nacional de Associações de Professores de Linguas Vivas  
**\*IRRSAE** Molise (Italy) Istituto Regionale di Recerca, Sperimentazione, Aggiornamento Educativo  
**KMF** (Czech Republic) Kruh Modernich Filologu  
**POKAXEG** (Greece) Fédération Panhellenique des Professeurs de Langues Étrangères  
**SBPE** (Belgium) Société Belge des Professeurs d'Espagnol  
**SUKOL** (Finland) Suomen Kieltenopettajien Liitto Sukol Ry  
**VLLT** (Holland) Verenigign van Leraren in Levende Talen

\*IRRSAE Molise co-ordinated administratively the activities of the two Italian associations, **ANILS** (Associazione Nazionale Insegnanti Lingue Straniere) and **LEND** (Lingua E Nouva Didactica)

“Training by involvement in differentiated learning in language classes”

*SUMMARY*

	<b>PAGES</b>
<b>1. Introduction to the ECP</b> .....	4 - 6
<b>2. Instructions for using the Booklet</b> .....	7 - 9
<b>3. Guide for observation and planning sequences of differentiated learning</b>	10 - 30
<b>4. Questionnaire</b> .....	31- 37
<b>5. Self-training file</b> .....	38 - 50
<b>Introduction (“variation” versus “differentiation”)</b>	51 - 57
<b>Part I : Domains of differentiation</b>	
Aims	58 - 61
Contents	62 - 76
Support materials	77 - 91
Measures	92 - 99
Aids and guidance	100 - 107
Tasks	108 - 117
Methods	118 - 131
<b>Part II : Chronological stages</b>	
Planning	132 - 142
Instructions	143 - 152
Group work	153 - 159
Joint work	160 - 177
Evaluation	178 - 188
Remedial work	189 - 203
<b>Part III : Transverse themes</b>	
Environment	204 - 219
Metacognition	220 - 230
Autonomisation	231 - 244
<b>6. Analyses</b>	245 - 278
<b>7. Bibliography</b>	279 - 283
<b>8. Glossary</b>	284 - 290

With finance assured partly from the Council of Europe within the framework of a European Common Programme (ECP) “LINGUA – A” , eleven associations of foreign language teachers from ten European countries – AFPA (Austria), ALL (Great Britain), ANILS and LEND (Italy), APLV (France), FNASPLV (Portugal), KMF (Czech Republic), POKAXEG (Greece), SBPE (Belgium), SUKOL (Finland) and VLLT Netherlands) - met to plan and carry out between 1998 and 2000 a European Common Programme LINGUA concerning one of the subjects that seemed to be of prime urgency, and which is called, depending on the country, “differentiated learning”, “open teaching”, “attention to the diversity of students” or even “autonomous learning”. It concerns the management/self-management of the *heterogeneity* of their students, and the enhancement of this as *diversity* at the service of collective learning in classes. The aim of this Programme was the creation of a specialised tool for self-training and training.

Over three years, over a hundred teachers of German, English, French or Spanish went for a fortnight to observe one or more colleagues of another European country teaching the same foreign language. The contract was to draw up a “dossier of the visit” comprising a video of at least half an hour of differentiated learning sequences observed, and on their return, to carry out themselves differentiated learning sequences in their classes to create an “experimental dossier” of the same kind.

One of the results is this *Trainer’s Booklet*, which contains the entire content of the *Teacher’s Booklet* published elsewhere for self-training, and enriching the specific advice for use of teacher trainers. Both of these contain files corresponding to the **video cassette**, comprising about fifty selected and linked sequences so as to constitute a rigorous training course. These two booklets are available with free access on the web-site <http://diff.pedag/isec.yi.org>. The cassette, which constitutes an essential complement to this self-training material, is on the other hand covered by international law on author’s rights.

## 1. INTRODUCTION

Within the SOCRATES programme there exist LINGUA European Co-operation Programmes specifically reserved for training language teachers. This is the case with the ECP entitled “Training through involvement in differentiated learning in language classes” in whose framework the present *Booklet* was created, which is part of an educational ensemble constituting the following elements : <sup>1</sup>

- a cassette showing about 50 sequences of differentiated learning filmed in the classes of teachers participating in this ECP ;
- two accompanying Booklets, one intended for teachers wanting to train on their own, the other intended for teacher trainers.

Eleven associations from ten European countries (see the list on the reverse of the inside cover of this *Booklet*) took part in this ECP, which occurred over the three years 1998 – 2000 and of whom the majority had already taken part from 1994 to 1996 in a previous ECP concerning continued training of language teachers by systematic guided observation of educational situations in other countries.

The idea of the theme of this new ECP on differentiated learning came about partly from a general statement concerning a growing heterogeneity of classes in the European school systems, and partly from the observation that if many language teachers experiment with measures and materials allowing them to manage this type of educational situation, their initiatives most frequently remain individual, isolated and ad hoc ; they are therefore difficult to lead to the long term and to evaluate, remain unknown, and finally do not contribute to the progressive construction of a collected acquisition within the body of language teachers, immediately operational and easily transmissible.

---

1 The current “Introduction” partly takes up again an article entitled “ A European co-operation programme in differentiated learning”, published earlier in the reviews of two countries participating in this ECP : *Intercompreensão, Revista de Didáctica das Línguas* (Escola Superior de Educação de Santarém, Portugal, no. 7, Dec. 1998, pp.31-36) and the *Bulletin de l'Association des Professeurs de Français de Grèce du Nord* (Thessalonika, Greece, no. 62-63, June 1999, pp. 22 –29)

The first work of the group constituted of six experts consisted in defining the meaning of the expression "differentiated learning" ( or "educational differentiation", as certain French specialists prefer to call it), for which there is an equivalent in every country, but not necessarily with the same meaning. The common definition – very broad – which the group of experts came to, is the following :

*It consists of the act of offering aims, measures, content, support materials, aids and guidance, tasks, or different teaching methods for each student (or group of students) relative to their personality, culture, habits or learning profile, relative to their level of language mastery, their degree of motivation and autonomy, their interests, aims, needs, capacity or any other parameter the teacher must consider in adapting his practice.*

Such learning differentiation can take various forms, from the organisation by the teacher himself of limited sequences of autonomous work or group work in an "ordinary" class (because each class is perforce heterogeneous at least as certain of the points suggested are concerned) , up to the institutional organisation of classes, sets or special establishments (for students with serious learning difficulties, for example).

Concerning the aims and course of this ECP, it was introduced in the following way in the "project résumé" of the candidate dossier :

*The project has as its aim the creation and diffusion of knowledge and know-how in differentiated learning in language teaching ( management of heterogeneous classes and/or teaching the public at large related to specific educational methods) simultaneously combined with all possible kinds of training :*

- **training by other people** : *the teachers participating in this project will have at their disposal a Guide of planning and observation of sequences of differentiated learning drawn up by the project's experts ;*
- **reciprocal training** : *the "visiting teachers " observe sequences carried out by teachers of other countries (the "host teachers"), and discuss these with them;*
- **self-training** : *the "visiting teachers" , on their return home, plan and carry out themselves sequences of differentiated learning.*

*At the end of the project the experts will use a certain number of the sequences observed or carried out and which will have been filmed on video, to make video material for practical self-training in differentiated learning ( cassette and accompanying booklets).*

During the three years of the course of this ECP, over a hundred teachers of German, English, French and Spanish went to observe over two weeks one or several colleagues of another country teaching the same language. Their contract consisted of making a "dossier of the visit" made up of a half-hour video tape of sequences observed of differentiated learning as well as the corresponding contextualisation (reproduction of support materials used, interview with the teachers filmed and with some of their students, personal written commentaries, etc.), and, on their return, of carrying out themselves sequences of differentiated learning in their own classes to create an "experimental dossier" of the same kind. They were able to apply themselves to do

this by a *Guide of observation and planning of differentiated learning* of some thirty pages, worked out by the Group of Experts and reproduced in this *Trainer's Booklet*.

All these video tapes were viewed by the same experts, who kept around fifty short sequences, regrouped and linked in a **video cassette** for training in differentiated learning. This cassette is accompanied by two Booklets, one for the use of teachers for their own training (the *Teacher's Booklet*), the other for the use of trainers for a course with participants in initial or continued training (the *Trainer's Booklet*). The *Trainer's Booklet* takes up all the elements of the current *Teacher's Booklet* – namely the initial/final questionnaire, the bibliography, the glossary and all the self-training files augmented by suggestions for specific activities for the trainer to use. It offers as well the *Guide of observation and planning of sequences of differentiated learning* and also five “analyses”, which are key articles on differentiated learning specially edited by the Experts and the Educational Director.

The two Booklets are available free of charge on the web-site <http://diff.pedag/isec.yi.org>. The cassette, which constitutes an essential complement to this training material, is on the other hand covered by international legislation on rights of authorship. It can be ordered from the Association française de Professeurs de Langues Vivantes, APPLV, 13, rue de la Glacière, 75013 Paris (France).

We draw attention to the fact that the video sequences have been retained not for their *model* value (in no way do they present “model classes”), but for their *formative* value (they were made by teachers some of whom have long practice in differentiated learning, while others on the other hand have only been experimenting for a short time). Indeed like students, the teachers learn by trial and error, and the observation and analysis of these are often more useful for training – and offer more incentive to try oneself – than flawless models. All these sequences have been filmed in the teachers' classes by other teachers, with the critical vision essential to the formative perspective, but also with much respect for their devotion and work. Here we have to thank warmly these colleagues who bravely accepted being frankly filmed, as they are and as they behave. It is to them that we dedicate our work.

**Educational Director  
Christian Puren**

## 2. INSTRUCTIONS FOR USE

The current *Trainer's Booklet*, after the introduction and these instructions for use, begins with a reproduction of the *Guide to observing and planning sequences of differentiated learning in language teaching*. This *Guide* has two points of interest :

- The visiting teachers, who filmed the video sequences in the classes they observed and were themselves filmed in the experimental classes, had access to the *Guide*, and were on occasion directly inspired by it.

- This *Guide* is meant as an **observation tool**, and can therefore be used as such by course participants working on his video cassette. You could provide them with it, either collectively or in groups corresponding to the different domains of differentiation which you will find both in this *Guide* and on the cassette (content, aims, support materials, tasks measures, aids and guidance, methods, evaluation, remedial work).

The initial/final questionnaire follows, the use of which is given on the first page. This is a questionnaire to which we invite the teachers to answer then at the end of the work on the cassette, to self-evaluate the evolution of the knowledge, in such a way that by comparing their answers later, they self-evaluate their knowledge, their views, attitudes and intentions concerning differentiated learning.

The master file, reproduced at the end, offers a work file on each of the video sequences. It was planned in the following way :

### ***Progression***

- The "Introduction" section offers. From four sequences, work on the difference between "variation" and "differentiation". It seems logical to start the cassette work by this essential terminological focus. At the same time it seems logical to conclude with the heading "Conclusion", in which we have regrouped the global evaluations on differentiated learning made by teachers participating in the ECP, then by students, the very last activity aimed at the cassette users evaluating in their turn their work on differentiated learning, and drawing their own conclusions.

- We have classified the video sequences in three parts (Domains of Differentiation, Chronological Stages and Transverse Themes) following a general progression from the most analytical to the most global. However according to the need of course participants, there is nothing to stop adopting an inverse progress on the other hand (from the most global – transverse Themes – to the most analytical – Domains of Differentiation). Within each part, it might seem logical to respect the order of the headings suggested for Chronological Stages, but the headings within the other two parts (Domains of Differentiation and Transverse Themes) can be studied in any order.

- As you will see, each heading starts with a reference to files classified elsewhere but which allow for work under this heading. Conversely, other headings are indicated for each file, which also allow for work. These cross-references are meant to allow the teacher to use this self-training tool in differentiated learning in a way that is . . . differentiated !



### ***Organisation in three columns***

- In the left-hand column suggestions for suggested activities in the Self-training Booklet are reproduced. It seems logical that the course participants have the files at hand, so they can be made to do the activities individually, or in groups, or collectively, depending on the possible materials, local training traditions, types of activity, professional experience of participants etc.

- In the central column “notes” on these activities are reproduced, at least for those – the majority – for which this is possible. They are sometimes less “notes” properly speaking than commentaries aimed at reflection on the replies given. There again, you can imagine a variety of ways of linking these to corresponding activities (for example individual activities, consultation/discussion of notes by specific groups, then an account and discussion in a large group). The trainer may also decide, for all or part of the activities, to keep the “exclusivity” of these notes to integrate in his or her own training activity at the moment and in the way he/she judges most opportune and appropriate.

- In the right-hand column, which has a grey background, we have suggested commentaries or supplementary activities for the exclusive use of the trainer, whose "notes" appear in the central column. Like those in the self-training activities, but on the grey background to indicate clearly to what they refer. We have separated the self-training activities – and have consequently reserved just for training activities those which seem to us to correspond to one or other of the following characteristics :

- they demand a high level of educational training ;
- they are interesting to carry out in a group ;
- they are interesting to discuss collectively ;
- they do not give rise to a true “note” because the problems they raise do not have a unique, universal and permanent solution, but are on the contrary directly involved in a complex problem area.

### ***Three principles of training***

Here again, each of the trainers will decide with full professional knowledge and responsibility the most appropriate use of these commentaries and supplementary activities. There is no possible “doctrine” in this matter, only “casuistry”, that is a reasoned adaptation, according to the multiple particular situations, certain general principles which seem to us essential to keep in mind constantly :

1) The first aim of training teachers is to create within them –rather paradoxically – confidence in their practice at the same time as the desire for innovation related to this practice.

2) All training must simultaneously take into account the five principles implied in this process, which are those of **knowledge, belief, views, attitudes and practice.**

Any training of a teacher must be registered in a global project of autonomisation exactly parallel to that which the teacher must put into operation with the students (see in this *Booklet*, in the chapter Analyses, the table representing the process continuum of teaching/learning shown in the article by P. Bertocchini and C. Puren) :

THE TRAINER ←			→ THE TRAINEE	
<b>train to teach</b>	<b>train to be trained</b>	<b>train to train oneself</b>	<b>promote training</b>	<b>let oneself be trained</b>
the trainer	the trainer	the trainer	the trainer	the trainer
<i>imposes</i>	<i>manages</i>	<i>suggests</i>	<i>helps</i>	<i>lets</i>
his own methods-contents of teaching and training	with the teachers the contact between the methods-contents of teaching and the methods-contents of training	the differentiated methods-contents of teaching and of training	each teacher to build up his own methods-contents of teaching and of training	each teacher carry out his own methods-contents of teaching and of training.

Progressively, during the course of work on this cassette, the course participants will have to work more and more only on the self-training files, collective activities with the trainer tending to be limited to confronting the results obtained after consulting the notes, and to collective discussion on the corresponding problem area. Self-evaluation being a capacity essential to autonomy, the activity proposed under the very last heading (“Conclusions of users of the video cassette”), seems particularly important to us, knowing the final repetition of the initial questionnaire by each participant and the comparison between the answers given before and the answers given after he work on the cassette.

It finishes with a *Glossary* introducing the essential concepts for reflection on differentiated learning. As you will confirm, this is a reference instrument to which the users of the Self-training Files are constantly referred. Here again, each trainer will decide if it is better to provide it immediately and in its entirety to the course participants, or on the other hand to provide it piece by piece as the need arises.

We hope that this work will meet your expectation and your needs, and we thank you in advance for all he comments and suggestions you might give us to improve it.

***The Educational Director***  
**Christian Puren**

Original file was corrupt and could not be restored

***Guide for observation and planning sequences of differentiated learning is missing***

## 4. INITIAL/FINAL QUESTIONNAIRE

### *Instructions for use*

– *This questionnaire is meant to be completed **before work on the cassette**, then a second time **at the end of work on this cassette without looking at how you filled it in the first time**, so that by comparing responses, you can self-evaluate the route taken on the theme of differentiated learning : knowledge acquired, modified ideas, different attitudes, new intentions. We therefore invite you to make two photocopies in order to reply each time on a clean sheet.*

– For users who would consider – no doubt justifiably – that the initial work on this questionnaire cannot be effectively carried out until after a first contact with what differentiated learning exactly is, we suggest you fill in this questionnaire the first time only after carrying out the work on the first four sequences of the “Introduction”.

### **1. Differentiated learning, which definition ?**

Here are three examples of educational sequences :

A) A teacher has chosen as support material a newspaper article on a particular theme. He divides the students in his class into three groups of five. He suggests a series of tasks to be followed at the same time by all the groups, with collective correction at the end of each task:

- 1) Before reading the article, put together what knowledge you already have on the topic ;
- 2) Look up new information from the article ;
- 3) Compose an oral synthesis on the topic.

B) A teacher has chosen an article from a foreign newspaper based on the theme of international news. He divides the students in his class into three groups of five. He determines most precisely the different tasks which each of the group has to carry out, giving each of them the means and determining the conditions which he thinks the most appropriate for the execution of the work. He gives the following instructions :

*Questionnaire*

Group 1. Compare this article with two articles on the same subject taken from different foreign newspapers, put at your disposal.

Group 2. Compare this article with two articles on the same subject taken from newspapers from your own country, put at your disposal.

Group 3. Draw up your own article, with the aid of a dictionary put at your disposal.

C. After putting together the work carried out in B, the teacher asks the students to form their own groups according to different activities he suggests to them :

Group 1. Do exercises on grammar points which posed a problem for you. You have at your disposal a prepared exercise file, and you can use the grammar books from the library.

Group 2. On the Internet carry out research appropriate to the topic, so as to create a dossier which will later be put at the disposal of the whole class.

Group 3. Draw up a vocabulary list from L1-L2 (mother tongue - foreign language) on the main semantic areas related to the topic. You can use bilingual encyclopaedic dictionaries from the library, and you can also ask group 2 to let you consult the appropriate documents they will have found.

Each group organises its own work, which must be handed in within a period of two weeks.

In which sequence(s) (A, B or C) can one in your opinion speak of *variation*, in which case(s) of *differentiated learning* ?

Variation Differentiation Sequence A((Sequence B((Sequence C((

Suggest your own definition of these two terms.

Definition

**Variation**

**Differentiation**

**2. Differentiated learning, whose job is it ?**

*Questionnaire*

2.1. With which of the three statements in each horizontal line do you personally most agree ?<sup>2</sup>  
(Tick the appropriate box(es)).

**123a**( Fundamental educational choices (aims, method used, contents, progression) are the responsibility of the teacher and the institution( Fundamental educational choices must be negotiated between the teacher and the learners, to whom the teacher can allow a certain degree of freedom.( The learners must be trained to take on themselves more and more initiative and responsibility for their choice.**b**( In group work the teacher does not control learning sufficiently.( Group work must be used according to its advantages and its adaptation to certain learners, certain aims, certain activities.( The learners should be systematically trained to group work, because it motivates them and trains them towards autonomy.**c**( It is the teacher's responsibility to give collective teaching and to guarantee the conditions for collective learning.( It is the teacher's responsibility to find and suggest compromises between the demands of collective teaching and those of individual learners.( It is the teacher's responsibility to help each learner to learn, which implies respecting the rhythm, needs, interests, styles and methods of learning of each one.**d**( The best thing a teacher can do is to scrupulously apply the method of teaching he thinks best. ( The best thing a teacher can do is to choose teaching strategies which he thinks the most appropriate to activate, support, guide and enrich the individual learning strategies of the learners.( The best thing a teacher can do is to manage as little as possible the execution of work by each learner by his own individual learning strategies.**e**( Learning activities must be carried out in class in the framework of collective teaching, individual work or by groups of learners constituting a revision, extension or prolongation of this collective teaching.( The teacher should think up and offer to learners, from one class to another, diverse forms of balance and links between collective teaching on the one hand, individual or groups on the other.( Learning activities should be done individually or in groups, collective lessons being largely devoted to drawing work together and to correcting the products of these activities.

2.2. Classify according to their general orientation each of the three sequences described above (A, B and C) in columns 1, 2 or 3 of the table below. (Tick the appropriate boxes).

Column 1Column 2Column 3Sequence A(((Sequence B(((Sequence C(((

2.3. For which of the sequence(s) below will you tend to speak of “differentiated teaching”, in which case(s) of “differentiated learning” ?

Differentiated teaching**Differentiated learning**Sequence A((Sequence B((Sequence C((  
2.4. In your opinion, is differentiated learning first and foremost the responsibility (you can choose several responses, and give them a number of order) :

- ( of the scholastic institution ?
- ( of the authors of educational materials ?
- ( of those responsible in each establishment ?

---

<sup>2</sup> This chart is borrowed from Puren Ch., Pertocchini P., Costanzo E., *Se former en didactique des langues*, Paris, Ellipses, 1998, 206 p.

*Questionnaire*

- ( of each teacher ?
  - ( of teams of teachers ?
  - ( of each learner ?
  - ( of groups made up of learners ?
  - ( other opinion : \_\_\_\_\_
- 

**3. Differentiated learning, for which reasons ?**

Which reasons might you have, as a teacher, to set about differentiated learning ? For each reason given in the table below, show if it seems irrelevant (0), quite important (1), important (2), or very important (3).

**0123**1. because it is a requirement of the institution2. because it is part of the principles of all modern education3. because it corresponds to current social values (respect for individual differences, equity . . . ) which create rights for the learners4. because the students have different levels5. because the students are differently motivated6. because the students have different learning rhythms

7. because each student learns in a different way8. because each student has his strong points which he can lean on9. because each student has his weak points, for which he must compensate10. because discipline problems are provoked partly by common teaching to students who have different needs11. other reason(s)

**4. Differentiated learning, for what aims ?**

Which aims could you have, as a teacher, to set about differentiated learning ? For each aim, indicate if it seems to you irrelevant (0) quite important (1), important (2), or very important (3).

**0123**1. to complete collective teaching necessarily incomplete and partly inappropriate2. to train for autonomy by providing the students with opportunities to learn to learn on their own3. to allow the best students to progress more quickly4. to help if possible the students who have the most difficulties5. to save time6. to gain efficiency7. to carry out as a teacher more interesting work because more varied8. to improve relationships with students9. to train students in group work10. to give the students a sense of individual responsibility11. to give the students a sense of collective solidarity12. other aim(s)

**5. Differentiated learning, in what way ?**

In a language class, you can differentiate several elements ( or set about differentiation in several “domains”). Example :

You give each group of students a different document from which different activities arise : for one a taped oral dialogue, for another a newspaper article, for yet another a photo, etc., or you let each group choose between several documents on offer.

5.1. Identify the different domains in the examples of sequences A,B and C given above.

- 5.2. Try to think of an example of a class sequence where differentiation contains each of the following elements.

### **Domain of differentiation**

Part of the original file was corrupt ; some lines are missing.

S. I don't know !

T. I don't know. Now, a question with where, to know, to know where they. . where they live?

Differentiation of evaluation

Differentiation of remedial work

### **6. Differentiated learning, under what conditions ?**

6.1. List what seems to you to be the inherent difficulties of carrying out differentiated learning.

6.2. List what seem to you to be the necessary or opportune conditions for carrying out differentiated learning.

6.3. Are you personally disposed or not to take up differentiated learning in your classes ? For what reasons ?



**5. SELF-TRAINING/TRAINING FILE**

## INTRODUCTION

**Other files for use under this heading :**

- Aids and guidance 1/ 1
- Tasks 2/ 2
- Planning 3/ 3
- Instructions 2/ 3

**FILE no. 1/ 4**

Country	L1	L2	Level	Length	Counter
France	French	Spanish	1 <sup>st</sup> . year		

**File can also be used in :**

- Tasks
- Instructions

CONTEXTUALISATION	Ref./original cassette counter : Pilar Gil Jiménez 4/ 5 – 00:05 to 01:10 Provisional matrix counter : 00:35 to 01:37
4 <sup>th</sup> . class (13 students, 1 <sup>st</sup> . year of Spanish. Collège Fernand Léger at Berre l'Étang, classed as ZEP (Priority Education Zone), classification reserved in France for schools situated in difficult areas, with socially deprived students often presenting learning difficulties, even problems of adapting to the school environment. Differentiated learning in not institutionalised here.	

ORIGINAL TRANSCRIPT French L1, Spanish L2	TRANSLATION
P. Bueno, vamos a hacer dos ejercicios diferentes hoy : el primero es un cuestionario y es sobre las diferentes comidas del día. . . <i>sur les repas différents de la journée</i> : ya hemos trabajado sobre lo que comemos por la mañana, por la tarde a mediodía. Entonces . . . vais a hacer el cuestionario en grupos y dentro de unos diez minutos corregimos juntos. <i>On fait les mises en commun et on corrige ensemble. On fait les mises en commun et on corrige ensemble.</i> Y luego pasamos al texto. ¿De acuerdo? ¿Tenéis preguntas? <i>Vous avez des questions? Non. . . .</i>	<i>Sections in italics are in French in the teacher's conversation.</i> T. So, we're going to do two different exercises today : the first is a questionnaire on the different meals of the day, <i>on the different meals of the day</i> : we have worked on what we eat in the morning, in the evening, at midday. So, you are going to do the questionnaire in groups, and in ten minutes we'll go over it together, <i>We'll share it and correct it together. . . OK? Do you have any questions? No. . .</i>

SELF-TRAINING	NOTES	TRAINING
1. At what chronological stage of the class are we concerned with here : planning, instructions, group work, evaluation or remedial work ?	1. This concerns the instruction stage.	
2. Read in the Glossary the definition of “differentiation”, as well as the definitions of the different domains to which it can be applied (aims, contents, support materials, measures, aids and guidance, tasks and methods). What domain is in play here ?	2. The domain at play here is that of tasks : the teacher talks of two different “exercises” and the exercises are of the task type ( see the definition of the term “exercise” in the Glossary).	
3. Read carefully the definition of “variation” (Glossary), comparing it with that for “differentiation”. Watch this sequence again : does it concern differentiation or variation ?	3. This concerns variation : even if the students are working in a group and if the tasks are different, they are all carrying out the same tasks at the same time.	
The work required of the students has what type of content ? (see “content” in Glossary).	4. The work contains a kind of linguistic content, knowing the vocabulary (the vocabulary of meals).	
	Different techniques used by the teacher : She translates into the source language (French) the most important parts of her instructions. She asks the students if they have any questions to put (in case they have not properly understood). The joint work will take place quickly, at the end of the two exercises which one imagines are rather short.	You could ask the course participants to spot the different techniques used by the teacher to adapt to the weakest students.

Country	L1	L2	Level	Length	Counter
France	French	Spanish	1st. year		

**File can also be used in :**

- Tasks
- Aids and guidance
- Group work

CONTEXTUALISATION	Ref. / original cassette counter : Pilar Gil Jiménez 4/ 5 – 19:35 to 22 :10 Provisional matrix counter : 01:40 to 04:15
This sequence was filmed in the same class and with the same teacher as the preceding sequence.	

<b>ORIGINAL TRANSCRIPT</b> French L1, Spanish L2	<b>TRANSLATION</b>
<p>P. – Entonces éste va a ser el grupo A, el grupo B, el grupo C y el grupo D. <i>Alors. . .el grupo A tiene preguntas de comprensión , des questions de compréhension. Trabajáis en grupo y cuando termináis me llamáis, au fur at au mesure que vous finissez vous m'appelez.</i></p> <p>Vamos a ver, el grupo B, tenéis preguntas de comprensión, hay un texto para completar, hay que conjugar los verbos, <i>il faut conjuguer les verbes, et (. . . ) d'expressions, les équivalents dans le texte.</i></p> <p>A ver, el grupo C . . . ¡Sabrina ! ¡ Nadège! . . . el grupo C, tenéis preguntas de comprensión , <i>des questions de compréhension.</i> Tenéis que conjugar verbos, <i>conjuguer des verbes,</i> y tenéis que contar . . . ¡Nadège ! . . . tenéis que contar la historia con los dibujos, <i>raconter l'histoire à l'aide des dessins, d'accord ? Allez, vous allez travailler en groupe, hein ?</i></p> <p>Y el grupo D, tenéis una lista con frases “verdadero o falso”, “verdadero o falso” <i>ça veut dire . . . “vrai ou faux”.</i> Tenéis que conjugar el verbo despertarse” y tenéis contar una historia. .</p> <p>A. - . . à l'aide des dessins.</p> <p>P. – <i>Voilà,</i> y podéis utilizar el texto. [s'adresant à un groupe particulier.] Quiero una sola respuesta para todo el grupo, <i>une seule réponse pour tout le groupe.</i></p>	<p><b>Sections in italics are in French in the teacher's conversation.</b></p> <p>T. So, this is going to be group A, group B, group C and group D. <i>So. . group A has comprehension questions, comprehension questions.</i> You are working in a group and when you've finished, call me, <i>if and when you finish, call me.</i></p> <p>Let's see, group B, you've got comprehension questions, there's a text to fill in. . you have to conjugate the verbs, <i>you have to conjugate the verbs, and (. . . ) expressions, the same as in the text.</i> Let's see. . group C. . Sabine ! Nadège ! . . . group C, you've got the comprehension questions, <i>comprehension questions.</i> You must conjugate the verbs, <i>conjugate the verbs,</i> and you must tell . . .Nadège ! . . you must tell the story with the help of the drawings, <i>tell the story with th help of the drawings.</i> . <i>OK ? Go on, you're working in a group, eh ?</i></p> <p>And group D, you've got a list with “true or false”, “true or false” means “<i>true of false</i>”. You must conjugate the verb “to wake up”, and you must tell a story. . .</p> <p>S.- . . with the help of the drawings.</p> <p>T. <i>That's it. . .</i> and you can use the text. [Addressing a particular group] I want one answer for he whole group, <i>one answer for the whole group.</i></p>

<b>SELF-TRAINING</b>	<b>NOTES</b>	<b>TRAINING</b>
1. What is there in common (neither varied nor differentiated) in the work suggested to the different groups ?	1. What do the 4 groups have in common : a written comprehension activity. What the 3 final groups (B,C and D) have in common : a grammatical training activity on verb morphology (conjugation).	
	There is differentiation insofar as the students have partly different exercises to do from one group to the other : conjugation of verbs for the 3 final groups, but not for the first ; comprehension questions for the first 3 groups, “true/false” exercise for the 4th. Telling a story for the final two groups, both with the aid of pictures, but for group C this is a known story, whereas for group D it’s a new story.	You could ask the participants to prepare in groups replies to one complex question : “Is there differentiation or variation in this sequence, and in what way ?”
2. What does the differentiation consist of within this common written comprehension ?	2. The task differs between groups S,B and C (reply to comprehension questions) and group D (“true/false” exercise).	
3. Pinpoint what is not common to the last three groups in the common task of verb conjugation. Is this variation or differentiation ?	3. The three groups do not have the same verbs to conjugate : in fact we know that groups B and C have several verbs, and group D only one verb ( <i>despertarse</i> ). There is differentiation on this point.	You could indicate that there is differentiation of contents on this point.
4. Pinpoint in the teacher’s conversation the reference to support materials common to all the groups. (See the definition of “support materials” in the Glossary).	4. The last but one intervention by the teacher : “you can use <b>the text</b> ” : this certainly concerns a text previously studied with all the class, since she has already asked certain students to manipulate the linguistic forms of this text (by conjugating certain verbs) or to use them again to tell a story.	You could make them spot the support material (written expression) provided by the teacher to two of the groups : drawings (groups C and D).

	<p>1. You suggest different questions on different elements of the same text (we don't know whether this is the case here, in this sequence).</p> <p>2. You classify all the questions asked in order of difficulty (linguistic difficulty, requiring answers in the present or past, or requiring using again more or less complex structures, for example : or conceptual difficulty, requiring repetition of factual elements or justified expression of a personal opinion, for example); and you ask each student to endeavour to answer a maximum of questions.</p>	<p>You could ask :</p> <p>1) how you could integrate differentiation in the same task consisting of answering questions on the same text;</p> <p>2) how this differentiation might be designed in such a way as to adapt itself to each student's level.</p>
<p>5. By what criterion, in all likelihood, did the teacher constitute the groups ?</p>	<p>5. On the criterion of level, differentiation apparently serving to plan tasks of greater or less difficulty :</p> <p>To tick the right answers in a true/false exercise, or reply to questions ;</p> <p>Reflexive and non-reflexive verbs (<i>despertarse</i>) ;</p> <p>To tell, with the aid of pictures, a known or new story.</p>	<p>You could draw attention to the level of the aid provided by the teacher, implied in the instruction given to group A : "You're working in a group and when you finish ,call me" –"<i>au fur et à mesure que vous finissez vous m'appellez.</i>"</p>

**FILE no. 3/4**

Country	L1	L2	Level	Length	Counter
Portugal	Portuguese	English	6 <sup>th</sup> . year		

**File can also be used in:**

- Aids and guidance

**CONTEXTUALISATION**

Ref. / original cassette counter : KOPONEN 1/ 1 – 16:30 to 17:30 and 17:50 to 20:00  
 Provisional matrix counter : 04:17 60 07:30

This class is divided into work groups of three or four students divided according to three levels of knowledge of the language (less advanced, average and more advanced) to carry out the same series of various activities on the theme of “the family”. Two teachers are working as a team (*team teaching*), and they have divided the different groups.

**ORIGINAL TRANSCRIPT**

Portuguese L1, English L2

Cameraman – in action ! I'm going to observe Class 10 that is the first class in secondary High during the sequence of two weeks and in three different lessons. Their first task is to identify these two pictures they have in their textbooks and the pictures are of a modern family and of an extended family. They will identify and analyse these pictures with the help of this activity 2. They are merely reading the pictures to one another, exchanging opinions with their partners. They work in groups of three or four and finally they will write a description of the family as a group work and present it to the whole class. At the same time in this class it is an experiment ( . . . ) these teachers know exactly to which group they are going to. In fact students have been grouped according to their talents : some of the groups need more help and a teacher on the left right now in the picture is helping them – she has developed on basic work (?) describing for example ordinary words, and giving verb forms or breaking verb forms ; and the teacher here is helping this group who has the more advanced students for her in this lesson and she just gives the final touch to the summary and ( . . . ) these advanced groups who work very independently. Something that strikes right away in this class is that everybody seems to be working and that is an achievement.

**TRANSLATION**

*See in the Annexe the transcript of the activities suggested for the students' book.*

SELF-TRAINING	NOTES	TRAINING
1. What does variation consist of in this sequence ?	1. This is variation of tasks, since all the students in each group are analysing the same pictures and exchanging opinion (oral expression), then writing up the description of a family (written expression), finally reading this work to the whole class (oral expression).	
2. Re-read the definition “differentiation” in the Glossary, and those for the different domains possible in differentiation. Which are the two domains where differentiation appears in the programming of this sequence ?	2. There is differentiation : a) of the <b>measure</b> (division of students in groups by level) ; b) of <b>aids</b> : each of these teachers takes groups of defined levels, and these groups will call on them according to their own needs.	
	The tasks provided here in the textbook are identical, but the execution of these tasks and their final product will be differentiated, because these groups are of heterogeneous levels : the manner of working, the linguistic forms used, the ideas expressed will be different from one group to another.	You could take advantage of this sequence by posing the distinction – important – between differentiation in teaching terms and differentiation in learning terms.
3. What are your first impressions as you observe the attitude of the different groups of students in this class ?	3. The impressions one gets watching the groups will of course depend on the expectations one has vis-à-vis the students’ attitudes. Some will find this class too noisy, with students who do not seem to be concentrating on their work. Others will notice on the other hand the good atmosphere, and the fact that most of the groups are working autonomously. It is likely that students watching this sequence would also have contrasting impressions.	It would be interesting to make the course participants note briefly these first observations and impressions and to compare them.



**ANNEXE**

**TEXT OF ACTIVITIES SUGGESTED FOR THE STUDENTS' BOOK**

<b>Original text (English)</b>	<b>Translation</b>
<p><b>Activity 1</b> (Picture 1, “Modern family”)</p> <p>Bearing in mind what you learnt in Unit 1, identify the type of family in each of the pictures below.</p> <p><b>Activity 2</b> (Picture 2, “Extended family”)</p> <p>Re-read the picture two :</p> <p>2.1. Find the details in each picture that attract your attention. 2.2. Exchange opinions and try to come to an agreement :</p> <ul style="list-style-type: none"><li>- with a partner ;</li><li>- with your partner and another pair ;</li><li>- as a group of four with another group of four ;</li><li>- as a class.</li></ul>	

FILE no. 4/ 4

Country	L1	L2	Level	Length	Counter
Portugal	Portuguese	English	6 <sup>th</sup> . year		

<b>File can also be used in :</b>
- support materials

<b>CONTEXTUALISATION</b>	Ref. / original cassette counter : KOPONEN 1/ 1 – 27:46 to 29:50 Provisional matrix counter : 08:21 to 11:53
This is the same class as that observed in the preceding sequence, in their 6 <sup>th</sup> . year of learning English, with the same groups at three different levels. This is a follow-on from the common work on the theme “the family”.	

<b>ORIGINAL TRANSCRIPT</b> Portuguese L1, English L2	<b>TRANSLATION</b>
<p>Cameraman – During the second lesson the teachers have given three different texts, three different levels of texts to the class, and the texts deal with the same topic, “the family”. And this text, “The Belated Father”, is for the less advanced students and they also get an extra exercise to make it easier to grasp the meaning of the text. And this is text number 2, the so-called medium difficulty “Slave to be single”, for the little bit more advanced students. The most advanced ones will be working with the text “Getups” and both of the last two ones have activities in the books, have activities in the textbook, and the students are supposed to write their summaries in the groups according to these instructions : they’re coming with the headline and subhead and trying to figure out what the text is about. And this is the activity for the most difficult, the most advanced text “Getups”.</p>	

Introduction

SELF-TRAINING	NOTES	TRAINING
<p>1. Is there variation or differentiation in this sequence, and in which domains ? Compare with the previous sequence.</p>	<p>1. There is differentiation :</p> <p>a) as in the previous sequence, of <b>measure</b> (division of students into groups by level) ;</p> <p>b) as in the previous sequence, of <b>aids</b> : you see in this sequence groups working in an autonomous way, and another group who ask for the teacher's help ;</p> <p>c) there is also in this sequence differentiation of <b>support material</b>, the groups working at their own level on textual support material of greater or lesser difficulty.</p>	
<p>2. What are the criteria which the teachers have no doubt used to classify the texts by level of difficulty ?</p>	<p>2. Possible criteria :</p> <p>a) The length of texts. It is a clear criterion in this sequence : the text chosen for the less advanced students is shorter than the others.</p> <p>b) Linguistic difficulty : texts presenting a more or less great lexical richness, either with more or less rare, specific or unusual vocabulary ; or presenting shorter or longer sentences with more or less complex structures ; or more or less complex textual organisation.</p> <p>c) Difficulty of the level of ideas expressed.</p>	
<p>3. What criteria of difficulty appear in the tasks required of texts 2 and 3 (see Annexe) ? What do you think are the tasks asked of text 1, for the less advanced students?</p>	<p>3. The tasks are all of factual comprehension, but they immediately require a somewhat synthetic understanding of the text. The guidance suggested for the corresponding activities on texts 2 and 3 is rather limited, and they immediately require a global understanding of the text.</p> <p>On text 1 (the easiest), the guidance is narrower : it is made up of a large number of questions which one can assume to be very precise and referring to precise passages in the text.</p>	
<p>4. What do you think the teachers have planned to do</p>	<p>4. You could picture a lesson of collective work, each</p>	

*Introduction*

<p>with the entire class, once the group activity has been carried out ?</p>	<p>group recounting the contents of the text it has studied . In this case, the texts will have been chosen as complementary by reference to the common theme (“the family”).</p>	
<p>5. What disadvantages would there be to systematically constitute groups in a class, on the sole criterion of levels of mastery of the language ?</p>	<p>5. You can at least think of the following disadvantages :  a) the less advanced students might have the impression of being shut up in a “ghetto” for weak students, and feel humiliated ;  b) all research has shown that the least advanced students make progress when they work with more advanced students : to make the less advanced always work together comes to penalising them ;  c) heterogeneity can only grow, and in consequence collective work gets more and more difficult ;  d) evaluation according to institutional criteria also gets more and more difficult.</p>	<p>An interesting question for group work with course participants.  You could ask them, at the end, to make a list of other possible criteria for constituting groups :  - groups of heterogeneous levels (the most advanced will help the less advanced) ;  - by affinity ;  - according to the different domains of differentiation : interest for this or that aim, this or that content, type of support material, measure, aids or guidance, task, method ;  - etc.</p>
<p>6. Concluding the work on the four sequences of this “Introduction”, what can you say as to the interest of variation and differentiation ? Are they opposites, or complementary ?</p>	<p>6. The two processes can be used together. Combined, they even offer interesting educational possibilities serving “centring on the learner” : it’s the case, for example, when the teacher suggests varied activities from which the students can choose for themselves according to their own criteria, or which they want to try to carry out according to their own possibilities</p>	<p>Another interesting question for group work with participants : you could ask them to think of concrete examples of the use of the two procedures linked together (one after the other) or in combination (as suggested opposite).</p>

**ANNEXE**

**Activities on texts 2 and 3**

**Text 2 (medium difficulty)**

<p>Activity 2</p> <p>Re-read the text “Slave to Be Single” Account for the headline and superlead. Starting from the superlead collect information about</p> <ul style="list-style-type: none"><li>• What the law says</li><li>• What social support are given</li></ul>	
--	--

**Text 3 (the most difficult)**

<p>Activity 1</p> <p>Consider the text “Getups” and fill in the following table :</p>								
<table border="1"><thead><tr><th colspan="2">Mother’s Profile</th></tr></thead><tbody><tr><td>physical</td><td>psychological</td></tr></tbody></table>	Mother’s Profile		physical	psychological	<table border="1"><thead><tr><th>Child’s Profile</th></tr></thead><tbody><tr><td>psychological</td></tr></tbody></table>	Child’s Profile	psychological	
Mother’s Profile								
physical	psychological							
Child’s Profile								
psychological								

## **PART I – DOMAINS OF DIFFERENTIATION – AIMS**

<b>Other files for use under this heading :</b>	
<ul style="list-style-type: none"> <li>- Measures 1/ 3</li> <li>- Aids and guidance 1/ 1</li> <li>- Tasks 2/ 2</li> <li>- Planning 1/ 3</li> </ul>	<ul style="list-style-type: none"> <li>- Group work 2/ 2</li> <li>- Evaluation 1/ 3</li> <li>- Environment 2/ 4</li> </ul>
<p><i>Nota bene</i> The file Conclusions 1/ 6, which present numerous domains of differentiation, could be used as an introduction to this Part I.</p>	

*FILE no. 1/ 3*

### **ACTIVITIES PRIOR TO WATCHING THE VIDEO**

SELF-TRAINING	NOTES	TRAINING
<p>1. Think of a lesson you experienced recently as a learner (of language) or a course participant (in language education), or even a lesson you have recently given as a teacher.</p> <ul style="list-style-type: none"> <li>- Can you define the aims of this lesson ?</li> <li>- Were these aims defined by the learners or trainees. Or had they been explained by the teacher ?</li> <li>- Were all the learners or trainees equally capable of achieving these aims, and why ?</li> </ul>		<p>You could suggest to the course participants to regroup themselves according to their status in the suggested case (language learner, educational trainee, language teacher).</p> <p>This question, to which there is clearly no typical “note”, should be able to give rise to interesting exchanges between groups of trainees.</p> <p>If the occasion arises, you could get them to think. Amongst the different aims indicated, about the distinction between final outcomes/aims (see following point).</p>
<p>In teaching there is a difference between :</p> <ul style="list-style-type: none"> <li>- the <i>aims</i>, which are precise and concrete targets defined by the results you can effectively evaluate whether and to what degree they have been achieved.</li> </ul>		<p>This question is particularly adapted to group work, during which the course participants could confront their experience and ideas.</p>

<p>- and the <i>final outcomes</i>, which are general targets specific to the education system and which, contrary to aims, cannot ever be totally achieved, are difficult to evaluate objectively, and correspond more to a direction one gives to an action, to a horizon aimed for, to an ideal towards which one is reaching.</p>		
<p>2.1 The “aims” you have defined in the previous activity, are they all “aims” in the strictest sense, or are there final outcomes among them ?</p>		
<p>2.2 Think up a maximum of examples of different aims, and try to classify them in categories.</p>	<p>2.2 See in the <i>Glossary</i> the definition of final outcomes and aims, with the corresponding classifications and examples. To do this you will have to refer, as required in these entries, to the other terms “competence” and “contents”.</p>	
<p>3. For what reason does one consider, in teaching, that the students should always have a clear idea of the aims of what people are making them do, or of what they decided to do ?</p>	<p>3. It is a condition of student motivation (you are more disposed to do something if you have understood its use), of the efficacy of their learning (you can only think about the way to carry out a piece of work if you understand the intended results) and of their objective self-evaluation (which can only be done with reference to these same expected results).</p>	<p>You could point out the criterion of true autonomy for a learner is his capacity to determine his own aims. Which is possible and desirable without doubt within the framework of courses for adults, but which poses a problem within the framework of school education.</p>

**FILE no. 2/3**

Country	L1	L2	Level	Length	Counter
Netherlands	Dutch	French	5 <sup>th</sup> . year		

<b>File can also be used in :</b>
- Support materials
- Measures
- Autonomisation

<b>CONTEXTUALISATION</b>	Ref./ original cassette counter : Vitelli – 28:30 to 31:00 Provisional matrix counter : 11:30 to 14:00
This is a Dutch teacher of French, who, in her class, explains to a colleague the methods used for teaching languages in her school and in her courses.	

<b>ORIGINAL TRANSCRIPT</b> Dutch L1, French L2	<b>TRANSLATION</b>
<p>P. – Il s’agit d’une classe de 5e année, c’est l’avant-dernière année avant l’examen et dans les classes à partir de 4e année la différenciation concerne plutôt . . il s’agit de les mener à l’autonomisation, travail autonome dans la classe, et alors les élèves ont une série de tâches parmi lesquelles ils peuvent choisir. Il y a une série de tâches qu’ils doivent remplir dans une séquence de cours, et ils peuvent donc travailler a leur manière, seul ou ensemble, et ils peuvent choisir le cours, le rythme qu’ils veulent travailler. Il y a des travaux de grammaire, il y a des travaux d’écriture, il y a de la lecture, il y a même un peu de littérature qu’on a préparé avant, à l’avance.</p> <p>[. . . ] Alors le travail (. . . ), c’est ciruler dans la classe et aider les élèves en difficulté et à répondre à des questions. Il y a des questions, ou il y a à les inciter à mieux travailler : s’ils travaillent pas bien c’est le professeur qui les incite. Sinon ils travaillent tout seules, ils finissent leur tâches, quelquefois il y a encore des devoirs à faire à la maison. Quelquefois, s’ils ont bien travaillé, il n’y a plus de travail, de devoirs à faire à la maison.</p>	<p>T. This is a 5<sup>th</sup>. year class, it’s the last but one before the exam and in the classes from the 4<sup>th</sup>. year differentiation is about . . it’s a matter of leading them to autonomisation, autonomous work in class, and so the students have a series of tasks from which they can choose. There is a series of tasks which they must complete in the class lesson, and they work in their own way, alone or together, and they can choose the course, the pace they want to work at. Here is grammar work, there is written work, there is reading, there is even a bit of literature which you prepare beforehand, in advance. And there are also listening exercises, they can choose their cassettes and do the exercises on a walkman.</p> <p>[. . . ] Now the work (. . . ), it’s to go round the class and to help those students in difficulty and to answer questions. There are questions, or you have to encourage them to work better : if they don’t work well it’s the teacher who encourages them. Otherwise they work on their own, they finish their tasks, sometimes there’s still homework to be done at home. Sometimes, if they have worked well, there isn’t any more work, or homework to be done at home.</p>



Aims

<i><b>SELF-TRAINING</b></i>	<i><b>NOTES</b></i>	<i><b>TRAINING</b></i>
<p>1. Based on the teacher’s statement and on watching the video sequence, give an example of differentiation in each of the domains and sub-domains following :</p>		
<p>1.2 measure : materials, space, time, collective (re-read if necessary the definitions of each of these sub-domains in the Glossary).</p>	<p><b>1.1 - Materials</b> : the students can use their textbook, walkmans or exercise booklets.  <b>- Space</b> : the students all stay in the classroom with tables which are laid out as if for teaching from the front, but home is taken into account for the students’ personal work. (“Sometimes there’s still homework to do at home. Sometimes, if they work well, there’s no more work, or homework to do at home.”)  <b>- Time</b> : the students can “choose the rhythm” of their work, and continue this work or not during the time they are at home (personal work at home)  <b>- Joint work</b> : the students “can work in their own way, alone or together.”</p>	<p>This research work on differentiation of measures could also be done linked to the heading “measures”.</p>
<p>1.2 Aids and guidance.</p>	<p>1.2 The differentiated aids and guidance are provided by the teacher, who answers any questions the students might have, helps students in difficulty, encourages those who are not working well to work better.</p>	
<p>2. Re-read in the Glossary the definition of aims, with the corresponding classifications and examples. To do this, you will refer, as required in these entries, to other terms of “competence” and “contents”</p>	<p>2. Kinds of differentiated aims in this sequence :  <b>- Cultural content</b> (reading literary texts) or language (“grammar work”);  <b>- Within language skills</b> : work on oral comprehension (“listening exercises”) or written (“there’s reading”), or in written expression (“written work”).</p>	<p>You could make them analyse a textbook offering exercises at different levels of mastery of the contents, and make them think how a teacher might actually organise differentiation in this domain.</p>

Aims

	<p>On the basis of the teacher’s statements and observation of the video sequence, it isn’t possible to see if there is differentiation in degrees of mastery of the contents (se “aims” in the Glossary”).</p>	
<p>3. To what degree should you speak here more of “learning differentiation” than “teaching differentiation” ?</p>	<p>3. It is the students themselves who choose their domains and their ways of differentiation.</p>	<p>This sequence, as you can see, could also be used with work on the theme of autonomisation.</p>
<p>4. Pinpoint, meanwhile, the two instances where the teacher reserves the right to intervene as such</p>	<p>4. The teacher reserves the right to intervene herself if she sees certain students are in difficulty (and in this case, not everyone will admit it) or are not doing their work well. It’s also for that reason she says “go round the class”.</p>	<p>You could make them list the different functions the teacher assumes in the class during individual or group work : it’s a person-resource (whom you can approach for help), an aid (for example she notices the students who have difficulties but don’t dare say so), an advisor (for example she gives ideas on organisation, on methods or contents), a controller (for example she keeps in order students who are not doing their work). On this point, this sequence could be used under the heading “Autonomisation”.</p>

**FILE no. 3/3**

Country	L1	L2	Level	Length	Counter
Austria	German	French	2 <sup>nd</sup> . year		

<b>File can also be used in :</b>
- Support materials
- Remedial work
- Autonomisation

<b>CONTEXTUALISATION</b>	Ref./ original cassette counter : Minardi 1/ 4 – 1:12:45 o 1;17:30 Provisional matrix counter : 17:05 to 22:00
This sequence was filmed in the Linz <i>Bundes-Oberstuferealgymnasium</i> , a school where differentiated learning is institutionally encouraged.	

ORIGINAL TRANSCRIPT German L1, French L2	TRANSLATION
<p>P. – Tu l’ouvres, et tu as une phrase à traduire, c’est une traduction avec le subjonctif. J’ai . j’ai. . C’est pas vrai, tu as besoin d’une feuille de papier. Il vaut mieux que tu l’écrives et ensuite tu peux contrôler si c’est bon ou non. Alors c’est pas moi qui te contrôle, c’est toi. Tu fais le contrôle. Encore un. . encore un autre exercice avec le subjonctif. Alors, ça c’est plus simple encore. Tu lis qui est ici et tu vois là. Il te faut un crayon. Pas pour écrire, mais pour contrôler.</p> <p>Qui est faible en vocabulaire ? Qui est faible en vocabulaire ? Personne ! C’est formidable ! . . C’est moi. Tu l’auras après. Vous échangez après.</p> <p>Vocabulaire. Qui le veut ? Toi ? Toi ? Alors, le vocabulaire, ça c’est intéressant ! Tu attends, tu fais ça. Tu vois un mot. Si tu le traduis bien, voilà, tu as le contrôle. Si tu le connais, si c’est bon, tu le mets à part, si tu le connais pas, tu le remets et tu l’auras après.</p> <p>Toi, c’est aussi le subjonctif. C’est la même chose. C’est ça ? Tu as le mot à . . au présent, et tu dois en faire le subjonctif. Là, tu as le contrôle. Si tu l’as bien, si tu l’as su, tu le mets à part. Si tu ne l’a pas su, tu le mets au-dessous. Et à la fin tu auras tout ce que tu sais.</p>	<p>T. – You open it, and you have a sentence to translate, it’s a translation with the subjunctive. I’ve . . I’ve. . It isn’t true, you need a sheet of paper. It’s better for you to write and then you check whether or not it’s any good. Well, it isn’t me who checks you, it’s you. You do the checking. Another . . another exercise with the subjunctive. Well, it’s even easier. You read what is here and you see it. You need a pencil. Not to write, but to check.</p> <p>Who’s weak at vocabulary ? Who’s weak at vocabulary ? Nobody ! Wonderful! . . It’s me. You’ll have it afterwards. You exchange afterwards.</p> <p>Vocabulary. Who wants it ? You ? You ? Well, vocabulary, that’s interesting ! You wait, you’ll do that. You see a word. If you translate it correctly, well, you’re in control. If you know it, if it’s right, you put it aside, if you don’t know it, you do it again and then you’ll have it later.</p> <p>You, that’s also the subjunctive. Here, you have the check. If you’ve got it right, if you knew, it, you put it on one side. If you don’t know it, you put it underneath. And at the end you’ll have everything you know.</p>

--	--	--

<i><b>SELF-TRAINING</b></i>	<i><b>NOTES</b></i>	<i><b>TRAINING</b></i>
1. What is the kind of aim this sequence principally refers to ?	1. This sequence rests principally on grammar (morphology and syntax of the subjunctive).	You could point out to the course participants that the exercise the teacher called “vocabulary” consists in translating into German irregular French verbs in the subjunctive form : in reality this is therefore a conjugation exercise (morphology).
2. How can we speak of “differentiation”, in spite of everything ?	2. The students choose between different types of exercise. In particular between direct exercises (substitution, for example : finding the correct form of a verb infinitive in a sentence where the structure requires the subjunctive mood) and indirect (translation).	
3. Describe the different kinds of exercises suggested.	3. Different types of exercise : a) sentences to translate “with the subjunctive” ; b) multiple-choice questionnaire with sentences in French in the subjunctive, for which they have to choose the correct verb form ; c) a translation exercise with the correct version on the other side of the sheet ; d) a conjugation exercise : verb in the present indicative to be put into the present subjunctive, with the correct form appearing when you pull out the tab completely.	You could ask if in the case of the two translation exercises it is a question of theme or variation. You could think that it’s a grammatical theme : sentences in German, therefore, to translate into French with a structure requiring the use of the subjunctive to be translated by the corresponding verb in the same form.
4. What are the two points in which the students employ a certain autonomy ?	4. The students are autonomous insofar as : - they choose themselves the exercises they want to do ; - they use a measure which allows them to self-correct and to find in a loop, within the same exercise, the items where they have made mistakes, to the point where all their answers are correct.	You could ask the participants to comment on the question: “who is weak at vocabulary ?”, and the initial absence of reply (Nobody ! Wonderful !”) This question can hurt some students because it implies they have to publicly confess their weakness. The teacher realises this and by reformulating her question positively “Vocabulary. Who wants it ?” she gets a reply immediately.

## ***PART I – DOMAINS OF DIFFERENTIATION – CONTENTS***

<b>File can also be used under the heading :</b>
--

- |                          |
|--------------------------|
| - Support materials 2/ 2 |
| - Aids and guidance 1/ 1 |
| - Tasks 2/ 2             |
| - Instructions 1-2-3/ 3  |

**FILE no. 1/ 1**

Country	L1	L2	Level	Length	Counter
Italy	Italian	Spanish	2 <sup>nd</sup> . year		

<b>File can also be used in :</b>
-----------------------------------

- |         |
|---------|
| - Tasks |
|---------|

<b><i>CONTEXTUALISATION</i></b>
---------------------------------

Ref./ original cassette counter : Carrilla – 08:55 to 10:30  
 Provisional matrix counter : 22:05 to 23:45

This is about the *Istituto G. Bruno*, which is a pilot school with linguistic orientation. The recording was made in a class of 9 students of Spanish as a foreign language. The teacher has chosen as teaching support a short imaginary novella by Julio Cortázar, an extract from *Historias de Cronopios y de Famas*, chapter Material Plástico. The author introduces a bear who frequents the pipes of a block of flats. The animal comes and goes according as he pleases and depending on his mood, daring, when passing the tap of a basin, to observe at close quarters the inhabitants of this block of flats.

The teacher has divided the students into three groups to whom she has given out dictionaries. The text was then read by the visiting teacher, whose mother tongue is Spanish.

<b>ORIGINAL TRANSCRIPT</b>	<b>TRANSLATION</b>
----------------------------	--------------------

**Italian L1, Spanish L2**

P. – Entonces cada uno después de leer, en el manual, el cuento, e intentar comprender las palabras que no conçois, etc., cada uno tendrá una tarea diferente. . . En el sentido de que . . . este grupo se ocupará del oso, del animal. . . este grupo se ocupará de encontrar todos los verbos y los adjetivos que se refieren a este animal fantástico. . . Claro.

T. So everyone, after reading the story in the textbook and trying to understand the words you don't know etc., everyone will have a different task. So that you know . . this group here will occupy themselves with the bear, the animal. . that is they'll try to find all the verbs and adjectives which refer to this imaginary animal – that's it.

<p>Entonces. . buscar todo lo que se refiere al oso : los verbos, accions. . . , y todas las veces que manifiestan el estado de ánimo.</p> <p>En cambio, vosotros os ocuparéis de los seres humanos que están en el cuento, ¿ no ?, y por lo tanto también los mismos verbos adjetivos, estados de ánimo, acciones. . . , todo lo que se refiere al ser humano.</p> <p>En cambio este grupo . . . este grupo se ocupará des espacio, o sea se ocupará del oso y de los seres humanos pero tendrá que mirar cuál es el espacio del oso y cuál es encambio el espacio de los seres humanos, dónde actúa el oso y dónde actúan los seres humanos.</p> <p>¿ Todo claro ? ¿ Pregunta ?</p>	<p>So, look for everything about the bear : verbs, actions. . . , and each time they show his frame of mind.</p> <p>On the other hand, you others will be occupied with the human beings who are in the story, no ? and consequently the same verbs, adjectives, states of mind, actions . . . , everything that refers to the human beings.</p> <p>Then, this group will be occupied on space, that is they'll be occupied with the bear and the human beings, but will have to see what is the bear's space and what is the human beings' space, where the bear is and where the human beings are.</p> <p>Everything clear ? A question ?</p>
---	---

<b>SELF-TRAINING</b>	<b>NOTES</b>	<b>TRAINING</b>
<p>1. What does the first task required of the students (“try to understand the words”, but with a dictionary at hand) consist of ?</p>	<p>1. This is a written comprehension task. You might assume (but the teacher does not say so) that the students have first to endeavour to understand the words from their context (cf. “try to understand the words”), and only later have recourse to the dictionary, in the case of failure or doubt.</p>	<p>You will point out that you can understand that the teacher does not explain this procedure in detail if she has already trained the students.</p>
<p>2. What might the aim of this first task be ?</p>	<p>2. The “etc” spoken by the teacher at the end of her instruction concerning the first task is ambiguous. Without doubt in her mind, it is not a question of the students simply going as far as the literal understanding of the text ; she certainly expects them to limit themselves to specific research on the meaning of isolated unknown words, since it's research on isolated words that she then asks them , in the second task. What is certain is that the precise aim is not explicit here, no more than the relationship of the first task with that required later, even if there is evidence in the first of preparing for the second.</p>	<p>You can indicate the interest there can be in making plain the precise aim of tasks in terms of result or expected outcomes (for example, here, being capable of explaining in L2 to other groups all the unknown words relating to the theme being worked on) .</p>

3. Is this first task to be carried out individually or in groups ?	3. The students having already split up in groups, it seems likely that there will be exchanges between them concerning looking up and explaining unknown words, since they will then have to do common work on the same text.	
	One could spot the words in the text, another look for them in the dictionary, a third make notes and check the suitability of the meaning suggested in context, for example. The teacher could indicate this possible division of roles if it transpires at the same time that one of the aims of this sequence is training in group work.	You could ask the participants how, for this task, the roles within the same group could be differentiated, and if it might be interesting for the teacher to indicate this possible differentiation.
4. Read the definition of the term “contents” in the Glossary : what kind of content is differentiated here ?	4. This is thematic contents.	
5. What does the second task assigned to the groups consist of ?	5. The teacher asks the students to look up the words of two grammatical kinds (verbs and adjectives), the actions and states of mind referring to the first two themes ( <i>bear</i> and <i>human beings</i> ). The third theme, <i>space</i> , must be put in correlation with the first two.	
6. Does this technique seem interesting ?	6. You can see at least two types of interest : a) This technique of “specific research” allows the students to immediately approach with a certain autonomy a text which otherwise globally would be difficult at their level. Moving on from the result of the research, the students can then make hypotheses in the global sense of the text, the author’s intention. . . b) The themes often provide an interesting approach for commentary on literary texts.	You could make them read the example used in the “process” entry of the Glossary, to make them find that the teacher is using here the semasiological route.
7. One of the difficulties linked to differentiation of contents is to see that the joint work, at the end of the group work, offers a collective interest. Is this the case here ?	7. Yes : the three themes chosen are complementary, and closely linked in the text. The joint work could interest each of the groups.	You could also make them note another interest of the type of limited differentiation carried out here : it could easily become integrated within a text commentary activity of a specific kind and without radically changing the whole activity. It is quite easy in fact to find texts presenting themes which are both different and complementary.
8. What do you think the teacher will suggest at the end of the group work stage ? Check by watching Measures 3/ 3.	8. You might think that the teacher is then going to suggest first an oral presentation, by each group, of the results and research, then an activity of collective oral synthesis.	

## ***PART I – DOMAINS OF DIFFERENTIATION – SUPPORT MATERIALS***

<b>Other files for use under this heading :</b>
- Introduction 4/ 4
- Aims 2-3/ 3
- Measures 1/ 3

File no. 1/ 2

Country	L1	L2	Level	Length	Counter
Belgium	French	English	1 <sup>st</sup> . year		

<b>File can also be used in :</b>
- Instructions

<b><i>CONTEXTUALISATION</i></b>	Ref./ original cassette counter : Cardone & Marino 1/ 2 – 5:15 to 10:00 Provisional matrix counter : 22:55 to 28:45
This sequence was recorded in a public establishment of the French Community in Belgium, in a class of 19 students of 12 year s of age beginning English studies in the 1 <sup>st</sup> . year of secondary schooling. The students are in their 6 <sup>th</sup> . lesson in the textbook. The class filmed is a “project class”. See the detailed description of this, which promotes differentiated learning, in the contextualisation of the file Environment 2/ 4.	

<b>TRANSLATION</b> <b>French L1, English L2</b>
<i>Text in italics indicates where the teacher spoke English.</i>
T. – So, you notice on your sheet : it’s got your first name and there’s a letter. So, letter A means you’re part of group A and the letter B means you’re part of group B OK ? . . . You’ve heard all the instructions ? Now, Stéphane. . (. . .) Please ! . . (. . .)
T.- Well ? What have you got to do ?The tasks are written on the board. Group A. Well, you’re page 24. Page 24, Group A, it,’s the first sheet of the lesson. Well, you look at the dialogue on page 24 [see Annexe], <i>find five, four things they like. Who are they ? They are John, Ellen and Mark, in the dialogue, OK ? So, five things, four, four. What does it mean “Things” ? A thing ? What is a thing ?</i>
S.- Thing !
T. – <i>Thing. This is a thing. This is a thing they. . four things they . . they like. . four things they . . . they like ? To like ? To love ? that they. . .</i>
S. – That they like !
T. - Like. <i>Yes, you know. And then two sports they play. One question starts with Where . . ? To know. What does it mean, “to know” ? Everyone knows I don’t know ? I don’t know, what does it mean, I don’t know ?</i>



S. – I don't know !

T. - I don't know. Now, a question with *where*, *to know*, to know where they . . . *where they live ? To live ?* For example, where they. . . *to live ?*, for example, for example, *my house, I got a house, my house is in Liège. I live in Liège. I live. To live*, it's . . . ?

S. – To live !

S. - I live.

T. - So a question with *where* to know where they . . . ?

S. – Live !

T.- *A where-question to know where they come from . . .* A question with *where* to know where they . . .

S. – Come !

S. – Come !

T. – *A what-question to know what they do ?*

S. – What he does !

T. - A question with *what* to know what they . . .

S. – What they do for a job ?

D. – Do !

T. - . . . do ! *A where-question to know where they work ? . . .* So Aurélie, a question with *where* to know where they . . . ? *to work . . .*

S. - . . . where they live !

T. – *To work. To work*, to work. *I'm going to work now. And a what-question to know what they like ?* So, a question with *what* to know what they . . .

S. – Like !

T. – Like ! *And a what-question to know what they play ?*

S. – What they practice.

T.- . . . to know what they . . . OK. So that's group A. You can start now.

Group B go to page 26 [see Annexe}. Page 26, it's the third page of the lesson. You're going to . . . page 26, you have it up there, on the left "*Transfer A*", Transfer A. You have a form. . . a table. . . What do you do on this table ? Fill in the column *You*, the first column, page 26, number 1. You've got the signs on the left. In the. . . in the very first column : *name, live, family, from, job*. So, you will answer, you'll complete the column according to your own . . . according to yourself. – yes, group A can begin ! *Live*. . . what does that mean again, *live* ?

S. – What does it mean, *live* ?

T. - *My house is in Liège. I live in Liège. Family from*. . . yes . . . *from* means ? *I am from Liège. I am living in Liège*. . . *From*, it's

S. - . . .

T. - . . . from where my family come. *Job*. . . *work*. . . obviously you aren't working yet but you put where your school is, eh ? *Like*. . . *What you like ? What you play ?* . . . *work*. . . So, you put where you work, you put the forms.

So it is obvious that you can, if you're next to someone, if you're in group A and you're next to someone in group A, you can help one another. The same for the B's. OK ?

SELF-TRAINING	NOTES	TRAINING
1. What did the teacher give each student before this sequence begins ?	1. The teacher has distributed to group A a photocopy of page 24 of their textbook, with the letter “A” written on top, to the students of group B a photocopy of page 26 of their textbook, with the letter “B” written on top.	
2. Read the definition of “support materials” in the Glossary. What does differentiation of support materials consist of here ? What are the support materials suggested by the teacher to each of the groups (A and B) ?	2. The support materials are differentiated in the following way : - Group A works from two support materials : 1) the dialogue on page 24 photocopied from Unit 6 of their textbook, and 2) the instructions written on the board.  - Group B works from 2 support materials : 1) a table on page 26 of Unit 6 of their textbook, and 2) the instructions written on the board.	
3. On the recording, you can’t read the instructions on the board, to which the teacher refers. Reconstruct them for each group from what she says.	3. Instructions on the board (reconstructed) :  <b>GROUP A</b>  Answer the following questions on the dialogue on page 24 :  <i>What do they like ?</i> <i>Where do they live ?</i> <i>Where do they come from ?</i> <i>What do they do ?</i> <i>Where do they work ?</i> <i>What do they play ?</i>  <b>GROUP B</b>  Page 26, exercise 1 Fill in for yourself the first column (“You”) of the table.	

<p>4. By what criterion has the teacher constituted the two groups, in your opinion ?</p>	<p>4. By a criterion of level, no doubt. In fact group A has to carry out an easier task (simple repeat of the structures and dialogue) than group B, who have to re-use the forms for personal expression (what the authors call a “transfer”, cf. the title of the activity).</p>	
<p>5. For what reason might you think that the teacher has suggested to group A its own questions on the dialogue on page 24, instead of using the questions set in the book ? (cf. “<i>Check. Answer these questions</i>”) ? Compare the linguistic contents of the tasks of the two groups.</p>	<p>5. The questions put by the teacher to group A systematically pick up the structures that group B is going to have to use to complete the column in their table : all the students are thus working on the same linguistic forms (verbal structures and thematic lexicon).</p>	
<p>6. The teacher has planned a shared session on the work of the two groups in an interactive form : what will it consist of ?</p>	<p>6. The groups are going to ask each other questions for which they have prepared the answers. Watch the sequence Planning 1/ 1, where the teacher explains what she wanted to do.</p>	
<p>7. What do you personally think of the way the teacher uses the textbook ?</p>	<p>7. The answer must rest in personal opinion. You could in any case notice that the teacher uses the textbook intelligently to take from it what interests her in carrying out a differentiated learning sequence, and that she does not hesitate in making up what she finds missing.</p>	<p>You could suggest to the course participants to adapt a textbook unit for differentiated learning.</p>
		<p>This sequence can also be used to deal with instructions: it particularly allows you to question the place and status of the language source (L1) in the early stages of learning : in fact during this instruction sequence, the teacher systematically uses it to explain again forms which have been worked on, or to make sure they have been properly understood.</p>

## **ANNEXE**

(support materials for textbooks used)

*Front page, Students' book, Simon Haines, Michael Carrier, Longman, 1996 (1<sup>st</sup>. edition 1992)*

ORIGINAL VERSION (English)

### **Unit 6 – JOBS AND INTERESTS**

#### **Presentation**

1. Read about John. What does he do ?

John is Becky's cousin. His family comes from Birmingham but he lives in Chelmsford. He works in the centre of London. He's the manager of a big record shop in Oxford Street. At the weekends he visits friends in Birmingham or h goes to Colchester to see Becky. Sometimes he watches Colchester United football matches on Saturday afternoons. He is also very friendly with Becky's flatmate Sarah.

2. Where does Mark play football ? Listen.

John So, what do you and Ellen do in the evening in Colchester ?

Mark Oh, you know, different things. There's quite a lot to do here. We go to pubs, The theatre, the university film club and night clubs.

John What about sports ?

Mark Ellen and her friends go to the sports centre. They love tennis. I play football.

John Where's that ?

Mark At the university. I play for one of the student teams.

**Check**

Answer these questions.

1. Who is John’s cousin ?
2. Where does John work ?
3. Where does John’s family live ?
4. What does John do at the weekends ?
5. What does Ellen play ?

**Page 26**

**Transfer 1**

1. Fill in a form like this for yourself

	<b>You</b>	<b>Partner 1</b>	<b>Partner 2</b>	<b>Partner 3</b>	<b>Partner 4</b>
Name					
Live					
Family from					
Job					
Work(s)					
Like(s)					
Play(s)					

**FILE no. 2/ 2**

Country	L1	L2	Level	Length	Counter
Austria	German	French	2 <sup>nd</sup> . year		

**File can also be used in :**

- Contents
- Measures
- Environment

**CONTEXTUALISATION**

Ref./ original cassette counter : Minardi 1 / 4 – 00:00 to 10:00

Provisional matrix counter : 28:45 to 38:45

This is a class from the music section of a Gymnasium. The students are in their second year of French. The school promotes differentiated learning via official support for “autonomous learning” (*offenes Lernen*) distributing a plan of work for each student in each subject (see in Annexe an example for a French class).

**ORIGINAL TRANSCRIPT**  
 German L1, French L2
**TRANSLATION***Sections in italics were originally in French.*

S1. – Los, auf geht's.

S2. – *Allons-y!*

S1. – In der Mitte.

S2. – *Au milieu.*S1. – *Profond.*

S2. – Tief.

S1. – Lustig.

S2. – *Gai [mal prononcé par l'élève]*

S1. – Dort, da hinten..

S2. – *Là-bas.*S1. – *le lendemain.*

S2. – Am nächsten Tag.

S1. – *Faire demi-tour.*

S1. – Unaufhörlich.

S2. – *Sans arrêt.*

S1. – Let's go.

S2. – *Let's go.*

S1. – In the middle.

S2. – *In the middle.*

S1. – Deep.

S2. – *Deep.*

S1. – Jolly.

S2. – *Jolly* [badly pronounced by student]

S1. – Down there.

S2. – *Down there.*

S1. – Next day.

S2. – *Next day.*S1. – *Let's change.*

S1. – Non-stop.

S2. – *Non-stop.*

<p>S1. – Im Juli werde ich mich in Paris befinden.  S2. – <i>En juillet je vais . . . à Paris.</i>  S2. – Wohin begeben Sie sich am 13 Januar ?  S1. – <i>Est-ce que . . . vous vous rendez. . . le 13 janvier.</i>  E1. – Im Juli werde ich mich in Paris befinden.  S2. – <i>En juillet je vais me trouver à Paris.</i>  S1. – Wohin begeben Sie sich am 13. Januar ?</p>	<p>S1. – In July I'll be in Paris.  S2. – <i>In July I'm going . . . to Paris.</i>  S1. – Where are you going on January 13<sup>th</sup> ?  S2. – <i>Are you . . . you're going . . . on January 13<sup>th</sup>.</i>  S1. – In July I'll be in Paris.  S2. – <i>In July I'll be in Paris.</i>  S1. – Where are you going on January 13<sup>th</sup>. ?  S2. – <i>Where are you going on January 13<sup>th</sup>. ?</i></p>
<p>S1. – <i>Près de Ammer il y a un centre où on peut s'inscrire à un cours de ski.</i>  S2. – <i>La leçon que nous allons faire demain n'est pas du tout facile.</i>  S1. – <i>Nous avons un moniteur qui sait très bien faire du ski du fond.</i>  S2. – <i>Le séjour que nous avons fait à la station de ski a été très cher.</i></p>	<p>S1. – <i>Near to Ammer there's a centre where you can enrol for a ski course.</i>  S2. – <i>The lesson we're going to tomorrow isn't easy at all.</i>  S1. – <i>We have an instructor who is very good at cross-country skiing.</i>  S2. – <i>The stay we had at the ski station has been quite expensive.</i></p>
<p>S1. – <i>Nous avons fait de l'auto-stop au Luxembourg.</i>  S2. – <i>Elle a travaillé à Londres.</i>  S1. – <i>Vous avez des amis au Havre ?</i></p>	<p>S1. – <i>We hitch-hike to Luxembourg.</i>  S2. – <i>She worked in London.</i>  S1. – <i>Have you any friends in Le Havre ?</i></p>
<p>S. – <i>Ce camion est à moi.</i>  [couper de 5'15 jusqu'à 5'29]  [Attention ! possibilité d'insérer le jeu de Trimino terminé. Cf. fin de cette séquence de 9'22 à 9'30]</p>	<p>S. – <i>This lorry is mine.</i>  [Cut from 5'15 to 5'29] [Beware ! chance of inserting the Trimino game finished. Cf. end of this sequence from 9'22 to 9'30.</p>
<p>S1. - ?? . . .  S2. – <i>C'est un . . . bien sympa.</i>  S3. – Il sait quelque chose.  S4. – <i>Non, il ne sait rien.</i>  [couper de 6'44 à 6'59]</p>	<p>S1. - ??  S2. – <i>It's a . . . really nice</i>  S1. – <i>He knows something.</i>  S2. – <i>No, he doesn't know anything.</i>  [Cut from 6'44 to 6'59]</p>
<p>S1. – <i>Nous réfléchissons à une affaire bizarre.</i>  S2. – <i>Je ralentis devant un virage dangereux.</i></p>	<p>S1. – <i>We're thinking about a strange affair</i>  S2. – <i>I'm slowing down before a dangerous bend.</i></p>
<p>S1. – <i>J'aime beaucoup le Portugal.</i>  S2. – <i>C'est le Portugal que j'aime beaucoup.</i>  S1. – <i>Nous réfléchissons à la grammaire anglaise.</i>  S2. – <i>C'est la grammaire anglaise que nous réfléchissons.</i>  S1. – <i>Il est allé en Grande-Bretagne.</i>  S2. – <i>C'est la Grande-Bretagne qu'il est allé.</i></p>	<p>S1. – I like Portugal a lot.  S2. – <i>It's Portugal I like a lot.</i>  S1. – We're thinking about English grammar.  S2. – <i>It's English grammar we're thinking about.</i>  S1. – He went to Great Britain.  S2. – <i>It's Great Britain he went to.</i></p>

materials

SELF-TRAINING	NOTES	TRAINING
1. Before working on this sequence, make a list of all the games you know for language teaching, and those you have used yourself (as a learner and/or a teacher). Does the principle of play seem interesting to you, and why ?		
2. Read the definition of “measure” in the Glossary. Describe generally the measure used in this class by taking up each of the components of the term “measure” (materials, space, time, collective work).	2. Description of measure : - <i>Material</i> : centred on support materials of games, associated or not to questionnaires and forms. - <i>Space</i> : a class space where tables have been moved according to the various activities of the groups. - <i>Time</i> : length hardly quantifiable. The video sequence kept here, which gives the impression of an intense activity, in reality lasted 5’. - <i>The collective dimension</i> : groups of two or three or more. No movement apparent between students of different groups.	
3. Watch the sequence of a first time counting the different numbers of different support materials used.		
3.1 How many are there ?	3.1 You can count eight different support materials.	
3.2 What is there in common with what the students are doing with all these support materials : - in terms of activity ? - in terms of types of content ? (Read the definition of “content” in the Glossary). - in terms of the level of mastery of the contents ? (read the definition of “aim” in the Glossary).	3.2 All the activities carried out with this support material : - are games ; - relate to linguistic contents ; - envisage linguistic training.	



materials

4. Watch the sequence a second time.		
4.1 define each of these support materials in a few words.	<p>4.1 Different materials :</p> <p>a) Disc-game (principle of a parking disc).</p> <p>b) Photo booklet (“You’re never bored with the date”).</p> <p>c) Sheet with holes (in the style of a voting paper) with questions.</p> <p>d) Box with coloured pegs.</p> <p>e) Game with cardboard triangles to be matched.</p> <p>f) Goose game.</p> <p>g) Game with large dice with questions on each of the faces.</p> <p>h) Envelopes with windows revealing sentences.</p>	
4.2 For each of the se games, define in a few words the corresponding aim in terms of the contents.	<p>4.2 Different contents :</p> <p>Linguistic skills (lexical and syntactical). The students understand (either by reading or by listening) and say a word or a short sentence.</p> <p>Disc game : lexical training.</p> <p>Photo booklet : lexical and syntactical training.</p> <p>Sheet with holes : syntactical training.</p> <p>Box of coloured pegs : syntactical training ( use of prepositions of place).</p> <p>Cardboard triangles : training in two-way translation.</p> <p>Snakes and Ladders game : syntactical training.</p> <p>Large dice : conjugation training (verbs : <i>ralentir, réfléchir, choisir, finir</i>).</p> <p>Envelopes with windows : syntactical training on structure : <i>c’est que . .</i></p>	

materials

5. Show all these preceding observations in a table with the following vertical columns : support material, definition of game, function, linguistic content worked on.	5. Note : see Table synthesising games in Annexe.	
6. Look again at the game using the sheets with the peg. Make the necessary stops to watch carefully the right and left of this sheet : how does the game work ? were all the replies given by the students right ?	6. Prepositions ( <i>à, au, aux, en. .</i> )are written in different colours on the sheet which have to be placed correctly in sentences. On the other side of the sheet the answers are given in corresponding colours, the colour of the peg having to correspond with the colour of the answer. In this game as it was carried out by the students, in this filmed sequence, you can see that one answer is not right : in the example “Je roule beaucoup. . France”, you would expect the proposition “ <i>en</i> ” and the student suggests “ <i>de</i> ”.	
7. Look again at the Trimino game (counter 00 to 00) : how does this game work ?	7. Trimino game : words or short sentences are written on the sides of the triangle. The game consists of matching the corresponding sides of the triangles in such a way that the words or sentences match on both sides.	
8. Carefully look in the Annexe at the teacher’s “work plan” for this class.		
8.1 What extra information does this document give us concerning the play activities seen in the video recording ?	8.1 Extra information : - They are part of a very systematic collection of oral revision activities (cf. “Revision material”). - Some are optional and others obligatory, some can be done individually, others in groups of two (Disc and Vario Cubes) and one (the “school snake”) in groups of 3 or 4.	
	- In this collection of activities there are also written exercises of which some have to be handed in to the teacher for individual correction.	

materials

8.2 What extra information does this tell us about all the activities ?	8.2 Extra information : - Certain exercises are taken from the textbook (“Li.”), others from the students’ <i>Exercise book</i> (“C” or “C.d’Ex.”). - Certain exercises can be self-corrected by the students by consulting the solutions on the teacher’s table.	
9. What do you personally think of this system of “plan of work” ? How does it promote differentiation ?	9. Apart from personal opinion, you can consider that this system gives the students a larger part of autonomy on the one hand, on the other hand a more global vision of the work they have to do. This allows them to manage their work better at their own as appropriate.	You could point out in this plan of work the perfect integration of games activities to the collected activities of the class, as well as the constant alternation of individual and collective activities.
10. What relationship can you establish between “autonomous learning” (official support of the Gymnasium) and “differentiated learning” : in what way is the latter expression inadequate ? What would be more appropriate ?	10. Since it is the students themselves who spontaneously differentiate their own learning, you could say that “autonomous learning” does not correspond to “differentiated education” (that is, to <b>differentiated teaching</b> ) but to <b>differentiated learning</b> .	

**For facsimile reproduction of the details of  
the work plan  
please refer to the original French version**

## ANNEXE

(Note on Point 5 of the File Support materials 2 /2)

### TABLE SYNTHESISING GAMES

<i>Support materials</i>	<b>Definition of game</b>	<i>How it works</i>	<i>Linguistic content</i>
Disc-game in a box with questions	“Ticket machine” type disc	Pairs game. Student A : reads and suggests the vocabulary word which appears in the window of the disc. Student B gives a translation. Ex. Student A : <i>Thief</i> Student B : <i>Voleur</i> Student A, who has the answer, checks the reply.	Lexical training
Question sheet	Photo-album “You’re never bored with the date”	Pairs game. Student A. offers student B a whole sentence in the mother tongue, for example <i>In July I shall be in Paris.</i> Student B must translate into the foreign language : <i>In July I’ll be in Paris.</i> Student A then checks on the sheet that the translation given is correct.	Lexical and syntactic training
Sheets with holes with questions	Perforated sheets	Pairs game. Student A reads a sentence written on the upper half the sheet where a relative pronoun is missing The lower part of the sheet has three holes corresponding with the relative pronouns <i>qui, que, où.</i> Student B gives a suggestion and student A checks the answer by looking at the file. Ex. : <i>Nous avons un moniteur . . sait très bien faire du ski de fond.</i> Answer : <i>Nous avons un moniteur qui sait très bien faire du ski de fond.</i> The game (which can be played on your own) is carried out here in pairs.	Syntactic training
Box with coloured pegs.	Box of pegs	Group game. A series of simple sentences are put forward where the prepositions are missing : <i>à/au/aux/d’/de/en/</i> linked to colours. The student replies by placing the right corresponding colour. Ex. <i>Vous avez des amis . . Havre.</i> The student places a brown peg by the side of the sentence, symbolically corresponding to the preposition <i>au.</i> NB. You will notice the wrong use of preposition : In the example <i>je roule beaucoup . . France,</i> you would expect the preposition <i>en</i> and the student suggests <i>de.</i>	Syntactic training using prepositions of place
Box-game of triangles with text	Trimino	Pairs game. Each side of the triangle shows a word or a syntactic fragment, some in German, some in French, which has to be correctly	Lexical and syntactic training

materials

		translated. Each translation must correspond to the side of the triangle. Ex. : <i>déclarer = verzoellen ; sich ausgeben als = se faire passer pour.</i>	
Box with game and sheets with questions	School snakes and ladders	Group game. The game works on the principle of snakes and ladders with a dice throw. There is a question on the sheet corresponding to the points reached by the dice. Ex. : <i>He knows something ?</i> , a sentence which must be replied to in the negative: <i>Non, il ne sait rien..</i>	Syntactic training
Large game with question-sheets written on the six sides of a large dice	Vario cubes	Group game. This is a floor game with two large plastic dice, one red, the other blue. The blue dice shows a personal pronoun and a conjugation (verbs ending in <i>-ir</i> ) ; the red dice shows a sentence with a verb in the infinitive. Example 1 : “ <i>nous + imperative</i> ” (blue dice) ; <i>réfléchir à une affaire bizarre</i> (red dice). Answer : <i>Réfléchissons à une affaire bizarre.</i> Example 2 : “ <i>je</i> ” (blue dice) ; “ <i>ralentir devant un virage dangereux</i> ” (red dice). Answer : “ <i>Je ralentis devant un feu rouge</i> ”. The verbs to be used ( <i>ralentir, réfléchir, choisir, finir</i> ) are repeated in the sheet given to the students, and linked to symbols. Ex. : <i>Réfléchir : “?”</i>	Conjugation training (verbs ending <i>-ir</i> )
Envelopes with windows covering sentences	Box	Pair game. Student A reads the sentence which appears in the window. Ex. : <i>J'aime beaucoup le Portugal</i> ”, and shows a raised answer (with the idiomatic structure “ <i>C'est . . que/c'est . . qui</i> ”. Student B : “ <i>C'est Portugal que j'aime beaucoup.</i> ” Student A checks the answer by sliding open the window to show the correct answer.	Syntactic training (use of the structure <i>C'est . . que/c'est . . qui</i> ).

## ***PART I – DOMAINS OF DIFFERENTIATION – MEASURES***

*FILE no. 1/ 3*

<b>Other files for use under this heading :</b>	
- Aims 2/ 3	- Environment 3/ 4
- Support materials 2/ 2	- Metacognition 4/ 4
- Group work 1-2/ 2	

Country	L1	L2	Level	Length	Counter
Italy	Italian	English	8 <sup>th</sup> . year		

<b>Files can also be used in :</b>
- Aims
- Contents
- Support materials

<b><i>CONTEXTUALISATION</i></b>	Ref./ original cassette counter : Minardi 1/ 1 – 00:00 to 18:20 Provisional matrix counter : 38:55 to 57:20
This is a pilot school, and the 19 students of the class are part of a “Foreign Languages” Section (3 languages). A large room has been specially booked for the lesson, of the unusual length of 2 hours.	
The aim is to revise English literature of the XXth. century (Modernism, Eliot, Joyce . . .) as preparation for a baccalauréat test.	

<b>ORIGINAL VERSION</b> Italian L1, English L2	<b>TRANSLATION</b>
<p>T. – So you must stick all these different parts here.</p> <p>Hey are clearly arranged at random and then you’ve go themes. You must exchange your ideas about the themes of the different words orally, and then you can check the answer because you shall see the key that I will bring you.</p> <p>S. – OK. Thank you. So the Waste Land is divided into 5 parts. The second and the third. The first and the second.</p> <p>S.- OK. So the first page is this. This is the second part.</p> <p>T. - . . and then you can turn and you check the solution.</p> <p>S. – Ah !</p>	

T. - OK. And the most important concept of the modernist novels can be revised in this way because you can see I have just chosen only these 5 points to revise.

S2. - Death.

S1. - It's important because of the death.

S1. - In life.

S2. - Yes, in life.

S2. - Yes, in life. Examples : Evelyn after her mother's death.

S1. - . . . love meeting. It is a mechanical meeting. There are a girl and a man, but they only meet to make love without feelings.

S2. - The Love Song of J.A. Prufrock is a song that has nothing to do with love.

S2. - Again there is sterility also here even if there is the presence of women in this song. But these women even if they are very cultivated women because they are speaking of Michelangelo, they seem very empty. Their souls seem to be very empty without feelings and without emotions.

T. - OK. You start.

S1. - *I'll throw the dice.*

S2. - *I'm green.*

S2. - Eliot. 10.

S3. - I . . . I . . . I want to ask the question. "What kind of play is Murder in the Cathedral ?"

S2. - *Go on.*

S4. - What kind of . . . ?

S3. - . . . play is Murder in the cathedral ?

S4. - Verse drama.

S. - Eh !

S3. - It's right.

S4. - Thank you.

S3. - OK. One, two, three, four.

S1. - Nothing.

S4. - OK.

S1. - My turn. Six, One, two three, nothing

<p>S1. – So. Which question did you choose ?</p> <p>S2. – Question number two.</p> <p>S1. – What kind of family does Evelyn have ?</p> <p>S2. – Well, about Evelyn’s family, we know that her father is inclined to alcohol and is retired. She had an old mother who died and she has two brothers. But Harry, who is the one she prefers, died. While the other, Ernest, is gone away for the war.</p> <p>S2. – And you ?</p> <p>S1. – Number 15.</p> <p>S2. – What kind of project is Evelyn thinking about ?</p> <p>S1.- Evelyn is tired of life.</p>	
---	--

SELF-TRAINING	NOTES	TRAINING
1. Watch the sequence right through for the first time.		
2. Carry out a second viewing, pencil in hand, to spot :		
2.1 the parameters of the measure corresponding to : - the organisation and management of space ; - the organisation and management of time.	2.1 – Space : large room, vast space between groups, empty chairs, ease of movement for the teacher.  - Time : each student is carrying out in succession several activities during the same 2 hours lesson.	
2.2 the individual and collective dimension.	2.2 regrouping into groups of 2, 3 or 4 according to the activities.	
3. Look in the Annexe at the “Revision Table” document : what supplementary information does it tell you about the measures employed by the teacher ?	3. – There are oral activities, and others are written.  There are obligatory activities and others are optional. Certain activities are planned for individual realisation. Some games are there with several copies in order to be done simultaneously by several groups. The teacher’s correct version is provided for the four written activities.	



<p>4. What is the teacher looking for in getting revision done with these kinds of activity ?</p> <p>What do you think of them personally ? Would you use them with your students ?</p>	<p>4. You could think in particular of the following aims :</p> <ul style="list-style-type: none"> <li>- Motivating the students by making them do the revision in the most pleasant and varied way.</li> <li>- Allowing them to review their knowledge and re-organise it by group exchange.</li> <li>- Training them for the oral test in front of the examiner, - where they will have to reply immediately to unexpected questions.</li> </ul>	<p>You could ask the course participants what modifications or adaptations they would suggest for students of a different level.</p>
<p>5. Describe briefly, for each measure, its aims, support materials and corresponding activity.</p>	<p>5. – Puzzle : from a given date, they must reconstitute the life and quote the most important works of T.S.Eliot, giving the theme.</p> <ul style="list-style-type: none"> <li>- Novellas : two novellas from Joyce’s <i>Dubliners</i>, cut up in the form of a puzzle and handed out at random. They must reconstruct the story, giving the plan of composition.</li> <li>- Snakes and Ladders game : questions on Joyce and Modernism in general.</li> <li>- Rallye : 35 questions on “Evelyn, an Encounter”, he students asking each other questions.</li> <li>- Scenario : true-false on Modernism. Written exercises to be handed in to the teacher for correction. Correction of the wrong answers.</li> </ul>	
	<p>You could assume the order is chosen by each student according to the contents and the skills on which he wants to work, the wishes of the other members of the group, or the material available.</p>	<p>You could ask by whom and by what criteria the order is chosen in which the students carry out these different activities.</p>

	No doubt because of the examination including written tests and oral tests. This explains the remark “if you know what you’re going to do on June 29 <sup>th</sup> ” (doubtless the date of the examination), and the fact that the obligatory exercises are written and oral.	You could ask the participants to make hypotheses on the reason why the teacher introduced a distinction between the obligatory exercises and the optional exercises, and if this seemed pertinent to them.
6. Pinpoint the aids planned by the teacher to promote self-correction.	6. – Puzzle : Green <i>Post-its</i> with answers ; reconstituted puzzle. - Snakes and Ladders game : questions read by partners who ask and correct. - Questionnaire : guide-lines are given. - Rallye : the answers are given on the same page as the questions.	
7. What does the teacher’s work consist of :		
7.1 before the lesson ?	7.1 Planning and making the material, elaborating aids and corrections, preparing precise instructions to explain the work to the students, booking and preparing the room.	
7.2 during the lesson ?	7.2 Giving information on organisation, and methodological advice,	
8. What are the necessary conditions for the success of such measures ?	8. The students must have previously carried out in-depth work on the contents, and be trained in group work.	
9. What can be the advantages of such measures :		
9.1 concerning the students’ development ?	9.1 Freedom at work, co-operation, autonomisation, mutual respect, pleasure.	
9.2 concerning language learning ?	9.2 Training for more fluid language : no negative	

	evaluation, reducing the drama of mistakes.	
10. What can be the disadvantages of such measures :		
10.1 concerning learning the language 10.2 concerning the teacher ?	10. 1 Little correction.	
	10.2 Important preparation work on the teacher's part (compensated, it is true, by less intense work on her part during the lesson).	
	<p>This measure no doubt for the most part suits children and adolescents who like to play and who respect rules clearly explained. It will certainly not suit all the teachers. You need imagination and to be willing to invest a lot in creating the material.</p> <p>On the other hand, the material could be designed and carried out by a department team. Uniting their taste, their aptitudes, their skills of imagination, they could invent equally effective measures.</p>	You could ask participants if they think measures like these suit all students . . and all teachers.

## ANNEXE

ENGLISH LITERATURE  
5<sup>th</sup>. FORM

REVISION TABLE  
Modernism, James Joyce, Thomas Stearns Eliot

Topics for revision	Material	Method	Remarks
1. The 20 <sup>th</sup> . century novel Key ideas	Fill in	[pen] ☺☺ (X 2) ⇒	
2. Thomas Stearns Eliot Life and works	Puzzle	[book] ☺☺☺ (X 2)	
3. Evelyn An Encounter	Puzzle	[book] ☺☺ (x 4)	O
4. Modernism, Joyce, Eliot	The shortest way (?) to the State examination	[book] ☺☺☺☺ (X 1)	O
5. T.S.Eliot	Photos	[book] ☺ (X 1)	O after 2, for further revision
6. James Joyce	Photos	[book] ☺☺ (x 1)	
7. T.S.Eliot	Terza prova – autore, personaggio	[pen] ☺ (X 3) ⇒	if you know what to do on June 29 <sup>th</sup> .
8. James Joyce	Terza prova – autore, personaggio	[pen] ☺ (X 3) ⇒	if you know what to do on June 29 <sup>th</sup> .
9. Evelyn, An Encounter, the love song Of J. Alfred Prufrock.	Rallye	[book] ☺☺☺ (X 4)	O
10. Modernism	Scenario	[pen] ☺ (X 3) ⇒	O

[book] – oral - ☺☺ - two people (X 4) number of copies available
[pen] – written ☺ - on person (X 3) number of copies available - ⇒ to be given to the teachers for correction
compulsory for all students

**File no. 2/ 3**

Country	L1	L2	Level	Length	Counter
Finland	Finnish	English	4 <sup>th</sup> . year		

**File can also be used in :**- *Environment*

- Tasks

- Group work

**CONTEXTUALISATION**

Ref. / original cassette counter : Tusscher 1/ 1 – 09:23 to 10:15

Provisional matrix counter : 57:25 to 58:25

This is a pilot secondary school, which takes in 320 students from 13 to 16, who are preparing for the *Upper Comprehensive School* (three years of Finnish obligatory schooling). This school has an international class, a virtual class and a media class. It is participating in the United Nations *Global Citizen Project*, which allows students to enter for the *Global Citizen Maturity Test*, in which students from all over the world are taking part. Dossiers are prepared in the computer room then presented to the whole of the school.

The lesson filmed here lasts for two hours each student has per day three lessons of two hours), and is composed of two periods an hour :

The first is based on a method in English, with notes in Finnish, accompanied by a book of exercises ; in the sequence filmed here we are assisting with the second stage of the lesson, during which the students do different exercises required by the teacher ;

In the second the students go to the computer rooms to work on their project. The work on this filmed sequence is not limited to visual elements, and that is why the file does not offer a transcript.

SELF-TRAINING	NOTES	TRAINING
1. Before watching the sequence, mentally make a list of all the types of materials you use or which can be used in a language class to do exercises. Does the material seem an important element to you for carrying out differentiated learning ?		
2. Watch the sequence a first time : if you compare this class with a “traditional” class, what are your first impressions ?	2. The impression here is both one of a great diversity of tasks carried out, but at the same time great concentration in very autonomous work.	It would be interesting to compare the first reactions of different course participants, in such a way as to show standardised views. For example some people perhaps consider, more or less consciously, that true serious work can only be done in a collective way under a teacher’s permanent control.
3. Describe the lay-out of the room : its arrangement, furniture, different spaces.	3. - An apparently narrow room, but leading to another room. - Tables regrouped by groups of students. - Chairs, armchairs, stools, bookshelves. - Work spaces for groups round the tables, individual work of oral comprehension on tape-recorders on the shelf, individual work on the computer.	
4. Watch the sequence again if necessary to establish a list of the materials used in this class. How can you characterise them all ?	4. - Magnetic board where leaflets are fixed by magnets; - textbooks on tables and shelves ; - books and exercise books on the tables ; - 6 tape-recorders with headphones on one shelf ; - 2 headphones on a table ; - 1 overhead projector ; -2 computers. It is material which mixes classical and modern technologies, and which is both abundant and varied.	

## Measures

5. What domains of educational differentiation are promoted by material like this and a lay-out like this ?	5. The whole thing is organised to facilitate carrying out differentiated learning in all the domains (aims, contents, support materials, aids and guidance, tasks and methods).	
6. How many students do you see ? What kinds of exercises do they seem to be devoting themselves to ?	6. You see about a dozen students, working in groups of three, groups of two, or individually. From right to left, following the camera : - A first group of three students. They are apparently doing written exercises, taken from the textbook or on sheets fixed to the board. - One student is exercising on his own at the computer, also written work. - A group of two students, one sitting at a big table, the other in an armchair beside him. They are communicating orally, with written documents at hand. - Round the big table, the students are working individually from written support materials. - In the front, lastly, a second group of two students is working on textbook exercises.	
7. What are the necessary qualities for students so that a measure like this works well ?	7. Discipline, autonomy, sense of responsibility, respect for others, respect for the equipment and safety regulations, technical skills (to use the equipment on their own).	Not all the students have acquired these qualities (can you see this on the recording ? : can you see some who are distracted, idlers, etc. ?), but you could point out that the only and unique way of developing them . . is to keep giving them the chance to carry it out.

**FILE no. 3/3**

<i>Country</i>	<b>L1</b>	<b>L2</b>	<b>Level</b>	<b>Length</b>	<b>Counter</b>
Italy	Italian	Spanish	2 <sup>nd</sup> . year		

<b>File can also be used in :</b>
-----------------------------------

- Instructions
----------------

**CONTEXTUALISATION**

Ref./ original cassette counter : Carilla 1/2 – 10:25 to 14:20

Provisional matrix counter : 1:26:50 to 1:30:25

This sequence was filmed at the Institute G. Bruno in Rome, a pilot school with a language orientation. It follows group work on different topics arising from a short fantastic novella by Julio Cortázar, extracted from *Historias de Cronopios y de Famas*. The nine students have had to be divided into three groups of three to do this. Before working on the present sequence, you should watch (or watch again) the one where the teacher is organising the work (File Contents 1/ 1).

<b>ORIGINAL TRANSCRIPT</b> Italian L1, Spanish L2	<b>TRANSLATION</b>
<p>P. – Ahora, ahora, uno de cada grupo, uno solo de cada grupo pasa - ¡ por favor ! . . . o sea a otro grupo. Después de 10 minutos permuta con otra persona, de manera que al final se manengnan los grupos de ahora, de manera qu todos los grupos tengan una idea precisa de lo que han hecho los otros grupos, que puedan de alguna manera escuchar las consideraciones de cada grupo, y después nos reuniremos para las consideraciones finales. ¿ Esta bien? ¿ Preguntas ?</p> <p>A. – No. .</p> <p>P. – No. . Todo claro. Bien, entonces, podemos comenzar por el . . haciendo las rotaciones de esta manera : tú vas allí, tú, vas allí, uno de ellos ca allí. ¡ Claro ! ¡ vamos ! . . Podéis elegir, claro que después hay tenéis que cambiar</p> <p>. . Aquí, ¿ que pasa ? . . .</p> <p>[ . . . ]</p>	<p>T. – Now, now, one from each group, just one from each group will go into – please ! . . will go into another group. After 10 minutes they will swap with another person, in such a way that at the end you'll have the original groups, so that all the groups have a precise idea of what the other groups are doing, so that they can somehow listen to the discussion of each group, and then we'll join together again for the final discussion. OK ? Any questions ?</p> <p>S.- No. .</p> <p>T.- No. . Everything clear. . All right then, we can begin by . . by doing the rotations in this way : you, you'll go there, you, you'll go there, one of them will go there. That's it. Off you go ! . . You can choose, but certainly, after, you must swap. . . What happened here ?</p> <p>[ . . . ]</p>



<p>P. Bien, entonces, intercambiar ideas, intercambiar hipótesis, aclarar dudas . . [. . . ] P. – Ahora se tiene que completar la rotación, en el sentido de que todos los grupos tengan una . . otra persona de cada grupo. No sé si me he explicado. A. – No. P. - ¿No? . . Ecco. . . eso, sí, sí. . ¡Claro! de manera que todos los grupos tengan una . . otra persona de cada grupo. No. . un momento. . un momento. Entonces, tú eres de este grupo, te puedes ir allí, por ejemplo. Ella se puede ir aquí. Y uno de vosotros. . No. . perdona, que me estaba confundiendo yo. . [. . . ] P. – No, Juliana es de este grupo. Vosotros necesitáis . . ¡Ah, sí, sí, ¡justo ! me estaba confundiendo yo . .</p>	<p>T. – OK, then off you go : exchange ideas, exchange hypotheses, clarify any doubts . [. . . ] T.- Now we must finish our rotation, so that other people from each group go into another group. I don't know if I've made myself clear. S.- No. T. – No? Ecco. . that's it, yes, yes. . .that's it ! So that all the groups have . . another person from each group. No, wait a minute, wait a minute. Now you, you're in this group, you can go there, for instance. She, she can come here. And one of you. . No – sorry, it's me who's wrong. . [. . . ] T.- No, Juliana is in this group. You, you must. . Ah ! yes, yes, that's right ! It's me who's wrong !</p>
---	--

<b>SELF-TRAINING</b>	<b>NOTES</b>	<b>TRAINING</b>
<p>1. With what aim did the teacher think out this rotation measure ? What is she interested in, what is she creating in terms of communication between the students ?</p>	<p>1. Each group having worked on one sole theme, the students will meet for two repeats in a situation of authentic communication, communicating in an authentic way with a member of another group, then this person will communicate to them the information they do not have. Their questions will therefore be true questions, contrary to those of the teacher, who already knows the replies.</p>	
	<p>In groups of two, for example, each has a drawing almost identical with that of the other person, and they have to find out the differences without looking at the other's drawing , but by questioning one another.</p>	<p>You could indicate that this kind of measure is called, in didactic terms, <i>information gap</i>. You could get them to think up other measures creating the same effect.</p>

	You can imagine the same exercise with an identity form of the same person in two versions presenting complementary information : this would be a case of reconstituting the complete form, solely by proceeding from questions-answers.	
2. How does the teacher make sure, at the beginning, then during her conversation, that the initial instructions were properly understood ?	2. Having given her instructions, she asks the students if they have any questions (“ ¿ Preguntas ?), then she checks the rotations at the moment that they are being done correctly (“Ecco. . That’s it, yes, yes. . . That’s it!”), and intervenes to help the students carry out the operation. (“So, you, you’re in this group, you can go there, for example. She, she can come here.”).	You could indicate here that a simple plan on the board is sometimes more effective than a long conversation.
		You can confirm that the initial questions (“Any questions ?”) was not sufficient here, as is generally the case elsewhere for any question of this kind (“Did you understand ?”, etc.) to really check the students’ understanding.
3. Make plans for the rotation between the groups according to the teacher’s instructions.	3. See in the Annexe, the schemes corresponding to the two rotations.	
4. We have reached the end of work on the different sequences under the heading of Measures.		
4.1 Watch again the three sequences, in order to be able to enumerate the different measures used. How is such diversity justified ?	4.1 The diversity of these measures is justified by the diversity of aims envisaged : revision before an examination ; differentiated tasks following a collective lesson ; or again use of an original <i>information gap</i> situation .	
5. The measures of differentiated learning are often complex (even sometimes for the teachers themselves, as you see in the 3 <sup>rd</sup> . sequence! . . ), and understanding the instructions is therefore an essential stake. Make a list, as exhaustive as possible, of all the techniques of explaining and checking the understanding of instructions that you have seen being used.	5. Possible techniques : - formulate instructions in the clearest and least ambiguous way possible, without hesitating to repeat them and to reformulate them ; - formulate the instructions in L1, or in L2, then in L1 ; make the students formulate the instructions, if necessary in L1 ; - put the instructions on the board, or on a document handed out to each student or each group ;	

Measures

	<ul style="list-style-type: none"> <li>- Make plans on the board (or have the plans made by the students ) ;</li> <li>- Give the instructions piece by piece, as far as advancing tasks, or repeat them at the exact moment when the students have to apply them ;</li> <li>- Give the aims of each task, explain the reasons for this or that instruction : you remember more easily where you have understood the aims and motives.</li> </ul>	
<p>Conclusion : differentiated learning is a rigorous school, but every teacher who innovates has the right to experimental trial and error.</p>		

**For facsimile of Annexe showing group movements,**

**Please refer to original French version, same page.**

**PART I – DOMAINS OF DIFFERENTIATION – AIDS AND GUIDANCE****Other files for use under this heading :****- Introduction**

- Contents
- Tasks

**FILE no. 1/1**

Country	L1	L2	Level	Length	Counter
Belgium	French	Spanish	2 <sup>nd</sup> . year		

**File can also be used in :**

- |                |                  |
|----------------|------------------|
| - Introduction | - Instructions   |
| - Aims         | - Remedial work  |
| - Contents     | - Autonomisation |

**CONTEXTUALISATION**

Ref./ original cassette counter : Jiménez 2/ 5 – 00: to 4:17 (instructions)

Starting again from 4:28 to 5:14

Provisional matrix counter :58:50 to 1:03:05 and 1:03:20 to 1:05:00

The school establishment, the Athénée Riva Bella in Braine-l' Alleud, belongs to the French Community of Belgium (public education). The class is composed of 12 students of about 17 years of age. This is a revision lesson preceding a written test.

**ORIGINAL TRANSCRIPT****French L1, Spanish L2**

P. – Hoy lo que hacemos es lo que a veces hacemos : lo de trabajar cada uno solo y cada uno puede escoger el trabajo que va a hacer. ¿ Vale ? Pues hoy la idea es trabajar la coherencia de un texto narrative : ¿ Qué cuenta una historia ¿

**TRANSLATION***Bracketed numbers in bold refer to support materials reproduced in the Annexe.*

T. – What we are going to do today is what we often do : o work each on his own, and each person can choose the work he's doing. OK ? All right, today we're

Hay diferentes ejercicios. Voy a explicar lo que podéis escoger.  
 Aquí, en esta zona, hay un ejercicio sobre los conectores [1], que trabajamos en otro momento . . . ¿Os acordáis ? cuando tratamos de la contaminación : “por eso”, “además”, etc. ¿De acuerdo ? Son palabras que hay que poner en el texto.  
 Pues, hay dos posibilidades : podéis trabajar – es un texto que cuenta historia de Juan Fajardo – podéis trabajar con la ayuda de unos símbolos y el vocabulario que viene aquí 2]. Los símbolos están en el texto, y en función de los símbolos podéis encontrar el conector adecuado.  
 El mismo texto se puede trabajar sin la ayuda de esto, es decir que es más fácil trabajar con los símbolos, pero los que se sienten ya más a gusto – o sea quien siente que puede hacerlo – pueden hacerlo directamente sin los símbolos, así. ¿ De acuerdo?  
 Hay dos posibilidades, y la corrección siempre está aquí. ¿Vale ?  
 Luego, después de hacer esto – dos grados de dificultad – viene la última etapa, aquí. Es la continuación que faltan [3]. Tenéis que continuar la historia, sin los símbolos de todas formas, y además está desordenada. Y es posible hacer esto directamente sin pasar por la primera historia, para los que se sienten muy fuertes. ¿Vale ?  
 Aquí, en el medio se trata de trabajar la lectura y la escritura. También hay lo más fácil , 2, 3 estrellas [4]. ¿Os acordáis el ejercicio que hicimos ? : anticipar, imaginar lo que va haber después en el texto . . . – No se trata de un texto publicitario sino de un texto narrativo, ¿de acuerdo ?, y vais a ver que hay diferentes ejercicios, por ejemplo, aquí. Hay tres.  
 Si hacéis uno y funciona bien, podéis pasar a dos directamente, ¿de acuerdo ? Y para trabajar aquí, como hay que escribir, os voy a ayudar a corregir, y estaré aquí sobretodo para ayudar a corregir uno a tres, ¿de acuerdo ?  
 Y aquí tenéis un texto narrativo, una historia donde falta el vocabulario[5], y

Working on the coherence of a narrative text : What is telling a story ?  
 There are different exercises. I’ll explain what you can choose.  
 Here, in this area, there’s an exercise on connectors [1], which we worked on not long ago. . . do you remember ? when we dealt with pollution : “for that reason”, “besides”, etc. OK ? These are the words you have to put into the text.  
 So, there are two possibilities : you can work- it’s a text which tells the story of Joan Fajardo – you can work with the help of symbols and the vocabulary you have here [2]. The symbols are in the text, and according to the symbols you can find the appropriate connector.  
 The same text can be worked on without this aid, that’s to say it’s easier to work with symbols but those who already feel more at ease – anyone who feels he is capable of doing it – can do it straight away without the symbols. OK ?  
 There are two possibilities, and the correct version is always here, OK ? Then, having done that – there are two degrees of difficulty – comes the last stage, here. It’s the end of the story, out of order, OK ? and with the missing connectors [3] . You must continue the story, without the symbols, in any way, and besides it’s out of order. And it’s possible to do that without going to the first story, for those who think they are good enough. OK ?  
 Here, in the middle, there’s reading and written work. There is also easier work by two, three starts [4]. You remember what we did ? : anticipate, imagine what there’s going to be later in the text. . . This isn’t an advertising text, but a narrative text, OK ? and you’re going to see that there are different exercises, for example, here, there are three. If you do that and it works well, you can go on to number two directly, OK ?  
 And to work here, as you have to write, I’ll help you to make corrections, and I’ll stay here to help and to correct numbers one to three, OK ? : anticipate, write the end of different stories, OK ?

Tiene que tener coherencia por el vocabulario. Dos posibilidades : trabajar el texto, buscar el vocabulario sin la ayuda de las palabras que están aquí [6], ¿vale? es decir estas hojas dobladas, completar el texto sucando palabras – ¿vale? - o podéis hacer el ejercicio de darle sentido, con las palabras que est’an aquí que son las que faltan, ¿de acuerdo? Bueno, también dos grado de dificultad : más fácil y un poco m’as difícil. De toda forma estaré aquí para ver como se organiza, ¿de acuerdo? Y la respuesta, como siempre, en esta hoja, ¿de acuerdo? Bueno, pod’eis escoger lo que os oarece más adecuado, más util, o trabajar los conectores y continuar con la historia o trabajar el vocabulario.

And you have here a narrative text, a story where the vocabulary is missing [5], and it must be coherent as far as the vocabulary is concerned. Two possibilities : to work on the text, you have to look for the vocabulary without the help of the words here [6], OK? That’s these folded sheets, to complete the text by looking for the words, OK? Or you can do the exercise by giving the meaning, of looking for the meaning, with the words which are here and which are those that are missing, OK? All right, there are also two degrees of difficulty : easier and a bit more difficult. Anyway I shall be here to see how you get on, OK? And the answer, as always, on this sheet, OK? Good, you can choose what seems most appropriate to you, most useful, either work on connectors or go on with the story, or work on the vocabulary.

SELF-TRAINING	NOTES	TRAINING
1. Watch this sequence for a first time. What Are your first reactions ? Does what the teacher suggests correspond to the kinds of activity that you have used either as a teacher or as a learner ?		
2. Look again at the sequence with the Annexe at hand, so as to spot the different support materials and the different tasks the teacher spoke of.		
2.1 What do the four different tasks offered the students consist of ?	2.1 The four tasks are the following : a) insert the connectors missing in a text with gaps ; b) put in order the ends of the text, and insert the connectors in the text thus reconstituted ; c) edit the end of some short beginnings either by following the logic of the beginning, or by breaking it ; d) insert the vocabulary missing in a text.	
	The teacher suggests various tasks, and it’s up to the students to differentiate. (Cf. what the teacher says to them at the end : “ You can choose what seems the best to you, the most useful.”).	You could ask if it’s a question here of <i>variation</i> or <i>differentiation</i> of tasks, suggesting they reply by the definition of these terms in the Glossary. This distinction has already been the subject of work suggested in the introduction sequences.
2.2 Classify these fours tasks (1,2,3 and 4) according to	2.2 Classifications :	On this point, this sequence allow very precise work on

<p>the different ways you can define “aims” (se Glossary) :</p> <ul style="list-style-type: none"> <li>- language skills ((written and oral comprehension, written and oral expression) ;</li> <li>- linguistic contents (vocabulary, phonetics-spelling, morphology, syntax) ;</li> <li>- types of grammar : sentence, textual, pronunciation, notional-functional ;</li> <li>- the levels of mastery of the contents : training or transfer.</li> </ul>	<ul style="list-style-type: none"> <li>- written comprehension : tasks 1,2 and 4 ; written expression : task 3 ;</li> <li>- lexical : tasks 1, 2 and 4 ; task 3, although a task of written expression, refers to the whole of the linguistic contents ;</li> <li>- all the tasks have in common work on textual grammar – as it happens, “cohesion” (inner logic) – of the narrative text ;</li> <li>- tasks 1,2 and 4 : training (which assumes previous mastery of levels : research, conceptualisation, application) ; task 3 : transfer.</li> </ul>	<p>the theme of differentiation of aims (see heading “Aims”). You could point out that the teacher, at the end of her instructions, distinguishes between work on the connectors (tasks 1,2 and 3) and work on the “vocabulary”, but that this classification – like all grammatical classifications - . . . is controversial : you could just as well speak of work on the “vocabulary of connectors” in tasks 1 and 2 ; researching vocabulary in the text by the gaps in text 4 requires an understanding just as subtle in chronological evolution as in tasks 1 and 2.</p>
<p>3. Read carefully the definition of the terms “aids” and “guidance” in the Glossary.</p>		
<p>3.1 As to the tasks, have we aids or guidance ? Name them for the tasks where they appear, basing your answer both on the reproduction of the support materials in the Annex, and on the teacher’s words. There are 3 in number.</p>	<p>3.1 It only concerns aids. These are :</p> <ul style="list-style-type: none"> <li>- for task 1, the connectors table (see Annexe, support material [2] ) ;</li> <li>- for task 4, vocabulary blacked out in the text (see Annexe, support material [6] ) ;</li> <li>- for the written product exercise, support material [4], the teacher offers her help in advance to those students interested (“And to work here, as you have to write, I will help you to correct. it”).</li> </ul>	
<p>3.2 What is their function in the teacher’s measure ?</p>	<p>3.2 The aids allow for differentiation in the difficulty of tasks : it’s easier to do a task with an aide than without.</p>	
<p>4. How does guidance come in from one task to another? What is the method followed ?</p>	<p>4. The teacher used a methodology which goes from the simple to the complex. She takes the trouble to explain precisely the steps and the route to follow to arrive at the aim in mind.</p>	
<p>5. Listen again to the instructions. In which task does the teacher think the students will have most need of guidance ? Why ?</p>	<p>5. The teacher will above all help the students who have decided to edit the final part of a literary text. Why? Because firstly it’s a literary text of specific genre and style, and then because it assumes previous intellectual operations : analysis, conceptualisation, integration.</p>	
<p>6. At what point is the teacher most insistent in her</p>	<p>6. On the different possibilities of choice offered to the</p>	

instructions ?	students ( choice of tasks, of aids), principally according to degrees of difficulty.	
7. What are the elements of the measure used by the teacher which allows the students to train themselves for autonomy ? Note them systematically.	<p>7. Elements of autonomous work by the students :</p> <ul style="list-style-type: none"> <li>- Each student works alone (cf. the teacher’s first sentence) .</li> <li>- The students can choose to do task 1 with or without the aid of the connectors table, task 3 with or without the teacher’s help, task 4 with or without the vocabulary aid.</li> <li>- The students can do their own corrections at the end of the task (cf. what the teacher says : “The correct version is always here, OK ?”).</li> <li>- The students can decide to do task 3 directly (continue the story by sorting the random paragraphs and putting in the missing connectors, without going over the first story (first part of the story with connectors to insert).</li> </ul>	On this point, this sequence can be profitably exploited for a piece of work on the theme of “autonomisation” (see the corresponding heading).
8. What happens once the instructions have been given? How is the division of tasks effected ?	8. It is the students themselves who move to go and look for the exercises that suit them.	
9. Now watch the students at work. How do they behave in carrying out the tasks they have chosen ?	9. They work on their own, or discuss among themselves, or call the teacher. You might note the reaction of one proud student who found the right answer without having used the aid at his disposal.	
10. Look again at what you answered for question 1 at the beginning of work on this file (“What are your reactions ?”). Is your answer the same now, at the end of the work, and if not, how is it different ?		



## ANNEXE

<p><b>[1]</b> <i>Extract translated from text</i>                  he wasn't a very intelligent person. <math>\Leftarrow \Rightarrow</math> _____ he had a physique which pleased women a lot. He was tall, brown, with green eyes and a mysterious smile. He was always trying to chat up women, and his only pleasure in life was to make women fall in love with him without himself being affected by any real feeling of love. <math>\Rightarrow O \Rightarrow</math> _____ this need to fascinate all the women, he was completely obsessed by his appearance, et <math>+ \Rightarrow</math> _____ by the idea of always seeming pleasant and amusing.</p>	<p><b>[2]</b> <i>Extract translated from the table of connectors, for the text on the left</i>                   To continue to speak on the same topic, and, besides, to give more information :  <math>+ \Rightarrow</math> also/the same/ besides                  To oppose and contrast several ideas  <math>\Leftarrow \Rightarrow</math> but/meanwhile/ on the other hand                  To explain the reason for something  <math>\Leftarrow O \Rightarrow</math> because/ on account of/ for the reason that/ since/as</p>
<p><b>[3]</b> <i>Extract translated from the story, out of order, with connectors missing</i></p> <p style="text-align: center;">                 ... _____ he began to knock the door as hard as he could, and finally she opened it.                      ... _____ he had lost his shoes at the disco, and _____ and he had to walk _____ he couldn't find a taxi at all at exit.                      ... When he arrived at the door of his flat, he looked for the keys in his pocket, but didn't find them.                      Jean came back to his flat defeated and humiliated, his feet almost bloody.             </p>	
<p><b>[4]</b> <i>Extracts from the work on reading and writing</i></p>	
<p>✧ <b>Anticipate the end of the imaginary tales respecting the invasion of the irrational in the real.</b></p> <p>End the following three short tales, respecting their imaginary logic</p> <p><b>1. Accident</b></p> <p><i>A student spreads his geography exercise book on the floor. He looks at it for so long that he ends up marvelling the perfection that a map can be. He makes himself very small, and he begins to walk towards the country he has drawn. . (Jean Carlos Moyano Ortiz, in :Cosas que pasan [“Things that happen], Ed. Edelsa.</i></p>	<p>✧✧ <b>Anticipate the end of a story breaking with its logic</b></p> <p>Read this short story by Julio Cortázar</p> <p style="text-align: center;"><b>Day after day</b></p> <p>A man takes the tram after having bought his newspaper and after putting it under his arm. Half an hour later, he gets off with the same newspaper under the same arm.                  But it isn't the same newspaper at all, now it's a pile of printed sheets</p>

guidance

<p><b>2. Love</b></p> <p>They looked at each other from one window to the other in the two trains which were going in opposite directions, but the force of love is such that, suddenly . . . .</p> <p>(Ramón Gómez de la Serna, <i>in Cosas que pasan</i> [“Things that happen”], Ed. Edelsa</p> <p><b>3. Crash between two trains</b></p> <p>The crash between the two trains had been terrible, of an incredible violence, bloody. No-one could explain why that could have happened. All the signals had been done, and the points had worked well. No-one could explain the thing, and yet it was very simple : the two engines, boiling over with sensuality. . . (Ramón Gómez de la Serna, <i>in: Cosas que pasan</i> {Things that happen}, Ed. Edelsa.</p>	<p>Which the man left on a bench in the square.</p> <p>He had hardly left the bench when the pile of printed sheets transformed itself again into a newspaper, until a young man read it and left it transformed into a heap of printed sheets.</p> <p>Hardly left alone on the bench, the pile of printed papers transformed itself again into a newspaper, until an old woman found it, and left it as a pile of printed sheets [. . . }</p> <p>According to what happens to the newspaper every time, can you anticipate the end ?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>But, so that there is an end, it is necessary to break this chain of repetition. What do you suggest ? _____</p> <p>_____</p> <p>_____</p>
--	--

<p>[5] Extract translated from the narrative with vocabulary removed</p> <p style="text-align: center;">Another love</p> <p>Manuel Vicent</p> <p>In ordinary life, couples fall in love from the outside to the inside. First the body interposes itself, and later, with a bit of luck, the soul arrives. When they come across each other....., these two beings, who later will become lovers, meet each other with a face, hands, legs, eyes, with the human surface which is exposed to bad weather. Based on this attraction, the couple approach each other, begin to get to know one another, . . . feelings, .....the past, make plans for joint happiness, . . . little by little the spirit of the other, and there comes a moment when this shining liaison of two spirits produces what we call love.</p>	<p>[6] Vocabulary removed from the text on the left</p> <p style="text-align: center;"><i>to unveil</i> <span style="margin-left: 200px;"><i>to express</i></span></p> <p style="text-align: center;"><i>to introduce oneself</i></p> <p style="text-align: center;"><i>in one place or another</i></p>
--	---

## PART I – DOMAINS OF DIFFERENTIATION – TASKS

**Other files for use under this heading :**

- Introduction 1/ 4, 2/ 4
- Support materials 1/1
- Measures 2/ 3
- Instructions 2/ 3

**FILE no. 1/ 2**

Country	L1	L2	Level	Length	Counter
Austria	German	French	1 <sup>st</sup> . year		

**File can also be used in :**

- Instructions
- Group work
- Joint work

**CONTEXTUALISATION**

Ref./ original cassette counter : Minardi 1/ 4 – 59:00 to 1:01:40  
 Provisional matrix counter : 1:05:10 to 1:07:50

The teacher has written the following grid on the board before the start of the sequence :

Notes of the 3 <sup>rd</sup> . test of the 3 <sup>rd</sup> . examination					
Group	Name	Age	Family	Job	Problems
	Activities				
I	Michel Agba				
II	Mme. Sabion				
III	M. et Mme. Duparc				
IV	Mme. Bouchon				

<b>TRANSLATION OF ORIGINAL FRENCH</b> <b>German L1, French L2</b>	
<p>T. – So, group 1. I would say that. . . there are five people, that’s you three and you two as well. Can you join them ? Can you join them, please, now ?                      And you, you come back and you work together. Group 2. You, that’s Michel Asgba, you, that’s Mme. Sabion. OK ? Understood ?                      M. and Mme. Duparc. . oh yes . . oh. . .that’s group 3, and you two. . you two. . ( . . ) Havas and Sabat . . Excuse me . . . Sabat and Bernard. You can join them here, you’re . .                      And you, you come back, you’re group 3, . . 4 ! Mme. Bouchon . . yes ? . . last row . . Mme. Bouchon.                      And then you will work there . . you’ll listen to . . .                      ( . . )                      T. – Michel Agba, yes ?                      S1. – His name is Michel Agba. He is 18 to 25 years old. He lives in Morocco, that’s in Africa.                      T. – Yes ?                      S2. – He’s studying physics. He does babysitting. His “rent” [wrongly pronounced] is high.                      T. – His “rent”. That’s this person’s problem. Yes ? it’s finished ? yes ? OK. Thank you . . . )                      S3. – Her name is Mme. Sabion. She’s 72 years old. She has a son. His name is David. ( . . ) She sleeps in the afternoon. She . . . ) to the “supermark”.                      S3. - . . to the “supermark”.                      T. - . . supermarket ? Yes ? Yes. . OK. Very good.</p>	

<b>SELF-TRAINING</b>	<b>NOTES</b>	<b>TRAINING</b>
<p>1. Watch the video sequence for a first time : how many different stages follow one another, and what does each of them consist of ?</p>	<p>1. You can see three different stages :</p> <p>a) <i>Instructions</i> : the teacher begins by dividing the students into four groups giving each of them one of the four people written on the grid on the board.</p> <p>b) <i>Group work</i> : you see the teacher helping one of the groups. You briefly see close up an exercise book where one group’s work has been reported.</p> <p>c) <i>Joint work</i> : one or two students in each group read the information gathered on the person they have been given.</p>	

<p>2. Is there or is there not differentiation in the following domains : contents, aids and guidance, tasks ? (If necessary re-read the definitions of these terms in the Glossary).</p>	<p>2. Domains of differentiation :</p> <ul style="list-style-type: none"> <li>- there is differentiation of <i>contents</i>, the groups each work on a different person ;</li> <li>- no differentiation of <i>measure</i> : all the students are working in groups, at the same time and for the same length of time ;</li> <li>- there is differentiation of the <i>aid</i> : in the sequence you see the teacher address one of the groups, no doubt at their request ;</li> <li>- no differentiation of <i>guidance</i> , ensured by the same grid ;</li> <li>- no differentiation of <i>task</i> : all the groups are working on looking up and reporting the same kinds of information on one single grid.</li> </ul>	<p>Many of the participants, if they use the <i>Booklet</i>, will no doubt endeavour to find differentiation of tasks . . . since this sequence comes under this heading ! This would be an opportunity for discussion in a large group, in order to make them understand better and to use the concepts of “task” and of “differentiation”.</p>
<p>3. One of the support materials used – the same for all the groups – is the grid written on the board. There are of course others, which serve as a basis for retrieving different information : what might these be ?</p>	<p>3. The other support materials are apparently written (the pictures at the stage of the group work do not show the students using tape-recorders with headphones). As this concerns correcting a test (see in “Contextualisation” the title put on the board), you might assume that the retrieval of information on each person is made from the already studied transcript of the dialogues introducing these people, or, more likely, supplementary short informative texts on each of these people.</p>	<p>You can indicate to the participants that these can only be hypotheses here. All the same you can draw their attention to the title given on the board by the teacher herself in the sequence (“Correction of 3<sup>rd</sup>. test of the 3<sup>rd</sup>. examination”), if they haven’t used it in their thinking, and to the importance that must necessarily be given to it.</p>
<p>4. How could the teacher have made more attractive the stage of joint work on the information gathered by each group ? Think of several solutions.</p>	<p>4. Some possible solutions :</p> <p>a) The students first exchange the results of their activities in small groups (for example group 1 and group 3 exchange the answers they have found).</p>	<p>You could develop, in expanding solution c) given above, the technique called <i>information gap</i>. In the sequence watched, the main aim of the joint work is not the other students’ information (they do not need</p>

	<p>b) The students are invited to put the same questions about people they know : members of their family, friends, neighbours etc.</p> <p>c) The students have to carry out a simple new task based on the information gained. After exchanging the results you could have asked them, for example, to reply to the question : “Who has the most serious problem ?” (discussion of this extended kind can be done in the mother tongue).</p>	<p>Information gathered by the others), but only the teacher’s information, who is clearly not interested in the information itself (he knows it already, and so does not need it), but by the work the students had o do to retrieve it, and the correction of this work. The students will not be motivated to listen to information retrieved by the other groups which they do not actually need in pursuit of their own task, or of a collective task. It is therefore necessary to create an <i>information gap</i> phenomenon.</p>
	<p>Possible examples of measures :</p> <p>a) Work in groups of two. Each student has sight of a an identity form, but each one has different complementary information to the other (one has the name but not the first name, for example, and vice versa). The game consists in completing each person’s form as fast as possible, based on questions-answers in the foreign language.</p> <p>b) In groups of two. Same measure, but this time, working from the picture of a living-room, for example, spotting what has changed since the mistress of the house decided to change the lay-out and to make some purchases.</p> <p>c) The students work with a map of an imaginary island. The have to find the hidden treasure on the island. The different groups work separately to spot their part of the information accessible in the support materials that have been given them, then get together to complete the information, in order to discover the treasure hoard.</p>	<p>You could ask the participants to think of <i>information gap</i> measures that can be used with beginners.</p>

<p>5. In what way does the students' level (beginners) make carrying out differentiated tasks more difficult for them ?</p>	<p>5. You can reasonably think that the more "beginners" the students are, the more differentiation is naturally limited, insofar as skill levels are identical.</p>	<p>You could ask the participants to find, in spite of everything, good reasons to offer differentiation of tasks from the early stages of learning, even if the impact is very limited as far as the linguistic dimension goes (there is every evidence of this on this sequence !). Apart from familiarisation and training in techniques of group work, which will be very useful later, you could think about the <b>affective</b> and <b>communicative</b> dimensions in every language class, which it is important to be valued right from the first class lesson. Without doubt this is what the teacher wanted to do in this sequence, which above all must not be judged on the sole criterion of efficacy of linguistic learning. It seems essential to us to finish systematically, in training, in a positive appreciation because it shows understanding for what we see the teacher doing . .</p>
---	--	--

**FILE no. 2/ 2**

Country	L1	L2	Level	Length	Counter
Italy	Italian	French	3 <sup>rd</sup> . year		

<p><b>File can also be used in :</b></p>
<p style="text-align: center;">- Contents</p> <p>- Aims</p>

**CONTEXTUALISATION**

Ref./ original cassette counter : Dimitriadou 1/ 2 – 01:27 to 05:35  
 Provisional matrix counter :

This is a class from the *Istituto e Liceo Tecnico e Commerciale Pezzullo* in Conenza, Italy, where a class of French as a 3d. language, in its 3<sup>rd</sup>. year of learning, is simulating the creation of a company.

**TRANSLATION OF ORIGINAL FRENCH****Italian L1, French L3**

T. – So, from the moment you're in the final class, and we've already done commercial subjects last year . . today we're going over everything we've already done, and we're going to do a simulation.

**Cut 01:52 to 2:09** [ . . . ]

S.- A simulation of a company.

T. – A simulation of a company. Company . . you've already done work on simulated companies ?

S.- Yes.

T.- Yes, OK. And what kind of company ? What is your company ?

S.- A distribution company. . . of computers.

**Cut 02:31 to 03:36** [ . . . . ]

T. – And where did you research the product ?

S.- Internet.

T.- Internet. . you've already some experience of that ?

S.- Yes.

T. – OK, well, there's the first group which is doing the research, then the demand for documentation and conditions, the sales prices. . you now all that already.

After . . and after . .

S.- We can simulate a telephone conversation.

T. – telephone, why ?

S.- Between the seller and the buyer . . to ask for a particular modification.

T. – Of price ? If the prices don't conform with what you are looking for. Good, and then we can have a second group. And after ? Having researched the information, having made an agreement between seller and buyer, what must we do ?

S. – We can write a letter.

T. – You have to write . . an order.

**Cut 04:42 to 05:09** [ . . . ]

T. – So, you can divide up according to your interests and according to what you think you know how to do. You can divide up. . you are. . you can divide into three groups according to the topics, you can divide yourselves how you want according to what you think you know how to do, and to what interests you particularly. That's it.



SELF-TRAINING	NOTES	TRAINING
1. What are the different tasks suggested by the teacher to the students ? Define for each of these the aims envisaged in terms of cultural, language and finally communication skills (see “skills” in Glossary).	<p>1. Suggested tasks :</p> <p>a) information research ;  - cultural competence (own enterprise culture, and foreign culture of the interlocutor) ;  - language competence (written comprehension) ;  - communicative competence ( all the components).</p> <p>b) a telephone conversation ;  - cultural competence (<i>idem</i>) ;  - language competence (oral comprehension and expression) ;  - communicative competence (all the components).</p> <p>c) producing a letter ;  - cultural competence (<i>idem</i>) ;  - language competence (written expression) ;  - communicative competence (all the components).</p>	
2. What methodological skills are demanded by task 1 (information research) ?	2. Capacity to research information, select it, classify it, prioritise it.	
3. In the measure planned by the teacher, is there <i>variation</i> or <i>differentiation</i> of tasks ?	3. There is certainly differentiation of tasks, since each of the three groups is going to take on a different task. There would be variation if each group took on, in the same order, the three same successive tasks.	

<p>4. Does the teacher seem to you to leave a certain autonomy to his students ? Why ?</p>	<p>4. The teacher lets the students divide up freely into three groups according to two “student-centred” criteria: their interests and their skills.</p>	
<p>5. For what reasons can the teacher ask the students straight away to prepare separately, by groups, three tasks which are however linked one to another in what you call a “scenario” ?</p>	<p>5. The reasons are :</p> <p>a)the students are going to work on their specialist language (commercial), and with a technique (simulation) that they have already used the previous year in the French course with the same teacher ;</p> <p>b) they are anyway familiar with these contents and routes because of the professional orientation of the course they are following.</p>	
		<p>You could ask the participants if this “scenario” technique can be used as well in the early learning stages of a familiar language of communication. You could get them to create, in groups, corresponding scenarios integrating differentiated learning.</p>

**PART I – DOMAINS OF DIFFERENTIATION – METHODS**

**Other files for use under this heading :**  
*Nota bene* : In all the sequences on the video cassette use of methods inevitably appears, whether varied or differentiated. You will be able to use one or the other after participants have studied the present heading, specifically devoted to this question.

Country	L1	L2	Level	Length	Counter
Italy	Italian	English	6 <sup>th</sup> . year		

**File can also be used in :**  
 - Joint work

<b>CONTEXTUALISATION</b>	Ref./ original cassette counter : Kanaspunta 1/ 1 – 0:33 – 0:59 ; 3:20 – 3:54 ; 6:30 – 8:40
This is an English class in its sixth year of learning in a secondary school, the <i>Istituto Tecnico per Attività Sociali</i> , in Sora, Italy. The teacher has prepared a lesson based on an Elvis Presley song.	

<b>ORIGINAL TRANSCRIPT</b> Italian L1, English L2	
[Part 1] TH. – Now, you have to reconstruct the song, here it is the song – you have to reconstruct the song following my directions, following my directions. . And so at the end of this activity we listen to this song – and then we all together sing this song. Now before starting you have to write the scheme of the song. Let's read together the	

Photocopies I gave you. Let's read together. Now the title of the song. I gave the title of the song but the order of the words is not right. You have to put the words in the right order. It is OK ? Of course that is not : *The friend of my girl*. Then you have to write here the schema of the song. Let's do it together. *Lo facciamo insieme*. *Lo schema della canzone*. The schema of the song. . I'll do it on the blackboard. The song is divided into five stanzas. *Avete capito tutti*. The five lines. OK ? Let's do it together so you can understand. Can you start working ? Is everything clear ? You have half an hour to reconstruct this song.

[Part 2]

T. – In this class I have a group of six students whose English is lower than the other group. So I have to make them different activities. For example this time altogether we have to listen to the song and then sing the song together but before listening to the song I have prepared some activities to do before the listening of the song. For example the students who know English better have to reconstruct the song on this sheet of paper following my directions [see *Annexe 2*]. For example I have written for them : “You have to write the first line of the song. The first word is a definite article”. For the second word I have written :”Find the word for roads which trains run on”, it is a compound name and you have to take the second part of it. And they have to go on with the activities until they finish the song. There aren't some words because they have to find these words later when they listen to the song. And then at the end of the activity they will do a listening comprehension and then a pronunciation activity because they have to sing the song. The other group, the group of six students have to do the same activity but of course the work is simpler. They have to find simpler words only the possessive, the indefinite articles – not all the words as the other group [see *Annexe 3*]. And then we have to read the song so as to understand the most important meaning of the song. Then moreover they have a paper with information of the author of the song. And they have later to talk about the author without mentioning the name of the author to let the other group understand, to get the name of the singer so they can do the activity together. They are not separated all the hour.

[Part 3]

TV. – The students are working in three groups. Two groups work independently with the help of dictionaries. The teacher helps and works with the group of six students mentioned.

*[Part 4]*

TH. – Can you please guess the singer of this song listening to him ? They will give you some hints and you have to guess to find the author of the song.

S. – He's not Italian.

TH. – He's not Italian.

S.- he was a rock and roll singer.

TH. – he was a rock and roll singer.

S.- He's Elvis Presley.

TH. – Yes, he's Elvis Presley.

[Music. Elvis Presley'd song]

*The way she walks, the way she talks. How long can I . . . “*

TH. – It is better that we listen to the song, you have to fill in the gaps.

**[Visiting teacher, voice over]**

TV. – When they listen to the song for the second time, the teacher turns off the music and the students sing on their own.

*I'm in love with the girl of my best friend*

*The girl of my best friend*

*The way she walks, they way she talks/How long can I pretend  
can't help I'm in love with the girl of my best friend.*

SELF-TRAINING	NOTES	TRAINING
1. Before watching the sequence, read carefully the definition of the word “method” in the Glossary, then the table of “basic methodological opposites” in Annexe 1.		This table of “methodological opposites” is taken from Annexe 5 of the <i>Guide to planning and observation of sequences of differentiated learning</i> . You should stress the fact the word “method” is used in this way only in the sense of “minimal unit of methodological coherence”, and not in other more frequent senses in educational discussion, that of educational material (“the <i>Assimil</i> method”, for example), and that of constituted methodology (“the American audio-oral method of the 60’s, for example).
2. Watch the sequence, then re-read the transcript carefully, keeping your eyes on.		
3. By what criterion did the teacher choose to differentiate the activities on the support material chosen (Elvis Presley’s song) ? Quote the corresponding stage.	3. On the criterion of level. Cf. “In this class I have a group of six students whose level of English is weaker than in the other group. I have to make them do different activities”.	
4. To which group is the teacher talking in the first part of the video sequence ?	4. She is talking to the strongest group (who have a photocopy partly reproduced from Annexe 2 at hand ). The weakest ones don’t have to reconstruct the title of the song, which has been given them on their sheet (see Annexe 3)	
5. Title of the song (part 1 of the sequence, Annexes 2 and 3.	5.1 - Direct and written methods are used for the two groups in combination (they work from written support material written in the foreign language, the class work is done in the foreign language). No differentiation of methods on this point, then. - The transmissive method is used for the weakest group (the title is given to them), the active method for the strongest group (they have to reconstruct the title themselves). On this last point there is therefore differentiation of methods.	

5.1 What are the methods used for each of the two groups from among direct/indirect methods, written/oral, transmissive/active ? Can you speak in this case of differentiation of methods ?	5.2 The semasiological method, since they have to go from known forms (the mixed-up words of the title ) to reveal the message (the meaning of the title, which will give them the word order).	
5.2 What supplementary method must the students in the strongest group use : semasiological or onomasiological ?	For very weak students : indirect method, written and transmissive. Example : before listening to the song, these students receive the written list of unknown words with their translation in L1. For strong students : direct method, oral and active. Example : these students have to look up the unknown words by listening to the song, then, with the help of successive repeated hearings, have to try to guess the meaning from the context (supplementary methods used to do this : inductive and onomasiological).	You could ask the course participants which combination of methods of the pairs direct/indirect, transmissive/active and written/oral could be envisaged for very weak students ; and which for strong students. You could ask them to be used simultaneously, for example, concerning the treatment of the unknown words of a song.
6. Reconstruction of the text of the song (part 2 of the sequence).		
6.1 Is there differentiation of methods ? Pinpoint all those used, giving all the appropriate examples.	6.1 There is hardly any differentiation of methods here. Carried out in all the groups are: - the written method (written support material) ; - the direct method ( the work is conducted entirely in L2) ; - The analytical method (the song is reconstructed piece by piece, and the global meaning will not appear until later) ; - The active method (it is the students themselves who reveal the text of the song themselves).	You could point out to the participants that the guidance suggested to the strongest more often resembles <i>induction</i> (for example, “guessing” a word from its definition or its opposite), whereas that suggested for the weakest more often resembles <i>deduction</i> (application of models of grammatical transformation, for example, “ <i>superlative of good</i> ”, “ <i>simple past of ‘tell’</i> ”, “ <i>modal verb to express future</i> ”, etc.).

6.2 What other domain of differentiation appear here ? make a note of all the appropriate examples for each of them.	6.2 The <i>task</i> is identical (reconstruction of the text of the song). - There is differentiation of <i>support materials</i> : the two groups are working on the same song, but they reconstruct it from different photocopies ; - There is differentiation of <i>aids and guidance</i> : the group with the weakest has parts of the text of the song, the groups of the strong ones hasn't ; two groups out of three have dictionaries at their disposal ; the teacher is working with the group of 6 students (the weakest). - There is differentiation of <i>contents</i> : the weakest only have to reconstruct some words, the strongest the whole of the text of the =song ( according to definitions of the "cross-word" kind).	
7. Information on the author of the song.		
7.1 What is the measure thought out by the teacher ?	7.1 The group of the weakest has been told (by the teacher, or by a text) the name of the singer, and some information about him. They are going to give this information to the strongest group once they have guessed the name of the singer.	
7.2 Is there differentiation of methods ? If so, in what way ?	7.2 <i>Transmissive</i> method for the weakest students (who have received information concerning the name of the singer), <i>active</i> for the strongest (who have to guess the name).	
7.3 What is the socio-effective kind of aim envisaged by the teacher with this measure ?	7.3 This concerns valuing the weakest, who find themselves here in a situation of giving unknown information to the strongest.	
7.4 Can you say that the teacher is more generally preoccupied with the "affective dimension" in her class?	7.4 Yes, throughout this sequence you can see relaxed, smiling students working willingly and singing with pleasure.	You could remind them here of the three dimensions of the class of language indicated by many educationists : communicative, cognitive and socio-affective, and point out to them how these three dimensions are simultaneously taken into account here.



## ANNEXE 1

## Basic methodological opposites

	Method	Principle	Method	Principle
1.	<b>transmissive</b>	The teacher considers learning as the reception by the learner of knowledge he conveys : above all he asks him to be attentive.	<b>Active</b>	The teacher considers learning as the construction by the student himself of his own knowledge which his teaching can aid and guide ; above all he asks him to participate.
2.	<b>Indirect</b>	The student's mother-tongue is the means of work in the foreign language : you use the mother-tongue as the working language in class, and translation as a tool for comprehension and exercise.	<b>Direct</b>	The foreign language is at the same time both the aim and the means : the foreign language lesson takes place in the foreign language.
3.	<b>Analytical</b>	The teacher starts or makes the learners start from the components of the whole or from the simple too the complex : for example from understanding the sentence, from each sentence to the text, or again from a rule on its own to their simultaneous use in oral or written products.	<b>synthetic</b>	The teacher starts or makes the learners start from all the components together or from the complex to the simple : for example from the global understanding of a text to its detailed understanding, from memorising dialogues to variations on these dialogues, from using "ready made" formulae to mastering their isolated components.
4.	<b>Deductive</b>	In grammar, the teacher starts or makes the learners start from "rules to examples", relying on their capacity to rationally link new examples to regulations, classifications or rules already known.  As to vocabulary for example the teacher asks the students to correct their comprehension of a sentence by giving them the meaning in the context of the key words it contains.	<b>Inductive</b>	In grammar, the teacher starts or makes the learners start from "examples to rules" relying on their capacity to relate intuitively given examples to regulations, organisations or rules so far unknown. In vocabulary, the teacher for example asks the students to "guess" the sense of the unknown words from the context (work in "lexical inference").
5.	<b>Sema-siological</b>	The teacher starts or makes the learners start from linguistic forms to meaning : in comprehension, you start from known forms to uncover the message ; in expression, you produce a message by re-using certain forms.	<b>Onoma-siological</b>	The teacher starts or makes the learners start from sense to linguistic forms : in comprehension, you start from hypotheses on the meaning to validate or invalidate them by analysing the forms ; in expression, you turn to certain forms according to needs of expression already noted.
6.	<b>Reflective</b>	The teacher appeals to the learner's <i>intelligence</i> by making him "conceptualise" (i.e. rationally grasp) the linguistic forms by means of regulations, classifications and rules.	<b>Repetitive</b>	The teacher puts in place measures (extensive or intensive) for the reappearance and reproduction of the same linguistic forms to create habits, mechanisms or reflexes in the learners.
7.	<b>Applicatory</b>	Language production is made with explicit reference to regulations, classifications or rules that are consciously pictured.	<b>Imitative</b>	Linguistic production is made by reproducing given models (linguistics or linguistic transformation).
8.	<b>Compre-hensive</b>	The teacher relied on comprehension (written or oral).	<b>Expres-sive</b>	The teacher relies on expression (written or oral).
9.	<b>written</b>	The teacher relies on the written (in comprehension or expression	<b>Oral</b>	The teacher relies on the oral (in comprehension or expression).

**Comment 1** : In this table a method perhaps used in class may not appear because it does not have an opposing method (from which its use intensifies. .) : the "interrogative method" (teacher's question plan/students' responses/teacher's reactions).

**Comment 2** : These methods can be used either in combination (e.g. at the first reading of a text, look up in the dictionary the translation of L1 of an unknown word = analytical and indirect methods), or connected (e.g. a period of grammar reflection – inductive methods – is generally followed by applicatory exercises (reflective methods, deductive, applicatory, oral) and/or structural exercises (repetitive, imitative and oral methods).

**Comment 3** : In the course of history there could have been methodologies which globally favoured the methods on the left to the detriment of those on the right, and vice versa, but you can perfectly conceive these teaching strategies which appeal at the same time to both. Current eclecticism in language education tends however to link opposing strategies in complex measures.

## ANNEXE 2

## Reproduction of written instructions for reconstructing the text of the song (extract)

Get the words of the song following my direction. Then you will listen to the song as to check that the words you wrote are right and fill in the gaps.

Title : Put the following words in the right order :

*My - friend - girl - The - of - best*

THE SCHEME OF THE SONG
------------------------

The song is divided into five stanzas. The first, the second and the fourth are composed of five lines. The third of four.

**1<sup>st</sup> . line** (4 words)

1<sup>st</sup>.) The definite article

2<sup>nd</sup>.) Find the word for "Roads which run on rails" - it's a compound name - take the second one.

3<sup>rd</sup>.) If you are talking about a lady you can't say "he", but . . . . .

4<sup>th</sup>.) . . . . ? . . . . listen to the song and write the word.

**2<sup>nd</sup> . line** (4 words) The 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> are like the one in the first line.

4<sup>th</sup>.) Listen to the song and write the word . . . . . ? . . . . .

**3<sup>rd</sup> . line** (5 words)

1) ". . . . are you?" - "Well, thank you."

2) ‡ short (opposite of)

3) It's a modal verb - You use it to express ability.

4) Personal pronoun - First singular person.

5) . . . . . ? . . . . .

## Question mark

**4<sup>th</sup> . line** (9 words)

1) = Ok

2) Personal pronoun - 1<sup>st</sup>. singular person

3) Modal verb, used to express ability/negative form

4) "help"

5) Singular Personal pronoun - for things

6) Personal Pronoun, 1<sup>st</sup>. person - singular

7) "to be" Single Present - 1<sup>st</sup> person - singular

8) out

9) ‡ hate

## ANNEXE 3

Text of the song with gaps. Extract from a page of the textbook

*The girl of my best friend*

---(*Definite article*)--- way she -----,  
 The way she -----,  
 How long---(*modal verb to express ability*)---I -----?  
 Oh I \_\_\_ (*modal verb to express ability - negative form*) -----help it, I'm in love  
 With the girl of -----(*possessive adjective*) -----best friend.  
 -----(*possessive adjective*)-----lovely -----,  
 -----(*possessive adjective*)----skin so -----,  
 I could -----(*I come*) on and never -----.  
 Oh I can't help it, I'm in love  
 With the girl of my -----(*superlative of "good"*)-----friend.  
 I want to -----her how I -----(*I hate*) -----her so,  
 And -----her my -----but then  
 What if she got real mad and -----(*simple past of "tell"*)----him so ?  
 I -----(*simple past of "can"*)-----either -----(*before "two"*)---- again.  
 They way they -----,  
 -----(*modal verb to express future*)---- my aching heart ever ----- ?  
 Or will I always -----(*Infinitive of "I am"*) ----in love  
 With the girl of my best friend ?

## PART II – CHRONOLOGICAL STAGES – PLANNING

<b>Other files for use under this heading :</b>
- Instructions 3/ 3
- Evaluation 1/ 3
- Metacognition 4/ 4

**FILE no. 1/ 3**

Country	L1	L2	Level	Length	Counter
Belgium	French	English	Teacher interview		

<b>File can also be used in :</b>
-Evaluation
- Aims

<b>CONTEXTUALISATION</b>	Ref./ original cassette counter : Cardone & Marino 1/ 2 : 44:30 to 49:10 Provisional matrix counter : 1:14:25 to 1:19:00
This is an interview that an Italian colleague made with a Belgian teacher of English in an authority school of the French Community in Belgium. The interview concerns evaluating the results of a lesson which has just taken place. For further details refer to the File Environment 2/ 4.	

<b>ORIGINAL TRASCRIPT</b> French L1, English L2	<b>TRANSLATION</b>
<p>TV. – Let's try to understand how things went. What do you think about it ? What was the aim of the lesson ?</p> <p>TH. – Well. . they had to be able to interview, to make questions and to be interviewed and to answer those questions and the aim was that . . the . . even the weakest could ask questions. So I split the group into . . the class into two</p>	

Groups and at the beginning the . . . the . . . the strongest . . . the best pupils were asked to make question. And I was surprised to see . . . that I think I reached the aims that . . . the weakest pupils could also make question with the help of the best ones.

[ . . . ]

. . . There was a good reaction from the . . . best and from the weakest too because they . . . they knew where they . . . I wanted to go. They had to be attentive to the questions whose they knew. I had. . . they had to answer to ask question at the end of the lesson. I think they had a good reaction. . . I think it would no be so bad.

TV.- Do you have in mind anything that did not work as you expected ?

TH. – Well. . . I had a sole change . . . the aim of the lesson was to use the interview to speak about somebody and to use the third person singular. It was a little . . . perhaps a little bit too rich . . . they couldn't do it, couldn't do it but perhaps it was not the right moment to do, I don't know.

SELF-TRAINING	NOTES	TRAINING
1. Read the definition of “planning” in the Glossary.		
1.1 In her interview, the teacher doesn't refer to the topic of planning. What other topic does she refer to ?	1.1 The teacher also addresses evaluation of the filmed sequence.	
1.2 Note the two points on which she rests her evaluation, pinpointing the two relevant passages.	1.2 Her evaluation focuses : - <i>on the students' work</i> : “the weakest pupils could also make questions with the help of the best ones”, “There was a good reaction from the best and also the weakest [ . . . ] I think they had a good reaction.” ; - <i>on her own planning</i> , as to evaluating the students' work ; this evaluation is both positive (“I think I've achieved the aim”) and negative (“ that was a little . . . perhaps a little too rich. . . they couldn't do it, couldn't do it, but perhaps it was not the right moment, I don't know.”).	You could point out to participants that the teacher begins with a positive evaluation of her planning not with self-satisfaction, but because she considers she has achieved (putting the weakest students in a situation of participation and success) was the most important for her.

1.3 What domains of teaching/learning are concerned in the teacher's planning ? Pinpoint all the relevant passages.	1.3 Domains concerned : a) <i>the aims</i> (“They have to learn to interview, to ask questions and be interviewed and to answer those questions. [. . .] and the aim was that . . . the . . . even the weakest could ask questions. [. . .] the aim of the lesson was to use the interview to speak about somebody and to use the third person singular.” ; b) <i>The tasks</i> (“The better students had to ask questions.[. . .] the weakest could also ask questions with the help of the best ones.”) ; c) <i>The measure</i> ( “ So I split the group into . . . the class into two groups [. . .] the strongest [. . .] the weakest.”).	
2. Based on the passages in the interview that you have noted for the question above :	See “aim” in the Glossary, with its different references.	Before carrying out the corresponding work (2.1 and 2.2), you could ask the participants to remember the different kinds of aims that a teacher can set for himself at the planning level of a sequence.
2.1. What are the different kinds of aims envisaged by the teacher ?	2.1 The aims envisaged were communicative (“learn to interview, to ask questions and be interviewed and to answer those questions”) and linguistic (“ to ask questions [interrogative form], “use the third person singular”).	
2.2 There are also aims related to what we call the “affective dimension” of teaching. What are the two passages in the teacher's conversation where an aim of this kind appears ? Why does the teacher insist on this aim ?	2.2 “The aim was that . . . the . . . even the weakest could ask questions. [. . .] The weakest could also ask questions with the help of the best ones.” This aim (putting the students in a situation of success) seems more important to her because it is linked to the problem of maintaining motivation in students like this in a heterogeneous class.	

<p>3. Watch the sequence corresponding to the file metacognition 4. 4, where you see two students of his class give their own evaluation of the class sequence carried out by the teacher. What comparison can be made between the teacher's criteria and those of the students? What conclusion(s) can you personally draw from this?</p>	<p>3. The criterion which without doubt seems most important to the students – since it is the only one they make explicit – corresponds to the affective dimension: it is mutual help, the feeling of solidarity. This dimension must never be neglected in a language class, and it is particularly important for the weakest students.</p>	
<p>4. "There was a good reaction from the best and from the weakest too because they . . . they know where they . . . I wanted to go." What important advantage of rigorous planning is expressed by the teacher?</p>	<p>4. Rigorous planning is useful for the weakest students, who need stronger guidance, and a clear insight, all the time, of what they are doing and why they are doing it.</p>	
<p>5. Now watch the sequence corresponding to the file Support Materials 1/ 2, where part of the lesson was filmed to which this planning corresponds (initial instructions). What supplementary elements of planning can we deduce from this sequence?</p>	<p>5. Supplementary elements of planning :</p> <ul style="list-style-type: none"> <li>- the teacher has looked up in the textbook the support material and activities corresponding to her communicative and linguistic aims ;</li> <li>- she has looked up activities corresponding to the stronger level, and those corresponding to a weaker level, and yet which in spite of everything are complementary ( in such a way as to ensure interactive joint work, agreeing with reciprocal questioning of one group to another );</li> <li>- she has divided the students beforehand into two groups by level ;</li> <li>- she has prepared for each student, according to his group, a photocopied sheet ;</li> <li>- she has prepared instructions written on the board.</li> </ul>	

6. What do you think of the planning carried out by the teacher in this sequence ? In your opinion, what are the advantages of rigorous planning (other than indicated by the teacher herself, cf. Point 4 above) ?	6. You can think of at least two other following advantages : - criteria of success can be planned from determining the aims (in planning you simultaneously plan the aims and the evaluation) ; - time and efficacy are gained as far as class work is concerned.	
7. For what reason(s) should planning be particularly rigorous in the execution of differentiated learning ?	7. Differentiation implies most important reflection beforehand at the level of planning sequences (since it's necessary to take into account the multiple parameters of differentiation) and at the level of their execution (since it's necessary to plan the different domains of differentiation) : cf. "differentiated learning" in the Glossary.	
	Disadvantage : cost of preparation time before the lesson. Risk : a greater rigidity for the teacher, who in the lesson will have a tendency to want to follow his programme at any price.	You could make the participants think of the disadvantages and risks, ins spite of everything, of too detailed and too rigorous planning.

## FILE no. 2/3

Country	L1	L2	Level	Length	Counter
Finland	Finnish	English	2 <sup>nd</sup> . year		

<b>File can also be used in :</b>
-Environment

<b>CONTEXTUALISATION</b>	Ref./ original cassette counter : Marques 1/ 1 : 42:06 to 4043 Provisional matrix counter :
The Finnish school where this sequence was filmed, <i>Oulun Normaalikoulun Yläaste</i> , is supported by the University of Oulu and serves as an area for observation and training ("application classes") for training teachers in "special education", teaching designed for students with important learning difficulties. The teacher interviewed also has a training in psychology. We must remember that the Finnish Ministry of Education advocates differentiated learning.	



**ORIGINAL TRANSCRIPT**  
**Finnish L1, English L2**

TH. – We're going to do it in a quite easier way.

V. – But it's the same text, isn't it ?

TH. – Yes, it is the same text and we are . . . today we listened to it and we read it . . . and then we . . . I translated it for them because it is quite difficult for them to translate it. They don't know the words. . . . so I explain the words and then we do some exercises from the workbook. And we also use quite a lot of Finnish because it's easier. . . it is their problem and that's why they are with me and not with Nina, because they can't understand English.

TV. – And are you also going through the grammar and the relative pronouns or no today ?

TH. – Not today.

TV.- You are going slower ?

[ . . . ]

TH. – And I only give them one homework because it is also their problem that they don't do their homework so they only have a little homework and it has to be done.

[ . . . ]

TV. – Did you achieve the objectives that you had ? The plans that you had ?

TH. – I think so . . . I think that . . . there were four pupils. . . I think two of them understood the text very well . . . I think so but the two . . . the other two. . . the girl . . . she had a little difficulty . . . it was quite difficult for her, and one boy he couldn't concentrate on the lesson at all . . . . but I think he understands. I think it was a good lesson . . . that they understood the text and now they know the new words and tomorrow we . . . keep going.

TV. – Did you have time to do all the exercises that you were planning ?

TH. – Yes, we did two exercises and one is for home.

TV. – And so do you think they will be prepared to do the homework since they understood the text ? Is it related to the text ?

TH. – Yes, it is from the text, it is related to the birds in the text. I think they'll do it. I hope so.

TV. – OK.

SELF-TRAINING	NOTES	TRAINING
1. What are the aims the teacher has determined for the lesson she carried out ?	1. Aims : a) written comprehension ; b) acquisition of new words.	
2. How did the teacher take into account the particular difficulties of the students ?	2. Techniques used : a) To facilitate understanding the text, she has translated it for them in L1. b) She used L1 as the working language in class. c) She works in a less intensive way with them on grammar, no doubt to maintain their motivation by varying the activities, and to adapt herself to their learning rhythm and their capacity to concentrate.	
	This teacher's decision, like all those that teachers take in their planning and in real time in class, cannot of course be criticised (neither however approved) in the name of universal principles : language education, like all education, is firstly an art of adaptation to all the parameters of the teaching/learning situation. And it is why training in language education is firstly training in <b>contextualisation</b> .	You could make the participants react to the techniques used. Some of them, for example, will be surprised that the teacher has decided to translate the text herself into L1.
3. What domains of teaching/learning are concerned in the teacher's planning ? Pinpoint the relevant passages.	3. The domains concerned in the planning are of course particularly those which have a direct relationship to the general aims (cf. point 1 above ), namely : a) language skills : oral comprehension ("we are going to listen to it [the text]"); b) linguistic contents : - phonetics ("we're going [ . . . ]to read [the text]"); - vocabulary : we don't know what the exercise consist of which the students are give to do at home, but it apparently requires them to re-use the thematic	

	<p>vocabulary of the text. Other domains concerned : c) support materials (exercise book) ; d) tasks (two exercises taken down in the exercise book); e) measures : <i>material</i> (exercise book, <i>space</i> ; <i>tasks</i> (homework to do at home, following the work in class) ; <i>time</i> (slow students, with whom the teacher “takes more time” and to whom she only gives a little homework).</p>	
--	--	--

4. Can you speak of differentiation at the planning level carried out by the teacher ?	4. There is differentiation of planning at the level of teaching when the teacher does not have the same practices with special needs students as with the others. But at least, based on the sequence filmed here, there is no differentiation – neither of teaching, nor of learning – within this class during work on the text studied.	
5. On which different elements does the teacher rely to do the planning for the work on the text ?	5. The teacher relies simultaneously : a) on the general knowledge she has of her students ; b) on evaluating the students' results in the work carried out so far on the text ; c) on the difficulty of the exercise she is going to ask them to do.	You could ask the participants to make a list of all the parameters to take into account at the level of planning, then to classify them and to prioritise them.

**FILE no. 3/3**

Country	L1	L2	Level	Length	Counter
Finland	Finnish	English	7 <sup>th</sup> . year		

<b>File can also be used in :</b>
- Introduction - Autonomisation

<b>CONTEXTUALISATION</b>	Texeira, 16:25 to 20:40
This is a class in its 7 <sup>th</sup> . year of English, at <i>Mankkaa Comprehensive School</i> , in Finland, filmed during a lesson where the students are used to working in an autonomous way ( <i>Independent Study</i> ), under a teacher's supervision.	

**ORIGINAL TRANSCRIPT****Finnish L1, English L2**

T. – The name of the unit is “Mystery”. Unit seven, “Mystery” and it’s the last unit for this school year and as . . . ( . . . ) as we did before . . . first take the study text : we listen to it, we read it aloud, we see it, we find . . . out the difficult words first and . . . then. . . after that we . . . er . . . go through all the exercises in the textbook which are oral exercises. . . with our friends here. After . . . you can take your workbook and in the workbook these pages have to be done. And that with the book you have.

S. – Extra work ?

T. – Yes, you have done extra work but everyone has an independent exam on work ( . . . ) and the next thing that you have to do here now is “Think” and “Think” means grammar. And the rules and the basic things are found in the textbook pages 132 and 134, and also there you can find some pair-work.

Lt’s see. . . er . . . can you . . . er . . . open your book. . . page 132. Textbook. . . the title ?

S.- Conjunctions.

T.- Conjunctions . . . the connect thing . . . And is there any pair-work ? Can you find any pair-work there ?

S.- Yes.

T. – Yes, so now again you do the pair-work first with your partner here and after that you take the written exercises in the workbook. “Reading”. That is the only exercise of that.

[ . . . ]

Which means w have four – five double lessons. . . I think. And then as you’ll have an exam as well, we have to revise for the exam as well . . . so . . . But during March we have to make a project work, and this time the project work is on the USA, but because we are now between unit 6 and unit 7 I’m no going to go into details today. . . Next week.

Today we just . . .try to get started with this new unit.

<b>SELF-TRAINING</b>	<b>NOTES</b>	<b>TRAINING</b>
1. Before beginning work on this sequence, consider the place and function which in your opinion should be from the textbook in the teacher's planning.		This first piece of work could be done in groups. In fact it ought to stimulate discussion between the different positions, the two extremes being as follows : - A "good" teacher must rigorously follow the textbook he uses, at least if he thinks it is good. - A "good" teacher is someone who does without a textbook, and who can thus constantly adapt support materials and activities to the interest and needs of the students.
2. From what point does the teacher filmed in this sequence construct her planning in the first part of her contribution (up to ". . . the only exercises of this kind" ) ?	2. From the textbook. In fact the teacher shows the students the unit (Unit 7) which they are going to have to begin that day. The planning she adopts is therefore that suggested by the authors of the textbook in use.	
3. What are the different support materials provided in the textbook ? Try to define them as precisely as possible.	3. The textbook offers in succession, as far as one can judge from the teacher's statements : a) a text with its oral recording ; b) exercises which no doubt relate to this text, to be done orally in pairs or in little groups (cf. "with our friends who are there") ; c) grammatical exercises, with reference to set pages of grammar ("pages 132 and 134") which no doubt can be found within a grammatical précis at the end of the book.	
4. Apart from the support materials, what are the different points taken into account for the teacher's planning, in this first part of the interview ? (Look through all these points, which are listed under the definition "planning" in the Glossary).	4. Points taken into account : - contents : grammar (the connectors) ; - measure : individual work and in pairs ; - aids : dictionary, grammatical précis in the textbook ; - tasks : oral and written comprehension, oral expression, grammatical exercises ; - methods : see note on point 6 below.	

## Planning

<p>5. In the first part there is a whole plan on the recorded text which no doubt is not foreseen in the book. What are these tasks exactly ? Describe them as precisely as possible, with their different aims in terms of language skills.</p>	<p>5. Series of tasks (cf. "as we did before") related to the text and its recording :</p> <p>a) listening to the recording, the written text at hand ;  b) reading exercise leading to new contact with the text, and no doubt to phonetic work as well ;  c) looking up difficult words : this is therefore written comprehension work ;</p> <p>The oral exercises provided by the book probably relate to the same text : they are therefore both written comprehension and oral expression exercises.</p>	
<p>6. Refer to the table of methodological opposites in the Annexe under the heading "Methods". Study in this collection of tasks the execution of the written method, the indirect method, the analytical method and the applicatory method.</p>	<p>6. Methods used :</p> <p>a) written : basic support is the text ;  b) indirect : unknown words are sought in the dictionary, which one assumes to be bilingual here ;  c) analytical : understanding the elements of the text (the unknown words) is envisaged before its global understanding ;  d) deductive-applicatory : the grammatical exercises are done by replying on the corresponding rules in the grammatical précis.</p>	
<p>7. This collection of tasks seems quite ritualised to correspond to what we sometimes call "scheme of work for integrated learning" (set series of tasks arising from specific support material) :</p>		<p>This question could lead to a comparative analysis of class schemes in educational integration more or less explicitly suggested by different textbooks.</p>
<p>7.1 What do you think of the scheme of work applied by this teacher ?</p>	<p>7. 1 No typical note for this question. You can only comment here that other class schemes will on the contrary use direct methods ( you try to deduce the meaning of the unknown words from the texts), synthetic method ("global approach" to texts) and, following the stage of the learning process, inductive method ( you try to discover the rules from examples in the text) or imitative ( training exercises based on models).</p>	

## Planning

7.2 What in your opinion are the advantages and disadvantages of schemes of work such as they are ?	7.2 Non-exhaustive analysis : - Advantages : the teacher's planning is easier, the students know immediately what they have to do, and were able to appropriate the methods and steps used ; intensive "drilling" of the same linguistic forms is assured. - Disadvantages : the same class scheme cannot comply with all the support materials ; risk of stereotypical practices by the teacher ; impression of repetition and risks of demotivation of the students ; difficulty of executing training for autonomy.	
8. Re-read in the transcript the last part of the teacher's interview (from "And then you'll have the exam as well. . ." to the end). What happens, there, concerning the teacher's planning ?	8. The teacher extends the time taken into account in her planning from the length of the work on Unit 7. She announces activities beyond the textbook which will have to be done soon : examination revision, and work on a project.	
9. Why does she explain her planning to the students in this way ? What do you think of this ?	9. You could judge it interesting that the students have a collective view of work before starting it : thus they will know what they ought to be doing at any one time, and why.	

	Here for example, this presentation gives the teacher the opportunity to justify certain activities : "Yes, you are going to do extra work everyone has an independent exam on work".	
		In this sequence, the teacher contents herself with informing the students of the planning she has done. You could ask the participants what the teacher can do o involve the students in work planning : autonomy, in fact, also demands the capacity to plan your own work yourself.



**PART II – CHRONOLOGICAL STAGES – INSTRUCTIONS**

<b>Other files for use under this heading :</b>	
- Introduction 1/ 4	- Aids & guidance 1/1
- Support materials 1/ 2	- Tasks 1/ 2
- Measures 1/ 3	- Metacognition 2/ 3
- Measures 3/ 3	

**FILE no. 1/ 3**

<b>Country</b>	<b>L1</b>	<b>L2</b>	<b>Level</b>	<b>Length</b>	<b>Counter</b>
France	French	Spanish	4 <sup>th</sup> . year		

<b>File can also be used in :</b>
- Contents
- Group work
- Joint work

**CONTEXTUALISATION**

Ref./ original cassette counter : Gil Jiménez 6 : 00:05 to 0:25

Provisional matrix counter :

This is a Top Literary class of 22 students (21 girls, 1 boy) in a multipurpose Lycée (1,200 students) where differentiated learning is not practised. The support material used is a text from the class school textbook.

<b>ORIGINAL TRANSCRIPT</b> <b>French L1, Spanish L2</b>	<b>TRANSLATION</b>
P. – Vamos a trabajar en grupo. ¿Qué es trabajar en grupo ? Trabajar en grupo quiere decir que cada miembro del grupo da su opinión. Todo el mundo da su opinión y las decisiones se toman en común. Cada uno puede decir, bueno. . “yo estoy de acuerdo o no”, y al final tomar una decisión común. En cada grupo hay que nombrar un secretario y esta persona va a escribir el resultado, y al final	T. – We’re going to work in groups. What is group work ? Working in a group means that each member of the group gives their opinion. Everyone gives an opinion and the decisions are made together. Each one can say, well. . “I agree or not”, and at the end make a common decision.

dará el resultado del trabajo del grupo, y en cada grupo hay que nombrar un portavoz.

E. - ¿Un portavoz ?

P. – Un portavoz. Y el próximo día este portavoz va a explicar al resto de la clase el trabajo de su grupo. Yo haré una fotocopia del trabajo de cada secretario y la distribuiré a los otros grupos. Así todo el mundo tendrá el trabajo de todos los grupos. ¿De acuerdo ?

Vamos a ver el grupo nº 1. Vosotros vais a contar las sílabas de cada verso. Vais a analizar las rimas, es decir consonantes, decir cuáles son las vocales y cuáles son los consonantes que se repiten, y vais a hacer una lista de todo los verbos en pretérito. Vais a decir eso. Si necesitáis cuaderno o libro podéis mirar, consultar.

El grupo nº 2, vais a buscar en el poema todos los elementos de la historia de la Conquista de México y de la historia de Malinche : es lo que vimos en la clase precedente, la historia que yo conté. Buscáis todos los elementos en el poema.

[Grupo nº 3] Pasamos a la organización : Comó está organizado el poema, las partes, y sobretodo justificar la división : en qué basáis vuestra división ?

Y el grupo nº 4, vais a indentificar, vais a explicar todas las metáforas del poema, vais a ver quién se expresa en el poema y a qui'en se dirige. Y por eso vais a tener que dar explicaciones concretas del poema : bueno. . “Tal persona porque vemos en el texto tal y tal”. . Y la última pregunta : A quiénes son – entre comillas – los “Conquistadores” del siglo XX.

In each group you have to nominate a secretary, and this person is going to write the result, and at the end will give the result of the group work, and in each group you have to nominate a spokesperson.

S. – A spokesperson ?

T. – A spokesperson. And next day this spokesperson is going to explain to the rest of the class the work of their group. I will make a photocopy of the work of each secretary and I'll give it out to the other groups. This way everybody will have the work of all the groups. OK ?

Let's look at group no. 1. You, you'll count the syllables of each verse. You'll analyse the rhymes, that is, the consonants, say which are the vowels and which are the consonants which are repeated, and you'll make a list of all the verbs in the simple past.

You'll say that. If you need a notebook or a book, you can look up, consult . .

In group no. 2, you'll look in the poem for all the elements of the story of the Conquest of Mexico, and the story of Malinche : that's what we looked at in the previous lesson, the story I told you. You'll look for all these elements in the poem.

[Group no. 3] Let's go on to organisation : how is the poem organised, the parts, and above all justify the division : on what do you base your division ?

**And** in group no. 4, you are going to identify, you will explain all the metaphors in the poem, you'll see who expresses themselves in the poem and whom he addresses. And for that you will have to give concrete reasons from the poem : right. . . “This person, because we see this and that in the text” . . . And the last question : who – in inverted commas – are the “Conquistadors” of the 20<sup>th</sup>. century ?

SELF-TRAINING	NOTES	TRAINING
1. Have you already worked in a group when you were a student, or have you already made your students work in groups ? What should the teacher's instructions consist of when he suggests work to groups ?		In a training course, reflection on the second question could be the aim . . . of a first piece of group work by participants. The same question could be suggested again at the end of work on the different files under the heading "Instructions", in order to evaluate what has been acquired and what they have become aware of.
2. Watch the entire video sequence once or twice. The teacher's contribution can be divided in two parts. What are these ?	The two parts : a) presentation of the characteristics of the organisation of the group work ; b) distribution of work to each of the four groups.	
3. Specify the characteristics of group work as presented by the teacher.	3. Each member gives his opinion ; the decisions are taken jointly ; they have to nominate a secretary and a spokesperson.	
4. What are the functions of the secretary and the spokesperson, according to the teacher ?	4. The secretary writes the result of the work. And then afterwards the spokesperson explains the work of his group to the rest of the class.	
	Manipulating equipment (cassette tape-recorder or video, for example) or using a tool (looking up words in the dictionary put at the group's disposal, for example), documentary research, production of the required text, re-reading-correction of this text, taking notes, sharing talking, etc.	You could ask what other particular responsibilities it can sometimes be necessary to attribute to one or other members of a work group.
5. Do these explanations concerning the styles of group function seem necessary to you ? Why does the teacher give them here ?	5. These students are working in a group – at least in the way of working – for the first time (cf. the surprised reaction of one student : "A spokesperson ?").	
	A teacher could ask the students if they have already worked in groups, and on what occasions ; if they liked it or not, and why ; how different functions within the group can be shown as necessary and be shared, particularly if it is intended later to recount to the whole class the results of the work.	You could ask the participants how a teacher could act to involve the students more forcibly in the theme of group function.

<p>6. What is there in common in the way the first series and the second series of instructions are given here ?</p>	<p>Common characteristics :</p> <ul style="list-style-type: none"> <li>- it is the teacher herself who gives the instructions which seem essential to her ;</li> <li>- she gives all her instructions before the beginning of the work ;</li> <li>- she only gives them orally ;</li> <li>- she doesn't check – in any case not in the sequence filmed – the understanding of these instructions.</li> </ul>	
<p>7. The instructions can also be justified (you can explain reasons for what the students are asked to do). How do the two series of instructions differ on this point ?</p>	<p>7. Difference between the two series of instructions :</p> <ul style="list-style-type: none"> <li>- in the first, the nomination of a secretary and a spokesperson is justified by the need to inform the whole class later of the result of the group work ;</li> <li>- in the second, the choice of themes for research on the text, and the sharing of these themes among the groups, are not subject to justification on the teacher's part.</li> </ul>	
<p>8. Which points should the evaluation normally be concerned with at the end of this group work ?</p>	<p>8. The evaluation will have to relate to the quality of the work required (analysis of the poem), but also to the way each group nominated its secretary and spokesperson, to their work and to that of the whole group, finally to the quality of the presentation of results by the spokesperson (sequence Evaluation 1/ 2 shows evaluation of this presentation).</p>	

## FILE no. 2/3

Country	L1	L2	Level	Length	Counter
Austria	German	English	2 <sup>nd</sup> . year		

**File can also be used in :**

- Introduction (differentiation vs. variation)
- Autonomisation
- Contents
- Tasks

**CONTEXTUALISATION**

Ref./ original cassette counter : Minardi 1/ 4 : 1:10:00 to 1:12:35  
 Provisional matrix counter : 1:24:00 to 1:26:35

The official programmes of the *Realgymnasium* specify individual teaching sequences allowing for differentiated learning to be used. The teacher is free to organise the contents as he sees fit.

**ORIGINAL TRANSCRIPT**  
**German L1, English L2**

T. – So, can you please choose text 1 this group, then the other group choose text 2 and you, in the last row, can you choose text 3 ? We'll listen to the texts and each group does the following tasks.

The first task is : sum up what the person said. Do tasks on pages 37 respectively and 38.

The second point is think of a situation in which you felt both aggressive and frightened, and later report facts to the class. You have to agree on one situation, so you can talk about it in your group and in the end you agree on one situation and this one situation 'll be reported and told to the class

Third time group 1 write a letter to the editor, open and open newspapers ; group 2 a dialogue between the girl and the officer, you will know after you have listened to the tape ; and the third group will write an inner monologue of the man in the train.

SELF-TRAINING	NOTES	TRAINING
1. Watch the whole video sequence a first time.		
2. Carry out a second viewing and say according to which criteria the teacher forms the groups.	2. The criterion of spatial disposition of the students in the class.	
	<ul style="list-style-type: none"> <li>- Certain students have heir backs turned to the board, which is not the ideal position to follow attentively what the teacher is saying.</li> <li>- Certain students are not interested in the instructions concerning any other group but their own, and are already beginning to discuss amongst themselves, no doubt about carrying out the task.</li> </ul>	You could point out what happens sometimes when, as here, the groups are constituted even before the teacher begins to give instructions to the groups.
3. How many tasks does the teacher suggest to the three groups ? For each one say whether it's a question of "variation" or "differentiation". (The difference between these two terms was studied in the \Introduction sequences. If necessary, re-read the definition of these two terms in the Glossary).	3. The teacher suggests three tasks : the first two relate to "variation" (different tasks but to be done by all the groups), the third to "differentiation" (tasks differing according to group).	You see that this sequence can be used to illustrate to participants the difference between "variation" and "differentiation" which was worked on in the 4 sequences of the Introduction.
4. Define the types of variation suggested by the teacher.	4. Variation of aims : a) oral comprehension, b) oral expression, c) written expression. Variation of measures : group work, the whole class (presentation to everybody of the work carried out in the groups), then group work again.	
5. Define the types of differentiation suggested here by the teacher.	5. Differentiation of support materials in stage 1. Differentiation of contents and tasks in the texts to be produced at stage 3 (letter, dialogue, and inner monologue with different speakers).	

6. While giving the instructions orally, the teacher is also writing them on the board. Can you explain why she did this ?	6. To facilitate understanding, and so that the students can see them during the execution of the work.	
7. How else might she have proceeded to ensure the students understood ?	7. She could have given the instructions or the three tasks orally, then written them on the board at the dictation of members of each of the three groups, whom she could have asked to reformulate them (in L1 or L2).	You could get the participants to watch the sequence of the file Metacognition 2/ 4, where one sees a teacher, having given the instructions in L2, asking the students to reformulate them in L1.
8. While the teacher's speaking time might not be long, the fact of giving all her instructions in one go and in L2 can create problems of comprehension for students in their 2 <sup>nd</sup> . year. What plausible explanations can you find in the teacher's choice of initial instructions ?	8. You could assume that the students are used to group work and that as the material and one part of the exercises (those of oral comprehension) are taken from the textbook, the students know what is expected of them as well as the criteria for evaluation.	
9. What will she no doubt also do once the group work has started ?	9. You could think that she will go from group to group to check if the tasks carried out correspond properly to the instructions given, and that she will explain them again if necessary.	
10. Look in the teacher's instructions for the point concerning <i>procedure</i> , and another concerning possible <i>aid</i> (see the definition of the two terms in the Glossary). What is not made explicit ?	10. There is an explanation for the procedure to be followed in group 2 ("You have to agree on one situation, so you can talk about it in your group and at the end you agree on one situation") and of aid material to produce the dialogue in this same group 2 ("you will know after you have listened to the tape"). Here is no explanation, in particular, of the length of time allotted to each task, of the expected length of each product, nor of the criteria for evaluation.	
11. What other points can be given in the initial instructions for group work ? Try to make as exhaustive a list as possible.	11. The criteria for constituting the groups, the reasons for the choice of tasks and their link, the reasons for the suggested differentiation, the styles of group work, the criteria for evaluating the products . . .	This observation implies no criticism of the teacher : a teacher can very legitimately decide only to give one part of all this possible initial information . . . and to await the possible questions from the students !
12. If the teacher has set for herself an aim, in this initial phase of the work, allowing the students to develop autonomy, what could she have suggested they decide for themselves ?	12. The students could have decided for themselves the constitution of the groups, the choice and link of the tasks, their length, and the criteria of self-evaluation of the final products.	This sequence could be compared with those where the project of student autonomisation is clearly publicised.

## FILE no. 3/3

Country	L1	L2	Level	Length	Counter
France	French	English	6 <sup>th</sup> . year		

## File can also be used in :

- Contents
- Planning

## CONTEXTUALISATION

Ref./ original cassette counter : Teixeira : 16:25 to 20:40

Provisional matrix counter :

We are in a scientific high school. This is a top class of 30 students in the 6<sup>th</sup>. year of language study ; they do not all come from the same form. The teacher has prepared about ten articles from the *Times* about thinkers and scientists of the 20<sup>th</sup>. century. He has invited each group to choose a person from the list.

**ORIGINAL TRANSCRIPT**  
**French L1, English L2**

T. – Next term we are going to have an exhibition or to have a gallery of portraits in the classroom or maybe in the exhibition room about famous scientists and thinkers of the XX<sup>th</sup>. century.

So each group today will work on a scientist or a thinker or a technician whose work has become influential on everyday life. So then the first thing to do is to examine a list of scientists. I give one to each, OK ? Can you pass some, please ? And you'll choose who you are interested in.

So first thing to do today I ask you to decide, to choose which scientist you want to know all about. So it takes three minutes, OK ? Not more. You agree ? So what do you want to do?

Yes, you are right. You vote. One, two, three. We can exchange. Please do you all want to work on Einstein ? Yes, all of you ? Yes, OK.

Just a minute. I said to you you have to be quick in choosing.

You decide how you want to work. What do you think it's the first thing to do ? yes, you have to read the text but you have to ( . . . ). Yes, that's a possibility.

So what I suggest is each group should try to think about a sort of portrait of the person you have chosen. Your final aim will be to make a portrait, about his life, his invention, why he is famous.

You have to find all the elements so that next week you are going to . . . each group will have a speaker who'll tell the authors.

The rule is don't speak too loud.

Silent reading first. Silent reading you start.

You know that you can ask for help whenever you want. I can help, the dictionary can help.



SELF-TRAINING	NOTES	TRAINING
1. Who forms the groups at the beginning of the sequence What conclusions can one draw ??	1. the students get straight into groups. One could conclude that these groups are already constituted but also that they are used to working in this way.	
2. What does the teacher start with before giving work instructions for the lesson ? Does that seem necessary to you ?	2. She explains the final aim of the work. It is important, for student motivation, that they always have the proposed aim in mind.	
3. Does the teacher only give oral instructions ? What are the different reasons she can have for proceeding in this way ?	3. She also writes on the board. This allows her : - to adapt to different kinds of learners (certain are more visual, others more auditory) ; - to be clearer ; - to keep the instructions in sight during the whole of the work, so that the students can refer to it when they feel the need, or to support their own memory.	
	The instructions could also : - have been written on sheets given to each group ; - have been written on the board by a student ; - be projected . A classic technique for checking understanding is the reformulation by the students (you see I used in the sequence metacognition 2/ 4).	You could ask the participants what other ways the instructions could have been suggested, and how the teacher could have checked their understanding.
4. Where in the class is the teacher when she is giving the instructions ? For what reasons ?	4. She is in the centre of the class to be more effective in her explanations : she attracts attention more strongly from everyone, and can be better heard by all. She can also control better whether everyone is listening, and how they are later going to get on with group work.	
5. How many tasks does the teacher set in her instructions? What are they ?	5. Three tasks : 1) to choose the person , 2) to read the text silently, 3) to find all the necessary elements.	

6. The instructions don't only concern the tasks to be carried out, but also the methods of working : make a list of them, with an example of each.	6. The instructions also concern : - time ("You have three minutes") ; - behaviour ("The rule is don't speak too loud") ; - nomination of a reporter ("Each group will have a speaker who'll tell the authors") ; - possible aids ("I can help, the dictionary can help").	
7. Make a note, in the teacher's explanation of the procedure to be followed by the students, of everything that refers to management of time. Why this insistence ?	7. "So then the first thing to do is to examine a list of scientists. [ You have three minutes, OK ? Not more [ . . ] Just a minute. I told you you have to be quick in choosing". The teacher is no doubt preoccupied by the maximum profit of time (language teachers have a very strong awareness of the little time at their disposal, as well as their students), but good management of time also constitutes rigorous demands on group work, and is a condition of efficacy and the maintenance of motivation (the students quickly give up tasks which are boring).	
8. For what reason does the teacher not give all the instructions at the same time at the very beginning of the lesson ?	8. The teacher is no doubt seeking : - not to talk for too long afterwards (the students' attention quickly dissipates, and difficulties of understanding accumulate) ; - to facilitate understanding ; - to stimulate the students by successively boosting them.	
9. Specify the different roles the teacher assumes during the recording, particularly when she passes from group to group.	9. The teacher assumes the different functions of : - organiser (she organises the activities, provides the material) ; - expert (she suggests the contents, explains) ; - facilitator of learning (she advises, helps) ; - mediator (between one group and another) ; - animator (she encourages the students).	You could classify the different functions of the teacher in another way, and give them other names : the main thing is that the participants become aware of the diversification of functions of the teacher caused by group work : it is one of the reasons of interest in such a measure.
10. What could the teacher ask of the students, concerning the instructions, to encourage the students to autonomy ?	10. She could ask the students to discover and explain themselves the content of her instructions.	

## PART II – CHRONOLOGICAL STAGES – GROUP WORK

Other files for use under this heading :	
<ul style="list-style-type: none"> <li>- Introduction 2/4</li> <li>- Contents 1/ 2</li> <li>- Tasks 2/ 2</li> </ul>	<ul style="list-style-type: none"> <li>- Instructions 1- 3/ 3</li> <li>- Joint work 1/ 2 and 2/ 2</li> <li>- Metacognition 4/ 4</li> </ul>



### FILE no. 1/ 2

Country	L1	L2	Level	Length	Counter
Greece	Greek	French	Teacher interview		

File can also be used in :
- Measures



CONTEXTUALISATION
-------------------

Ref./ original cassette counter : Pacella – 25:39 to 28:33

Provisional matrix counter :

<p>This is an interview with a Greek teacher of French, by an Italian colleague who observed differentiated learning in the N. Jonia college in Athens. The Greek teacher, who practises “project teaching”, expresses her opinion on the advantages and disadvantages that group work presents.</p>
--

### **TRANSLATION OF ORIGINAL TRANSCRIPT**

(French)

T. – As to differentiated learning, I don't have a lot of experience, but it's the second year I've been using this teaching, so what I notice for the moment . . firstly is . . It is true it's an opportunity for all the students to show their skills, that I, there are the students who are not very good at French, but who have the talent to create material or paint certain things . . or, I don't know, for example for percentages, percentage tables, there are students who are very good at Maths, who work on numbers, numbers/ So everybody does something. Besides the good students can . . do things which are of a slightly higher level than the class level. So it's an opportunity to express themselves. . in a way, how to put it ? in a way which is nicer for them because they are showing that they are . . capable of doing difficult things.

So, for . . It is true that there are some difficulties. For example, there are students who . . don't know how to co-operate, who . . who get angry, who don't co-operate well, who are a problem in groups and . . who aren't prepared to work in groups. And as it's three times a week, this work three times a week, it's a little bit to learn the correct behaviour in groups.

Besides for the good students – there are students who are very responsible, who work . . much more than the others, who are asked to do the most difficult things – so they take . . they are asked to do everything, sometimes . . . so that it's one single person who has worked.

Of course there's a bit of a noise because they are discussing, they have to discuss among themselves and I've noticed that sometimes it's a moment to say things which don't concern the lesson, but in general, from the point of view of responsibility, for example, I've seen even the least responsible ones . . made some progress.

<b>SELF-TRAINING</b>	<b>NOTES</b>	<b>TRAINING</b>
1. What does group work evoke in you, in your experience as a former student and/or a teacher ? What do you think of its interest in teaching/learning languages ? Write down a few ideas which seem to sum up your impressions and judgement.	1. These two first questions don't have a note. It's simply a question, at the end of work on this heading (2 files), of looking again at the written comments before stating possible modifications to your attitude vis-à-vis group work.	
2. The teacher talks about what she has noticed in the two years she has been working on differentiated learning. Reading her interview, to what particular aspect of this teaching can you see she is only referring to herself ?	2. The teacher only deals with "group work", certainly at least in the present sequence.	
3. Re-read the first part of the transcript (first paragraph). What are the two advantages of group work she suggests here ? Express them in terms of a) respect of differences and of differentiation, b) positive consequences in this respect, quoting the passages which seem characteristic to you.	3. Advantages of group work shown in the first part : a) A natural differentiation of roles arises according to the different skills of the students (example quoted : the French language, the material, painting, percentages) ; in such a way as "everyone is doing something". b) A natural differentiation at the level of production arises ("The good students can . . . present things which	You could point out to participants that these two advantages principally concern student motivation (the strongest like the weakest can take part, having their diverse and different skills valued). That is understandable because it's a matter of school education here (where motivation of the students must be constantly aroused and maintained by the teacher).
	are of a slightly higher level than the class level."), so that the motivation of the students is maintained ("It's nicer for them because they are showing that they are . . . capable of doing difficult things").	
4. Pinpoint, at the end of the transcript, the last positive effect of group work quoted by the teacher.		
4.1 What does it consist of ?	4.1 All the students progress from the point of view of their sense of responsibility.	
4.2 What kind of aim of final outcome does this advantage contribute to ?	4.2 It is a matter of educational finality.	You could point out that the teacher is ready to accept a certain "price" (certain drawbacks) in the pursuit of an educative final outcome : that is also characteristic of school teaching, which equally wants an education with certain values.

<p>5. What are the disadvantages of group work referred to by this teacher ? (If necessary regroup and reformulate certain of her criticisms to explain them better).</p>	<p>5. According to the Greek teacher, the awkward things about group work are as follows :</p> <p>a) certain students work badly within groups and spoil things because they are not prepared for this kind of work ;</p> <p>b) the better or more responsible ones are sometimes the only ones working ;</p> <p>c) certain students are noisy.</p>	<p>You could point out that each drawback corresponds to an advantage (<i>and vice versa</i>). For example, the groups trains for responsibility, and it is just for this very reason that it allows students who are not (yet) sufficiently responsible to misbehave . . .</p> <p>Hence the importance of metacognitive activities (cf. corresponding heading), so that the students themselves become aware of these contradictions . . . and learn to manage them in a responsible way.</p>
<p>6. Do you share this teacher’s opinion on disadvantages and advantages of group work ? Can you quote other disadvantages and potential advantages of this form of work ?</p>	<p>6. Amongst other possible drawbacks :</p> <p>a) group work can make discipline management more difficult in a class of difficult students (but the interest of the work and the possibility of working at their level and following their own abilities can also facilitate this management of discipline ! ) ;</p> <p>b) in group work the mother tongue is often used by the students (not simply for ease, but at the moment when they get excited when they begin to function in the affective mode).</p> <p>Some examples of advantages :</p> <p>a) There can be improvement in results of joint work thanks to mutual help and sharing knowledge and abilities.</p> <p>b) Group work is a school of training in autonomy.</p> <p>c) The capacity to work in a group is essential in professional life.</p>	<p>You could get the participants to discuss the negative and positive potentials of group work (as we did in the “note” concerning the two disadvantages quoted) : group work, like any classroom technique, can produce better and worse results, because like every classroom technique it is a matter of context and of the conditions used.</p>
<p>7. For what reason, of any kind, is group work absolutely essential for the execution of differentiated learning and autonomous work in a collective education system ?</p>	<p>7. It is the only measure which permits keeping up the advantages of collective work (cf. comment above) with carrying out differentiation simultaneously in a maximum of domains.</p>	

<p>8. What are the different roles or functions a teacher must assume vis-à-vis groups of students ? If possible give a concrete example corresponding to each of them.</p>	<p>8. Different roles and functions of the teacher in group work :</p> <p>a) <i>driving force</i> (he organises the activities, provides the materials . . . ) ;</p> <p>b) <i>expert</i> (he suggests the contents, explains, corrects . . . ) ;</p> <p>c) <i>learning facilitator</i> (he negotiates, helps, directs, trains in the different functions for use in a group . . . ) ;</p> <p>d) <i>technician</i> (he helps with the use of the material : tape-recorder, computer, projector . . . ) .</p>	
<p>9. What are the necessary conditions or at least helpful for the good functioning of a class working systematically in groups ? You could be prompted, in answering this question, by different components appearing in the term “measure” in the Glossary.</p>	<p>9. Some conditions :</p> <ul style="list-style-type: none"> <li>- technical material (tape-recorders, video players, computers etc.) and tools (dictionaries, grammar books, etc.) in sufficient number and sufficiently accessible ;</li> <li>- educational material already integrating differentiation;</li> <li>- furniture (chairs, tables) and suitable space ;</li> <li>- several rooms that can be used simultaneously ;</li> <li>- a certain flexibility with the lesson timetable ;</li> <li>- and students truly <b>trained</b> to group work in different subjects.</li> </ul>	

## FILE no. 2/ 2

Country	L1	L2	Level	Length	Counter
Finland	Finnish	English	4 <sup>th</sup> year		

## File can also be used in :

- Measures
- Aims

**CONCEPTUALISATION**

Ref./ original cassette counter : Van Has 1/ 1 : 00:00 to 03:28  
 Provisional matrix counter :

This is a Finnish secondary school which instituted differentiated learning as the preferred form of teaching/learning. oral expression in the foreign language is the object of particular attention. It is worked on notably with the help of *class meetings*, lessons during which students are invited to talk on subjects which are then debated by the whole class.

**ORIGINAL TRANSCRIPT**  
**Finnish L1, English L2**

S1. – You say that if someone calls you names, you have the right to shoot him ?

S2. – Yes.

S1. – If you're a twelve-year old boy or girl, if you're a twelve-year old child so . . . if another calls you names. . . he pulls out his gun and shoots you. That's legal ?

S2. Student B : Yes.

S3. – No-one has the right to kill another person.

S2. – I think that anyone has to try it's. . . er . . . it's your . . . how shall I say . . . it's your right to shoot someone who hurts you.

S1. - . . . a gun-club near out school. The school mentioned is . . . (?).

A number of the students of the school are planning to . . . to go there just to have some fun and we'll have a discussion and we'll ask your opinion at the end of the debate. So you have the . . . the final word about the subject. . . er . . . for . . . for the . . . against the subject are Peter and Case and in favour with the subject is Snake. Now, well Case, what's your opinion about the subject ?

S2. – I think it's not a good thing that . . . er . . . that a gun-club is stationed here . . . because it's not safe for the children to go there. They can get hurt themselves. . . and they can hurt a lot of other people.

S3. – I am. . . I am not . . . er . . . I don't agree with that because a gun-club is very safe. Children know what they have o do. They won't go in shooting fields and stand there waiting for a bullet.

S4. – You don't know what's going on in their minds, they are not responsible enough to use guns.

S5. – They can easily get a gun . . . get a gun from their school and bring it to our school and then they can . . . shoot people and . . . fire or something.

S1. – The audience . . . so what do you think about the . . . this subject. . . has anybody . . . Does anybody “gives” his opinion ? Susana, you want to give your opinion about that ?

S6. – Yes, I think . . . I think a gun-club near the school is not so bad because only if they don't take their guns . . . outside the gun-club.

S1. [Name of student], what's your opinion ?

S7. – Oh, I think. . . er . . . well. . . it should be legal to have guns around here if children are “done” (?) responsibilities of society . . . well they can . . . well. . . they have . . . oh. . . The older people get . . . children grow . . . the more responsibilities they have . . . so why don't you already “gives” them those responsibilities by handing them guns ?

S1. So you are in favour of a gun-club near your school for your children ?

S7. Yes.



SELF-TRAINING	NOTES	TRAINING
1. Watch the whole of this sequence a first time. How many different stages do you see ?	1. Three stages :	
2. Watch the first stage again, carefully watching the disposition of the class :	2. From the beginning to “. . shoot someone who hurts you” ; From “a shooting club near our school” to “. . or something like that” ; From “. . “the big hall . . well. . what do you think ?” to the end.	
2.1 How are the students placed ? Can you speak of group work ?	2.1. At the front we see a group of students busy working and talking. In the background the students are sitting or walking round the class.	
2.2 Read the corresponding transcript : what are they actually doing ?	2.2 They are discussing among themselves children’s rights to self-defence.	
3. Watch the second stage.		
3.1 Is it the same group of students ? If so, what has been modified in this measure ? What is the function of student no.1 (S1) ?	3.1 This concerns the same group of students, but this time : - there is a student (“S1”) who is leading the debate (he shares the speaking by interrogating the other members of the group in turn) : this is what we call a “moderator”. - the other students in the class are watching the group and listening to the debate. This is a measure known under the name “panel”.	
3.2 Read the corresponding transcript : is it the same topic of debate as the preceding one ? Does it have any relation to it ?	3.2 The theme of the debate rests on the question “Are you in favour of a shooting club being set up near the school ?”  It relates directly to that of the previous stage : training at a shooting club prepares you for self-defence.	

4. What can you conclude about the relation between stage 1 and stage 2 ?	4. The debate in stage 1 no doubt constituted part of the preparation of the panel.	
5. What does stage 3 consist of ?	5. The moderator calls out the listeners so that this time all the class is involved in the debate.	
6. What is the foremost aim envisaged by the teacher in thinking up three successive measures of group work ? Do you think he achieved it ?	6. Getting the maximum number of students to take part. His aim is achieved, judging by the stages filmed here.	
7. Can you speak of “role-play” here ?	7. No. You rather have the impression that each student is expressing his personal opinion. You might wonder however whether the students have not chosen to express very contrasting and extreme opinions to deliberately “liven” the debate. This interpretation is no doubt plausible, so much so that the arguments in favour of the shooting club can seem surprising on the part of students expressing themselves inside a school in front of a teacher. . . You have a slight impression (you think ?) that they are consciously being provocative.	
8. Who chose the subject, in your opinion ?	8. This is perhaps the students themselves, and the teacher has no doubt accepted it in the name of student autonomy and their training for responsibility (cf. introduction to the school above, in “Contextualisation”).	You could point out that in the dossier of the visit, you also see that the textbook used in class suggests subjects for discussion . .
9. Do you personally think that a subject like this can be the object of debate between students at the secondary stage ? If so, under what conditions ?	9. From a strictly didactic point of view, polemic themes have the advantage – sometimes – of motivating the students, and training them in a kind of discourse potentially rich from the linguistic point of view (expressing opinion and opposing ideas, agreement, conditions, concession).  From the formative point of view, the debate is part of the democratic game, and it is important that the students are accustomed to and trained for this. You could in particular think of the following conditions :  a) The debate must be prepared and enriched by reading	This question could no doubt be the subject of a debate between participants. In certain countries, a theme like this would not be accepted by the teacher. There are no doubt countries where the interpretation offered in Note 7 above would be more strongly imposed.

	<p>matter containing checked information and well-founded reflection (articles by the press, sociologists, philosophers. . . )</p> <p>b) The debate must be well organised according to strict formal rules (you can see that this is the case here).</p> <p>c) You must insist that every opinion is argued rationally.</p> <p>d) The teacher has to watch his role as an educator by guaranteeing, if necessary by clear and energetic personal intervention, that the points of view expressed correspond to the defence of humanist and civic values which are those of the education system.</p>	
10. In what way do we see here that group work promotes learning differentiation ?	10. Each student can take part as far as he is able, the diversity of contributions guaranteeing a certain diversity in language expression.	
11. How could the teacher correct the language mistakes made by the students during the panel discussions and the final debate ?	11. He will not interrupt the debate at any time (priority is therefore towards the meaning and not to the form), but he could a) ask the students afterwards to give the mistakes they had noticed ; b) take note himself of the most important and/or recurring mistakes.	
	You might think that these groups are centred both on relation (researching the motivation of the students and their engagement) and on the task (the aim is the production of a certain kind of discourse : cf. interest in the type of debate, suggested above in the note to point 9).	You could make the participants work on Ph. Meirieu’s table on the “criteria of alternation in the composition of groups” (Annexe 4 of the <i>Guide to planning and observation of sequences of differentiated learning</i> ), asking them which focus(es) correspond to group work as it is organised in this sequence.
12. You have come to the end of work under this heading “group work”. Look again at the ideas you put down at the start : have they been modified, and if so, in what way ? Do you intend to make your students work in groups, if so, when, how and why ?		This activity could be done in groups, with collective joint work afterwards. Why not profit from this to experiment the panel form ? For the participants that would be an opportunity to talk about education in groups by simultaneously putting it into practice. You could expand reflection to other forms of work in groups, and to their respective advantages and disadvantages relating to the aim envisaged.

## PART II – CHRONOLOGICAL STAGES - JOINT WORK

**Other files for use under this heading :**

-Several sequences of the video cassette show forms of “joint work” of the work of different groups. We suggest studying them all in file 2/ 2 below.

## FILE no. 1/ 2

Country	L1	L2	Level	Length	Counter
Portugal	Portuguese	German	1 <sup>st</sup> . year		

**File can also be used in :**

- group work

**CONTEXTUALISATION**

Ref./ original cassette counter : Kokonen 1/ 1 : 07:40 to 11:00  
Provisional matrix counter :

This is a German lesson in a Portuguese school.

<b>ORIGINAL TRANSCRIPT</b> Portuguese L1, German L2	<b>TRANSLATION</b>
<p>L. – Bitte schön. Habt ihr die Hausaufgaben gemacht ? Sn. – Jaaaa . . . L. – Was waren denn die Hausaufgaben. Also einige Fragen und Antworten schreiben. Und die Fragen und Antworten sind für das Interview. Wir haben schon die zwei gruppen and was sollt ihr jetzt machen ? Ihr sollt das Interview vorbereiten und also bitte schön, wir werden das Interview vorbereiten. Und dann werden wir später das Rollenspiel machen. [. . .] L. – Jetzt das Rollenspiel. Es ist so. Wir haben verschiedene Fragen und Antworten. Eine Schülerin, zum beispiel Anne, sie liest alle Antworten. Und ihr, ihr stellt die Fragen. Carla stellt die erste Frage, und dann Luisa die zeeite Frage. Und so weiter und so weiter. Ist das klar ? Ja ? [. . .]</p>	<p>T. – Now, have you done your homework ? Ss. – Yes !! T. – What was the homework. Oh, to write some questions and answers. And the questions and answers are for the interview. WE already have two groups and what are you going to do now ? You must prepare the interview, and so, we shall prepare the interview. And then we’ll do the role-play later. [. . .] T. – Now the role-play. It’s like this. We have different questions and answers. One student, for example, Anne, she’ll read all the answers. And you, you’ll ask the questions. Carla will put the first question and then Luisa the second question. And so on and so on. Is that clear ? yes ? [. . .]</p>

Joint work

<p>S1. – Wie heißt du ? S2. – Ich heiße Ferdine.</p> <p style="text-align: center;">S1. – Wie alt bist du ?</p> <p>S2. – Ich bin 19 Jahre alt. S1. – Bist du verheiratet ? S2. – Nein, ich bin ledig. S1. – Welche Hobbys hast du ? S2. – Ich mag Musik hören und Bücher lesen. S1. - Wie hast du dich gefühlt, als du zu Miss Sachsen gewählt worden bist ? S2. – Natürlich war ich sehr glücklich und begeistert. S1. – Warum bist du keine Prinzessin geworden ? S2. – Das bin ich nicht, weil ich Motorräder und Autos sehr liebe. Als ich ein Kind war, kaufte ich eine Zeitung über Autos und Motorräder und ich sah auch Filme darüber.</p>	<p>S1. – What's your name ? S2. – My name is Ferdine. S1. – How old are you ? S2. – I'm 19. S1.- Are you married ? S2. – No, I'm single. S1. What are your hobbies ? S2. – I like listening to music and reading books. S1.- How did you feel when you were elected Miss Sachsen ? S2.- I was very happy and thrilled. S1. – Why didn't you become a princess ? S2. – I'm not because I love motorbikes and cars a lot. When I was a child, I bought a newspaper on cars and motorbikes and I also saw films about them</p>
--	---

SELF-TRAINING	NOTES	TRAINING
<p>1. For what reason in your opinion does the heading “Joint work” appear in the <i>Booklet</i> after the “Group work” theme ? For what reason might one think that this “joint work” is particularly essential in school teaching ?</p>	<p>1. In school teaching, the teacher must take care to maintain the strong <b>collective dimension</b> of teaching/learning, not just to be able to maintain a form of collective programme (in particular, a linguistic reference progression for the whole class), but also for educational reasons (citizenship involves the capacity to live, to work and to communicate with the whole community to which one belongs).</p>	<p>We have given this heading the title “Joint work”. More globally it is a matter of answering the following more general question : What to do with individual products and those of different groups ? You can choose, at least as the need arises :</p> <p>a) Not to use them (they stay at the level of their producers, individual or group) ;</p> <p>b) To exploit them directly and solely outside the class ( in the case of an exhibition prepared by a student group and on display in the school hall, for example) ;</p> <p>c) or else to share them, that is, to exploit them collectively (within a group, in the case of individual work ; within a group-class, in the case of group work). It is this last hypothesis c) which we have chosen to consider within the framework of this heading, hence its name.</p>

2. What will the group work consist of exactly, in relation to the previous stage (individual work at home) and the final stage (role play) ?	2. The students have individually prepared at home the answers to the questions given by the teacher. They now have to link or combine these questions and answers in groups to construct an ensuing interview, which they will act out in front of the whole class.	
3. In the case of the measure thought out by this teacher, why can we speak of “joint work” at two levels, or two successive joint works ?	3. There is a first sharing of individual work at the core of each limited group. Then the work of each group in the core of the class-group.	
4. What is the interest of a measure like this ?	4. One can think of at least two following advantages : a) at each level there can be correction and enrichment of other people ; b) collective exploitation (at each of the levels) can be a source of motivation.	
5. What do you think of “role-play” where it is enough to read already prepared texts ?	5. The form of the question was deliberately primarily orientated towards a critical reply. So we have to consider at least three elements of reflection : a) This concerns beginners, therefore with very limited means of expression, having at their disposal without doubt a limited number of stereotyped formulae that you want them to use again and again. b)The problem is not only if you read or not prepared texts, but whether these texts themselves are interesting or not . . In the texts prepared and read by the students, here, there is a story (a girl who doesn’t want a princely marriage because she’s mad on cars and motorbikes) which shows a distance vis-à-vis stereotypes of certain press people.	The reply to this question could be a new opportunity to make the participants aware of the <b>comprehensive attitude</b> (orientated to research of contextual rationality) which seems essential to us in observing didactic training.
	c) Professional actors too read ready prepared texts. You could justifiably object to this latter element that actors don’t read, but declaim : without doubt it is the only reservation you can put on this measure, by putting the students artificially in a reading situation (the interview) which in principle is incompatible.	You could ask the participants to think up totally authentic situations of reading already prepared short texts (communiqués read by a spokesperson, radio or television news, etc.). This work will constitute good preparation in reply to the following question.

Joint work

<p>6. How could, in spite of everything, joint work in the group-class be thought out which would have required of each group beforehand a re-writing, re-creation, a linguistic “transformation” of individually prepared work ?</p>	<p>6. You can think, for example, of a communiqué read in front of television cameras by its impresario :”Contrary to rumours put out by the gutter press and on the Internet, Miss Sachsen has asked me to stress that she isn’t 29 but 19, that she isn’t married but single, etc.”. The form of the communiqué involves linguistic transformation of individual products (passing from direct style to the indirect), which brings with it increased difficulty, but it allows for justifying exploitation of their work in the students’ eyes : sharing (oral, as it happens) must be so programmed as to be a “plus” not only for those who listen but also for those who produce it.</p>	<p>You could indicate – here again in the line of “contextual logic” which is that of language education – that only the teacher in his class, with full knowledge of the needs and expectations of his students at this or that point in time, is the bone to decide if he has to further creativity or more or less intensive re-use of the linguistic forms and formulae introduced.</p>
---	--	---

**FILE no. 2/ 2**

*Exceptionally, this file is not based on a particular video sequence, but on an analysis of several sequences used under the different headings of the cassette.*

<p><b>SELF-TRAINING</b></p>	<p><b>NOTES</b></p>	<p><b>TRAINING</b></p>
<p>1. Watch the following video sequences, and make notes in a few words for each one what “joint work” of group work consists of. Example</p> <p>a) Introduction 1/ 4 After completing the questionnaire in groups, the whole class does corrections jointly.</p> <p>b) Measures 3/ 3 c) Tasks 1/ 1 d) Tasks 2/ 2 e) Instructions 1/ 3 f) Instructions 3/ 3 g) Methods 1/ 1</p>	<p><b>b) Measures 3/ 3</b></p> <p>After a first stage of group work on the different contents of a text, a member of each group moves into another, to transmit the results of the work of his group (“rotation” system of informants between the different groups). At the end, all the class come together to synthesise the group work, and to draw a collective conclusion</p> <p><b>c) Tasks 1/ 3</b></p> <p>Each group works on the description of a character which will later be put to the group-class.</p> <p><b>d) Tasks 2/ 2</b></p> <p>Each group work on preparation of a different stage (information research, telephone conversation, order</p>	

	<p>letter) which will naturally link with the others, during shared experience, within a professional scenario.</p> <p><b>e) Instructions 1/ 3</b> Each group must study a different aspect of the same poem. Each group designates a secretary who takes notes of the results of the work, and these results are then photocopied by the teacher. The photocopies are distributed to the other groups in the next lesson.</p> <p><b>f) Instructions 3/ 3</b> Group work on different famous personalities. The work will then be communicated by a reporter to the group-class.</p> <p><b>g) Methods</b> Having completed the song by different approaches, the groups join together to sing the song together,</p>	
<p>2. Refer to the Annexe. Look again at all the preceding video sequences. By what kind(s) of relationship is the link between different modes of working established in each of them ?</p>	<p>2. Different ways of working :</p> <p><b>a) Introduction 1/ 4</b> : redundancy ;  <b>b) Measures 3/ 3</b> : complementarity ;  <b>c) Tasks 1/ 1</b> : juxtaposition of activities, but there is redundancy from the point of view of the ideas and linguistic forms used by the different groups ;  <b>d) Tasks 2/ 2</b> : complementarity ;  <b>e) Instructions 1/ 3</b> : complementarity ;  <b>f) Instructions 3/ 3</b> : juxtaposition of activities, but there is without doubt complementarity in relation to the annual programme of the class ;  <b>g) Methods</b> : juxtaposition.</p>	<p>This Annexe is a repeat of point 5.4.c of the <i>Guide to planning and observation of differentiated learning sequences</i>.</p>
		<p>From the support materials and activities suggested by the trainer, in a textbook or by the participants themselves, you could make them work in the execution of different forms of linkage between the work of the different groups.</p>



**ANNEXE*****Extract from the Guide for planning and observation of differentiated learning sequences.***

By what main kind(s) of relationship is the link between these different modes of work established (individually, by limited groups, in a large group ) ?

1. relationship of **redundancy** : for example, there is the same kind of work on the same support material, and afterwards they will compare the different work (as to quantity or quality of results, length of work, etc.) ; this relationship can be carried out within the framework of a game competition ;
2. relationship of **complementarity** : for example, you are going to put together one or other of the results obtained to arrive at a collective global result, as when each group has studied a different aspect of the same topic ;
- 3, relationship of **juxtaposition** (absence of close rapport with type 1 or 2).

**PART II – CHRONOLOGICAL STAGES – EVALUATION**

<b>Other files for use under this heading :</b>
- Planning 3/ 3
- Remedial work 1/ 2
- Metacognition 4/ 4

**FILE no. 1/ 3**

Country	L1	L2	Level	Length	Counter
France	French	Spanish	4 <sup>th</sup> . year		

<b>File can also be used in :</b>
- Planning
- Aims

<b>CONTEXTUALISATION</b>	Ref./ original cassette counter : Gil Jiménez 6 – 46:10 to 48:35 Provisional matrix counter :
This concerns a First Literary class of 22 students (21 girls, 1 boy) of a general provincial secondary school (11,200 students) where differentiated learning is not usually practised. The teacher is using here a text printed in the class textbook in use, a poem of Gabino Palomares recounting the first contacts between the Spanish Conquistador Hernan Cortes and the Aztecs. Prior to this sequence, the four groups have worked separately on one part of the poem.	

<b>ORIGINAL TRANSCRIPT</b> French L1, Spanish L2	<b>TRANSLATION</b>
A. -En este poema de Gabino Palomares, en la primera estrofa, los aztecas son los hermanos emplumados, y los hombres de la tripulación de Cortes son los hermanos barbados.  Cortes y su tripulación llegaron por el mar con la intención de conquistar México. Los aztecos, al ver Cortes, pensaron que era Quetzalcoalt, porque Cortes había una barba blanca.	S. – In this poem by Gabino Palomares, in the first verse, the Aztecs are the plumed brothers, and the men of Cortes’ crew are the bearded men. Cortes and his crew arrived by sea with the intention of conquering Mexico. The Aztecs, when they saw Cortes, thought it was Quetzalcoalt, because Cortes had a white beard.

## Joint work

Cortes y sus hombres habíá robado, matado y desytruido todo el pueblo. Los aztecos se revoltaron porque se dieron cuenta que Cortes no era Quetzalcoalt. Los aztecos habíán hecho un error, y a causas de este error habíán perdido todas sus riquezas, y quedaron esclavos de los Conquistadores españoles.

Así los aztecos se sienten traicionados por los españoles.

(. . .)

P. – El vocabulario . . . ¿ Palabras incorrectas ?

A. – Ella ha dicho “habíá barba” y era “ teniá barba”.

A. – (. . .) Ha dicho “Malincha”.

P. – “Malincha” y es . . .

A.- “Malinche”

P. - ¿Cómo ha dicho *conquérir* ? (. . .) No, no se dice así. . . Es : “rebelarse”.

A. -( . . .) *dans le dictionnaire* (. . .).

P. - ¿ Has encontrado “revoltar” ? Por ejemplo, una persona se rebela, por ejemplo, contra un régimen. Bien, ¿cómo se dice en español *à cause de* ?

A. - “Por cupla de”.

P. – “Por culpa de” ? . . . ¿”por culpa de” ? . . . “a causa de”.

(. . .)

A. - Dos.

A. - Dos.

P. - ¿Perdon ?

A. - Dos.

(. . .)

P. – (. . .) ¿Son faltas cómo ?

A. - (. . .)

P. – Por ejemplo, como estba nerviosa. . . Por ejemplo “Malincha”, es una falta que no es muy grave. “Malincha” por “Malinche”, no. Bueno, “revoltarse” por “rebelarse”, aunque tú dices esa falta. Sin embargo, (. . .) “habíá” en lugar de “teniá”, no. Entonces, “dos”.

¿Y los verbos ? ¿Cuál es el problema de los que hay ? Lo que ocurre es que como el verbo no es correcto. Así que ¿cuánto le vamos a poner a los verbos ? . . . (. . .)

¿Y las frases ? . . . ¿Son simples ?

A. – Sí. . . Sí

Cortes and his men had robbed, killed and destroyed the whole town. The Aztecs rebelled because they realised that Cortes was not Quetzalcoalt. The Aztecs had made a mistake, and because of this mistake, they became the slaves of the Spanish Conquistadors. So the Aztecs felt themselves betrayed by the Spaniards.

(. . .)

T. – The vocabulary . . . Any wrong words ?

S.- She said *habíá* a beard and it’s *teniá* a beard.

S. – (. . .) She said *Malincha*.

T. – *Malincha*, and it’s. . .

S. – *Malinche*.

T. – How did she say “conquer” ? (. . .) No, you don’t say it like that . . . It’s “*reberlarse*”.

S. – (. . .) in the dictionary (. . .)

T. – You found “*revoltarse*” ? We’ll see the difference later, eh ? For example, a person revolts, for example, against a regime. OK, how do you say “because of” in Spanish ?

S. – *Por culpa de*.

T. - ¿Por culpa de ? ¿*Por culpa de* ? . . . *aa causa de*.

(. . .)

S. – Two.

S. - Two.

T. - Pardon ?

(. . .)

T. – (. . .) How are these mistakes ?

S. – (. . .)

T. – For example, because she was nervous. For example, *Malincha* instead of *Malinche*, no. Alright, *revoltarse* instead of *rebelarse*, even if you say it’s in the dictionary, we can’t discuss this mistake/ However (. . .) *habíá* instead of *teniá* . . . is the tense right ? What happens, it’s as though the verb isn’t right . . . So, how many are we going to put for verbs ? (. . .)

And the sentences ? Are they easy ?

S. – Yes. . . Yes.

SELF-TRAINING	NOTES	TRAINING
1. Watch the sequence : what are the two main activities you can see here ? Characterise them briefly.	1. The two activities are as follows : a) Reading by a student, doubtless the spokesperson, of a text produced by his group. b) Collective evaluation of the performance based on three aspects : vocabulary, verbs, sentences.	
2. In the Annexe look at the evaluation sheet the students have in sight : what supplementary information does it give us ?	2. Supplementary information provided by the evaluation sheet : a) Collective evaluation is done for each of the four groups. b) The three aspects you see dealt with in the sequence are the first of a collection of criteria shared between “content” and “exposition and communication”.	
3. What do you think of the scale used (12 for quality of language, and 8 for quality of expression and communication) ?	3. As the evaluation relates to a task which is an oral exposé in public, one might expect that the same number of points –at least – be given to the quality of expression and communication.	You could interpret this privilege of linguistic correction accorded here by the teacher by reference to communicative efficacy : it is probable that she doesn't make her students work in this way regularly.
4. Read carefully in the Glossary the text corresponding to the entry “evaluation”. Watch the sequence again, if necessary, to reply to the following questions :		
4.1 What are the three discernible successive activities within the process of evaluation as carried out here ?	4.1 This concerns noticing mistakes, discussion on the gravity and finally giving a mark.	
4.2 Can we speak here of “self-evaluation” ? Why ?	4.2 No, for two reasons : a) The spokesperson does not intervene during the evaluation, and doubtless neither do the other members of his group : so it is an evaluation by pairs (other students) plus a self-evaluation. b) The teacher intervenes very actively in all the components of the process (see above) : at the scale of the whole class, you can then speak of “co-evaluation” (evaluation carried out jointly by the teacher and the students).	

## Evaluation

4.3 The criteria used for this evaluation, are they for completion (procedural) or for success ?	4.3 The “content” aspect is evaluated on the criteria of success, since it is linguistic correction of the text drawn up by the group which was judged. The same applies to the “expression” aspect (you are judging the quality of verbalisation of this text : pronunciation and articulation). The “communication” aspect, on the other hand, is evaluation on the criteria of execution, since the components taken into account here correspond to various different tasks to be carried out (to pronounce well and articulate clearly, not look at the notes, use the blackboard, exchange with the audience, speak loudly) so that finally there is efficient communication.	In training with the participants, it would no doubt not be pointless to train them beforehand, with several examples, on the difference between “criteria of realisation” and “criteria of success”.
5. The teacher acted beforehand in such a way that the students stick to the maximum in this style of evaluation. How did she go about it, in your opinion ?	5. At the time of the preceding lesson, the teacher asked the students to think about what seemed important to them in an oral exposé. Then the learners gave the elements of the answer at random, which were written on the board, then classified under the teacher’s direction. Thus they participated actively in the elaboration of the evaluation grid they are using in the present sequence.	
	You could also give indications concerning the conditions of realisation : time taken, material authorised (textbook, dictionaries, methodological files. . .), etc.	You could ask the participants what other indications could have been put in this “task sheet” to promote the autonomy of the students.
	Group correction promotes decentration : it allows the establishment of a distance between one’s work and oneself. The fact of being a corrector and recourse to the group centres study on the task, and not on the author of the task, error therefore being “played down”.	Another possible question ; What are the advantages of group correction ?
6. Can we speak here of differentiation of evaluation ?	6. No, since all the groups are evaluating by the same grid and the same scale.	
7. Based on this sequence, what type(s) of differentiated evaluation can you imagine ?	7. You can easily imagine that each group works on its own criteria and its own scale.	

ANNEXE

Ficha de evaluación de una exposición oral

Documento : “La maldición de Malinche”

Elementos de evaluación de una exposición oral	Grupo 1	Grupo 2	Grupo 3	Grupo 4
<b>A. Contenido</b> - Vocabulario correctamente utilizado (3) - Conjugación bien los verbos (3) - Utilizar frases simples (3) - Comentario organizado (3)				
<b>B. Expresión y comunicación</b> - Pronunciación y articulación correcta (2) - No leer constantemente los apuntes (2) - Utilizar la pizarra (1) - Comunicación (1) - Hablar alto (2)				

TRANSLATION Evaluation lements of an oral exposition	
<b>A. Contents</b> - Correct use of vocabulary (3) - Good conjugation of verbs (3) - Using simple sentences (3) - Organised commentary (3)	<b>B. Expression and communication</b> - Correct pronunciation and articulation (2) - Not constanly reading notes (2) - Use of blackboard (1) - Communication with the public (1) - Speaking loudly (1)

**FILE no. 2/ 3**

Country	L1	L2	Level	Length	Counter
France	French	Spanish	5 <sup>th</sup> . year		

<b>File can also be used in :</b>
- Environment
- Autonomisation
- Remedial worl

<b>CONTEXTUALISATION</b>	Ref./ original cassette counter : Gil Jiménez 6 – 1:01 to 1:03:00 Provisional matrix counter :
This is a final class of Spanish as the second foreign language (year 5 therefore) in a mixed secondary school of 1200 students. The sequence has as its aim preparation for the oral examination of the baccalauréat, which for students of this stream (economic and social) will consist of questions on texts already studied in class. Following the sequence offered here, the teacher carries out a systematic oral correction, in Spanish, of the comments of the student's oral commentary.	

<b>ORIGINAL TRANSCRIPT</b> French L1, Spanish L2	<b>TRANSLATION</b>
(. . .)[Commentaire oral du texte par l'élève] P. – Bueno. Vamos a paramos ahí. En cuanto a las faltas de vocabulario o las faltas de gramática, las he apuntado, y luego te daré un cuadro en el que apuntaré tus faltas. Tú tienes que corregir ; te daré que busques sólo dónde están las faltas ; si no las encuentras, en una segunda corrección, yo te señalo donde está la falta, y tienes que corregir en el segundo cuadro. Pero esto te lo daré la próxima vez. . El comentario . . . está muy completo. Has empezado bien anunciando el tema, introduciendo el texto, y sobre todo anunciado el tema. El tema está bien, pero no has dicho cómo estás organizado tu comentario.	S. – (. . .)[Oral textual commentary by the student] P. – OK. We'll stop here. Concerning vocabulary mistakes or grammar mistakes, I've noted these, and afterwards I'll give you the chart where I've noted your mistakes. It's up to you to correct them ; I'll let you look on your own where the mistakes are ; if you don't find them in a second correction, I'll show you where the mistake is, and you have to correct the second chart. But I'll give you that next time. The commentary . . . it was very full. You started well in introducing the theme, in introducing the text, and especially in introducing the theme. The theme, that's alright, but you didn't say how you had organised your commentary.

<b><i>SELF-TRAINING</i></b>	<b><i>NOTES</i></b>	<b><i>TRAINING</i></b>
1. Describe briefly the two stages of this sequence : what do they consist of ? (refer to the notes given in “Contextualisation”).	1. In the first stage the student presents his oral commentary to the teacher as though he were facing an examiner on the day of the baccalauréat oral (this is test simulation, and is why the teacher does not intervene).  In the second stage, the teacher alone intervenes to correct.	
2. Why does the teacher not intervene at any time during the student’s commentary ?	2. As this is simulation, the teacher tries to put the student in the closest conditions to those of the baccalauréat test, to prepare him better : in the instructions given to the examiners, they are expressly asked not to interrupt the candidate’s commentary.	
Characterise each of the stages of this sequence concerning the evaluation function which is in play (diagnostic, formative or summative : see Glossary).	3. The first stage is a simulated summative evaluation (the oral commentary test of the baccalauréat oral). But in fact it is used in the second stage to support formative evaluation : the aim is that a student succeeds in “determining the obstacles still to be overcome” to prepare himself better for the baccalauréat.	
4. Can we speak here of “maximal differentiation” of the evaluation ?	4. Yes, since it is completely individualised.	You could indicate, in spite of everything – as all teachers know who are baccalauréat examiners – that what is evaluated on the commentary on a text prepared in class . . . is also, partly, the quality of the teacher’s commentary ! . . .
5. Might you think, as in the preceding sequence, that the criteria for correction have been worked out with the participation of the student s?	5. Doubtless no. Since this concerns an institutional evaluation simulation (the baccalauréat), the teacher in all likelihood uses the criteria she thinks are generally used by the examiners.	



## Evaluation

<p>6. Re-read the transcript of the teacher's intervention. What does the originality of her measure for correction consist of? Describe the various stages.</p>	<p>6. Correction will be done several times, with a system of coming and going between the teacher and the student. The first time, the teacher gives a table to the student, with a list of the expressions where he has made a mistake during his oral exposé, and the student must at the same time spot the error and correct it. The first student-correction is corrected by the teacher, who this time indicates the mistake if it has not been spotted. The student then re-corrects, corrected once more by the teacher.</p>	
<p>7. Why has the teacher chosen this type of measure ?</p>	<p>7. It's a question of acting so that as far as possible it is the students who correct themselves, first spotting their mistakes, and, if they are not capable, finding the correct form corresponding to the incorrect form the teacher has indicated to them. The aim is to train the students in self-correction, an ability which will also be evaluated on the day of the oral test of the baccalauréat.</p>	<p>You could indicate that one could ask the student to spot their errors for themselves by asking him to listen again to the oral recording of his commentary.</p>
<p>8. Imagine precisely how the chart given to the student might have been conceived by the teacher. Check later, referring to the reproduction of one of the charts, in the Annexe.</p>		

## Evaluation

9. Study this correction chart : how are successes and errors indicated to the student ?	9. Successes are indicated by the sign "✓". Mistakes by underlining, and in a code referring to the kind of mistake, here, "prep" (= wrong preposition) and "orth" (= wrong spelling).	
	<p>Amongst the possible disadvantages :</p> <ul style="list-style-type: none"> <li>- This is a heavy measure, costly in time both for the student and for the teacher.</li> <li>- Certain students can be discouraged by the list of their mistakes. (You could perhaps compensate for this effect by noting the successes as well. . . but you make the measure even heavier then!).</li> <li>- Certain students could be unable to discover a lot of their mistakes on their own. (You can think of ways of orientating them more precisely on correction, for example indicating to them a grammar rule to be applied).</li> </ul>	You could have a discussion on the possible disadvantages of the self-correction measure used by this teacher.
	<p>Examples of practices which have given good results :</p> <ul style="list-style-type: none"> <li>- The students check in groups the first and then the second correction of their copies. (You could even think of a critical listening in groups to the oral recording of the commentaries).</li> <li>- The students exchange their copies, then confront their corrections and their commentaries. (In this case you could provide sheets with different columns for the edited texts, and the corrections).</li> <li>- You could photocopy the best student's copy and ask the other students, in groups, to justify the mark, with the criteria at hand. During this time this student thinks about the way he worked, to explain this later to the whole class. This kind of activity is shown to be very effective because the weakest students see clearly what is expected of them, and become aware that a good copy is not the result of a "gift", but of consciously organised work.</li> </ul>	You could also ask them to think up measures integrating group work and/or exchange of copies.

	<p>The work carried out could perhaps allow (anyway, it was the intention of the authors of these files) :</p> <ul style="list-style-type: none"> <li>a) To define in a different way the status of the mistake, which must be considered as an obligatory passage to knowledge, as relevant to a logic of proper functioning to the subject ;</li> <li>b) To be convinced that to put the student in a success situation, you have to work openly with him, which assumes that everything is explicit ; you therefore have to work with the students from clearly explained aims and communicating to them beforehand the evaluation criteria ;</li> <li>c) To modify your views on the status of educational discourse : to explain several times what has to be done is hardly effective : instrumental knowledge is acquired by activity of the subject, and to make them understand the evaluation criteria, the best thing to do is to have them applied by the students themselves in tasks of self- or co-evaluation ;</li> <li>d) To admit that teaching is not only an art, but also a profession : the teacher must consider himself and act like a learning professional.</li> </ul>	<p>You could ask the participants if the work on this file and on the preceding one has allowed them to change their point of view on the problem of evaluation, and to explain what they now think they have to take into account in their teaching practices.</p>
--	--	---

**ANNEXE**

**P. Christelle** text commented on : “*La televisión*”, Gran Vía Terminal, p. 186

[In original text, the two correction columns were in hand-writing]

<b><i>Mistakes made in exposition</i></b>	<b><i>First correction</i></b>	<b><i>Second correction</i></b>
<ul style="list-style-type: none"> <li>• [Armando], en lugar de comprar las necesidades de su familia, compra un televisor.</li> <li>• La familia Escárate hace muchos sacrificios.</li> <li>• Armando compra un televisión.</li> <li>• La familia está sorprendir.</li> <li>• La familia está sorprendido.</li> <li>• Para insistir en la caja, el autor utiliza tres negaciones.</li> <li>• La tercera parte del texto es un anuncio publicitario.</li> <li>• A la comarca no puede ir en coche.</li> <li>• Productos de lujos.</li> <li>• Para los Escárate es un sueño <u>de</u> tener un televisión.</li> </ul>	<p><i>En lugar de <u>las necesidades</u>, Armando compra un televisor [sens]</i></p> <p><i>Armado Escárate hace muchps sacrificios. ✓</i></p> <p><i>Armando compra una television ✓</i></p> <p><i>La familia está sorprendida ✓</i></p> <p><i>La familia está sorprendida ✓</i></p> <p><i>Las palabras “nadie, nunca, nada” son <u>utilizartos</u> para insistir en la sorpresa de la familia.</i></p> <p><i>La tercera parte del texto es <u>un serio</u> anuncio publicitarios. [orth.]</i></p> <p><i>El producta✓</i></p> <p><i>Productos de lujo ✓</i></p> <p><i>Lo que ofrece a la Familia Escárate es un sueño de tener una televisión.</i></p>	<p>En lugar de cubrir las necesidades, Armando compra un televisor ✓</p> <p>Son utilizadas ✓</p> <p>La terce parte del texto es una sucesión anuncios publicitarios / una serie</p> <p>Para los Escárate es un sueño tener una televisión ✓</p>

## FILE no. 3/ 3

Country	L1	L2	Level	Length	Counter
Portugal	Portuguese	English	Teacher interview		

## File can also be used in :

- Metacognition
- Autonomisation

## CONTEXTUALISATION

Ref./ original cassette counter : Lepore – 12:00 to 15:49  
 Provisional matrix counter :

This is an interview with a Portuguese colleague, who teaches English at the Ibn Muncana secondary school.

<p style="text-align: center;"><b>ORIGINAL TRANSCRIPT</b> <b>Portuguese L1, English L2</b></p>	
<p>TV. – Some words about evaluation. Who usually evaluates ? You the teacher, you with the students ? How do you evaluate ?</p> <p>TH. – In our school we have developed for one couple of years of self-evaluation by the students. So, there is a part of the evaluation that is definitely done by the teacher who resolves the tests so they can't do anything about that ( . . . ) and it's the responsibility of the teacher. But when it comes to the participation in the classroom, they have a reader which should be followed at the end of each term and they give their own opinion about their involvement in the class without being asked by the teacher, or about homework, or about attitudes in the class when they interact with other pupils. So they can give their own opinion and then there is a moment, when, individually I discuss with them whether I agree or not. Sometimes I agree, sometime I don't agree, sometimes they are more vigilant than I am. And then I explain why it is more or why it is less. It's a sort of conversation, about this area, concerning participation in the classroom. When they know it is the end of term, they know there is this little process of evaluation, they know they have to do something on their own. So they know what they are doing at the end. And then this week we've turned it into a mark, and then they all know what they have, but it is a sort of sharing.</p> <p>TV. – So, what it is your idea of the teaching-learning process ? And what is the idea behind the defence or which is behind encouraging students to do self-evaluation?</p> <p>TH. – I think we can differentiate a learning. It depends totally on the teacher, what he knows, the variety of strategies he has acquired during his or her training or professional life ( . . . ). So we have to have a bank of strategies to help the students. It is something we have inside us, stored, and when it comes to a particular need for a group of persons, we have to use. So, I don't (think ?) there is a teaching strategy for differentiation. That comes from top-bottom, I think it comes from bottom-up, so the pupils show they aren't even . . ( . . . ). And we have the weapons you can say that help them to be more proficient.</p>	

<i><b>SLEF-TRAINING</b></i>	<i><b>NOTES</b></i>	<i><b>TRAINING</b></i>
		This interview lends itself perfectly to thinking about the teaching/learning relationship within the framework of differentiated learning. To get the participants to work on this essential theme, you could refer to the article by P. Bertocchini and Ch. Puren. We suggest however in the self-training section working from a chart published in this article concerning the different types of relationship to be seen between the process of teaching and the process of learning in a language class.
1. Watch for the first time this recording in its entirety. Then refer to the transcript of the <b>first part</b> (reply to the first two questions).		
1.1 What, in the first part, are the words belonging to the lexical field of evaluation ? Note these.	1.1 "Evaluation", "to evaluate", "self-evaluation", "to correct controls", "to give an opinion", "mark", "evaluation process", "deserve more, deserve less", "evaluation process", "mark".	
1.2 Is this diagnostic, formative or summative evaluation ? Justify your reply, and note the corresponding words in this first part.	1.2 This is summative evaluation, since it takes place at the end of the learning sequence (cf. "at the end of each term", "it's the end of term", "what they do at the end") and since it led to a mark being passed to the administration. Corresponding words : "correct the controls", "deserve more, deserve less", "mark".	
1.3 What elements are taken into account in this evaluation ?	1.3 The evaluation takes into account homework, spontaneous participation, responses to the questions asked, attitude, behaviour towards other students.	
2. The teacher uses the word self-evaluation :		

2.1 is this effectively self-evaluation here, or not ? explain your judgement.	2.1 This is not really a self-evaluation process : in fact : a) The intervention of the students is limited to one sole criterion of evaluation, that of participating in the lessons . b) The students only participate in the teacher's marking by "giving their opinion". There is a discussion on this mark, but it is the teacher who reserves the final decision (cf. "I explain to them why they don't deserve more and why they deserve less.").	
2.2 What do you think of his choice made by the teacher?	2.2 The fact of confirming that the teacher thus limits the students' responsibility implies no criticism of her choice : a) Justifying the mark, for a teacher, makes the student aware of what he is doing and why and how he does it, corresponding to a very positive, active and dynamic conception of education. b) The participation of students in their summative evaluation is without doubt the first essential step before training in real self-evaluation.	Concerning work on this question, it is essential to make the course participants understand the nature of didactic analysis, which is essentially <b>comprehensive</b> : it consists – as we suggest in the "note" – of understanding the reasons why a teacher has chosen this or that aim, method, support material, measure, etc.
2.3 What could the teacher do afterwards to go a little further in the autonomisation of the students in this domain of evaluating participation in class ?	2.3 Evaluation of this point can be done at different times during the term (to give it a formative dimension) and by explaining to the students the criteria to use (in order to give the students the tools for autonomous evaluation).	
	The participation of the students in the course can legitimately vary according to the various moments of a lesson. You could therefore evaluate differently : - Revisit the preceding lesson ; frequency of interventions, re-use of structures and recently introduced vocabulary, restitution of the preceding text or document ; - General participation in the lesson : frequency of interventions, mutual listening, self-correction and mutual correction ; - Contents : language, accentuation, pronunciation, elocution, grammatical correctness ;	You could ask the participants ask themselves about these different criteria, in particular their variation in relation to the different possible stages of a lesson.



	<p>- Ideas : comprehension, pertinence, culture, originality of thought, . . .</p> <p>The scale will be evolutionary (during each year and from one year to the next), since it strongly depends on the level of language acquisition : at the beginning, more points for pronunciation, listening, behaviour ; later, more points for mastery of language and expression.</p>	This work could lead to the definition of the major lines of an evaluation grid for oral participation, which could be worked out with the students from the beginning of the school year, and on the corresponding scale.
3. <b>Second part of the teacher's interview</b> (reply to the second question : "What do you think of the teaching-learning process ?").		
3.1 refer to the model of the teaching-learning relationship offered in the Annexe. Pinpoint in this chart the position (between 1 and 5) which this teacher attaches to the teaching↔learning continuum.	3.1 This position corresponds to no 4. In the Annexe table, as shown by the twice repeated use of the verb "to help" (learning) and all of the intervention between "I don't think . . ." and " . . . to be more proficient".	
3.2 Analyse comparatively the principal idea which comes from the first part (from " I think we can differentiate learning. . ." to " . . . be more proficient").	3.2 In all the first part of the answer to the second question of the interviewer, the teacher strongly sets the "cursor" on the teaching-learning continuum, on the side of teaching, and she equally robustly replaces it in favour of learning in the second part.	
3.3 What conclusions do you personally draw from this analysis ?	3.3 The conclusion you can draw is that the teacher must be capable of positioning the "cursor" in the most appropriate place in relation to the situation (students, aims, support materials, difficulties, stages, etc.) that he has to manage.	According to the training and experience of the course participants, and referring to the article by P. Bertocchini and Ch. Puren, you could be content to make them think about the style of the continuum between teaching and learning, or you could lead them to think about all the other possible modes of relationship between these two processes.

## ANNEXE

Teaching process ←————→ Learning process

1	2	3	4	5
<p><b><i>make them learn</i></b></p> <p>the teacher <i>puts into motion</i> his methods of teaching (methodology made up of teaching reference, type and habits )</p>	<p><b><i>teach them to learn</i></b></p> <p>the teacher <i>manages</i> with the students the contact between the learning methods and his teaching methods</p>	<p><b><i>teach them to learn to learn</i></b></p> <p>the teacher <i>offers</i> differentiated methods of learning</p>	<p><b><i>promoting learning to learn</i></b></p> <p>the teacher <i>aids</i> the acquisition by each learning of individual methods of learning</p>	<p><b><i>leave them to learn</i></b></p> <p>the teacher <i>leaves</i> the learners to use the learning methods corresponding to their individual type and their individual learning habits</p>

**PART II – CHRONOLOGICAL STAGES – REMEDIAL WORK****Other files for use under this heading :**

- Aims 3/ 3
- Aids and guidance 1/ 1
- Evaluation 3/ 3

**FILE no. 1/ 2**

Country	L1	L2	Level	Length	Counter
Belgium	French	Spanish	2 <sup>nd</sup> . year		

**File can also be used with :**

- Evaluation

**CONTEXTUALISATION**

Ref./ original cassette counter : Carilla 2/ 2 : 10:59 to 24:08  
 Provisional matrix counter :

This is a 4<sup>th</sup>. class, in which the teacher has planned a remedial sequence for the students who have not managed to master the aim “learning to recount past events”.

<b>ORIGINAL TRANSCRIPT</b> French L1, Spanish L2	<b>TRANSLATION</b>
<p><b>1.</b>            P. - ¿Os habéis dado cuenta de las dificultades que habéis tenido ?</p> <p>Antones es voy a dar una ficha . . .una ficha de autoevaluación que va servir para toda la secuencia, porque la secuencia no está terminada. Y os voy a pedir de autovaluaros en los . . .</p> <p>-¡ Jean-Christophe, por favor ! que no hables, ¿eh?</p> <p>Eso es una parta <i>de ce que tu dois faire, hein ? donc parce que. . . vous allez le faire maintenant, tout de suite, parce que sinon après on aura oublié. Donc. . .</i> os vais a autoevaluar los tres primeros puntos con respeto a la actividad que habéis hecho.</p>	<p><b>1.</b>            T. – You realised the difficulties you had ?</p> <p>Well, I’m giving you a sheet . . . a self-evaluation sheet which will serve for the whole sequence, because the sequence isn’t finished. And I’m going to ask you to evaluate yourselves on the . . . –Jean-Christophe, please ! – no talking, eh ? That’s part of <i>what you have to do, eh ? well, because. . .you’re going to do it now, straight away, because otherwise you will have forgotten. So . . .</i> you’re going to evaluate for yourselves the three main points relating to the activity you have done.</p>

<p>Es decir, el primo es “Conjugo correctamente el pretérito simple”. Se trata de ver si notáis, si sentís que domináis la conjugación, la conjugación del imperfecto, y si lo sabéis distinguir correctamente.</p> <p>Alors. . . , tenéis cuatro posibilidades :</p> <ul style="list-style-type: none"> <li>- la primera, “insuficiente”, es decir (. . . ) <i>c’est une simple (. . . ) pour voir ce qu’on doit travailler</i> ;</li> <li>- la segunda, “Sé conjugar el imperfecto”, ¿eh ? . . Si pensáis que la conjugación del imperfecto la domináis o no, <i>donc</i>, lo mismo : “insuficiente”, “regular”, “bien”, o “muy bien”.</li> <li>- y la tercera, “Los alterno correctamente”, ¿eh ?, la utilización del perfecto simple y del imperfecto.</li> </ul>	<p>That’s to say, the first is “I can conjugate the simple past correctly”. It’s to see if you notice, if you feel you’ve mastered the conjugation, the imperfect conjugation, and if you know how to recognise it correctly.</p> <p>Well, you have four possibilities :</p> <p>The first “poor”, means (. . . ) <i>it’s a simple (. . . ) to see what you have to work on</i> ;</p> <p>The second, “I know how to conjugate the imperfect”, eh ? If you think you can conjugate the imperfect or not, <i>well</i>, the same thing : “poor”, “fair”, “well”, “very well” ;</p> <p>And the third, “I can alternate them correctly”, eh ?, the use of the simple past and the imperfect.</p>
<p><b>2.</b></p> <p>A. – (. . . )</p> <p>P. - . . <i>c’est tout, en général, la conjugaison en général : dans l’exercice que tu viens de faire, est-ce que tu as rencontré des difficultés ? Pour conjuguer le passé simple, l’imparfait, et pour les distinguer.</i></p> <p>A. – (. . . )</p> <p>P. <i>Les distinguer.</i></p> <p><i>Et vous avez quatre choix : uno dos, tres, cuatro.</i></p> <p>Ça va ?</p> <p>[ . . . ]</p> <p>A. – « con soltura », <i>c’est quoi ?</i></p> <p>P. – <i>Oui, « con soltura », « avec facilité ».</i></p> <p><i>Voilà ! » Donc, vous allez garder cette fiche pour la leçon suivante, parce que alors, à la la, con suivante, on va avoir. . on va faire des activités différentes selon des difficultés que vous avez rencontrées.</i></p>	<p><b>2.</b></p> <p>S.- (. . . )</p> <p>T. - . . <i>that’s it, in general, conjugation in general : in the exercise you’ve just done, did you find any difficulties ? In conjugating the simple past, and the imperfect, and to tell them apart.</i></p> <p>S. – (. . . )</p> <p>T. – <i>Tell them apart.</i></p> <p><i>And you have four choices : one, two, three, four.</i></p> <p>OK ?</p> <p>[ . . . ]</p> <p>A. – <i>What’s “con soltura” ?</i></p> <p>T. Yes, “con soltura”, “easily”.</p> <p><i>There we are ! Now, you will keep this sheet for the following lesson, because, in the following lesson we are going to have . . . we are going to have different activities according to the difficulties you have met.</i></p>
<p><b>3.</b></p> <p>P. -¿ Conjugación del <i>passé simple</i>? Uno. . dos. ¿”Regular” ? tres. . cuatro. ¿”Bien” ? . . . (. . . ) Y ¿”muy bien” ? . . ¡ Ah, nadie !. . ¿Sí ? . . . ¿El imperfecto ? A ver. . . ¿”Insuficiente” ? . . . ¿”Regular” ? . . ¿”Bien” ? . . Y ¿”muy bien” ? . . A. (several) <i>Ouais ! Ouais !</i></p> <p>P. A ver. . . Y la tres : distinguir, distinguir el use de los dos. A ver. . . ¿”Insuficiente” ? . . : cinco. ¿”Regular” ? . . : tres. Y ¿”bien” ? De acuerdo, bien.</p>	<p><b>3.</b></p> <p>T. – Conjugating the <i>simple past</i> ? one. . two. Fair? : three. . four. Good ? . . (. . . ) And “very good” ? . . Ah, nobody !. . Yes ? . . The imperfect ? Let’s see. . . “Poor” ? . . . “Fair” ? . . “Good” ? . . And “very good” ? . . S. (several). <i>Yess ! Yess !</i></p> <p>T. – Let’s see. . . and the third : tell apart, distinguish the use of the two ? Let’s see . . . “Poor” ? . . . : five. “Fair” ? . . : three. And “good” ? . . Alright, then.</p>

<p>Bueno entonces, para ayudarme para preparar la . la .  A. . . .el control !  P.- No, no es un control. . la . la suite des événements.  A. – [à une autre élève] Ça te fait rire, hein ?  P. - . . vous pouvez me laisser la feuille, alors vous allez me laisser votre feuille.  A. – On met notre nom ?  P. – Oui ( . . . ) je vous la rendrai, hein ?</p>	<p>OK. Now, to help me prepare the . the .  S. . . the control !  T. – No, not the control. . . the . the chain of events. .  S. [to another student] That made you laugh, eh ?  T.- . . you can leave me the sheet you can leave me your sheet, then.  S. – Shall we put our name ?  T. – Yes ( . . ) I'll give it back to you, eh ?</p>
<p><b>4.</b>  P. – Bueno. . vamos a ver. . ¿Quién ? Los alumnos que tienen uno, o sea que considerarías que es “insuficiente”, conocéis de forma insuficiente la conjugación del pasado, los que tienen uno, os vais a poner allí, en el fondo de la clase. A ver. . . ¿Quién tiene uno . . ? ¿Quién se ha puesto uno ? Laurent ?  A. – Laurent ( . . )  P. – No, no. . Vale. . ¿Quién tiene uno ¿ ¿Uno en uno ? ¿ Quién se ha puesto uno en el punto uno : Conjugo corectamente el pretérito perfecto simple” ? Stéphanie, Cédric y . y Fabien. ¿No ?  Stéphanie y Cédric. Os ponéis allí en el fondo. D'accord ? là, au fond .  ( . . )  Alors, euh. . una persona que haya puesta dos pero que cree que es un dos que tiende hacia uno. Que es “regular” pero diagnos tirando a “insuficiente”. ¿Quién ? Julie.</p>	<p><b>4.</b>  Ok . . let's see. . . Who ? The students who have one, that is, you consider it's “poor”, you don't know the conjugation of the past well enough, those who have one, you go down there, to the back of the class. Let's see. . . Who has one ? Laurent ?  S. – Laurent ( . . )  T.- No,. no. . That's it. Who has one ? One with one ? Who put a one in point one : “I can conjugate the simple past correctly” ? Who put one ? Stéphanie, Cédric and . . and Fabien. No ?  Stéphanie and Cédric. You go down there at the back. Ok ? there, at the back . . ( . . )  Well, er. one person who put two, but who thinks that a two tending to . . . what is “fair” but, let's say, tending to “poor”. Who ? Julie.</p>
<p><i>On attend une personne qui a mis alors deux mais qui considère quand même que c'est « regular » mais plutôt insuffisant. ( . . ) Christophe, tu vas avec eux, alors. Qu'est-ce que tu fais ? Toi, c'est quoi, alors ?</i>  A. – Deux . . deux . .  P. Deux. . . Uno, dos. . . , uno, dos. ¿Quién tiene dos, también ? ¿Los dos ? Vais allí.  Non, non, ne vous mettez pas ici parce que ( . . ) la table.  Alors, les deux. . . ¿eh ? los dos os ponéis aquí.</p>	<p><i>We're waiting for one person who has put two, but who thinks all the same that it's “fair”, but somewhat poor. ( . . ) Christophe, you go with them, then.</i>  <i>What are you doing ? You, what is it then ?</i>  S. – Two . . two. . .  T. – Two. . . One, two. . one, two. Who has two as well ? You two ?  You go down there.  No, no, don't sit here because ( . . ) the table.</p>
<p><b>5.</b>  Bien cuando consideraréis . . . Vamos a ver, entre vosotros, ¿ hay algunos que tenéis, en la conjugación del imperfecto. . tenéis problemas o no ? En general lo tenéis todos. . . Tres. . de acuerdo. Cuando consideraréis que es “suficiente”, ¿ eh ? que habéis demasiados “suficiente”, lo decis, ¿ eh ?  ( . . )  Vosotoros vais a escribir , vbais a componer un relato. Lo vais a intentar. ( . . ) Podéis hacer marcha atrás. . . ( . . ) Es un episodio de una serie radiofónica que se llama “Historias para no dormir”, que es algo que existe, es algo real. Vais a contar el lo</p>	<p><b>5.</b>  Good, if you consider . . Let's see, amongst you, there are those who have, in conjugating the imperfect. . . who have problems, or not ? In general, you all have. . . Three, alright. If you consider that it's “sufficient” eh ? if you have enough “sufficient”, you say so.  ( . . )  You, you are going to write, you are going to compose a narrative.  You're going to try. You can go back. . . ( . . ) Its an episode of a radio series which is called “Stories for not going to sleep”, it's something</p>

<p>consiste la historia, ¿eh ? No sé si era en la tele o en la radio. Entonces tenéis aquí el trozo de la historia, y vais a escuchar una serie de ruidos. ¿Vale ? ( . . . ) O sea que lo primero que vais a hacer es escuchar dos veces or tres veces los ruidos. ( . . . ) Entonces a partir de los ruidos vais a tratar de reconstituir la historia.</p>	<p>that exists, something real. You are going to tell what the story is about, eh ? I don't know whether it was on the telly or on the radio. Well, you have here a passage of the story, and you will listen to a series of noises. Alright ? ( . . . ) That is, the first thing you will do is to listen twice or three times to the noises. ) . . . ) Well, from the noises, you are going to try and reconstitute the story.</p>
---	--

SELF-TRAINING	NOTES	TRAINING
<p>1. Watch he video sequence a first time without looking at the transcript. How many successive stages can you spot ? How can you characterise each of them ? The following activity allows you to make corrections.</p>		<p>1. This first viewing is difficult to carry out, and a collective viewing could give rise to interesting exchanges among the course participants.</p>
<p>2. Watch the video sequence again with the aid of the transcript, and of its division into five parts. Characterise again, this time more precisely, the corresponding 5 stages of this sequence. Indicate each time if it's the same lesson, or a following lesson. During how many different lessons were the extracts presented filmed ?</p>	<p>2. This video sequence was filmed over three different lessons. The 5 stages are as follows :</p> <ul style="list-style-type: none"> <li>- Stage 1 – (1<sup>st</sup>. lesson). The teacher, having given out a self-evaluation file, explains to the students how to use it.</li> <li>- Stage 2 (1<sup>st</sup>. lesson). Completion of the file by the students ; the teacher is asked by several students to give complementary explanations. The students keep their file.</li> </ul>	

	<ul style="list-style-type: none"> <li>- Stage 3 (2<sup>nd</sup>. lesson). The teacher, orally, makes a first survey of the self-evaluation results. This time the teacher collects the students' files.</li> <li>- Stage 4 (3<sup>rd</sup>. lesson). Division of the students into groups.</li> <li>- Stage 5 (3<sup>rd</sup>. lesson). The teacher gives instructions and explains the work to the groups.</li> </ul>	
3. What is the logical relationship between these different stages ?	3. The constitution of the groups and the activities allotted by the teacher to each one are related to the self-evaluation results.	
4. Which stage(s) correspond to what we call "remedial work" ? What exactly are the groups we see here going to do ? Explain in particular the relationship between the work demanded of the last group, and the contents of self-evaluation.	4. Stage 4 and 5 tally with remedial work. Several groups of students are going to work on the conjugation of past tenses (preterite and imperfect). The last group will work on expression (written, no doubt, then oral) from sounds that will lead them to reconstruct a story. The beginning of the story is given and is no doubt put in the past tense, to oblige the students to follow the narrative in the same tense (they are going themselves to have to produce the imperfect and preterite).	You could point out to the course participants that here remedial work follows on from a formative evaluation
5. What definition would you give o "remedial work", based on what you have seen in this sequence	5. See the definition of "Remedial work" in the Glossary.	
6. Is there differentiation at the level of remedial work ?	6. There is certainly differentiation since the groups are not going to carry out the same remedial activities : some are going to have an easier and simpler piece of work (conjugation exercises), others more difficult and complex work (production of a narrative with verbs alternating in the imperfect and preterite). The groups made up here are therefore "level groups".	

<p>7. Why does the teacher decide herself on the type of remedial work as an evaluation function ? How does she explain her choice ? How might it be controversial?</p>	<p>7. For the teacher, it seems evident that you have to master conjugation of the imperfect and preterite before being able to alternate them in a narrative (applying the criterion of easiest to most difficult progression). Hence the choice of a conjugation exercise for the weakest, and a creative exercise for the strongest. But this choice can be discussed from different points of view :</p> <p>a) The weakest students are often the least motivated, and it is they who here find themselves with precisely the least motivating task.</p> <p>b) You can consider that good grammar education consists of first creating the need to express oneself, before giving the linguistic means for this, and not the opposite. Having said that, certain students can need (or feel the need, which applies too to the teacher) at any time, for grammar exercises of this kind.</p> <p>c) Certain students can feel humiliated by being publicly designated as weak, and discriminated against for having to work with other weak students.</p>	
	<p>This is the impression that the weakest student can have of being in “ghetto” groups, and the worsening of heterogeneity in the class.</p> <p>The only basic rule for constituting groups is in fact a “meta-rule”, that is, it’s necessary to vary the rules constantly.</p> <p>In the case observed here, the teacher could have let the students choose their remedial activities (which would besides have been consistent with the previous stage of self-evaluation.</p>	<p>You could make the participants think about the possible negative effects of activities systematically done in groups by level. And make them find out the only basic rule to respect for constituting groups.</p>



<p>8. Does the teacher we see in this sequence seem to you to be experienced in autonomisation and differentiation ? Justify your opinion.</p>	<p>8. This teacher, in fact, has only been experimenting for a short time with this kind of education : there is in particular hesitation in the way she explains the criteria for self-evaluation (stage 1) and the way she constitutes the remedial groups (stage 4). You also see that her students are not yet well trained to this type of practice. You can only congratulate her for having accepted being filmed in spite of everything . . and thank her.</p>	<p>You could profit from this to develop he parallelism between the virtues of risk-taking and mistake in language learning . . and in language teaching ! Like any practice, differentiated learning requires training on the part of the teachers and the students.</p>
--	--	---

**FILE no. 2/ 2**

Country	L1	L2	Level	Length	Counter
Portugal	Portuguese	French	Teacher interview		

**File can also be used in :**

- Metacognition
- Autonomisation

**CONTEXTUALISATION**

Ref./ original cassette counter : Lepore : 12:00 to 15:49  
 Provisional matrix counter :

This is an interview with a teacher from the *Ibn Mucana* secondary school, in Alcabideche in Portugal.  
 You will find in the Annexe the partial reproduction of the self-evaluation chart put up in class, which the teacher refers to in her interview.

<p><b>ORIGINAL TRANSCRIPT</b>  <b>French</b></p>	<p><b>TRANSLATION</b></p>
<p>PV.- Je voudrais te demander comment tu as organisé cette unité de travail pour la remédiation des problèmes que les élèves ont.                      PH. – D’accord. Alors, à partir d’un devoir ou d’un travail fait, ils réfléchissent sur les problèmes qu’ils ont individuellement. Puis, on consacre normalement une heure par semaine au moins, ou toutes les deux semaines, pour faire face à ces problèmes, pour remédier à ces problèmes. . .Et ils ont de grands classeurs avec des fiches sur tous les contenus morphosyntaxiques du programme. Ils décident, à partir de leurs difficultés individuelles. . . ils décident quelle est la fiche ou quelles sont les fiches qu’ils vont</p>	<p>TV. – I’d like to ask you how you organised this unit of work for remedial work on the problems the students have.                      HT. – Alright. Well, from a homework or piece of work they’ve done, they think about the problems they have individually. Then, we devote normally an hour a week or less, or every two weeks, to confront these problems, to put these problems right. . . . And there are big folders with worksheets on all the morphosyntactic contents of the programme. They decide, working from their individual difficulties. . . they decide which is the sheet or sheets they are going to work on that day. Alright,</p>

travailler ce jour-là. Bon, et ensuite. . .  
 PV. – Et il y a aussi des fiches d’auto-correction ?  
 PH. – Ah oui, évidemment, toutes les fiches ont une auto-correction. Donc, ils s’auto-corrigent. S’ils ont des doutes, des problèmes, ils ont de quoi réfléchir, parce qu’ils n’ont pas l’habitude. . . pas encore l’habitude de travailler comme ça. Donc, très souvent, moi j’interviens pour leur apprendre à découvrir. . .  
 PV. – De manière à devenir plus autonomes ?  
 PH. – De manière à devenir plus autonomes, voilà. Ils vont travailler pendant une certaine partie de temps, et puis individuellement ils viennent mettre une croix. S’ils décident que ce point est positif, ou moins, s’ils décident que . . . Par exemple, celui-là, il trouve qu’il écrit encore mal. Donc il met un « moins ». Celui-ci décide qu’il écrit bien. Donc c’est qu’ils doivent s’améliorer là où ils ont mis des « moins » ou des « plus ou moins ».  
 Et ensuite, quand ils ont par exemple. . . quand ils maîtrisent, je ne sais pas, moi. . . , les pronoms personnels, celui-ci, il a déjà mis un « plus » parce qu’il trouve qu’il maîtrise les pronoms personnels.  
 Celui-là, par contre, va certainement refaire les fiches sur les pronoms personnels parce qu’il y a le « moins !. Quand il décidera que maintenant ça y est, qu’il connaît les pronoms personnels, il vient ici et il marque un « plus ». D’accord ?  
 PV. – Merci, merci beaucoup.  
 PH. – Il y en a un qui n’a absolument rien marqué. C’est justement celui qui n’avait pas fait sa correction à la maison. C’est celui qui refuse en ce moment tout effort. Même l’effort de réfléchir sur son . . . ses problèmes. Il ne le fait pas.

and then. . .  
 TV. – And are there also self-correction sheets ?  
 HT. – Ah yes, obviously, all the sheets have a self-correction. So, they correct themselves. If they have any doubts, any problems, anything they want to think about, because they aren’t used . . . not used yet to the habit of working like that. Then, very often, I intervene to teach them to discover . . .  
 TV. – So that they become more autonomous ?  
 HT. – So that they become more autonomous, that’s it. They will work for a certain part of the time, and then individually they come to put a cross. If they decide this point is positive, or a minus, they decide to . . . For example, that one, he finds he still writes badly, so he puts a “minus”. That one decides he writes well. So they have to improve there where they put a “minus” or “plus or minus”.  
 And after, when for example they have . . . when they master, I don’t know. . . the personal pronouns, that one, he’s already put a “plus” because he finds he has mastered the personal pronouns. On the other hand, another one will certainly do the sheets on personal pronouns again, because there’s a “minus”. When he decides that the moment has come, that he knows the personal pronouns, he comes here and he registers a “plus”. OK ?  
 TV. – Thanks, thanks very much.  
 HT. – There’s one who has registered absolutely nothing. It’s the very one who hasn’t done his homework. It’s him who refuses any effort at the moment. Even the effort of thinking about his . . . his problems. He doesn’t do it.

SELF-TRAINING	NOTES	TRAINING
Watch the sequence pinpointing the different characteristics of the way in which the teacher has worked out remedial activities in her class, quoting if possible sections of her interview.		
1.1 On what content(s) does her remedial work rely ? (See “content” in the Glossary).	1.1 On linguistic contents, more precisely “the morphosyntactical contents of the programme”.	
1.2 Who chooses the contents ?	1. 2 The students themselves.	

work

1.3. In what circumstances ?	1.3 “From homework or work already done”.	
	You might think or not that this only concerns written work : the procedure adopted assumes that the students have pinpointed “the problems they have personally”, and no doubt they do it by simply referring to the passages in their copy books corrected by the teacher.	You could ask the course participants if they think this work is oral too.
1.4 With what frequency and duration ?	1.4 “One hour a week at least, or every two weeks”.	
	You can assume, in particular, that all the grammatical activities have been organised beforehand, in this class, solely from the results of the students’ self-evaluation.	The time devoted to this remedial activity is very important : you could ask the participants why.
1.5 What are the support materials used for this remedial work ?	1.5 “[The students] have big folders with files on all the morphosyntactical contents of the programme”.	
1.6 How do the students correct the remedial exercises they have done ?	1.6 These exercises are accompanied by the answers (prepared by the teacher, no doubt).	
2. Is there differentiation at the level of remedial work ?	2. Yes, each student chooses the remedial exercises according to his own difficulties.	
3. The teacher’s aim is for the students to become “more autonomous” :		
3.1 In what way are the students autonomous in the remedial measure the teacher has worked out ?	3.1 Student autonomy : - They self-evaluate, completing on the sheet the codes corresponding to the level they estimate they have attained in different domains. - They then have the remedial files they are going to use as they please, and they can correct the exercises themselves, thanks to the answers. - The teacher apparently leaves them free from the moment they are going to do the self-evaluation. She lets them decide on the time they want to devote to it (“They will work for a certain part of the time.”). She perhaps leaves them alone even to do this work or not (?) since she is content to state simply, during this sequence, that one student has done nothing yet.	

work

<p>3.2 In what way is the degree of student autonomy – voluntarily, no doubt – limited here by the teacher ?</p>	<p>3.2 Limitation of the degree of student autonomy :</p> <p>a) The domains giving place to self-evaluation (titles of different columns in the table, see Annexe), have apparently been chosen by the teacher. She doesn't in fact refer, during her interview, to any intervention of students on this subject.</p> <p>b) At least for the points of morphosyntax, the students will probably content themselves with choosing domains corresponding to the mistakes spotted and corrected by the teacher in their books.</p> <p>c) The remedial files and their corrections have probably been worked out by the teacher.</p>	<p>You could indicate to participants that in “Freinet Education” grammar files are provided – with self-corrective exercises – which are written by the students themselves. You will recall (as one will do every time an analysis can be interpreted as a critique vis-à-vis the teacher filmed) that the limitation of autonomy accorded the students is perfectly legitimate, the teacher only being the one to judge the most adequate degree. You could illustrate this idea with the table reproduced in the Annexe of the Evaluation file 3/ 3. You could, on this occasion, take up again the ideas of the article of which it is an extract.</p>
	<p>You could particularly note :</p> <ul style="list-style-type: none"> <li>- that the domains are very heterogeneous, because they correspond to well defined skills (the different points of morphosyntax), but also complex (written or oral expression, for example, brings into play all the components of communication skill), and that consequently they give way to a certain subjectivity in self-evaluation ;</li> <li>- that they partly overlap one to another (mastery of points of morphosyntax for example comes into play in the other skills).</li> </ul> <p>These comments could allow course participants to make different suggestions of self-evaluation charts.</p>	<p>From the reproduction of the table in the Annexe, you could make the participants think about the criteria of choice and classification by the teacher of the evaluation domains.</p>
<p>4. What do you personally think of the fact that self-evaluation is public, put up on a big board attached to the classroom wall ?</p>	<p>4. Apart from personal reactions, you can guess that this public form-filling can motivate certain students (pride, defiance vis-à-vis the others) and on the other hand will embarrass others, who could feel humiliated.</p> <p>Without doubt, as a consequence, a technique to be used with caution, in as far as its effects will depend entirely on the rapport between students and teacher, as well as the rapport between the students themselves.</p>	<p>This question constitutes another opportunity to train participants in a basic step : looking for the potential advantages and disadvantages of a technique, and trying to find the reasons why a teacher made the choice he did.</p>

<p>5. Compare the Remedial work sequences 1/ 2 and 2/ 2. What is there in common and what different in the way the two teachers have worked out evaluation and remedial work ?</p>	<p>5. a) Similarity between the two sequences :                  - first there is self-evaluation ;                  - this self-evaluation relates to precise points of morphosyntax ;                  b) differences between the two sequences :                  - imposition by the teacher of remedial exercises and of timing in sequence 2 / 2 ;                  - remedial work is ad hoc in sequence 1 / 2 ; the teacher of sequence 2/ 2 has used it as a constant process, throughout the learning.</p>	
--	--	--

## ANNEXE

2 <sup>nd</sup> . term	Written expression	Oral expression	Agreements	Reading	Homework	Investigations	Verbs			Pronouns					Condition	Tenses
							1 <sup>st</sup> .group	2 <sup>nd</sup> .group	3 <sup>rd</sup> . group	Pers.	Relat.	Poss.	Dem.	En/y		
David	-	+	+	-	-	+	+	+	+	-	-	+	-	+	+	+
Miguel	+	-	+	+	+	-	+/-	+/-	+/-	-	+	+	+	-	-	+
Diego																
Guillaume		-	-	-	+	+	+	+/-	-	+	+	+	-	-	-	-

**PART III – TRANSVERSE THEMES – ENVIRONMENT**

Other files for use under this heading :	
- Support materials 2/ 2	- Planning 2/ 3
- Measures 2/ 3	-Autonomisation 2-3/ 3
- Tasks 2/ 2	

FILE no. 1/ 4

**ACTIVITIES PRIOR TO VIEWING**

<b>PRESENTATION : THE ENVIRONMENT</b>
<p>The two principal actors in the process of the institutionalised study of language are the learner and the teacher, so that the object of didactic reflection is principally the joint process of learning and teaching (this latter also being taken on, in particular, by the textbook and other materials used).</p> <p>This process, which does not only take place in class (but also when the student prepares or revises at home, for example), is constantly subject to multiples influences which come from outside, from the school establishment to the whole of society.</p> <p>We define “environment”, in language didactics, as the collection of factors influencing from outside the teaching/learning process.</p>

SELF-TRAINING	NOTES	TRAINING
<p>1. Here is a synthesis of the =descriptions of Italian colleagues participating in the ECP, which appears as reports between “the environment” they observed in two different countries (Holland and Belgium) and differentiated learning:</p>		<p>You will not fail to notice that these observations are made by teachers (Italians) who are themselves fatally determined by their own working environment. As an illustration of the necessity of a relativist position like this, here are the comments of the Belgian colleague, a member of the group of experts for this ECP.</p>

## Environment

<p>a) A teacher mentioned in his report of his stay in Holland the exceptional openness of spirit to different races and cultures as well as the flexibility of teachers in accepting new methods. He referred to the support given by the administration in the form of generous space, management of time and understanding in general. He stressed the team spirit prevalent in the school. Furthermore, the textbooks and other aids or facilities for teaching (library and language resource centre) were specifically designed to make differentiated learning possible.</p>		<p>a) Speaking personally, I have already heard a lot of criticism of the Dutch system, which, by allowing everyone to be himself and thus free, finished by picking out and selecting the students much more insidiously than seems to happen naturally. (See elsewhere, on the subject of risk linked to the institutionalisation of differentiated learning, suggestions for thought under point 2 of file 3/ 4 under this heading).</p>
<p>b) On the other hand, two other teachers imply in their report of the visit in Belgium that the concept of differentiated learning was not widely accepted other than by teachers engaged in a particular project. The textbooks and other materials used in teaching this project are not designed for differentiated learning and had had to be adapted and enhanced by the teacher.</p>		<p>b) In Belgium, the situation is much more complex, and project education of the kind mentioned here is a specimen case, even if methods in the style of Freinet have to some extent spread everywhere.</p>
<p>What is there in common between these two descriptions ? What do they suggest to you personally ?</p>	<p>1. What these two descriptions have in common is the particular importance they accord to the “environment” in carrying out differentiated learning.</p>	<p>This first activity could serve as simple awareness of the theme, but could immediately serve as a primer for deep debate, according to the participants’ reactions.</p>
<p>2. From your own experience, make as complete a list as possible on the “environmental factors” which can in your opinion influence the teaching/learning process, and try to classify these different factors.</p>	<p>2. This list cannot be exhaustive, the factors are innumerable, and you can imagine multiple ways of classification. Here, as an example, that suggested by the Czech colleague in the group of experts.</p>	<p>This activity of <i>brainstorming</i> could be carried out with profit in small groups, with joint work to follow.</p>

	<p><b>a) Psychological factors</b>                  These concern the attitude of the establishment and of society in general to language learning and teaching. This attitude is partly reflected in the respect accorded by the school directors and teachers vis-à-vis the language teachers, in the number of hours and years allotted to this subject, or the importance accorded to languages in the examinations leading to certification etc. ; partly in the interest and support of the families, media attention, etc.                  Beyond the relation to languages in general, the attitude vis-à-vis the methods used in language teaching plays a decisive role. Certain societies are more open to innovation than others. Some prefer school learning centring on the classroom and the teacher, while others accentuate the learner autonomy and carrying out tasks in line with those of the world outside the school.</p>	
	<p><b>b) Material factors</b>                  These factors are of course linked to the psychological factors : the social importance attributed to the study of languages determines the financial resources released for teacher salaries, creation and production of textbooks, acquisition of specialist materials and equipment, etc.                  Material conditions are relatively easy to improve by deliberate means (via ministerial directives, purchase of equipment etc.) ; but the most decisive factors are definitely linked to the collective psychology (dominant social views and attitudes) and thus they can only evolve very slowly.</p>	



<p>3. Among the environmental factors you have pinpointed and classified, which are those in your opinion the most susceptible to influence the performance and attitudes of teachers vis-à-vis differentiated learning ?</p>	<p>3. There is no universal answer to this question either (not even on a European scale). But the factors influencing most directly “views and attitudes towards differentiated learning” are perforce psychological.          Here, for example, is a reply to this question which the (French) colleague gives the group of experts :          These factors can be found at different levels :          The individual level : the character, experience (whether I be intimate, formative or professional) and the personal ideas of each of the teachers ;          The collective level of teachers in general, and teachers of this or that language in particular, where didactic traditions have developed and embedded sometimes very strongly ;          The level of the whole society : in the case of France, for example, there is a kind of “egalitarian ideology” according to which a) the predominant value is fairness, b) fairness consists in assuring the same conditions for everyone (this is the role attributed to the state).          You can therefore understand the reticence not only of teachers, but also of other players of the education system (unions, specialist associations, parent-teacher associations), in allowing a “positive discrimination” project (giving more to those who have less, favouring the deprived), a project which is the basis of “differentiated learning”, at least in France</p>	<p>Same comment as above.          As it happens the ideal, as you could note by reading the response given by the French colleague, would be for the trainer to deal with a group of course participants of different nationalities . . .</p>
---	--	--

## FILE no. 2/ 4

Country	L1	L2	Level	Length	Counter
Belgium	French	English	1 <sup>st</sup> . year		

File can also be used in :
- Aims

CONTEXTUALISATION	Ref./ original cassette counter : Cardone & Marino : 49:35 to 52:15 Provisional matrix counter :
<p>During their stay in a Belgian school in 1998, two Italian colleagues observed a special class : “the project class”. This experiment, which had been running for a year at the time, is supported by the Director of Studies and followed up by a Steering Committee made up of experts in education.</p> <p>The students have at their disposal a library of 1400 works and a play centre with 25 educational games. Collective activities are organised there, but the students can also make use of them on an individual basis.</p> <p>The project rests on nine principles inspired by the Freinet Pedagogy : 1) an active school ; 2) a successful school ; 3) an intercultural school ; 4) a school training for democracy and developing citizenship[, solidarity and autonomy ; 5) a school which respects the child and the adult as a person and which considers that the rhythms of life and of learning are different for each child ; 6) a school which gives "pleasure" to the students . . and to the adults who work there ; 7) a school open to the outside world, liaising with the socio-cultural life of the city ; 8) a school which develops a critical sense ; 9) a school which associates parents and teachers in the same educational process.</p> <p>The two teachers explain the willingness of the Belgian teachers to adopt the new method of teaching, on the one hand by the different needs of the students at this school, consisting of different nationalities and with different learning profiles, and on the other hand by the official initiative. About ten teachers of all departments were involved in this project in 1998. The two visitors noticed however that this pedagogy is only applied to the project class.</p> <p>The video sequence corresponds to the filmed interview with the Belgian teacher of English of this class. It is this same teacher we see teaching in the sequence Support materials 1/ 2, who is interviewed in the sequence Planning 1/ 1, and whom we meet again with two students in the sequence Metacognition 4/ 4.</p>	

<p style="text-align: center;"><b>ORIGINAL TRANSCRIPT</b> <b>English</b></p>	<p style="text-align: center;"><b>TRANSLATION</b></p>
<p>TV. – I was impressed by this class, because I think that in this class, “la classe à projet”, the individualised teaching and learning is not connected only to what they’ve got to learn in English, but something which covers all subjects, I mean this is just an element. It’s a sort of how to get on with students, but the students have got something, I think, wider in the sense that it’s a school which wants, or a class which wants to make things, to do things and it is just to give them a possibility to do or to get the best from the school for themselves. I mean for the students the sort of pedagogy is used in all the subjects.</p> <p>HT. – yeah, in all the subjects.</p> <p>TV. – My final question would be : Do you think that teaching a foreign language needs more specific procedures than teaching other subjects ?</p> <p>HT. – Yes. Of course there are common strategies used in all of the subjects, but for foreign languages we need more specific strategies, i.e. drills, the charts are different, especially the charts.</p> <p>TV. – A foreign language needs different resources. And have you got them ? I mean what about the “bibliothèque” ?</p> <p>HT. – Well, the pity is that I have to do a lot of things by myself. There aren’t many things. The methods, the book can be used in that way, but the drills, the charts I do myself. I’m quite alone.</p> <p>TV. – So you haven’t got extra books, extra materials, any different aids ?</p> <p>HT. – Sometimes I find some aids. It’s a question of, it’s searching. It’s big searching work.</p>	

<i>SELF-TRAINING</i>	<i>NOTES</i>	<i>TRAINING</i>
<b>Contextualisation</b>		
1. What are the environmental factors which gave the idea of creating a “project class” ?	1. In this school the students are registered as having “different needs”, “arising from various nationalities and with different learning profiles”.	
2. Among the “nine principles” of the project, which are those which offer a more specific answer to these factors ?	2. In response to the diversity of national origins, principles 3 (“a multicultural school”) and 4 (“a school [. . .] developing citizenship, solidarity”). In response to the different learning profiles, principle 5 (“a school which considers that the rhythms of life and learning are different for each child”).	
3. What are the different elements of the environment specifically created for the “class project”, to the benefit of students and teachers ?	3. Different specific environmental elements for a “project class” : a) support by the Head of Studies ; b) steering committee made up of “resource personnel”, experts in education ; c) library and game library at the students’ disposal, with collective activities organised ; d) liaison with the socio-cultural life of the city ; e) parents associated with the project.	
4. Among these elements, which directly promote the actual execution of differentiated learning ?	4. The freely accessible library and game library.	
<b>Contextualisation and interview</b>		
5. Find in these two pieces the contextual elements referred to negatively.	5. In the contextualisation : the fact that the specific education of the project class “is only applied in the project class”. In the interview : the fact that due to lack of supplementary means, the teacher has a lot of extra work in researching and creating teaching material, particularly exercises and grids.	

<b>Interview</b>		
6. Which element most impressed the visiting teacher ? How is this reaction explained ?	6. The visiting teacher was very impressed by the fact that in the project class, teachers of all subjects are involved in an educational innovation. This is no doubt because, like most teachers, she is used to everyone working in an isolated way in their subject.	You could make the participants think about the importance of methodological interdisciplinarity and on its real possibilities of being carried out in the teaching situations they know personally.

**FILE no. 3/ 4**

<b>Country</b>	<b>L1</b>	<b>L2</b>	<b>Level</b>	<b>Length</b>	<b>Counter</b>
Netherlands	Dutch	French	Teacher interview		

**File can also be used in :**

- Autonomisation
- Measures

<b>CONTEXTUALISATION</b>	Ref./ original cassette counter : Vitelli 2/ 2 : 38:15 to 40:20 Provisional matrix counter :
<p>The <i>Ministry of Education and Science Bulletin</i> in the Netherlands introduced in 1992 in the different kinds of Dutch secondary education schools a foundation training which consists of two parts :</p> <p>a) an obligatory core curriculum consisting of 14 subjects taught to all students, and corresponding to 80% of the total amount of lesson time ;</p> <p>b) a so-called "free" part corresponding to 20% of the total amount of lesson time.</p> <p>This basic training can give rise to two kinds of variants :</p> <p>- <i>Professional teaching variant</i></p> <p>The students in this stream who are interested more in practical subjects rather than theoretical subjects can, from the third year, combine a certain number of professional subjects with the obligatory subjects. In this case, the basic training does not extend to three years, but to four or five years, thus corresponding to the length of professional education. In spite of everything the students have to have the whole of the obligatory subjects in the core curriculum during their professional education cycle.</p> <p>- <i>Individual variants</i></p> <p>Individual arrangements are possible in the basic training, in the sense that a student can get a dispensation for one or several obligatory subjects. This possibility of dispensation has notably been created for the student whose mother tongue is not Dutch, who thus can follow courses in their original language instead of French or German, for instance.</p>	

<p style="text-align: center;"><b>ORIGINAL TRANSCRIPT</b> <b>French</b></p>	<p style="text-align: center;"><b>TRANSLATION</b></p>
<p><i>PV. – Professeur visiteur. PH. – Professeur hôte</i>  <i>PV. – Est-ce qu’il y a d’autres enseignants qui travaille à la même manière dans cette école ?</i>  <i>PH. – Oui. .</i>  <i>PV. – Vous qui travaillez, vous mettez en pratique ce type d’apprentissage, de méthode ?</i>  <i>PH. – Oui, en principe tous les professeurs de la même discipline travaillent de la même façon, mais aussi il y a des professeurs d’autres disciplines qui essaient d’appliquer cette méthode d’autonomisation de l’élève, et il est un peu répandue partout dans l’enseignement.</i>  <i>PV. – Et pour ce qui concerne la préparation des textes, du matériel à donner aux élèves, comment est-ce que vous le préparez, toute seule ou avec des autres enseignants ?</i>  <i>PH. – Ça dépend. Si on travaille ensemble sur une même chose, si on a les mêmes classes ensemble, on fait les préparations aussi ensemble et tous les élèves travaillent sur les mêmes textes. Les textes sont pareils pour tous les élèves d’un groupe, d’une année.</i>  <i>PV. – Oui. Pour ce qui concerne les niveaux différents, pour chaque cours il y a des niveaux différents, non ?</i>  <i>PH. – Oui. Dans un cours, même dans un cours par exemple de la 5e ou 4e année, dans les livres dont nous nous servons il y a trois directions. . . je pourrais dire trois lignes de travail pour l’élève, il peut choisir. L’élève qui est très bien, très fort, peut choisir un autre chemin pour aboutir au but qu’un élève qui est moins fort dans certaines disciplines.</i>  <i>[. . . ]</i>  <i>PH. – C’est la partie différenciée du cours. Dans le livre c’est différencié par [le] moyen des couleurs. Les parties vertes c’est la lecture et l’écriture. Les parties bleues ont rapport aux exercices qu’on a écoutés avec les élèves, et les enfants qui ont déjà fini leurs devoirs et leurs exercices, verts ou bleus, peuvent prendre le petit livre de lecture et ils peuvent finir leurs tâches de lecture. Ils ont un cahier spécial pour la lecture. Cette fille-là, par exemple, elle fait. . . elle lit son livre et elle a des exercices de lecture. Le matériel utilisé pendant ce cours, c’est des livres où ils peuvent corriger leurs devoirs. Ce sont les petits livres bleus, là.</i></p>	<p><i>TV.- Teacher visitor. HT.- Host teacher.</i>  <i>TV. – Are there other teachers work in the same way in this school ?</i>  <i>HT. – Yes.</i>  <i>TV.- You who work, you put into practice this type of learning, this method ?</i>  <i>HT. –Yes, in principal all the teachers of the same discipline work in the same way, but there are also teachers of other disciplines who try to apply this method of student autonomisation, and it’s quite widespread everywhere in education.</i>  <i>TV. – And concerning the preparation of texts, of material to give to the students, how do you prepare it, on your own or with other teachers ?</i>  <i>HT. – That depends. If you work together on the same thing, if you have the same classes together, you do the preparation together as well and all the students work on the same texts. The texts are the same for all the students of a group, of a year.</i>  <i>TV. – Yes. Concerning the different levels, there are different levels for each course, aren’t there ?</i></p> <p><i>HT. – Yes. In a course, even in a course for example in the 5<sup>th</sup>. year or the 4<sup>th</sup>. year, in the books we use there are three directions. . . I could say three lines of work for the student, he can choose. The student who is very good, very strong, can choose another route to reach the goal that a student who is less strong in certain disciplines.</i>  <i>[. . . ]</i>  <i>HT. – It’s the differentiated part of the course. In the book it’s differentiated by means of colours. The green parts are reading and writing. The blue parts refer to the exercises you’ve listened to with the students, and the children who have already finished their homework and their exercises, green or blue, can take a little reading book and they can finish their reading tasks. They have a special exercise book for reading. That girl, for example, she’s doing . . she’s reading her book and she has reading exercises. The material used in this course, it’s books where they can correct their homework. They are the little blue books, there.</i>  <i>And the other books are reading books. So the students who have finished their</i></p>

<p>Et les autres livres ce sont des livres de lecture. Donc les élèves qui ont fini leurs devoirs dans le livre . . dans le livre de classe, ils peuvent prendre un livre de lecture et commencer leurs exercices de lecture. Ils ont un cahier spécial pour la lecture. Nous pouvons, par exemple, voir plusieurs enfants qui sont en train . . .</p> <p>Et les enfants qui font la lecture ont un livre spécial, et ils ont aussi des exercices spéciaux et un cahier spécial pour des livres de lecture. S'ils ont fini leurs devoirs dans le livre, ils choisissent ce qu'il veulent faire. Ils peuvent aussi finir leurs devoirs à la maison. Ils peuvent aussi trouver les livres dans la bibliothèque de l'école et les amener à la maison pour finir leurs devoirs de lecture à la maison.</p>	<p>homework in the book . . in the class book, they can take a reading book and start their reading exercises. They have a special exercise book for reading. We can for example see several children who are . . .</p> <p>And the children who are reading have a special book, and they also have special exercises and an exercise book for the reading books. If they have finished their homework in the book, they choose what they want to do. They can also finish their homework at home. They can also find book in the school library and take them home to finish their reading homework at home.</p>
--	---

SELF-TRAINING	NOTES	TRAINING
<b>Contextualisation</b>		
<p>1. Can we speak of true “differentiation” in the possibilities provided in the official Dutch context ?</p>	<p>1. Yes, it certainly concerns differentiation, having been planned at curricular level (of the students’ course) :</p> <p>a) margin of manoeuvre in the choice of subjects (up to 20% of the total) ;</p> <p>b) possibility of vocational education students to do their course I 3, 4 or 5 years (and in this case, they choose the moment when they follow obligatory subjects) ;</p> <p>c) dispensation of certain obligatory subjects in favour of lessons in the mother tongue for students of non-Dutch origin.</p>	
<p>2. Compare with what is provided in the official texts of your country.</p>	<p>2. The comparison will depend of course on each country. Two very liberal aspects are particularly striking :</p> <ul style="list-style-type: none"> <li>- recognition of different rhythms and interests of vocational education students ;</li> <li>- recognition of the different needs and interests of students of foreign origin.</li> </ul> <p>So you won’t be surprise that these same Dutch texts promote differentiated learning in the classes.</p>	<p>You will note that “recognition of the different needs and interests of students of foreign origin” is understood as a generous measure, but it can produce perverse effects of institutional discrimination.</p>
	<p>First and foremost you should see a cleft between those in favour of a “centralistic-unifactory” orientation (you</p>	

	<p>are forced to recognise the existence of this difference, but consider it above all a potentially negative phenomenon that you seek to limit and frame in the name of general principles), and a “liberal” orientation (above all you value differences as an asset).</p> <p>There cannot be a common “note” on a gas well as everyone’s personal philosophy and character. Nevertheless the author of these lines would like to suggest – on the basis of his professional experience in several so-called “road to development” countries – that diversity cannot be considered as <b>richness</b> (because it doesn’t work like that) except in <b>rich</b> countries, and that this law can no doubt be generalised for social classes within a same country (the deprived classes tend to favour conformity, and difference is favoured particularly by the favoured classes).</p> <p>One of the major risks of differentiated learning is without doubt, not being so interpreted but at least functioning in practice in the style of “separate development”.</p> <p>This is what seems to have happened in Belgium, where so-called innovative teaching which allows a choice of à la carte subjects to students, has finally favoured the best and reinforced social clefts.</p>	<p>No doubt an exercise rich in lessons to suggest to course participants before asking them question 2 would consist of them explaining the connotations they attach to the notions of “specialness” and “originality” applied to students (for example : what are the 4 or 5 words you immediately think of if someone says to you “this is rather a special student”, or “this is an original student”?) then get them to confront their answers. The discussion will inevitably lead them to think about the notion of the “norm”. and of the way everyone imagines the normative as a good and just attitude, or not.</p>
<p><b>Interview</b></p> <p>3. The Dutch teacher doesn’t speak here of “differentiation” : what expression dos she use to refer to the orientation she follows ?</p>	<p>3. The “autonomisation” method.</p>	
<p>4. Can we say, from the description of the education used, that there is differentiation ?</p>	<p>4. Yes, there is differentiation, and it is adopted mainly by the students themselves : there is properly speaking no “differentiated learning” but “differentiated education”.</p>	<p>You could not that not all students are equal in terms of the capacity to be in control, and that training for differentiated education assured by the teacher (that is, something in the order of differentiated learning) is no</p>



		doubt indispensable if you don't want the school to reinforce socio-cultural inequalities.
5. What are the environmental elements here favourable to differentiation ? Make a list of them.	Favourable elements : a) official texts ; b) group work possible with other language teachers : thus certain preparation is made in common ; c) the students are trained in autonomous work, a method which "is quite common in teaching elsewhere" ; d) differentiation is registered in the textbook used ; e) the teacher has the use of supplementary material which he can put at the students' disposal at any time.	
	Evaluation of this work could only relate to the result of the work carried out, but too it's the problems which are doomed to arise in a teachers' work group, where each one has his own views, convictions and practice concerning teaching/learning a language.	You could ask the participants to get into groups to create, from a Unit in the textbook, a Unit route with different support materials and activities.
		You could finally discuss with participants the advantages of a read-to-use textbook of differentiated learning.

## FILE no. 4/4

Country	L1	L2	Level	Length	Counter
Austria	German	French	Teacher interview		

File can also be used in :

- Autonomisation

<b>CONTEXTUALISATION</b>	Ref./ original cassette counter : Minardi 1/ 4 : 21:30 to 22:45 Provisional matrix counter :
<p>In her dossier of her visit to an Austrian school, an Italian colleague has described the system of “autonomous learning” as used in the classes she observed :</p> <ul style="list-style-type: none"> <li>- Each student receives periodically, together with a collection of exercises, a plan of work with an indication of the aims, the time planned (for example, 1 lesson, 2 lessons, 3 lessons, a week. . ). The list of exercises is given with symbols setting out for each exercise whether it’s written or oral, obligatory or optional, to be done alone or with one or several partners, to be corrected by themselves or to be handed in for correction by the teacher.</li> <li>- Each student then works in class to his own rhythm – individually or with partners -, taking the exercises in the order he wishes.</li> </ul>	

<b>ORIGINAL TRANSCRIPT</b> <b>German L1, French L2</b>	<b>TRANSLATION</b>
<p>PV. – En ce qui concerne ce type de travail, avec quelle fréquence est-ce que tu appliques . . ?</p> <p>PH. – Moi, je le fais avant les épreuves écrites, c’est-à-dire 4 ou 5 fois par an, chaque fois 3 heures de cours, normalement, avant les épreuves.</p> <p>PV. – Et tu le fais avec toutes tes classes ?</p> <p>PH. Oui, si possible. Ça demande un travail énorme de préparation et parfois je n’ai pas le temps.</p> <p>PV. – Et de quelle manière est-ce que tu laisses à tes élèves [la possibilité] de choisir ce qu’ils veulent faire pendant ce temps-là ? Est-ce qu’ils sont tout à fait libres ou il y a quand même un parcours ?</p> <p>PH.- Oui, ils sont complètement libres. Ils ont un plan de travail sur lequel ils trouvent tout ce qu’il y a à leur disposition. Et il y a un certain nombre d’exercices qui est obligatoire, c’est-à-dire qu’ils doivent faire, parce que moi, je pense que c’est très important pour réussir à l’épreuve écrite. Le reste est facultatif et ils choisissent en fonction de leurs lacunes, par exemple, ou de leurs intérêts.</p>	<p>TV. - Concerning this type of work, with what frequency do you apply it ?</p> <p>HT. – I do it before the written tests, that’s to say 4 or 5 times a year, each times 3 lessons, normally, before the tests.</p> <p>TV. – And you do it with all your classes ?</p> <p>HT. – Yes, if possible. That requires an enormous work of preparation and sometimes I don’t have time.</p> <p>TV. – And in what way do you allow your students [the chance] of choosing what they want to do during that time ? Are they completely free or is there all the same a route.</p> <p>HT. – Yes, they are completely free. They have a plan of work on which they find everything they have at their disposal. And a certain number of exercises are obligatory, that is, they have to do them, because I really think that it’s very important to succeed in the written test. The remainder is optional and they choose according to their gaps, for example, or their interests.</p>

SELF-TRAINING	NOTES	TRAINING
<b>Contextualisation and interview</b>		
1. What great similarity is there between “autonomous learning” in the Austrian school and “autonomous work” in the Dutch school ?	1. In the two countries, differentiation is conceived above all from the learning perspective : the student himself chooses what he is going to differentiate, in an <i>autonomous</i> way (adjective common to the two names).	
2. What great difference is there between the two orientations ?	2. In the Dutch school, this is a permanent system. In the Austrian school, its is a system used periodically. The teacher interviewed here, for example, only uses it for revision work, 4 or 5 times a year.	
3. What do you think are the advantages and what are the disadvantages of the system use by the Austrian teacher ? Compare your answers with the opinion expressed by the teacher visitor (Italian).	3. Opinion of the Italian teacher visitor : <b>a) Advantages</b> - Motivation and enjoyment of students. - All the students are busy, even the better ones are not bored. - This method is independent of the number of students in the class (you can even use it with large classes). - The students take into account themselves their gaps in knowledge. - The students dare to ask the teacher questions more freely, because the rest of the class is not listening. - The teacher has a less directive role : he becomes the adviser and assistant. - Where the teacher is absent, replacement is easier to organise, the presence of a language teacher not always being necessary.	

	<ul style="list-style-type: none"> <li>- The students learn different ways of learning.</li> <li>- Development in the students of qualities such as sense of responsibility, the ability to work in a team, a sense of organisation and management of time, in short, autonomy.</li> </ul> <p><b>b) Disadvantage</b> The provision of material requires a lot of time, but you can also ask the students to produce materials themselves.</p>	
	Here you find the necessity for collaboration between teachers . . . but also the interest there is in having at one's disposal, as in Holland, a textbook which already integrates differentiation of routes and levels.	You could ask if there are other means of reducing this cost of time.
	<p>The reasons for the relative backward move of differentiated learning in Scotland are as follows :</p> <ul style="list-style-type: none"> <li>- classes are too large and therefore difficult for the teachers to manage simultaneously small groups, and too much preparation to do ;</li> <li>- lack of time on the school timetable ;</li> <li>- the youngest students have the greatest difficulties to manage themselves (lack of psychological and cognitive maturity) ;</li> <li>- lack of appropriate materials (computers, tape-recorders, etc.) ;</li> <li>- cost of photocopying provided by the school.</li> </ul>	<p>The end of the work under this heading will be an opportunity to ask the participants to prepare – ultimately in writing – a piece of work on the environment favourable to differentiation and to the autonomisation of students.</p> <p>As a contribution to this debate, we quote against this the principle, according to the Belgian teacher, why “differentiated learning”, very much in vogue ten years ago or so in Scotland, is now used there in a less systematic way.</p>

**PART III – TRANSVERSE THEMES – METACOGNITION**

<b>Other files for use under this heading :</b>
- Evaluation 2/ 2
- Evaluation 3/ 3
- Remedial work 2/ 2

**FILE NO. 1/ 4**

Country	L1	L2	Level	Length	Counter
Belgium	French	Spanish	2 <sup>nd</sup> . year		
Portugal	Portuguese	English	5 <sup>th</sup> . year		

<b>File can also be used in :</b>
- Evaluation
- Method

<b>CONTEXTUALISATION</b>	Ref./ original cassette counter : Carilla 2/ 2 : 04:00 to 6:55 Provisional matrix counter : Ref./ original cassette counter : De Vito 1/ 2 : 02:40 to 07:35
As an exception, we suggest watching first the two recordings referred to below, before doing the first series of activities related to the notion of “metacognition”.	

<b>SELF-TRAINING</b>	<b>NOTES</b>	<b>TRAINING</b>
1. Watch the two sequences one after the other. If necessary, read the corresponding transcripts.		

2. Define in one sentence what each sequence is about (type of activity, teacher's aim).	2. Sequence 1 : the teacher gives the whole class instructions for the work she has planned, and she checks that the students have understood these properly. Sequence 2 : this is shared collective oral work, under the teacher's direction, with the aim of evaluating a previously executed sequence.	
3. What have the two sequences in common ? : pinpoint the particular technique you see used by each teacher.	3. Each teacher makes the students think about the procedure (linking successive tasks) to be done or which has been done, and she thus asks them to verbalise.	
4. What do you think of this technique ? Do you use it or would you use it in your classes, and why ?		
	This concerns aims, support materials, methods and evaluation.	You could ask the participants, from a repeated viewing of each recording, to spot the domains (aims, methods, etc.) dealt with as well as that of procedure.
5. In your opinion, why do the teachers often make the students reflect, and do they lead them to verbalise these reflections ? <b>Attention</b> : before going on to the following questions, read the note corresponding to this question 5 (referring to the term "metacognition" in the Glossary).	5. These reasons no doubt correspond to the hypotheses put forward by the proponents of "metacognitive activities" in language classes : see these hypotheses in the term "metacognition" in the Glossary.	
6. To what other domain(s) of teaching/learning of languages is the concept already currently applied ?	6. In grammar, when you ask students to deduce a syntactical rule or morphological rule from examples. But you can also make students think about all the other teaching/learning domains : vocabulary, phonetics, culture . .	

	<p>As far as the two teachers are concerned :</p> <p>They use the “active method” : they want the students themselves to express their ideas, even if to do that they have to guide them very closely, sometimes even manipulating them.</p> <p>They attach great importance to the students understanding the procedures to be used, that is, the nature and link of the different tasks they themselves have set for them</p> <p>In these two recordings, real student autonomy is therefore very limited, because they are not confronted with a true “resolution of the problem”, which assumes that they define for themselves these procedures according to other parameters (aim in mind, expected result, measures adopted, available means, defined evaluation criteria).</p> <p>This strong limitation of autonomy in these two recordings cannot of course be considered a criticism of these teachers : in reality autonomy is a process (of autonomisation) during which only the teacher, who knows his students, can estimate the degree of aids and guidance which they still need.</p>	
--	---	--

## File no. 2 /4

Country	L1	L2	Level	Length	Counter
Belgium	French	Spanish	2 <sup>nd</sup> . year		

<b>File can also be used in</b>
:
- Instructions

**CONTEXTUALISATION**

In this sequence, the teacher is giving the students instructions for the work to be carried out. You see the same teacher in the sequence Remedial work 1/1.

ORIGINAL TRANSCRIPTION French L1, Spanish L2	TRANSLATION
<p>P. – No tenéis que empazar hasta que os digo lo que tenéis qué hacer. Por favor, ocultar la hoja : vuestro compañero no ytiene que ver la hoja. Entonces, el alumno que tiene la historia . . . Se trata de la historia de un Príncipe, que se llama el Príncipe Gordilonio. Entonces, el alumno que tiene la historia escrita, se la va a contar al otro, per teniendo que poder los verbos en pasado. ¿De acuerdo ? La historia está en presente, la tenéis que contar en pasado. Entonces en pasado : en imperfecto y en “passé simple”. El alumno que tiene la historia desordenada – las viñetas están desordenadas – va a escuchar y va a ordenar las viñetas. Y después, para comprobar que lo tiene correcto, una vez que el alumno ha ordenado las viñetas, le va a contar de manera resumida la historia del Príncipe Gordilonio. ¿Está claro ? A ver . . . Quién quiere explicar . . . a ver . . . Noémi. ¿Qué hay que hacer ? Peudes decirlo en francés. A. - . . . . P. – Tu vas mettre les . . . Mais comment tu vas les mettre en ordre ? A. - . . . . P. – Oui, mais par quels moyens, comment tu sais, comment tu dois mettre dans l’ordre l’histoire ?</p>	<p>T. You mustn’t start before I tell you what you have to do.  Please cover your sheet : your partner mustn’t see the sheet. Now, the student who has the story. . This is the story of a Prince, who’s called Prince Gordilonio. Now, the student who has the written story, he’s going to tell it to the other person, but having to put the verbs in the past. OK ? The story is in the present, you’ve got to tell it in the past. Now the past : the imperfect and the simple past. The student who has the jumbled-up story in – the pictures are jumbled – is going to listen and is going to put the drawings in order. And afterwards, to check he’s done the work correctly, once a student has put the pictures in order, he’ll give a résumé of the story of Prince Gordilonio. That clear ? Let’s see. . Who wants to explain . . Let’s see. . Noémi. What do you have to do ? You can say it in French. S. - . . . . T. – You’re going to put. . . But how are you going to put them in order ? S. - , . . . . T. – Yes, but by what means, how do you know, how should you put</p>



<p>Qu'est-ce que Julie va faire ? Qu'est-ce que va faire la personne qui a l'histoire écrite ?</p> <p>A.- . . La personne qui a l'histoire va la raconter au passé et . .</p> <p>P. – Voilà, il va la raconter. Il va mettre les verbes au passé, et il va aussi ajouter les connecteurs et les marques du temps qui ne se trouvent pas dans le récit et que vous avez pour vous aider dans le petit cadre, mais c'est plus détaillé ici. Donc mettre les verbes au passé, et ajouter les connecteurs et les marques du temps.</p> <p>A. - . . .</p> <p>P. – alors. . la remettre dans l'ordre [l'histoire], et puis, qu'est-ce qu'on fait pour vérifier que l'ordre est correct ?</p> <p>A. – On la raconte.</p> <p>P. – Voilà, on la raconte en résumé. Et seulement à la fin vous regardez, vous vérifiez quel ordre était exact.</p>	<p>the story in order ? What is Julie going to do ? What is the person going to do who has the written story ?</p> <p>S. - . . . The person who has the story is going to tell it on the past and . . .</p> <p>T. – That's it, he's going to tell it, he's going to put the verbs in the past, and he'll also add the connectors and tense marks which are not in the piece and that you have to help you in this little box, but it's more detailed here. So put the verbs in the past, and add the connectors and tense marks.</p> <p>S. - . . .</p> <p>T. – well. . .put [the story] in order, and then, what do you do to check that the order is correct ?</p> <p>S. – You tell it. .</p> <p>T. – That's it, you give a résumé. And only at the end do you look, do you check which order is correct.</p>
--	--

SELF-TRAINING	NOTES	TRAINING
1. To which chronological stage of the differentiated learning sequence does this recording correspond ?	1. Right at the beginning of the sequence, at the stage of initial instructions.	
2. What are the main aims of the teacher during this recorded stage ?	2. For her it's partly a question of explaining how to organise the sequence and partly to make sure they have understood.	
3. Why does the teacher transfer at a certain moment from L2 (the language taught, Spanish), to L1 (the students' mother tongue, French) ?	3. She wants to check that the instructions she has given in Spanish have been understood.	You could ask the course participants for their personal reactions vis-à-vis this "codes alternation" (L1/L2).
	In a stage where the aim is understanding the message	You could ask the participants to express their views

	(as it happens, instructions), checking by changing to L1 is totally rational from the moment when (as seems to be the case here) the teacher can have doubts about the quality of this understanding.	concerning the judgement which can lead a teacher to this alternation.
	When he wants to check the understanding of an unknown word or expression, even a sentence or collection of sentences.	You could ask the participants in what other situations a teacher could be led to use L1 to check comprehension.
4. During the second stage in L1 (French), a new instruction is introduced, which doesn't appear in the initial stage in L2 (Spanish). What is this ?	4. This concerns the instruction about the addition of connectors and time marks. (The "framework" referred to is that appearing on the sheets given out to the students. "Here", in what the teacher says, means the board).	
5. For what reason does the teacher "spread out" her instructions between the two stages, so that she ensures an inner repetition of her instructions within each of the stages ?	5. She considers – quite rightly – that the suggested procedure is complex, difficult for all the students to understand, above all, as seems probable, if they are not used to this kind of activity.	
	Few students have taken part in the reformulation of instructions in French. It is therefore likely that the teacher : Will pass from group to group to repeat the instructions and to make sure that each student has understood his role ; Will observe the course of the activity to see if the procedure is being respected, and will intervene immediately if necessary.	You could ask the participants if the techniques of explanation (inner repetition of each stage, and "spreading out" of one stage to the other) will be sufficient, and what the teacher will no doubt do during the group work.

## FILE no. 3/ 4

Country	L1	L2	Level	Length	Counter
Portugal	Portuguese	English	5 <sup>th</sup> . year		

## File can also be used in :

- Evaluation
- Autonomisation

**CONTEXTUALISATION**

Ref./ original cassette counter : De Vito 1/ 2 : 2:40 to 7:35  
 Provisional matrix counter :

This concerns a class project on the macro-theme of "identity". The students have formed groups themselves. The teacher has made some suggestions for the use of video material. The aims are of a linguistic and technical kind (creating a video), of creativity and socialisation.

Within each group the students have had different responsibilities, based on each one's abilities. The work has been presented within the class by each group. The evaluation was at first collective (sequence filmed), then personal with the aid of a chart reproduced in the Annexe).

ORIGINAL TRANSCRIPT Portuguese L1, English L2	TRANSLATION
<p>T. – I'd like you to explain what kind of work this is, so what did I ask to you ?</p> <p>Will you please tell us. So what did you have to do ? What did I ask you to prepare for the beginning of this term ?</p> <p>S. - . . . a video about our identity. . . – about your identity.</p> <p>S. - . . . cultural identity.</p> <p>T. – So I asked you to produce some kind of work about identity. And why identity ?</p> <p>S. – because we're studying . . .</p> <p>T. - . . . we were studying that topic that was the issue of the whole second term. So for the end of it you had to prepare a work on that.</p> <p>And I made some requests, didn't I ? How should it be ?</p> <p>S. – A video tape.</p> <p>T. – Yes, a video tape. How long ?</p> <p>S. – Fifteen minutes.</p>	

T. – A fifteen minutes video tape. And what else did I ask to do ? How should you do that ? How ?

S. – Anyway.

T. – So depending on yourselves, you could choose whatever you wanted to do and the way you wanted to do. You were only related to . . .

S. - . . . identity

T. – Do you have any idea why did I ask you this ? I mean why . . I did . . I wanted to show you your own way. . I wanted you to present the meaning, your own meaning, your idea of identity. And I wanted you to work as a group. How did you get together in the groups ? Did I decided that ?

S. – No.

T. – You decided.

S. - We had some problems.

T. – You discussed ?

S. – Fighting !

T. – You made the groups yourselves ? Yes, so were they homogeneous or heterogeneous ?

S. –Heterogeneous.

T. – That means what ?

S. – That everybody is different.

T. – So you were different. You didn't have the same abilities, the same capacities, neither in English or the other different capacities. What capacities did you need for this ?

S. – How to film.

T. – Well, you needed to be creative, what else ? To know something about the country. You needed to do some researches ; did you do that ?

S. – More or less.

T. – A little bit. How much of it did you do ? . It varies. You think it is a good attack at the knowledge ?

S. – Yes.

T. – He gave it to you. So he was your source ?

S. – Yes.

T. – Do you mean that you co-operated according to the different abilities you had in the group ?

S. – Yes, someone knew how to do films, someone knew how to do research. . we put. .

T. – You co-operated, you used different abilities you had not only in English but concerning everything. So should I ask how useful it was in the end ?

S. – It was funny.

T. – So you learned a few things ?

S. – Yes. We learnt to do films and how o take a camera.

T. – You learnt technical things, you got some knowledge at the issue you were working about. You learn through Emmanuel , didn't you ?

S.- Yes.

T. – Each group now to say in a sentence what kind of work you did, right ?

SELF-TRAINING	NOTES	TRAINING
<p>1. Complete the following list in such a way as to define all the points the teacher touches upon during this recording concerning the work to which she refers :</p> <p>a) Aim (expected result) : . . .</p> <p>b) Importance : . . . .</p> <p>c) Theme : . . . .</p> <p>d) Methods advised : . . .</p> <p>e) Measure imposed : . . .</p> <p>f) Jusification of measure : . . . .</p> <p>g) Abilities required : . . . .</p>	<p>1. Completed list :</p> <p>a) Aim (expected rsult) : production of a 15 minute video.</p> <p>b) Importance : conclusion of work of all the second term.</p> <p>c) Theme : identity.</p> <p>d) Methods advised : none.</p> <p>e) Measure imposed : work in groups.</p> <p>f) Justification of measure : exploitation and development of everyone's possibilities by sharing tasks within each group.</p> <p>g) Abilities required : to know how to express oneself orally in English, to know how to film, to be creative, to draw on cultural knowledge, to know how to do documentary research.</p>	

2. For what reason does the teacher insist on the manner in which the students themselves made up the different groups ?	2. She wants to make them aware that they spontaneously made up heterogeneous groups so that they have in each group different abilities necessary to carry out the task. She thus wants to demonstrate the interest in using to the full everyone's different abilities.	You could point out that the teacher is relative directive in the conduct of this sequence, no doubt because she wants to convince her students of the advantages of group work, and that for this reason it is she who is firmly taking into her hands the conduct of argumentation, with the risk perhaps of steering the students too much towards the answers she expects, and of limiting the effectiveness of the metacognitive activity carried out here.
3. Refer to the individual self-evaluation sheet for group work in the Annexe.		
3.1 What criteria of this self-evaluation sheet already appear in the sequence of collective oral evaluation ?	3.1 Creativity, research, co-operation.	
3.2 What, in this self-evaluation sheet, does the new criterion called "language" correspond to ?	3.2 This goes back no doubt to the efficacy of group work for language learning (which assumes that the groups have used the foreign language as an internal communication tool outside the work of producing the cassette).	
3.3 What do you think of the fact that in the first part of the sheet each student evaluates himself ?	3. 3 It is interesting to ask for a detailed self-evaluation, to train the student in this important skill, particularly for his motivation.	
3.4 What do you think of the idea that each student also evaluates other members of his group ? How is the teacher going to use this part of the sheet, and what are the advantages . . . and the dangers of this operation ?	3. 4 It is certainly interesting for each student to compare the product he has made from his function within the group with the picture of it that the others have made : this allows the teacher to make for each student a synthesis of evaluations made by other members of his group. . . and that the students trust each other, to avoid feeling offended and not to feel unfairly criticised.	

<p>4. Some Italian students in the 2<sup>nd</sup>. year of English, who had carried out a group activity similar o that of the Portuguese students, have made the following final remarks on the same sheet :</p> <p><i>È stato un esperimento molto importante per esercitarsi nella comunicazione in inglese. Io mi sono divertita tanto.</i> (That was an interesting experiment to train o communicate in English. I enjoyed myself a lot).</p> <p><i>È stato bello lavorare in gruppos, ci siamo aiutati a vicenda es ci siamo divertiti un sacco.</i> (It was great to work in a group : we helped one another and we enjoyed ourselves).</p> <p><i>È stato un'esperienza molto divertente.</i> (That was a very funny experience).</p>		
<p>4.1 Compare these comments with those made orally by the students during the collective session : what aspect do they prioritise ?</p>	<p>4.1 This is pleasure (cf. in the transcript, following the Portuguese teacher's question "I would like to ask you if all that was useful", the student's reply, "It was fun.").</p>	<p>You could ask participants about the difference of evaluation criteria between the teacher and the student (usefulness vs. pleasure).</p>
<p>4.2 What explanation can you give for this fact ?</p>	<p>4.2 You can conclude that these students are not used to working in groups. Students trained in group work would no doubt have emphasised efficacy.</p>	



**ANNEXE (original)**

**Group work assessment**

**Personal assessment (1 to 5)**

Name : .....Class : .....Number : .....  
..Date : .....

**ASSESS YOUR PERFORMANCE IN THE GROUP:**

<i>Creativity</i>	<i>Research</i>	<i>Organisation</i>	<i>Cooperation</i>	<i>Decision</i>	<i>Responsibility</i>	<i>Language</i>	<i>General appreciation</i>

*Personal remarks :*

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

**Group assessment (1 to 5)**

**ASSESS THE GROUP PERFORMANCE :**

<i>Name</i>	<i>Creativity</i>	<i>Research</i>	<i>Organisation</i>	<i>Cooperation</i>	<i>Decision</i>	<i>Responsibility</i>	<i>Language</i>	<i>General appreciation</i>

*Personal remarks :*

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

**FILE no. 4/4**

Country	L1	L2	Level	Length	Counter
Belgium	French	English	Teacher interview		

**File can also be used in :**

- Measures
- Group work
- Planning
- Autonomisation

**CONTEXTUALISATION**

Ref./ original cassette counter : Cardone &  
Marino 1/ 2 : 42:10 to 44:27

Provisional matrix counter

The teacher of this class, in the presence of the visiting teacher, is asking two of her students about a sequence of work in differentiated learning which took place the previous day. This type of interview had been asked for by the ECP experts, in order to collect "on the spot" the evaluation of students having participated in a work session of differentiated learning.

ORIGINAL TRANSCRIPT French L1, English L2	TRANSLATION
<p>P. – Est-ce que tu aimes travailler comme ça ? E1. – Oui. P. – Pourquoi ? Tu peux expliquer ? E1. Ben parce que on travaille en groupe, on sait s'entraider. . et voilà. P. – Oui. . Qu'est-ce qui s'est passé exactement ? Tu peux expliquer ? E1. Ben . . par exemple quand quelqu'un ne trouve pas la réponse, on sait l'aider, et. . P. – Et toi, Ange, est-ce que tu aimes travailler comme ça ? E2. – Ben moi c'est presque la même chose que Jennifer. C'est mieux de travailler en groupe parce que . . c'est mieux pour tout le monde. P. Oui. . . Et pour toi ? Pourquoi est-ce que c'est mieux de travailler en groupe ? Qu'est-ce qui se passe dans le groupe ? E2. – Ben parce que. . j'aime pas travailler toute seule quand je travaille. J'aime mieux avec tout le monde, j'aime travailler avec tout le monde parce qu'avec tout le monde, si je ne comprends pas, on s'entraide et tout, comme ça, il y en a qui m'aident bien.</p>	<p>T. And do you like working like that ? S1. – Yes. T. – Why can you explain ? E1. – Well because you're working in a group, you can help one another. . and that's it. T. – Yes. . What happened exactly ? can you explain ? E1.- Well. . for example if someone couldn't find the answer, someone could help them and . . T. – And you, Ange, did you like working like that ? E2. – Well for me it's more or less the same as Jennifer. It's better working in a group because. . it's better for everybody. T. – Yes. . . And for you ? Why is it better working in a group ? What happens in a group ? E2. – Well because. . I don't like working alone when I work. I like it better with everybody, I like working with everybody because with everybody, if I don't understand, we help each other and that, like that, there are some who helped me a lot.</p>

## Metacognition

<p>P. – Voilà, oui. Et qu'est-ce que tu crois avoir appris, Jennifer, dans la leçon de mardi ?</p> <p>E1. – À interviewer quelqu'un, et à être interviewé.</p> <p>P. - Et, qu'est-ce que tu aimerais encore apprendre sur ce sujet ?</p> <p>E1. - . . .</p> <p>P. – Donc tu trouves que c'est . . tu sais interviewer, mais comment tu peux expliquer un peu comment ça s'est passé ? Tu dis le travail en groupe, l'entraide, mais qu'est-ce qui s'est passé exactement ?</p> <p>E1. On était en deux parties, le groupe A et le groupe B. Le groupe A devait faire les questions, et le groupe B y répondre.</p> <p>P. – Et puis qu'est-ce qui s'est passé ?</p> <p>E1. – Et puis alors on devait reformuler nos questions autrement et redonner des réponses courtes et des réponses longues.</p> <p>P. – Oui. Et à la fin de la leçon, Ange, qu'est-ce qui s'est passé ? Qu'est-ce que le groupe B a dû faire aussi ?</p> <p>E 2. – Le groupe B a dû inverser.</p> <p>P. – Il a dû aussi. . .</p> <p>E.2. - . . poser des questions.</p> <p>P. – Et quand il y avait des problèmes, quand les élèves étaient bloqués, qu'est-ce qui s'est passé ?</p> <p>E2. – Il y en avait d'autres qui levaient le doigt pour les aider.</p> <p>P. – Voilà ! OK ! Merci !</p>	<p>T. – That's it, yes. And what do you think you have learnt, Jennifer, in Tuesday's lesson ?</p> <p>E1. – To interview someone, and be interviewed.</p> <p>T. – And what else would you like to learn on this subject ?</p> <p>E1. - . . .</p> <p>T. – So you find it's . . you know how to interview, but can you explain a bit how that happened ? You say group work, helping each other, but what happened exactly ?</p> <p>E1. – We were in two parts, group A and group B. Group A had to make the questions, and group B answer them.</p> <p>T. – And then what happened ?</p> <p>E1. – And then we had to reformulate our questions in a different way and give again short answers and long answers.</p> <p>T. – Yes. And at the end of the lesson, Ange, what happened ? What did group B have to do as well ?</p> <p>E2. – Group B had to change over.</p> <p>T. – They also had to. .</p> <p>E2. – . . ask questions.</p> <p>T. – And when there were any problems, when the students got blocked, what happened ?</p> <p>E2. – There were other who gave a hand to help them.</p> <p>T. – That's it ! OK ! Thank you !</p>
--	---

1. What is the teacher's aim in this conversation ?
2. With what idea does the teacher initiate and finish her conversation ? How can this be explained ?
3. In the recording of this conversation find the statement of the communicative aim.
4. In the recording of this conversation find the statements indicating the procedure used (succession or organisation of tasks).
5. What are the different other topics the teacher could have approached if she had been constantly situated in a cognitive perspective (of the students' reflection on their own learning) ?
6. What is the attitude of the two students during this conversation, and how can it be explained ?

<b>SELF-TRAINING</b>	<b>NOTES</b>	<b>TRAINING</b>
1. What is the teacher's aim in this conversation ?	1. For her it's a matter of knowing the evaluation that the students themselves make of the differentiated learning sequence carried out in class.	
2. With what idea does the teacher initiate and finish her conversation ? How can this be explained ?	2. The teacher starts and finishes her discussion on the idea that motivation for group work lies in the possibility of helping one another. She thus uses motivation appropriate to students of this age, and which will also agree with the special measure of carrying out differentiated learning (group work) and with a strong educational value (solidarity).	
3. In the recording of this conversation find the statement of the communicative aim.	3. "[. . .]interview someone, and [. . .] be interviewed."	You could point out that this communicative aim only comes second : in school teaching, teachers often put in first place their role as an educator, before that of language teacher.
4. In the recording of this conversation find the statements indicating the procedure used (succession or organisation of tasks).	4. The teacher's corresponding question is : "What happened exactly ?" The reply come from "S1. : "We were in two parts." to "S2. : . . . ask questions."	

5. What are the different other topics the teacher could have approached if she had been constantly situated in a cognitive perspective (of the students' reflection on their own learning) ?	5. Other possible themes : - ideas that the students have for reasons why the teacher has planned the lesson in this way ; - the difficulties encountered by the students during their work, how they analyse them, what conclusions they draw for the next activity of the same kind ; - the views of the students on this kind of activity : do they consider it to be exceptional ? what are its potential advantages and disadvantages ? what kind of aims are best/least appropriate ?	The reply to this question requires work on the first file (with the introduction and illustration of "metacognition") to have been carried out beforehand.
6. What is the attitude of the two students during this conversation, and how can it be explained ?	6. The attitude seems rather reserved, and not very spontaneous. This might be explained by different factors :  - The students are intimidated by the fact that they are also facing a camera at the same time . . and two teachers ! - The students are not very used to giving their opinion and reactions concerning what the teacher has suggested.	You could comment that one of the teacher's questions provokes bewilderment in one of the students because she cannot answer it ("What else would you like to learn on this subject ?")
	The file Evaluation 2 /2 gives a good example of application to correction of work, file Remedial work 2/ 2 suggests an example of metacognition applied simultaneously to self-evaluation and to remedial work.	To synthesise to work on this theme of "metacognition", you could ask the participants to think of other times when metacognition could be effective, applied to other domains.
Il apprend aussi à être autonome, à travailler out seul et ce sera utile quand il sera plus grand.	Of this style of work is that the student learns much better because he's working on what he likes at that moment ; he also learns to be autonomous, to work on his own and this will be useful when he's bigger.	

<b>SELF-TRAINING</b>	<b>NOTES</b>	<b>TRAINING</b>
1. In the text of the interview, pinpoint the three expressions corresponding to the lexical field of autonomy, with sufficient context to illustrate some essential aspects of this “new methodology” to which it implicitly infers.	1. a) “towards <i>autonomisation</i> of the students” ; b) “you can’t completely <i>autonomise</i> them” ; c) “he’s also learning to be <i>autonomous</i> .” The teacher implicitly refers here to three essential aspects which are, respectively :  a) autonomy as a process ; b) autonomy as a deliberate projects by teachers, and the idea of degree of autonomy (which can be higher or lower); c) autonomy as an acquired skill, or on the way to it.	This file, which corresponds to a very short interview, could be worked on very quickly, as first awareness of a theme which will be expanded and deepened in the two following two sequences.
2. What is the observable behaviour by the students which the teacher considers characteristic of autonomy?	Observable behaviour : a) “the students work mostly on heir own” : individual work or work in a group without a teacher. b) “They choose the subject, the book and the topic they want, or they find easy, or they find pleasant to do” : choice of contents and support materials, responsibility for this choice.	You could ask the participants to describe the necessary material conditions for carrying out differentiated education like this, as well as the demands in terms of teacher training. This work will prolong (or will prepare for, depending on the order adopted) that provided under the heading of Environment.
3. The teacher claims that “you can’t make them completely autonomous in the first years of language learning.” What might be the arguments for this claim ? Do you share them ?	3. Likely arguments : a) the students being younger, they don’t have sufficient psychological and cognitive maturity to take charge completely ; b) as they are beginners, they need constant help and strict guidance ; c) autonomy is a process (autonomisation) and it is therefore necessary to construct it progressively (autonomy is not there naturally, it has to be acquired).	You may note that in Scotland, with the youngest students, differentiated learning is no longer used as systematically as it was some years ago (see end of the file Environment 4/ 4).
	You can share these arguments. In this Dutch school, however, even the students in the top class are regularly regrouped for extra lessons of collective teaching.	
4. Read again in the Glossary the definition of the terms “aims” and “final outcome”. What words of the teacher correspond to a final outcome assigned to the process of autonomisation of students in a language class ? What does this final outcome correspond to exactly ?	4. “The student learns to work on his own : that will be useful for him later.” This aim is well explained in the final text of the Conference of Europe which took place in Klemskerke (Belgium) from November 26 <sup>th</sup> . to 27 <sup>th</sup> . 1972, where it is affirmed that : “the autonomous approach [ . . . ] must [ . . . ] facilitate learning and give the necessary methods for permanent education.”	

**PART III – TRANSVERSE THEMES – AUTONOMISATION**

Other files for use under this heading :	
- Aims	- Remedial work 2/ 2
- Aids and guidance 1/ 1	- Environment 2-4/ 4
- Planning	- Metacognition 3-4/4
- Instructions 2/3	- Conclusion 1/5 2/5
- Evaluation 2-3/ 3	

**FILE no. 1/ 3**

Country	L1	L2	Level	Length	Counter
Netherlands	Dutch	French	Teacher interview		

File can also be use in :
- Environment

CONTEXTUALISATION	Ref./ original cassette counter : Vitelli 2/ 2 : 36:50 to 38:20 Provisional matrix counter :
This interview was carried out at the mixed secondary education institute <i>Het Vlietland College</i> (Holland) where education in autonomous work is practised. All the language teachers (English, French, German ) use the textbook <i>Omnibus</i> , specially designed to practise the differentiated learning recommended by ministerial instructions. In each teaching Unit of this textbook three series of different activities are offered (identifiable by different colours) from which the student chooses according to his interests, his level or his learning rhythm.	

ORIGINAL TRANSCRIPT L1, L2	TRANSLATION
PV. – Alors, Madame, comment est-ce que vous êtes parvenue à cette nouvelle méthodologie de l'étude de langues ? PH. – Oui, c'est une conception que l'on a en ce moment aux Pays Bas. C'est une évolution qui va vers l'autonomisation des élèves. Dans les classes de première et de deuxième et même troisième année, le but est un peu différent que pour les grands. . quand ils commencent à apprendre une langue, on ne peut complètement les autonomiser, mais dans les classes de 4e, 5e et même 6e année, les enfants, les élèves	TV. – Well, Madame, how did you come about this new methodology of language study ? HT. – Yes, it's a concept we have at this moment in the Netherlands. It's an evolution going towards student autonomisation. In the classes of the first and the second and even third year, the aim is a bit different than for the big ones. . when they begin to learn a language. You can't make



travaillent surtout tout seuls. Alors ils choisissent la matière, le livre ou le sujet dont ils ont envie, ou qu'ils trouvent facile, ou qu'ils trouvent agréable à faire ; l'importance d'une telle façon de travailler est que l'élève apprend beaucoup mieux parce qu'il travaille sur ce qu'il aime à ce moment-là ; il apprend aussi à être autonome, à travailler tout seul et ce sera utile quand il sera plus grand.

them completely autonomous, but in the classes of the 4<sup>th</sup>., 5<sup>th</sup>. and even 6<sup>th</sup>. year, the children, the students work mainly on their own. So they choose the subject, the book or the topic they want, or which they find easy, or that they like to do ; the importance of this style of work is that the student learns much better because he's working on what he likes at that moment ; he also learns to be autonomous, to work on his own and this will be useful when he's bigger.

SLEF-TRAINING	NOTES	TRAINING
<p>1. In the text of the interview, pinpoint the three expressions corresponding to the lexical field of autonomy, with sufficient context to illustrate some essential aspects of this "new methodology" to which it implicitly infers.</p>	<p>1. a) "towards <i>autonomisation</i> of the students" ; b) "you can't completely <i>autonomise</i> them" ; c) he's also learning to the <i>autonomous</i>".</p> <p>The teacher implicitly refers here to three essential aspects which are, respectively :</p> <p>a) autonomy as a process ; b) autonomy as a deliberate project by teachers, and the idea of degree of autonomy (which can be higher or lower) ; c) autonomy as an acquired skill, or on the way to it.</p>	<p>This file, which corresponds to a very short interview, could be worked on very quickly, as first awareness of a theme which will be expanded and deepened in the two following sequences.</p>
<p>2. What is the observable behaviour by the students which the teacher considers characteristic of autonomy?</p>	<p>2. Observable behaviour :</p> <p>a) "the students work mostly on their own" : individual work or work in a group without a teacher ;</p> <p>b) "They choose the subject, the book and the topic they want, or they find easy, or they find pleasant to do" : choice of contents and support materials, responsibility for this choice.</p>	<p>You could ask the participants to describe the necessary material conditions for carrying out differentiated education like this, as well as the demands in terms of teacher training. This work will prolong (or will prepare for, depending on the order adopted) that provided under the heading Environment.</p>

<p>3. The teacher claims that “you can’t make them completely autonomous in the first years of language learning.” What might be the arguments for this claim ? Do you share them ?</p>	<p>3. Likely arguments : a) the students being younger, they don’t have sufficient psychological and cognitive maturity to take charge completely ; b) as they are beginners, they need constant help and strict guidance ; c) autonomy is a process (autonomisation) and it is therefore necessary to construct it progressively (autonomy is not there naturally, it has to be acquired).</p> <p>You can share these arguments. In this Dutch school, however, even the students in the top class are regularly regrouped for extra lessons of collective teaching.</p>	<p>You may note that in Scotland, with the youngest students, differentiated learning is no longer used as systematically as it was some years ago (see end of file Environment 4 /4).</p>
<p>4. Read again in the Glossary the definition of the terms “aims” and “final outcome”. What words of the teacher correspond to the final outcome assigned to the process of autonomisation of students in a language class ? What does this final outcome correspond to exactly ?</p>	<p>4. “The student learns to work on his own : that will be useful for him later.”</p> <p>This aim is well explained in the final text of the Conference of Europe which took place in Klemkerke (Belgium) from November 26<sup>th</sup>. to 27<sup>th</sup>. 1972, where it is affirmed that : “the autonomous approach { . . . } must [ . . . ] facilitate learning and give the necessary methods for permanent education.”</p>	

## FILE no. 2/ 3

Country	L1	L2	Level	Length	Counter
Finland	Finnish	English	Student interview		

## File can also be used in :

-Environment

## CONTEXTUALISATION

Ref./ original cassette counter : Tusscherl 1/ 1 : 01☺) to5:45 and 10:25 to 10:40

Provisional matrix counter : 2:44:05 to 2:49:00 and 2:49:05 o 2:49:20

This student interview was carried out in Finland in a pilot secondary school of 360 students, *Mankkaa School*. It takes in students from 13 to 16 preparing for the *Upper Comprehensive School* (final three years of Finnish obligatory education)). It contains an international class, a media class and finally a “virtual class” (of which the two students questioned here are members). It is participating in the *Global Citizen Project* of the United Nations, which allows the students to enter the *Global Citizen Maturity test*, in which students from all over the world take part.

The “virtual class” works on projects chosen by the students themselves and which then leads to groups. Once completed, the projects give place to a presentation in front of the whole class, which participates with the teacher in the evaluation. The evaluation criteria take into account the language, vocabulary, pronunciation, *body language*, humour, content and global effect produced.

Furthermore, each student participating hands in to the teacher a personal written commentary, who counts it in his own final evaluation. Finally, a student in the class is charged with putting the project presentation on the school *homepage*.

In Finland, there being great distances between the inhabitants, the State has long been developing distance learning. The students are used to information technology and communication.

ORIGINAL TRANSCRIPT English	TRANSLATION
<p>T. - Good morning to you.  S. – Good morning.  T. – It’s an honour to have a short interview with you, because I would like to know something about <i>Mankkaa School</i> . . . and you have been here for how many years ?  S. – two and a half years.  T. – Two and a half years. And what class are you?  S. – 8V.  T. – 8V. I was told that “8V” stands for “Virtual Class”.  S. - Yes.  T. -But first, your names ?  S. - My name is Marian and (. . .)  T. - I see. Why is it called “the Virtual Class” ?  S. – because we can do independent work at home, or at school. Or at friends, everywhere. And teachers trust us, that we do our own work and that we do it well, and they know they don’t have to be behind us watching us like right now, and we can do it at home, in the library, or somewhere else.  T. – So you use the library ?  S.- Yes, very much, and the Internet.  T. – But I’ve always had the impression that students get lost in the Internet, there’s so much in the Internet also in the form of entertainment. I mean, it’s very hard to keep your responsibility and to do something useful.  S. – No, because we can surf in the Internet at home and if we have work to do we do it.  T. – Could you tell me what useful things you’ve done with the Internet for school ?  May be for projects or other things.  S.- Yes, we had a big project last year. We had a water project, it was an international project. And this year we have a forest tree project. It’s also international. We have done some home pages in the Internet and . . . and . . .  T. – Could you tell me what the forest tree project is about ?  S. – Yes, we asked some questions about forests from the other schools and . . .  T. – What d’you mean “the other schools” ?  S. – Like our friend schools, I mean, around the world, some schools we know, in Italy, the Netherlands, and in America, everywhere.</p>	

T. – And if you ask something from the students over there, they give you information ?  
 S. – Yes, and we put it on our page and there’s also some information about things about forests.  
 T. – And what have you learnt from this project ?  
 What are you learning from this project like forest trees or water ?  
 S. – We learn very much about our projects, and water, and also that independent work we have to do, and that teachers really trust us that we do that and it gives us the responsibility for what we learn. We meet different people from all over the world and get many letters and e-mail and we get new friends.  
 T. – Yes, yes, well the school has many international contacts, hasn’t it ?  
 S. – Yes, yes.  
 T. – D’you like that ?  
 S. – Of course. We are going to Austria next month.  
 T. – What are you going to do there ?  
 S.- Well, we have a friend school there, and we work with them. And then we’ll visit Vienna and we’ll go hiking with them, and . .  
 T. – I see. And if you have a project just like forest trees you’re doing for your school or are there any other schools in the world that do the same and you exchange ideas ?  
 S. – Yes.  
 T. – How ?  
 S. – By e-mail and letters and like I said those questions.  
 T. – Yes, I see.

SELF-TRAINING	NOTES	TRAINING
<p>1. Read the definition of the word “autonomy” given in the Glossary, then watch the two sequences corresponding to files 2/3 and 3/3.</p>		<p>Recordings 2/ 3 and 3/ 3 follow each other : they were filmed by the same visiting teacher in the same school, and in the same class where the same type of education is applied (called “project education” in France).</p> <p>Taking into account the interest of each corresponding recording, we have orientated the first file on the principles carried out in this type of education, the second on the conditions of its execution, as well as on consideration of the whole.</p>

SELF-TRAINING	NOTES	TRAINING
2. What are the sentences and parts of sentences spoken by these students which makes us think they have a high degree of autonomy ?	2. Characteristic sentences : - “We can carry out autonomous work at home or at school. Or round at your friend’s, anywhere.” - “The teachers ( . . . ) know they don’t need to be behind us all the time. . . .” - “. . .if we have work to do, we do it.” - “[These projects] ( . . . ) make us responsible for everything we learn.”	
3. What is the dominant feeling of the students, and the dominant feeling of the teachers, which appear in these sentences and which define well the psychological context of autonomous work ?	3. For the students, feeling of <i>responsibility</i> to themselves and to the work to be done, for the teachers, <i>trust</i> in the students.	
4. To describe their situation the students use the expression <i>independent work</i> . This is in reality <i>autonomy</i> and not <i>independence</i> : what could we assume in fact that their teachers do to ensure that there is always a teaching process ?	4. a) The measure and the environment tallying with “autonomous work” were suggested and carried out by the teachers. b) You can assume that the topics were chosen by the students from a list offered by the teachers (this hypothesis is confirmed in the following interview : cf. File 3/ 3). c) The teachers are permanently available to advise, guide and help the students. d) Finally, even if they trust the students to work well, you could think the teachers make checks, no doubt from time to time during its execution, or at least at the end.	
5. What is there in common in all these projects in terms of the abilities required of the students :		

SELF-TRAINING	NOTES	TRAINING
5.1 from the point of view of management of information ?	5.1 Skills at using computers to research information, select it, prioritise it, organise and transform it.	
5.2 from a rational point of view ?	5.2 Skill at working in a group (to decide together what to do, to share tasks, share information gathered, draw up syntheses together . . . ) ; skill at establishing and maintaining contact with the interlocutors of all the countries.	
6. Over and above the abilities above, what are the main aims envisaged by those responsible at this school with this kind of project ?	6. Students' development of a sense of responsibility and autonomy ; training students in information technology and communication; interdisciplinary work (for example, the topic of water can be approached first from the point of view of physics, biology, ecology, economics . . . ).	
7. What fundamental humanistic "values" seem to direct the philosophy of this education ?	7. You can think of personal fulfilment, opening up the world, understanding other peoples, tolerance and solidarity, life-long learning.	You could make the course participants note that these same humanistic values can be developed as well in schools which have more modest means.

## FILE no. 3/ 3

Country	L1	L2	Level	Length	Counter
Finland	Finnish	English	Student interview		

File can also be used in :

- Environment

## CONTEXTUALISATION

Ref./ original cassette counter : Tusscherl 1/ 1 : 13:15 to 16:10

Provisional matrix counter :

Interview carried out in the computer room by the visiting teacher with two students of the “virtual class” of *Mankkaa School*, the school introduced in the preceding file (Autonomisation 2/3).

In principle, the groups-class are composed of students of different levels, but the school practices the system of *age level* : one teacher alone is in charge of a group of 7,8 or 999 students, which facilitates his following up projects.

It is the municipality which ensures the financial budget of this school, to which several local enterprises belong.

**Nota bene** : the suggestions for activities on this sequence assume you have already watched and worked on the preceding sequence (Autonomisation 2/ 3).

ORIGINAL TRANSCRIPT English	TRANSLATION
<p>T. – OK, so you’re working on a . . on a . . Who are you ?  S. – I’m doing a History project about space travels, and now I’m looking for information on Neil Armstrong, the Sputnik and things like that.  T. – Right. And did you choose the subject yourself ?  S. – Yes, we could choose other subjects the students are doing.  T. – Could you mention other subjects the students are doing ?  S. – American Presidents was one of the subjects and Germany after World War, and  . .  T. – Right. The teacher gave you a list of subjects?  S. – Yes.  T. – And are you working on this subject alone ?  S. – No, I’m working with a friend.  T. – Yes. Hello, friend ! What’s your name ?  S. – Nina ( . . )  T. – I beg your pardon.  S. – Nina ( . . ).  T. – And what are you doing ? I see you’re writing an e-mail.  S. – Yes, I’m asking a man who knows about, something about space. .  T. – How did you get his name and address ?  S. – It was on the news page.  T. – I see, and now what question are you asking him ?  S. – Something if he could tell us something new about space.</p>	



<p>T. – Like the ice on the moon ?          S. – Yes. . a meteorite.          T. – How’s this meteorite coming to earth ? Will it collide to the earth, what d’you think ?          S. – I don’t think so.          T. – What’s the latest news ?          S. – Maybe . . it’s not sure. We can only confirm it by the year 2002. Then it’s sure !          T. – Yes. Is it big this asteroid ?          S. – Yes, it’s quite big.          T. – What diameter ?          S. – I don’t know about that !</p>	
--	--

SELF-TRAINING	NOTES	TRAINING
<p><b>1. What are the necessary material conditions for institutional execution of a “project education” like this ?</b></p> <p>2. What are the prerequisites for the teachers so that they can practise an education of autonomy like this? In which new domains must they be most particularly trained ?</p>	<p>1. Material conditions are necessary which could seem exceptional bearing in mind the current prevailing situations in most of the European countries, especially:</p> <ul style="list-style-type: none"> <li>- a large number of computers ;</li> <li>- a large number of Internet connections ;</li> <li>- a lot of computers available, which assumes several rooms, supervisory staff, a measure of permanent technical servicing ;</li> <li>- a great availability of teachers themselves, which assumes an adapted statute . . and for them good working conditions on site.</li> </ul> <p>2. You particularly think of the following domains : team work, conduct of the project, differentiated learning, methodological advice, documentary advice, self-evaluation and new technology.</p>	<p><b>Nota bene</b> : This file can be profitably used with the heading Environment : in fact the two first questions refer respectively to the material factors and to the psychological factors of the teaching/learning environment.</p>

<p>3. Apart from technical abilities, what new attitudes does this new education require on the part of teachers ?</p>	<p>3. They have to accept no longer being master of information content (they are not the sole purveyors of knowledge, and they are learning the same as their students). They have to know how to stand back as teachers to be resource staff whom the students will approach in case of need. They have to keep in perspective the importance of their own subject (see below, the implications of this education in interdisciplinary terms).</p> <p>The answers suggested hereafter integrate pragmatic statements made by those responsible in this school, and you could compare them with those of the course participants :</p> <p>Mathematics and science are sacrificed a little.</p> <p>The large quantity of information gathered guarantees neither quality nor pertinence. It makes more difficult originality of the work carried out, its rigour, and depth of personal thought, and makes more difficult respect for official courses.</p> <p>This education is more successful with girls than boys. The weakest students get discouraged less, but the better ones have the impression of not doing well out of it. Finally, there are few opportunities to change level. (Note that the Headteacher of the school considers it would be more worthwhile to make groups of very weak students).</p>	<p>You could ask participants to think about the particular risk and the disadvantages known about this type of education, linked particularly to :</p> <p>The fact that information available on the Internet concerns certain school subjects more than others ;</p> <p>The fact that this research simultaneously concerns different subjects (interdisciplinarity), and that students have access to an enormous quantity of information ;</p> <p>Finally, the fact that the students immediately have a high degree of autonomy.</p>
	<p>All these risks and disadvantages do not constitute reservations or criticism vis-à-vis “project education” as it is carried out here, but considerations leading to taking into account the particular demands that it implies.</p>	

**I. CONCLUSIONS OF TEACHERS AND OF STUDENTS**

File no. 1 /6

Country	L1	L2	Level	Length	Counter
Austria	German	French	Teacher interview		

File can also be used in :
- Introduction (differentiation) - Evaluation - Autonomisation - Environment

CONTEXTUALISATION	Ref. / original cassette counter : Minardi 1/ 4 : 17:40 to 21:30 Provisional matrix counter : 1:10:20 to 2:52:20
This is an interview of an Austrian teacher of French by an Italian colleague, a teacher of English, who completes her observation dossier in her classes.	

<i>ORIGINAL TRANSCRIPT</i> French	<i>TRANSLATION</i>
<p>PV. – Est-ce que tu pourrais me donner quelques exemples de différenciation pédagogique en langue française dans ce cas, pour quelque-uns au moins de ces points.</p> <p>PH. – Pour les contenus, je fais une différenciation surtout plus tard, dans les classes avancées, quand on parle de questions de civilisation, de littérature, où ils peuvent choisir la partie du sujet qui les intéresse le plus, dans des groupes. Pour les objectifs je ne différencie pratiquement pas, pas beaucoup, mais bien sûr que les meilleurs élèves profiteront encore du travail autonome.</p> <p>Les matériels sont très divers, j’ai des jeux et d’autres matériels très divers. Les élèves peuvent donc choisir ce qui leur plaît le plus ou ce avec lequel ils ont le plus de succès d’apprentissage.</p> <p>PV. – Et le manuel ? C’est-à-dire, est-ce que tu utilises le manuel que tous les élèves ont d’une manière différenciée ?</p> <p>PH. Oui, dans le travail autonome oui. Parce qu’il y a des exercices qu’ils peuvent faire ou ne pas faire. Les activités, c’est un peu pareil, ils peuvent choisir librement les activités qu’ils veulent faire.</p> <p>PV. – Et les aides ? C’est-à-dire, est-ce que tu aides tes élèves d’une manière</p>	<p>TV. – Can you give me some examples of differentiated learning in French language in this case, at least for some of these points.</p> <p>HT. – As to contents, I tend to make differentiation later, in the advanced classes, when we’re talking of questions of background studies, of literature, where they can choose the part of the topic that interests them most, in groups. As to aims, in practice I don’t differentiate, not much, but certainly the better students will still profit from autonomous work. The materials are vary varied, I’ve got games and other very varied materials. The students can choose what pleases them the most or with which they have the most learning success.</p> <p>TV. – And the textbook ? That is, do you use the textbook that all the students have in a differentiated way ?</p> <p>HT. – Yes, in autonomous work, because there are exercises they can do or not do. Activities, it’s a bit the same, they can choose freely those activities they want to do.</p> <p>TV. – And help ? That is, do you help your students . . . you have the opportunity to help your students in a different way, if they are working in this way ?</p>

<p>différente, s'ils travaillent de cette manière ?</p> <p>PH. – Oui. D'un côté il y a le contrôle autonome. Ils regardent eux-mêmes, ils comparent s'ils ont trouvé la bonne solution. De l'autre côté. Moi je circule dans la classe et les élèves peuvent me poser des questions. De l'autre côté ils peuvent demander de l'aide à leurs camarades, aussi, en classe, ce qu'ils aiment beaucoup faire, et ce qu'ils font plus librement que de demander à moi. Et en plus, bien sûr, ils peuvent utiliser les manuels, les livres de grammaire ou les dictionnaires.</p> <p>PV. – Et les méthodes ? Est-ce que ta méthode change, dans ta classe, lorsque tu travailles comme ça ?</p> <p>PH. – Maintenant . . . oui. . Je parle maintenant du travail autonome. Il y a bien sûr aussi d'autres méthodes. Dans le travail autonome la méthode c'est que je suis plutôt, disons, un entraîneur, ou que je mets à la disposition de l'élève mon aide s'il en a besoin. Je ne suis pas le prof qui est devant la classe et qui dicte tout.</p> <p>PV. – Il y a une différenciation finale, dans l'évaluation ?</p> <p>PH. – Moi je ne le fais pas. Je ne fais pas de différenciation dans les épreuves, par exemple. Et j'ai trouvé que, d'après mon expérience personnelle, je crois, qu'il n'y a pas eu de grande différence entre les succès des épreuves écrites, entre les résultats avec le travail autonome ou sans travail autonome.</p>	<p>HT. – Yes. On the one hand there is autonomous control. They look themselves, they compare if they have found the right solution. On the other hand, I go round the class and the students can ask me questions. On the other hand they can ask for help from their friends, too, in class, which they like doing a lot, and which they do more freely than asking me. And also, of course, they can use the textbooks, the grammar books or the dictionaries.</p> <p>TV. – And the methods ? Does your method change, in your class, when you work like that ?</p> <p>HT. – Now . . . yes . . . I'm talking now of autonomous work. Of course there are also other methods. In autonomous work the method is that I am rather, let's say, a trainer, or that I put at the student's disposal my help if he needs it. I'm not the teacher who is in front of the class and who dictates everything.</p> <p>TV. – And is there a final differentiation, in evaluation ?</p> <p>HT. – I don't do that. I don't make any differentiation with tests, for example. And I've also found that, in my personal experience, there isn't much difference between the success of written tests, between the results with autonomous work or no autonomous work.</p>
--	--

<i><b>SELF-TRAINING</b></i>	<i><b>NOTES</b></i>	<i><b>TRAINING</b></i>
1. What are the domains in which the teacher interviewed effectively differentiates her teaching based on the concrete examples given here ?	1. Domains of differentiation : a) <i>Contents</i> : only in advanced classes, for background studies and literature, according to the students' interests; b) <i>Support materials</i> : the students choose between games and the various material put at their disposal by the teacher.	This file refers to numerous domains of differentiation. It could be used as well as an introduction to the whole of Part 1 of the Booklet, which deals precisely with these different domains.

	<p>c) <i>Tasks</i> : the students choose freely the exercises and activities they want to do, from what is suggested to them in the textbook or by the teacher ;</p> <p>d) <i>Aids and guidance</i> : the students have access according to their needs to grammar books and dictionaries ; they can if they wish ask for the teacher's help, but more often ask other students.</p>	
2. In which domains does the teacher claim not to differentiate ? Why doesn't she do this, in your opinion?	2. Domain not affected by differentiation : evaluation. There are various interpretations : the teacher might think the students incapable of it (but hey can become so if trained . . .), but more likely she considers I her responsibility (no doubt because she is thinking here of summative, not formative, evaluation) .	
3. On the continuum differentiated teaching-differentiated learning (cf. the chart in the Annexe of the file Evaluation 3/ 3), on what side is the teacher clearly situated ? Justify your judgement.	3. The teacher is clearly leaning towards learning (and therefore autonomy) rather than towards teaching (hence the differentiation of her own work) : it is the students who differentiate by themselves for themselves in the different domains listed in Point 2 above.	
4. What exactly does the following sentence mean : "As to as, in practice I don't differentiate, not much, but certainly the better students will still profit from autonomous work" ?	4. Significant point : the better students will differentiate their aims themselves, that is, give themselves higher aims, according to what they estimate to be their skills.	You could point out that if the class work is principally done in the form of autonomous work carried out in this way, the heterogeneity of the students' levels cannot grow, because the better ones are already more autonomous, profiting most from this mode of work. This is what can justify strong intervention by the teacher, under the form of differentiated learning going as far as "positive discrimination" in favour of the weakest.
5. What evaluation does his teacher make of the efficacy of autonomous work ?	5. This teacher comes to the conclusion that "in [her] personal experience, there isn't a big difference between the success of written tests, between results with or without autonomous work."	
6. How can you explain this rather surprising judgement?	6. One possible interpretation is that the tests the teacher is referring to are a matter for particular training which	This question provides the participants with a good opportunity for didactic analysis training, very much

	can be done efficiently under the teacher's direction, and by means of specialised activities and exercises. It is difficult to judge without knowing the nature of these tests and the evaluation criteria. In any case it is likely that the tests do not take into account the students' degree of autonomy, in other words they do not concern "problem solving" (cf. definition in the Glossary). It would also be essential to know if the teacher's judgement applies in the same way to all the years of study. Also if it is as valid for the weakest as for the strongest, etc.	Work must be evaluated according to <b>context</b> .
7. In the following part of her interview, the teacher declares herself in spite of everything very firmly on the side of autonomous work. What might her arguments be?	7. The following file leads to confronting the hypotheses of each of the teacher's statements.	

**FILE no. 2/6**

Country	L1	L2	Level	Length	Counter
Austria	German	French	Teacher interview		

<b>File can also be used in :</b>
- Autonomisation
- Aims

**CONTEXTUALISATION**

Ref. / original cassette counter :Minardi 1/ 4  
: 25:00 to 26:50

Provisional matrix counter : 2:52:25 to 2:54:20

This is the continuation of the preceding interview (file 1/ 2). The Austrian colleague gives her reaction to the result of a questionnaire concerning differentiated learning she has just carried out with her students

<p style="text-align: center;"><b>ORIGINAL TRANSCRIPT</b> <b>French</b></p>	<p style="text-align: center;"><b>TRANSLATION</b></p>
<p>PH. – J’étais surprise parce que la réaction dans les sondages était encore plus positive que je ne pensais. Le reste . . . oui. . . j’ai remarqué qu’il y avait relativement beaucoup de difficultés [quant] à l’organisation du temps. Pour les élèves, individuellement, je ne m’en étais pas aperçue avant. Donc il va falloir un peu faire attention à ça. Un autre changement que j’ai oublié tout à l’heure : je crois que les élèves apprennent aussi à être plus autonomes et plus indépendants, par ce travail. Et . . . oui, ils sont plus indépendants comme ça.</p> <p>PV. – Bon. Donc, but d’une formation générale de l’élève : le travail autonome les aide, et de quelle manière ? C’est-à-dire que tu viens de . . .</p> <p>PH. – Oui, c’est ça, oui, c’est ça. C’est-à-dire, je pense que c’est vraiment très important pour diverses raisons. Par exemple, ils apprennent à travailler en équipe, ce qui est très important aujourd’hui dans notre société ; ils apprennent à développer leurs idées eux-mêmes ; à s’organiser eux-mêmes, à organiser leur temps, à prendre leurs responsabilités, d’eux-mêmes. Parce que, avec l’auto-contrôle, par exemple, s’ils ne se soucient pas de faire le contrôle correctement, ce sera leur dommage à eux, et ils en seront responsables, du résultat. Et comme ça ils deviendront plus autonomes, plus indépendants, plus sûrs d’eux peut-être, aussi.</p>	<p>HT. – I was surprised because the reaction in the questionnaires was much more positive than I thought. The remainder . . . yes. . . I noticed that there were relatively quite a lot of problems with organisation of time. For the students, individually, I hadn’t noticed it before. So there is going to have to be a bit more attention to that. Another change that I forgot earlier : I think that the students also learn to be more autonomous and more independent, with this work. And . . . yes, they are more independent like that.</p> <p>TV. – Right. So, target for the student’s general training: autonomous work helps them, and in what way ? That is, you have just . . .</p> <p>HT. – Yes, that’s it, yes, that’s it. That is, I think it’s really important for a variety of reasons. For example, they learn to work in a team, which is very important today in our society ; They learn to develop their ideas themselves ; to organise themselves, to organise their time, to take on their responsibilities for themselves. Because, with self-control, for example, if they don’t care about doing the control correctly, it will be the worse for them, and they will be responsible, as a result. And like that they will become more autonomous, more independent, more sure of themselves perhaps, too.</p>

<p style="text-align: center;"><b>SELF-TRAINING</b></p>	<p style="text-align: center;"><b>NOTES</b></p>	<p style="text-align: center;"><b>TRAINING</b></p>
<p>1. Re-read, in the Glossary, the distinction between “final outcomes” and “aims”.</p>		
<p>2. Now check your hypotheses concerning the teacher’s arguments in favour of autonomous work. What are they ? Use the typology set out in the Glossary, and quote all the passages corresponding to the transcript.</p>	<p>2. They are essentially final outcomes, and not linguistic or cultural aims, and more precisely of the order of <b>intellectual</b> and <b>ethical</b> training :</p> <p>a) “autonomy” and “independence” : “the students also</p>	

	<p>learn to be more autonomous and independent, by this work. And . . . yes, they are more independent like that” ;          “they will become more autonomous, more independent, more sure of themselves” ;          b) respect for others (“They learn to work as a team.”) ;          c) sense of responsibility (“they are learning to take on their own responsibility.”).</p>	
<p>3. Make a note of everything that defines student autonomy to this teacher.</p>	<p>3. Autonomy is described in terms of :          - skill to organise themselves ;          - skill to develop their own ideas ;          - skill to manage their time ;          - skill at self-control ;          - self-confidence.</p>	<p>This question could be preceded by the participants’ personal research, then making them compare their ideas with those of the teacher.</p>
<p>4. In your opinion, does autonomy relate to intellectual finality or ethical finality ?</p>	<p>4. Formidable question, the response to which cannot be given by a simple ad hoc note !          You can simply say here that one of the peculiarities of our European societies is to claim there is no opposition, but on the other hand, indissociability, between personal freedom and social cohesion, between individual values and collective values : it is the very basis of the western idea of <i>democracy</i>.</p>	
<p>5. How could you explain the students’ judgement concerning autonomous work, if its educational efficacy is not proven in the eyes of the teacher ? Do you think their reasons are the same as those of the teacher ?</p>	<p>5. Simultaneous work on the three following files leads to confronting your own hypotheses on the statements of the students interviewed,</p>	



**WE NOW SUGGEST JOINT WORK  
ON THE THREE REMAINING FILES : 3/ 6. 4/ 6 and 5/6**

**FILE no. 3/ 6**

Country	L1	L2	Level	Length	Counter
Netherlands	Dutch	French	Student interviews		

**CONTEXTUALISATION**

Ref. / original cassette counter : Vitelli 2/ 2 : 25:10 to 28:30  
Provisional matrix counter : 1:50:20 to 1:53:40

This is an interview with students we saw in class in the sequence Environment 3/ 4

<b>ORIGINAL TRANSCRIPT</b> <i>Dutch L1, French L2</i>	<b>TRANSLATION</b>
<p>L. – Janien, wat vind jij ? Wat heb je ervan gevonden om op deze manier te werken ? L1. – Nou, ik vond het wel leuk. Je kan continu werken en het is afwisselend en je kan in je eigen tempo werken. Als je gewoon les hebt, dan gaat het soms te snel en dan kun je het niet bijhouden. L. – En jij, Nicole ? L2. – je kunt doen wat je wilt en in je eigen tempo en dan hoeft je je niet te haasten en je hoeft niet bang te zijn dat het niet afkomt. Als je boekjes leuk vindt, dan kun je boekjes lezen. Doen wat je zelf leuk vindt. L. – Is het anders dan bij Engels ? L3. – Ja, op zich wel. De opdrachten zijn in elk geval anders. Je oet vertalen en zo. Bij Engels heb je geen boekjes waar je dan vragen bij hebt. L.- Bij Engels werk je allemaal aan hetzelfde tegelijkertijd ? L4. – Ja, meestal wel. Je krijgt een op-dracht en dat is dan precies wat bij de les hoort. L. – Dus bij Frans is het anders dan bij Engels ? Wat is het verschil ? L5. – Bij Engels werk je dan met zijn allen. En neestal werk je allemaal uit hetzelfde boekje met dezelfde opdrachten.</p> <p>L. – En je vindt het wel leuk dat bij Frans in je eigen tempo kunt werken. L6. – Je hoeft geen rekening te houden met iets dat je af moet hebben en je kunt overleggen</p>	<p>T. – Jantien, what do you think ? Did you like working in this way ? S1. – Yes, I liked it. You can work without interruption and there’s a lot of variation and you can work at your own pace. In a normal lesson it’s sometimes too quick and you can’t follow. T. – And you, Nicole ? S2. – You can do what you prefer, at your own pace and you don’t have to hurry and you don’t have to worry that you won’t finish your work. If you like reading little books, you can read them. You can do what you like best. T. – Is there a difference between the English lesson ? S3. –Yes there is. The tasks are different anyway. You have to translate and do things like that. And in the English course there aren’t any little books with questions. T. – During the English lesson you all work on the same things ? S4. – Most of the time yes. They give you a task and you work on it during the whole lesson. T. – The French lessons are different to the English lessons. What is the difference ? S5. In English we all work on the same book, with the same tasks.. T. – And you like to be able to work at your own pace during the French lessons ?</p>

<p>met anderen. Als je moet haasten, dan maak je ook sneller schrijffouten. Als je maar moet doorgaan dan kan je niet alles tot je door laten dringen.                  L. – En dat stukje dat je in de klas doet. Want we doen ook wel dingen samen, mei zijn allen, aan het begin en daarna ga je over in je eigen tempo.                  L7. – Ja, dat vind ik ook wel goed. Dat je kunt voorbereiden voor als je een SO krijgt, bij Engels krijg je meteen die SO.                  L. – Het feit dat je bij Frans kunt kiezen uit verschillende dingen dat vind je wel leuk, en ook dat je in je eigen tempo kunt werken.</p>	<p>E6. – There isn't any stress caused by the tasks you have to finish and you can discuss things with the others. If you have to hurry, you make mistakes. If it goes too quickly, it's isn't possible for you to understand properly                  T. – And what we do together in class ? because we also do things together before individual work.                  S7. – Yes, it's a good thing. You have the chance to get ready for a test. In English you just do the test without this preparation in class.                  T. – And you also like having the chance to make a choice from several activities and you also like being able to work at your own pace.</p>
---	---

**FILE no. 4/ 6**

Country	L1	L2	Level	Length	Counter
Austria	German	French	Student interviews		
					Ref. / original cassette counter : Minardi 1/ 4 : 10:00 to 14:50 Provisional matrix counter : 1:54: 00 to 1:59:00

ORIGINAL TRANSCRIPT German	TRANSLATION
<p>L. – Meinungsumfrage. Wir haben gerade eine Meinungsfrage über das Offene Lernen gemacht und einige Schüler wollen uns gerne darüber erzählen. Wir arbeiten mit dem Offenen Lernen jetzt seit zwei Jahren, und findet ihr, daß das eine gute Lernmethode ist, daß das was bringt ? Klara zum Beispiel vielleicht ?                  S1. – Es bringt auf jeden Fall was. In der Gruppe lernen macht mehr Spass und man kann sich auf das konzentrieren was man noch nicht so gut kann.                  L. – Seid ihr mit der Zeiteinteilung zurechtgekommen ? Bettina ?                  S2. – Also ich finde, daß man mit der Zeit sehr gut zurechtgekommen ist, weil man sich die Zeit sehr leicht einteilen kann. Also wenn man dreimal in der Woche Französisch hat, dann kann man sich die Zeit ganz genau einteilen und gut mit der Zeit zurecht kommen.                  L. – Also, du bist mit der Zeit gut zurechtgekommen ? Welche Aufgaben haben euch besonders gut gefallen ? Michel, willst du das beantworten ?</p>	<p>T. – Opinion poll. We've just done an opinion poll on Open Learning and some of the students want to tell us about it. We've been working with Open Learning now for two years, and do you think it's a good way of learning, that there's something to it ? Klara, for example, perhaps ?                  S1. – It certainly has something about it. Learning in a group is more fun and you can concentrate on what you're not too good at.                  T. – Did you get on with the division of time ? Bettina ?                  S2. – Well I think that we got on alright with the time, because you can easily divide the time up. If you have French three times a week, than you can divide your time up exactly and get on well with the time.                  T. – So you got on alright with the time ? What exercises did you particularly like ? Michel, would you like to answer ?</p>
<p>S3. – Mir haben die Aufgaben sehr gut gefallen, wo man eben in der Gruppe ausammenarbeiten kann, zB. In diesem Spiel und man sich untereinander ergänzen kann und dann eben die Fehler ausbessern kann untereinander.                  L. – Luise, was hat dir nicht so gut gefallen ?                  S4. – Wen man zB Texte schreiben muß, weil ich finde, daß man das besser zu Haus machen sollte und man sich beim Offenen Lernen auf die Gruppe konzentrieren sollte.                  L. – Und weil es auch wahrscheinlich schwierig ist, wenn alle laut sind und wenn alle</p>	<p>S3. – I liked the exercises, where you can work with the group, for example in this game and you can fill in for one another and then correct the mistakes better among yourselves.                  T. – Luise, what didn't you like so much ?                  S4. – For example, when you have to write texts, because I think that you can do that better at home and that in Open learning you should concentrate on the group.</p>

<p>arbeiten, sich auf einen Text zu konzentrieren. Was würdet ihr gern verbessern noch am Offenen Lernen ? Du, Klara ? Hast du eine Idee ?</p> <p>S1. – Vielleicht noch mehr Übungen, denn man kann nie genug üben. Es sind teilweise auch ganz kurze Übungen dabei. Vielleicht, daß man die länger macht, mit Übungssätzen dabei.</p> <p>L. – Also, meine Übungen sind zu kurz ? Aber insgesamt möchtest du mehr. Wie habt ihr den Arbeitsplan gefunden ?</p> <p>S1.- Also Übungen in Gruppen. Mehr Übungen in Gruppen. Die Übungen, die man alleine machen kann, kann man auch zu Hause machen.</p> <p>L. – Sonst noch jemand Kommentar ? Bettina, was möchtest du sagen dazu ? Insgesamt ?</p> <p>S2. – Ich finde, daß das Offene Lernen eine gute Vorbereitung auf die Schularbeiten ist. Man kann vorher lernen, was man noch nicht gut beherrscht. Man kann sich die Fehler ausbessern. Man kann sich ergänzen, und man weiß dann ganz sicher, ob man sich gut oder weniger gut vorbereitet hat auf die Schularbeiten.</p> <p>L. – Es is also die Selbstkontrolle, die du so gut findest ? Sonst . . . ?</p> <p>S2. – Es ist einfach so, daß das Ganze lockerer geht. Man kann selbst üben, was man will.</p> <p>L. – Man kann selbst üben, was man will. Und sonst ? Fällt euch noch was ein ? Du, kannst du sagen, was du vorhin geleistet hast.</p> <p>S3. – Ja, ich finde Offenes Lernen sehr gut, weil man alles so besser im Kopf behält. Und wenn man es nicht versteht, da man dann fragen kann. Und eben, daß man in der Gruppe ist und sich gegenseitig ergänzen kann.</p> <p>S4. – Daß man eben in der Gruppe arbeitet, daß man sich gegenseitig helfen. Die ganzen Spiele, das ist abwechslungsreicher. Nachteil ist, daß man manchmal warten muß, bevor man ein Spiel kriegt.</p> <p>L. – Also, man muß warten bis man ein Spiel kriegt ? Noch ein Kommentar oder fällt euch nichts mehr ein ? Also würdet ihr sagen, daß wir weiter machen sollen oder eben nicht ?</p> <p>S2. – Ja, wir möchten so weiter machen, bei Französisch.</p>	<p>L. – And because it's probably difficult when everyone's noisy and when everyone's working, to concentrate on a text. What would you still like to improve in Open Learning ? Klara ? Have you any idea ?</p> <p>S1. – Perhaps more exercises, because you can never have enough exercises. Some of them are quite short. Perhaps you could make them longer, with training sentences too.</p> <p>L. – So, my exercises are too short ? But altogether you would like more. How did you find the work plan ?</p> <p>S1. – So exercises in groups. More exercises in groups. Exercises you can do on your own, you can do at home.</p> <p>T. – Any other comments ? Bettina. What would you like to say ? Generally ?</p> <p>S2. – I think Open Learning is a good preparation for the school exams. You can learn beforehand, what you don't yet master properly. You can correct your mistakes. You can catch up, and then you know for certain whether you've prepared well or less well for the school exams.</p> <p>T. – So it's the self-evaluation that you find so good ? Anything else ?</p> <p>S2. It's just that the whole thing is more relaxed. You can work on what you want to.</p> <p>T. – You can work on what you want to. And besides ? Does anything occur to you ? You can say, what you did before.</p> <p>S3. – Yes, I think Open Learning is very good, because you keep everything better in your head. And if you don't understand, then you can ask. And then, that you're in a group and can help one another.</p> <p>S4. – That you can work in a group, that you can help one another. All the games, that's more fun. Disadvantage is, that you sometimes have to wait, before you get a game.</p> <p>T. – So you have to wait until you get a game ? Any other comment or does nothing else occur to you ? So, you would say that we should continue or perhaps not ?</p> <p>S2. – Yes, we would like to continue, in French.</p>
---	---

FILE no. 5/6

Country	L1	L2	Level	Length	Counter
Italy	Italian	English	Student interview		

<b>CONTEXTUALISATION</b>	Ref. / original cassette counter : Minardi 1/ 1 : 18:20 to 20:40 Provisional matrix counter : 1:59:05 to 2:01:30
This is an interview with some of the students after a differentiated learning session, the same students you can see in the sequence corresponding to the file Measure 1/ 3	

ORIGINAL TRANSCRIPT Italian	TRANSLATION
<p>A1. – Perché preferisco ripassare parlando piuttosto che scrivendo, infatti ho difficoltà nello scrivere. E ho fatto i giochi, le attività orali appunto, mentre ritengo che ripassare in questo modo con attività che sono diverse dal solito ripasso sul libro sia più utile nel senso che colpisce di più memorai, quindi un ripasso più vivo.</p> <p>A2. - . . molto bello e molto importante soprattutto perché ho cercato di migliorare la mia pronuncia inglese soprattutto in vista del nuovo esame di maturità di quest'anno. Non è stato assolutamente inutile oggi pomeriggio in quanto ho potuto anche ripassare tutto il programma svolto quest'anno, parte del programma svolto quest'anno e è stato molto ben organizzato e io penso sia molto più utile questo metodo di lavoro piuttosto che magari un'attività singola, comunque anche a coppie svolta al di fuori della scuola senza l'aiuto degli insegnanti. Gli schemi sono stati molto importanti perché ci hanno permesso di seguire un percorso ben determinato, sempre in vista della nuova maturità. Io mi sono trovata molto bene, mi è servito spero per migliorare la mia pronuncia e soprattutto per un ripasso guidato del programma fatto quest'anno in vista della maturità.</p> <p>A3. – Ti è piaciuto ?</p> <p>A4. – Sì mi è piaciuta molto questa esperienza perché sono riuscita a mettere in pratica quello che ho imparato durante quest'anno scolastico. Comunque penso che è stata un'iniziativa utile anche per un ripasso generale alla fine dell'anno. E a te ?</p> <p>A3. – No, anche a me è piaciuto. Mi è piaciuto molto il rallye ci siamo messi alla prova a vicenda e comunque quello che non so io sai tu, quello che non sai tu so io, quindi ci completiamo è un aiuto reciproco.</p> <p>A4. – E' come se studiassimo insieme.</p> <p>A3. – Sì, forse è anche più utile che studiare da soli. E' vero.</p>	<p>S1. - . . because I prefer revising by talking that by writing, in fact I have difficulties when I write and I did the games, the oral activities well and I think that revising in this way by activities which are different from the normal revision from the book is useful, because that stays in your head, it's a more lively revision.</p> <p>S2. - . . very nice and very important especially because I wanted to improve my English pronunciation particularly in view of the new exam this year. That wasn't useless at all this afternoon because I was also able to revise the whole of this year's programme, part of this year's programme and that was very well organised and I think that this method of work is much more useful than an individual activity or pair work done outside school without the teachers' help. The schemes were very important because they allowed us to follow a well marked route I view of the new exam. I liked it a lot, it served I hope to improve my pronunciation and especially for a guided revision of this year's programme with the exam in mind.</p> <p>S3. – Did you like it ?</p> <p>S4. – Yes, I liked this experience a lot because I succeeded in putting into practice what I have learnt during this school year. I think that it was a useful experience even for general revision at the end of the year. And you ?</p> <p>A3. – No, I liked it too. I particularly liked the rally because it was a test one against the other and because I don't know what you know, what you don't know, I know, we complete each other, it's mutual help.</p> <p>E4. – It's as if we were studying together.</p> <p>E3. – Yes, perhaps it's even more useful than studying on your own. It's true.</p>

**ACTIVITIES SIMULTANEOUSLY LINKED TO FILES 3/ 6, 4/ 6 AND 5/ 6 ABOVE**

SELF-TRAINING	NOTES	TRAINING
1. Watch the three sequences without interruption for a first time.		<p>You could get the course participants to note, in particular :</p> <ul style="list-style-type: none"> <li>- that the students make no explicit reference to ethical training, but nevertheless you can spot it, by means of their words on the pleasure and effectiveness of group work, a value to which the young people accord something very important, solidarity ;</li> <li>- that they do not separate pleasure and effectiveness ;</li> <li>- that the management of learning time is essential (respect of individual rhythms).</li> </ul>
2. Read the transcripts of files 3/ 6, 4/ 6 and 5/ 6 and compare your explanations with those given by the students. What are the main positive points which the students put forward ? Pinpoint systematically all the corresponding statements.	<p>2. The students put forward (in the order they appear, within each point) :</p> <p>c) <i>pleasure</i> : variety of activities ; absence of stress, pleasure in group work ; “games bring more variety” ; “everything is more relaxed” ; personal choice of support materials and activities ; novelty of activities ; “more lively revision”.</p> <p>b) <i>Adapting to each person’s rhythm</i> :                      “you can work at your own pace” ; “you can go at your own pace and you don’t have to worry if you don’t finish your work” ; “you can do your planning easily” ; “you can learn in advance”.</p>	

	a) <i>Effectiveness</i> : “you can be ready for a test” ; “in the group you can help each other and correct each other’s mistakes” ; “you can concentrate on the things you haven’t mastered yet” ; “in the group you can help and support one another” ; “you can help one another” ; “it stays in your head” ; “this method of working is much more useful” ; “it was a useful initiative” ; “you complement one another, there’s mutual help” ; “it’s even more useful than studying on your own”.	
3. What is the students’ most quoted aspect of differentiated learning ?	3. group work, which you find quoted in three positive points.	
4. How can you summarise the implicit request that the student formulates through some of his criticisms ?	4. A better link between individual work and collective work, class work and homework.	
5. Look again at the 5 files, and compare the results of your analysis of each of them : what differences appear between the conclusions drawn by the teacher on the one hand, and the students on the other, of autonomous work or differentiated learning ?	5. Differences : a) The students do not refer explicitly to “general training”, in particular ethical. b) They put solidarity at the core of the group ahead of personal autonomy. c) They are more convinced than the teacher of the effectiveness of the method even for examination revision.	

**II. PERSONAL CONCLUSIONS  
OF THOSE WHO HAVE USED THE CASSETTE AND THE SELF-TRAINING BOOKLET**

**FILE no. 6/ 6**

SELF-TRAINING	NOTES	TRAINING
<p>1. At the beginning of work on this self-training cassette and its <i>Booklet</i>, you made two photocopies of the initial questionnaire, and you filled in one of them. Now fill in the second one without looking at what you wrote on the first.</p>		
<p>2. Compare point by point the two questionnaires, trying to evaluate yourself what has been modified in your knowledge, views and personal attitudes concerning differentiated learning :</p> <p>a) How do you define it ? What seems to you to characterise it ?</p> <p>b) Would you yourself like to have learned in this way ?</p> <p>c) Does it seem to you to be essential for the students ? Why ?</p> <p>d) What are the conditions which to you seem necessary or desirable to carry it out ?</p> <p>e) What effects would you expect ?</p> <p>f) Are you personally thinking of using in your classes ?</p> <p><b><i>Of course, this ultimate activity of the Self-training Booklet has no note.</i></b></p>		<p>This activity could be done individually, then by small groups, and finally by a large group beginning with an account made by each small group's spokesperson.</p>

***ANALYSES***

	<b>PAGES</b>
“Autonomous work . . . differentiated learning : where are we coming from ?”, by Nicole Gannac . . . . .	245-249
“Differentiated learning and institutional differentiation”, by Christian Puren . . . . .	250-256
“Pedagogical differentiation and autonomous learning”, by Arjan Krijgsman . . . . .	257-265
“Between “differentiated learning” and “autonomous learning”, by Paola Bertocchini and Christian Puren . . . . .	266-270
“Digital technology and differentiated learning, what synergy ?” by Françoise Toussaint . . . . .	271-278



# ***AUTONOMOUS WORK . . . DIFFERENTIATED LEARNING***

## **WHERE ARE WE COMING FROM ?**

by **Nicole Gannac**

“Even where I was initiating, I liked to feel I was continuing.”  
Marguerite Yourcenar, *Mémoires d’Hadrian*, Éd. Folio, 1996, p.183.

Autonomous work<sup>1</sup> and differentiated learning were introduced in the French educational system in 1972 as an experimental title, under the direction of Louis Legrand. This was not a creation from nowhere : in the first college cycle and in “pilot lycées”, isolated attempts at renovation of educational methods in the spirit of “new classes” and towards a greater student autonomy, already existed. The founding text seems to us to be Louis Legrand’s article which appeared in no. 7 of *Recherches Pédagogiques* “Aims and modalities of independent work”. It seems essential to us that all those who are interested in differentiated learning, and for even more reason those who practise it, should ask themselves where the roots lie. We will therefore try to reply to the question : “Where are we coming from ?”

Educational research quickly turned to individualisation of teaching, that is, its adaptation to the skills and pace of the students. At the end of the last century, Maria Montessori (1870 – 1952) carried out in-depth study of the work of J. Itard, published in 1898, a *Mémoire sur le Sauvage de l’Aveyron*, and expressed the desire to change the school. She was looking for ways to conjugate freedom, help and respect for the child, and to this end she brought about the famous Montessori method.

In France, by the decree of August 2 1881<sup>2</sup>, nursery schools replaced shelters. They regrouped up to 200 children, from 2 to 6, in clean and heated nurseries, certainly, but no active education was possible. The ministers Ferry and Buisson decided to closely integrate the nursery school with the school system, put in place from 1800 to 1882. The nursery school became a school like the others, “establishments for primary education” (Goblet Law of 1887). An essential role therefore fell to the General Inspectors because, though the finance of elementary education and therefore of nursery schools was local, the educational organisation was national. Functionaries were paid by the State and controlled by the Inspectors. Mlle. Brès and above all Pauline Kergonard, General Inspectors, gave new impetus to the nursery schools. Pauline Kergonard stressed the importance of children’s activity, their freedom ; she protested against “drill” and saw play as “children’s work”.

In the United States, the Dalton Plan, in 1922, more or less completely suppressed collective teaching at the first and second stages. In Switzerland, the active school of Adolphe Ferrière (1879 – 1960) cultivated spontaneity in children, but gave them a “work plan”.

Édouard Claparède (1873 – 1940), founder of the Jean Jacques Rousseau Institute in Geneva and of the School of Psychology and Educational Science, suggests that half the obligatory lessons should be common to all the pupils and that the other part consist of a collection of courses and exercises chosen by the pupils.

- 
- 1 The name originally chosen was “travail indépendant”, literal translation of *Independent Study*. It was at the behest of the Council of Europe that the term “autonomous” was adopted at the conference of European ministers, in Bern, June 1973. You will not be surprised to see the name first in the first official texts quoted.
  - 2 See Prost, “*L’enseignement en France*”, p. 285.

In the postscript of the fifth edition of *L'École Mode d'Emploi*<sup>3</sup>, Philippe Meirieu points to other links : J.-R. de La Salle (1706), Wasburne and the Winetka school, or yet again Pierre Faure. We refer them to our readers. We will not forget the Mail School, also conceived in Geneva by Dottrens, nor of course the Freinet School at Saint Paul de Vence.

Célestin Freinet (1816 – 1966) based his teaching at primary school on motivation, expression, socialisation, experimental trial and error. The “free text” promoted both the primacy of expression and the desire to socialise the child by collective activity on individual work. The work library, self-correction files, plans of work drawn up jointly between the master and the pupils in a spirit of co-operation, will serve as a route for all supporters of autonomous work.

Meanwhile individual work alone does not fulfil the child. Group work is the answer to this need. Roger Coyusinet (1881 – 1958), a French teacher and then Inspector for Primary Education, experiments with a method of free work in groups. He publishes in 1921 *Le travail libre par groupes*, enlivens the review *La Nouvelle Éducation* (1922 – 1930), teaches education at the Sorbonne (1945 – 1958), the core of his ideas referring to the necessity to learn how to learn. He thinks that group work answers the needs a child has to surmount the difficulties of transmission of knowledge and to solve discipline problems. In *Pédagogie de l'apprentissage*, you find all the main principles of the New Education : glorification of the values of initiative, of autonomy, of activity, of respect for the child's needs.

The Belgian Decroly is with Dewey (1859 – 1952) one of the creators of active methods. He thinks children spontaneously seek to develop themselves and to adapt to their environment. The child progresses by taking action. The school has to promote socialisation.

This evolution of ideas regarding educational methods is not isolated by a basic reflection on the process itself of knowledge acquisition and know-how. The most eminent psychologists were preoccupied with this question. We will limit ourselves here to a resume of the answers of two specialists as different as Piaget and Bruner.

Joan Piaget (1896 – 1980) writes in *Psychologie et Éducation* : “The traditional school imposes work on the pupil, it makes him work. No doubt the child can bring to this work a larger or smaller share of interest and personal effort, and, insofar as the master is a good teacher, collaboration between his students and himself is not a negligible part of true activity. But, in the logic of the system, the pupil's intellectual and moral activity remains heteronymous because it is linked to the continual constraint of the teacher.[ . . . ] On the contrary, the new school involves real activity, the pupil's spontaneous activity, based on personal need and interest. This does not mean, as Claparède said so well, that active education requires the children to do whatever they want ; it demands that they like everything that they do, that they take action and are not acted upon.”

In a more explicit way, in the preface to Aebli's work *Didactique psychologique*, Piaget stresses the need to “appeal to individual or collective activity of pupils”. This is not necessarily based, as one imagines too often, solely on reasons taken from the psychology of interest or general motivation of behaviour, but also on the very mechanism of intelligence ; true assimilation of knowledge, from their most intellectual aspect too, assumes activity by the child and adolescent, because every act of intelligence implies a set of operations and that these operations can only function in as much as they are prepared by actions in themselves ; operations are none other, in fact, than the product of the internalisation and co-ordination of actions, so that, without activity, there is no authentic intelligence.” Intelligence is action, according to Piaget, and to promote it you have to facilitate the pupil's autonomous activity.

---

3 Postscript edited by *Cahiers Pédagogiques*, no. 286, September 1990.

The same statement by J.S. Bruner in *The Process of Education*. Within the framework of thoughts on the role of discovery in education, he develops the idea that pupils must discover for themselves the solution to a given problem in a given domain (physics for example). For Bruner, one of the aims of the new programmes is to throw a bridge between the seekers and the classroom. The child must be a scientist, an historian, an author, he must carry out research. It is in this way that he learns how to learn.

These thoughts have largely inspired educational practice, and this much more than a supplementary ferment to transformation manifested itself with the evolution of educational technology : “Library College” in the United States (Louis Shores, 1933), *Tutorial Approach to Learning* by Dr. Poslethwaite (1960), the use of a multimedia centre at the Montmorency CEGEP<sup>4</sup> in Quebec, recourse to the audio-visual to work on documents. Yesterday’s users, as those of today, were well aware that modern technology cannot, on its own, modify the nature of the educational relationship, and that what is essential is the carrying out of a global educational project susceptible to the use of all available means for a well-defined aim which is the development of student autonomy.

Allow us, in conclusion, to point out that most of the ideas, concepts or methods carried out in these cassettes or translated into words in the files attached to them, can easily be found in the educationalists who preceded us. Like *interest, initiative, autonomy, choice, aid, game, plan of work (planning) and action*. Even there where we have innovated, we have in fact been continuers.

This ECP is innovative insofar as it suggests the generalisation of the concept of differentiated learning in foreign languages. But it cannot ignore the fact that before this there were philosophers, theoreticians, experimenters and certain successes in other subject areas and even – rarely, it is true – in foreign languages. For language teaching/learning contains particular constraints. You have to lead head-on, right through school, the acquisition of knowledge and communication and the acquisition of knowledge (cultural and linguistic) by using this never well mastered instrument of the foreign language. You will understand how wise it is on the part of Dutch schools to put off until the secondary stage the aim of autonomy, at the moment when language autonomy is more or less assured.

You will equally understand that the first name, that of “independent work”, was abandoned. It assumes that the learner is alone with himself, his gaps, his doubts and also his inexhaustible richness as far as he hasn’t the means to express them. Differentiated learning, because it is educational, gives back to the language teacher all his importance. He is no longer a master who knows and dispenses his knowledge by frontal teaching, but one who is a guide and advisor, and is much more available when he is not at the same time in charge of a full class. He is the mediator who facilitates access to knowledge and helps everyone, in his student work, to build their skills.

The whole thing can only work well if the learner provides the (autonomous) work and the teacher, autonomously, dispenses his (differentiated) teaching

## **BIBLIOGRAPHY**

- ALLAL L. CARDINET J. PERRENOUD Ph. *L'évaluation formative dans un enseignement différencié*, Bern, 5<sup>th</sup>. edition 1989.  
 CHEVALLARD Y. *La transposition didactique. Du savoir savant au savoir enseigné*, Grenoble, Éd. La Pensée Sauvage.  
 COUSINET R. *Une méthode de travail par groupe*, Paris, Cerf, 1921.  
 DEVELAY M. *De l'apprentissage à l'enseignement*, Paris, ESF éditeur, 1992.

---

4 Collège d'Enseignement Général et Professionnel.

- FERRIERE A. *L'École active*, Paris, Delachaux.
- FERRIERE A. *L'autonomie des écoliers*, Paris, Delachaux, 1921.
- FEREINET C. *Les techniques Freinet de l'école moderne*, Paris, A. Colin.
- GANNAC N. « Évaluer l'oral, un exemple en espagnol », *Cahiers Pédagogiques*, no. 260, Jan. 1988, pp. 37 – 38. Paris, CRAP-Cahiers Pédagogiques.
- GRANGEAT M. *Différenciation, évaluation et métacognition dans l'activité pédagogique à l'école et au collège*, Lyon, Université Lumière, thèse.
- GRANGEAT M. (coord.) & MEIRIEU Ph. (dir.), *La métacognition, une aide au travail des élèves*.
- JACQUARD A. *Éloge de la différence. La génétique et les hommes*, Paris, Seuil, 1978.
- LEGRAND L. *La différenciation pédagogique*, Paris, Éd. Du Scarabée, 1986.
- LEGRAND L. *Les différenciations de la pédagogie*, Paris, PUF, 1996.
- LUSTINBERGER C. *Le travail scolaire par groupes*, Paris, Delachaux.
- MEIRIEU Ph. *Itinéraires des pédagogies de groupe. Apprendre en groupe 1*, Lyon, Chronique Sociale, Lyon, 1984.
- MEIRIEU Ph. *Itinéraires des pédagogies de groupe. Apprendre en groupe 2*, Lyon, Chronique Sociale, 1984.
- MEIRIEU Ph. *Apprendre . . . oui mais comment ?*, Paris, ESF Éditeur, 1987.
- MEIRIEU Ph. *Enseigner, scénario pour un métier nouveau*, Paris. ESF Éditeur, 1989.
- MEIRIEU PH. *L'école, mode d'emploi. Des méthodes actives à la Pédagogie de groupe*, Paris, ESF Éditeur, 1990 (5<sup>th</sup>, édition).
- MEIRIEU Ph. « La Pédagogie différenciée est-elle dépassée ? ». Postscript to the 5<sup>th</sup>. edition of « L'École Mode d'Emploi », *Cahiers Pédagogiques*, no. 286, Sept. 1990, pp.48 – 52. Paris, CRAP-Cahiers Pédagogiques.
- MERIEU Ph. *Le choix d'éduquer. Éthique et pédagogie*. Paris, ESF Éditeur, 1991.
- MERIEU Ph. Et GUIRAUD M. *L'école ou la guerre civile*, Paris, Plon, 1997.
- NUNZIATI G. « Pour construire un dispositif d'évaluation formatrice ». *Cahiers Pédagogiques*, no. 280, pp. 47 – 64, 1990. Paris, CRAP-Cahiers Pédagogiques.
- PERRENOUD Ph. *La pédagogie à l'école des différences. Fragments d'une sociologie de l'échec*, Paris, ESF Éditeur.
- PERRENOUD Ph. « Sens du travail scolaire et travail du sens à l'école », *Cahiers Pédagogiques*, no. 314-315, pp. 23 – 27. Paris, CRAP-Cahiers Pédagogiques.
- PERRENOUD PH. « Différenciation de l'enseignement : résistances, deuils et paradoxes », *Cahiers Pédagogiques*, no. 305, 1992, pp.49 – 555. Paris, CRAP-Cahiers Pédagogiques.
- PERRENOUD Ph. *La formation des enseignants entre théorie et pratique*, L'Harmattan, Paris, 1994.
- PERRENOUD Ph. *Métier d'élève et sens du travail scolaire*, Paris, ESF Éditeur, 1994.
- PERRENOUD Ph. *Pédagogie différenciée : des intentions à l'action*, Paris, ESF Éditeur, 1997, 194 p.
- PIAGET J. *Psychologie et Pédagogie*, Paris Denoël, 1969.
- PROST A. *Éloge des Pédagogues*, Paris, Seuil, 1985.
- PROST A. *L'Enseignement en France 1800 – 1967*, Paris. Armand Colin, 1968.
- ZAKHARTCHOUK J-M *Le défi de la Pédagogie Différenciée*. Paris, I.N.R.P., 2000.

## ***DIFFERENTIATED LEARNING*** **AND INSTITUTIONAL DIFFERENTIATION**

Christian Puren

Professor of Language Education at the IUFM (Institut Universitaire de Formation des Maîtres), Paris.

### ***Introduction***

The essential thing about this ECP, because it had been designed in this way from the start but also because it used teachers observing other teachers in their classes and then experimenting in their own classes, concerns the teaching process (differentiated education strictly speaking), the learning process (open learning, autonomous work or autonomous learning for example), and certainly the relationship between the two processes which achieves its highest degree – that of interactivity in real time- during lesson hours within the four walls of the classroom. Even though the *Guide* supplied to teacher visitors before their departure attracted their attention in a particular chapter (Chapter III) on the importance of certain elements of the “institutional context” – official texts, establishment and team of teachers – the players they took into account were of course, first and foremost, the learners and their teachers.

In numerous dossiers however the teacher visitors and the host teachers have stressed the absence or presence of favourable conditions for setting up differentiated learning, to such a point that it seemed necessary to the group of experts to add to the chapters initially planned to classify the video sequences that had been retained (domains of differentiation and chronological stages for execution), a new, transversal, theme, that of “environment”, defined in the first file of the corresponding heading as “collection of external factors influencing the process of teaching/learning”.

I propose in the present study to show how and why this environment is important at this point in that what is called in France<sup>5</sup> “*differentiated* education”, despite its name, does not only concern the teacher (and the learners) but implies the totality of players in the educational arena, that is, just as much the teaching team, the establishment, educational and political authorities and as far as society in its entirety. “Differentiation”, in fact, does not only concern education but also the *measures* of teaching/learning, the *courses*, and finally the actual *languages* taught.

### **1. Educational differentiation**

---

5 My study is not meant to be comparative and therefore I shall limit it to the French situation taken as a simple example.

I shall not dwell on this aspect because it is the main topic of the accompanying files and analyses of this section of the *Training Booklet*, and because it is evident, whatever orientation one gives it and who wants to call it "differentiated education" or "autonomous learning", taking into consideration the diversity of learners obliges the teacher to find solutions to a multitude of problems related specifically to **education**<sup>6</sup> : plan of the domains of differentiation , linking the different stages, managing the types of the teaching/learning relationship and of groups, diversification of the functions taken up in class, links between the individual , collective and institutional dimensions, etc.

## 2. Differentiation of measures

This differentiated learning also requires the teacher to use appropriate **measures**, in other words, themselves differentiated, in other words, planning for learning situations made beforehand, carried out by the teacher. Now, if you refer to the different kinds of means that comprise measures (see definition in Glossary, p.00), you see at once that for the most part and for most of the time, they do not rely on one teacher alone, but imply teams of teachers and/or editors (to work out adapted educational materials), various categories of staff in the establishment (staff monitoring study areas , librarians, maintenance and material specialists. . . ) , those responsible for the establishment (for the management of room and timetables), administrative advice (for budgetary decisions), local, regional and national authorities for the respective finance of schools and colleges, finally all those responsible for education (inspectorate, Ministry) for orientations and official programmes . . . . .

Now differentiated education is so expensive in material, space and time that it cannot be generalised and put in place in the long term if all the players in the educational system, at their level, take it on and constantly assume the cost. The recent experience of Scotland, where the absence of favourable conditions finished by provoking a backward step in differentiated learning, although officially established (see p. 00), is worthy of mention at this point as a (counter)example and to be a reminder to the French educational authorities who have the tendency to believe (or pretend to believe) that the quality of education depends exclusively on teachers.

Education cannot be dissociated from the means it uses : the tape-recorder was an integral part of structural exercises, the projector of audiovisual methodology and the photocopier of the so-called "methodology of authentic documents" of the '70s, in French as a foreign language ; even group work, currently, is indissociable from chairs and tables, project education from rooms and timetables, autonomous work from documentary resources. The fortune of differentiated learning – and this is one of the reasons which allows us to be quite optimistic about the near future – is that it finds itself immediately very adaptable to these new technologies of information and communication (Internet, digital laboratories, . . . ) to these new products (multimedia CD-ROMS, . . . ) and these new learning spaces (resource centres, . . . ) which the French political leaders and public opinion seem ready to finance generously.

## 3. Differentiation of courses

---

6 Or "subject didactics" : I shall not go into this distinction, however important, but not the point here.

The teaching/learning of languages does not only have to be considered just on the scale of one and the same class during one and the same year, but also that of all the students of a country over the entirety of their school years, the scale of the language **course**. Now this level harbours great deposits of differentiation, hardly exploited so far in France at present, even if the situation is better than in many other European countries : nearly all the students here are obliged to choose a first modern foreign language (FL1) in class 6 (at the age of 11 – 12 years of age) and an obligatory FL2 in class 4 (at the age of 13 – 14 years of age) and finally, as an option, FL3 in the “second” class (at the age of 15 – 16 years of age). But, for all the students, every new language must be chosen at one of these three moments, all are taught with the same balance between the same aims (the four language skills) with the same frequency throughout a year (2 or 3 hours per week) and up to the same final evaluation at the end of schooling (at the baccalauréat, at 18 – 19 years of age).

In the current debate on the reform of language *curricula* in France a certain number of options are being handled, some of which have already given rise to setting things in motion. All pose formidable problems in execution, whether they be didactic, formative, administrative, financial, political or even ideological. But without doubt the choice of and linking between some of them will determine the evolution of language teaching in France in the decades to come, and you see how they all allow curricular differentiation to be envisaged<sup>7</sup>

### **3.1. So-called “early learning” :**

The idea is to make the most of the advantages the children benefit from (motivation, disponibilitie, spontaneity, ease of memorization, flexibility of speech organs. . . ) to start teaching languages before entry to class 6 (that is, before the age of 11 – 12). The aims – and the corresponding measures – can also be varied, from virtual bilingualism by means of “total immersion” to a very simple awareness of different languages/cultures.

### **3.2. Personalisation of courses**

An old claim of educationalists in general, and of language teachers in particular, is to put together subject classes according to the level attained in each by the students, and not mechanically according to age and number of years of study. The idea of “personalisation of courses” brings it up to date by a measure well-known in Europe for adults : several levels of certification would be defined for language, including a minimal level for the baccalauréat, and the students would individually manage their study of different languages deciding on the moment when they would sit for each of the levels they would have chosen.

### **3.3. Modularising courses**

The idea is to alternate more intensive periods of teaching and less intensive periods of teaching of simple maintenance of the level attained, and this might be from one year to the next, or during the same year. This modularisation also would permit planning for the final validation of this or that language taking place before the baccalauréat.

### **3.4. Hierarchical structure of aims**

---

<sup>7</sup> I am taking up again below part of an article published in *Les Langues Modernes*, no. 2/1999, pp.66 – 75, under the title “Linguistic policies and strategies in the teaching of languages in France”.

Up to now, each language is taught/learned by globally keeping a balance between the four language skills (written and oral comprehension, written and oral expression). The idea would consist here of working in a preferential or exclusive manner in one or the other skills either at certain times (thus expressing the previous idea of “modularisation”, see Point 3.3. above), or for the totality of the course (for example, certain languages would be approached principally in comprehension alone). The definition of levels of certification (cf. Point 3.2. above) could rest in part on this diversification of aims (the first level favouring for example oral comprehension, and the final one, written expression).

### 3.5. Specialisation of contents

Up to now, contents tackled in all language classes of French secondary teaching are essentially the culture of the corresponding country or countries. The idea here would be to turn towards specific contents in streams chosen by the students in the last two years : children in the section “ES” (economic and social) would thus work principally on economic and social texts. This progressive specialisation could be taken into account in defining the different levels of certification (cf. Point 3.2. above).

### 3.6. Instrumentalisation of the language

This instrumentalisation can be *internalised* within the school system : the idea is then to use the foreign language within the school or college at the service of other subjects. This option is already used in the sections called “European”, in which for example after some years of intensive language learning, history, geography, or maths are taught in this language ; but you could imagine either more gentle or specific actions , for example within the framework of an interdisciplinary subject. This instrumentalisation can be *external* to the school system, as has been the case for a long time, by means of correspondence between students of different countries, the modern means of communication (electronic mail, video-conferencing, . . . ) allowing from now on consideration of more systematic and more intensive forms.

### 3.7. Taking into account the interlingual and interdisciplinary dimension

The idea is to organise more or less specific modules where the students would work on transverse themes in all the languages they learn or can learn (including the French language): significant similarities and differences, regulations, comparison of methods of teaching and methods of learning , common educational problems etc. One sees this trend – which one could consider eventually extending to all school disciplines – in one of the concepts suggested for teaching children, getting to know awareness for languages in general (see Point 3.1. above).

In concluding this Chapter 3, it seems interesting to me to note – because it is certainly not by chance – that the school system of one of the European countries where differentiated learning is given strong impetus by the authorities (Holland, in a version centred on learning, that of “autonomous work”) is also that where an important margin of individual choice at curriculum level (up to 20% of all the subjects : cf. File “Environment 3 / 4”, comment to question no. 1, p.00).

## 4. Language differentiation

What I propose to call here “language differentiation” is more commonly called “diversification” in France, and its degree depends on the number of different **languages** offered by the school system to the students, on the number of languages learned at the same time by each student, and on the number of students learning each of these languages.



If you apply these three criteria, you can consider that the level of language differentiation is relatively high in France, as you can see in the introduction to Chapter 3 above (“Differentiation of courses”). But at least two strong reservations impose themselves :

1) While the percentage of students obligatorily learning two foreign languages has been under constant augmentation in France for two decades, this advance is very unequal : almost the totality of students learn a FL1 from Year 6<sup>th</sup> to the baccalauréat , taking all streams, but less than 10% of the students of the second technological and professional cycle (which actually represents almost half the baccalaureat entrants) study a FL2<sup>8</sup>. As to learning FL3, it is regressing everywhere : multiplication of options has in fact over the last ten years brought about a strong reduction in the percentage of students learning FL3 in general and technological sixth form (from 17% in 1989 to 10% in 1997).

2) Above all, the increase in the number of students learning two languages is accompanied by a decrease in the differentiation of these. The gap is impressive from the point of view between the number of language officially taught in France (14) and the actual offer on the ground: 65% of colleges only offer three languages (German, English and Spanish), 20% Italian, the other languages only being offered in a very restricted number of establishments (2%). Demand itself tends to reinforce this phenomenon, the most significant example being German which is receding in favour of English as FL1 (13% in '80, 10% in '97) and is plummeting compared with Spanish as FL2 : while these two languages were equal at 35% in 1971, they passed respectively to 18% and 63% in 1997. The excellent hold of Italian as FL3 (which has overtaken Spanish since 1994 with 41% of students ) and its resistance above the barrier of 5% in FL2 does not modify a heavy trend : after the (almost) “every FL1 English” – 90% of students in 1998 – there is a trend to (almost) “every FL2 Spanish”.

I completely share the view of my association, APLV, in considering this evolution as negative for the future of my country, because the diversity of languages is a condition for its future adaptation to largely unforeseeable modifications in the international context (is it reasonable to allow the teaching of Russian to die out, and to let the teaching of Japanese and Chinese to a private level ? ), and because it represents a cultural wealth which we do not even know how to maintain (is it reasonable to let deposits of skills in Arabic and Portuguese bequeathed by immigration to die out ?). From this standpoint the APLV has been asking for some years for a true democratic debate on linguistic policies (what “linguistic identity card” do we want for the France of the XXI<sup>st</sup>. century ?) as well as a very committed policy of differentiation on the part of the powers that be.

---

8 A very recent ministerial decision has made this FL2 obligatory in principle.

# ***PEDAGOGICAL DIFFERENTIATION AND AUTONOMOUS LEARNING***

by Arjan Krijgsman

## ***Part 1 / Introduction***

In the year 1998 an important change in the Dutch school system took place. It was in that year that the so-called "Study load approach" was effectuated in the tenth, eleventh and twelfth grade of secondary education. Like their working father and mothers students are expected to work or study about 1600 hours yearly.

Schools are free to organise school practice ; they are expected to have the students 'within the building' for about 1000 hours a year. But schools are free to arrange different aspects of school practice themselves. The amount of instruction lessons (and their length), the time the students study individually or in small groups, the time necessary for consulting teachers and so on, schools are totally free to organise it in their own way.

A very important aspect is the aspect of autonomous learning ; one of the most important aims of the new school system is 'learner's autonomy'. Students who leave secondary school should be able to organise their own learning process in higher education. This ability should be a key for success in higher education, where nowadays many students fail and leave university after a short time.

So, for different reasons autonomous learning is seen by politicians as a necessity in a developing technological society, Society, where for example the knowledge you possess on the moment you leave school will have lost most of its value after four or five years.

The new technological society needs flexible people, who are able to renew their knowledge and skills autonomously and continuously. Who want to become responsible for the necessity of life-time learning and who are to organise this life-time learning themselves.

## ***Part 2 / Propositions of Autonomous Foreign Language Learning***

The change in the Dutch educational system that's described above was discussed very intensively in the last years. Many propositions of the designers of the new school system were attacked fiercely by the opponents. We mention here some of the propositions of the designers and the supporters of autonomous learning. These propositions became more or less the basis for educational practice, although one should admit that the real educational changes are still far behind the 'ideological' ideals. Many teachers (and others) still doubt whether the aims of autonomous learning are not too ambitious and can be realised in the context of Dutch educational system. Students seem to agree with the possibilities of organising their learning process more independently, but complain of the way schools 'organise' independent learning. The 'study load' and the amount of subjects (about 15!) seem to be too heavy, the possibilities to make real choices are considered too limited.

The organisation of independent learning is for many schools a very heavy task ; most schools have to cope with many problems, for which solutions still have not been found. We mention here e.g. the extent of freedom students get (too much freedom leads to criticism of parents and in many cases to bad results, too less freedom leads to criticism of the 'ideologists' of the new system and the students), the amount of subjects, the new programmes for foreign languages (classes with only the reading programme for German and French and classes, in which only listening and speaking is taught), the teaching and learning materials, which are not always adequate tools for autonomous learning, the problems of non-motivated students, who need coaching (but too much coaching might be in contradiction to the principles of autonomous learning) and last but not least, differentiation. Autonomous and independent learning should, of course imply automatically differentiation in tasks, in pace, in level etc. etc. If a school is not able to organise this differentiation it won't be possible to give real shape to the ideals of the new ways of learning. Therefore it's interesting to focus on the propositions of independent and autonomous learning and to ask after the relation between this 'new' way of teaching and learning and pedagogical differentiation.

## **Propositions of Autonomous Foreign Language Learning**

1. There is always a direct relationship between independent learning and general pedagogical aims, like co-operative attitudes, self criticism, tolerance. A necessary condition for independent learning is co-operative learning. Especially in foreign language teaching co-operative learning is necessary to reach mastery in different skills.
2. An independent learner is able to take over the responsibility for his own learning process. He becomes in turn responsible in relation to
  - the fixation of the learning aims ;
  - the choice of the learning materials, the learning contents ;
  - the choice of the ways to deal with different learning subjects ;
  - the evaluation and assessment of the learning contents.
3. Especially in foreign language teaching independent learning is a 'conditio sine qua non', because foreign language learning is based on skill development and not only on transfer of knowledge.
4. There, where independent learning becomes reality, the task of the foreign language teacher becomes different. He will be more a classroom manager, a metacognitive guide than a teacher, whose most important task is transfer of knowledge.
5. Independent learning increases the motivation of the students.
6. Adequate learning requires more sophisticated learning materials to organise learners' responsibility.
7. Independent learning requires totally different learning environments, e.g. learning environments that stimulate metacognitive reflection.
8. A foreign language teacher should in relation to independent learning be aware of his own cognitive learning styles and conduct.
9. Learning to learn and teaching to learn independently is extremely important, because it's especially the process of foreign language learning and not in the first place the products, that count.

### ***Part 3/ An outline of a possible development of autonomous learning in which take place a shift from teacher-dependent to teacher-independent learning.***

Autonomous and independent learning should be seen as a developing process, in which the student learns to learn independently and autonomously step-by-step. Many times supporters of the new educational system seem to forget that it's impossible to ask fifteen- or sixteen years old students who are in the beginning of the fourth grade to organise their own learning process.

Instead of working with such unrealistic assumptions we should create learning environments, that make it possible for the students to achieve their learning autonomy step-by-step.

Therefore we should consider learning as a process we can divide in three important elements :

These are :

- preparation stage
- training stage
- reflection stage

For the preparation stage following activities could be mentioned. The diagram shows a possible (and desirable) development. You will find on the left side the situation that is school practice now in many cases ; on the right side you find the situation that could become reality.

Teacher-dependent learning

Autonomous learning

Planning of the learning process is a task of the teacher.	Planning of the learning process is a task of the student.
Motivation is a task of the teacher.	Self-motivation.
Increasing self-confidence of the student is a task of the teacher.	Increasing self-confidence of the student is a task of the student him/herself.
Focusing attention to learning tasks is a task of the teacher.	Focusing attention to learning tasks is a task of the student him/herself.
The teacher activates knowledge (e.g. about a certain subject).	The student activates his/her knowledge (e.g. about a certain subject) him/herself.
The teacher tells the students to start the work.	The student takes the initiative to start the work.

For the training stage following activities are mentioned .

Training phase.

Teacher-dependent learning

Autonomous learning

The teacher makes clear how skills and knowledge in relation to the tasks may be applied.	The student knows how skills and knowledge may be applied in relation to the tasks.
The teacher assesses the usefulness of skills and knowledge in relation to the tasks and makes clear how and to what extent such skills and knowledge may be applied.	The student him/herself assesses the usefulness of skills and knowledge in relation to the tasks and it's clear to him/her how and to what extent such skills and knowledge may be applied.
The teacher monitors the time that is used by the student for his tasks and the learning process itself.	The student monitors the time that he/she uses for his/her tasks and the learning process itself.
The teacher assesses the learning process of the student by asking the question : Is there a real understanding of the subject ?	The students assesses hi/her own learning process by asking the question : Is there a real understanding of the subject ?

For the reflection phase following activities are mentioned.

Reflection phase

Teacher-dependent learning

Autonomous learning

The teacher makes the students aware of their learning behaviour.	In the reflection stage the students gain awareness of their own learning behaviour (by analysis and reflection).
The teacher makes the students aware of their learning strategies.	In the reflection stage the students gain awareness of their own learning strategies (by analysis and reflection).
The teacher gives his/her students feedback on the planning of their learning process.	The students assess afterwards the planning of their learning process.
The teacher gives his/her students feedback on their achievements.	The students are able to assess their own achievements.
The teacher gives his/her students instructions for their learning behaviour in the future.	The students are able o draw conclusions from the development of their own learning process in relation to their learning behaviour in the future.

#### Part 4/ Autonomous learning and pedagogical differentiation

The shift from teacher-dependent to autonomous learning (as shown above) is a very complex process that of course takes time.

A very important thing is that this shift is an individual process ; that means that all students will make decisions on their own development. Some students will gain the abilities mentioned above very fast, for others it will take more time.

That means that for Dutch schools pedagogical differentiation must be a tool to organise autonomy in a way that offers possibilities to all students to gain this 'new' skills in their own way.

In his part of the article will be shown in what way Dutch school forms of differentiation could develop for the aim of learner's autonomy. In relation to the principles of autonomous learning as we described them before we give here some examples of pedagogical differentiation for three language skills.

## Reading

Research has shown that the principle of 's extensive as possible, as intensive as necessary' is an important assumption for developing reading skills. What's not very effective is an explicit and intensive training in intensive reading, which can be realised only in classroom groups. More effective are individual reading programmes, in which the students read on their own level and in which they are able to read about 15 pages of foreign language text within an hour. 'Making reading miles' is an expression that is sometimes used for this practice. The student should learn to read as 'fluently' as possible, he has to ask himself whether he understands the text he reads or not. When he is aware of his lack of understanding he should be able to take measures to improve his understanding by using the context, reading back and forward, using a dictionary or encyclopaedia etc. A problem might of course be how to find the texts that correspond to the 'personal level' of the student. For differentiation means here that every student should be able to read texts in (about) the same pace, i.e. should be able to read about the same amount of pages within an hour. Instruments have already been developed to find out whether a text is on the level of the student or not. (Of course this 'level' should be defined by the teacher ; 'level' means that the student is able to read the text smoothly, but not too smoothly of course, and is able to make adequate interventions, when the text gives problems. An easy test to get more information in the level of a text, is leaving out every tenth word and asking the student to reconstruct the text. If the student is able to fill in about 50% of the removed words, the text might be in accordance with his level. The relation between autonomy and differentiation here can be found in the choices the students will have to make to find texts that are in accordance with their level.

## Speaking

For the productive skills (speaking and writing) learning in different phases is very important. As Neuner (Übungstypologie des kommunikativen Deutschunterrichts) shows there are in teaching speaking four phases you have to go through. These educational phases are :

- **Introduction phase.** The language materials are introduced in listening and/or reading texts. The student should understand and learn the vocabulary and idioms before speaking starts.
- **Reproduction phase.** The students use the materials in exercises, in which they must reproduce the things they learned. For example : if you want your students to use the 'present continuous' you could use an exercise like the following.

Anne **is having** breakfast at 7.00 a.m.

Tell what Anne is doing ?

9.00 a.m.                      meet                      her boss

10.00 a.m.                      phone                      a client  
and so on.

- **Production phase.** The students use the language material in communication exercises in which they are guided by the exercise itself. For example :

<b>Customer</b>	<b>Shop assistant</b>
	Good morning.
Good morning ????	Shirt.
Size ?	42
Price ?	About \$35, --

- **Communication phase ('free speech')** In this phase the students are not any longer guided by the exercise. In these assignments the students 'have to find their own way' in speaking on the basis of the knowledge and training they got. A famous example is an assignment, in which the students get two different tasks. Student A gets a task like this :

You're in New York. Walking through the streets you see in a shop a Levi's 501 for only \$15.99. You go into the shop to buy the pants.

Student B gets the following task :

In your holidays you're a shop assistant in a jeans store. On day a customer comes into yur shop, who wants to buy the jeans in your shop with a price tag of \$15.99 on it. You realise that you made a mistake ; on the Levi's jeans you should have fixed a price tag of \$35.99. You're not allowed to sell the jeans for \$15.99 and you try to convince the customer that it's a mistake. Of course he'll try to get the jeans for the low price.

Of course all students will first have to go through the first two phases. But it's clear that there will always be a difference in level between good and poor speakers. It's almost impossible to cope with this problem in teacher-centred classrooms. If you want to develop speaking skills of every student in the class differentiation is necessary.

Working with role cards of different levels is a good possibility for adequate differentiation in the classroom. For this kind of differentiation a big amount of role cards should be available in the classroom. For the necessary differentiation it is necessary to have cards from different (e.g. four ) levels. Students should be able to assess their own level in order to choose the appropriate level.

The example here shown is developed by Olav Petri. It has got the advantage that the two students who work with the cards have got he possibility to help each other, because all the (possible) texts are on card B. If a student has got problems with a card like this he can 'repair' his knowledge with the aid card.

The relation between autonomous learning and differentiation can here be found in the choice for the level the students make and in the self-assessment element ; the student has to reflect on his own level to make a good choice for his level possible.

ROLECARD A/STUDENT A	ROLECARD B/STUDENT B		
<p>You're in a restaurant and you want something to eat. The waiter comes to your table and you order something to eat and to drink.</p> <ol style="list-style-type: none"> <li>1. Good evening : I would like a Wiener Schnitzel and a Coca-Cola.</li> <li>2. In that case I'll take a Hamburger and a Coca-Cola.</li> <li>2. Oh but that will take too much time.</li> <li>3. In that case I prefer to go to another restaurant.</li> </ol> <p>How well are you speaking ? If you think you should improve your speaking, learn the vocabulary and idioms on the Aid card.</p>	<p>You're in a restaurant and you want something to eat. The waiter comes to your table and you order something to eat and to drink.</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 50%;"> <p><b>Gast</b></p> <p>Guten Abend, ich möchte einen Wiener Schnitzel und eine Coca-Cola.</p> <p>Geben Sie mir dann bitte einen Hamburger und eine Coca-Cola.</p> <p>Aber das dauert mir dann viel zu lange.</p> <p>Dann gehe ich lieber in ein anders Restaurant.</p> </td> <td style="vertical-align: top; width: 50%;"> <p><b>Ober</b></p> <p>Guten Abend, Sie Wünschen ?</p> <p>Wiener Schnitzel ist leider nicht mehr da.</p> <p>Weil hier so viele Leute sind, Dauert das Ungefähr 30 Minuten.</p> <p>Es tut mir leid . .</p> </td> </tr> </table>	<p><b>Gast</b></p> <p>Guten Abend, ich möchte einen Wiener Schnitzel und eine Coca-Cola.</p> <p>Geben Sie mir dann bitte einen Hamburger und eine Coca-Cola.</p> <p>Aber das dauert mir dann viel zu lange.</p> <p>Dann gehe ich lieber in ein anders Restaurant.</p>	<p><b>Ober</b></p> <p>Guten Abend, Sie Wünschen ?</p> <p>Wiener Schnitzel ist leider nicht mehr da.</p> <p>Weil hier so viele Leute sind, Dauert das Ungefähr 30 Minuten.</p> <p>Es tut mir leid . .</p>
<p><b>Gast</b></p> <p>Guten Abend, ich möchte einen Wiener Schnitzel und eine Coca-Cola.</p> <p>Geben Sie mir dann bitte einen Hamburger und eine Coca-Cola.</p> <p>Aber das dauert mir dann viel zu lange.</p> <p>Dann gehe ich lieber in ein anders Restaurant.</p>	<p><b>Ober</b></p> <p>Guten Abend, Sie Wünschen ?</p> <p>Wiener Schnitzel ist leider nicht mehr da.</p> <p>Weil hier so viele Leute sind, Dauert das Ungefähr 30 Minuten.</p> <p>Es tut mir leid . .</p>		

## Aid Card

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1.. We're going to a restaurant.</li> <li>2. I would like a Hamburger.</li> <li>3. Bring me a Cola please.</li> <li>4. How long will it take ?</li> <li>5. We've already been waiting for half an hour.</li> <li>6. I would like to pay.</li> </ol> | <ul style="list-style-type: none"> <li>-Wir gehen in ein Restaurant.</li> <li>- Ich möchte gern einen Hamburger.</li> <li>- Geben Sie mir bitte eine Cola.</li> <li>- Wie lange dauert es noch ?</li> <li>- Wir waren schon eine halbe Stunde.</li> <li>- Ich möchte gern zahlen.</li> </ul> |
|--|--|

## Listening

Good possibilities for differentiation in relation with listening can be found in working with task sheets. Task sheets for listening offer excellent possibilities for autonomous working in very different circumstances. 'General' (i.e. usable for e.g. every news bulletin) sheets can be used at home, while students listen to radio or watch television e.g. foreign language news bulletins. A very good example of working with task sheets can be found in Ghisla, Holenstein, Keller, Ariotta and Saglini (1996). It's shown here (the level of the exercise can be found in the number of flowers ; one, two or three, what makes differentiation within the group possible ; the exercises with the small lamps are self-reflection exercises that foster autonomous and independent learning.

**Exercise 1/one flower**

You want to deal with TV news. You should watch the news attentively. Make a video recording of all the clips if possible. Thus you can study them as often as necessary.

1. The news I am just watching last . . . .  
     . . . . . they start at . . .  
     . . . . . on th channel . . .
2. Looking at the male/female newscaster, I draft an ‘identity card’.
3. Then I concentrate on the news and write down the headlines.
- 4a. In a dictionary I look up the unknown words of the headlines.
- 4b. In my mother tongue the headlines would read like this :
5. Each headline corresponds with a topic. I match my headlines with corresponding topic and take the topic down
6. Then I sum up the news in my mother tongue.

**Exercise 2/ lamp**

Comments, headlines, pictures, and advance knowledge are relevant factors for understanding news in a foreign language. How useful were those factors for me ?				
	highly	quite	A little	Not at all
Comment				
Headlines				
Pictures				
Advance knowledge				
.....				

**Exercise 5/3 flowers ; lamp**

<ul style="list-style-type: none"> <li>• <b>Exercise No . . . . . was nice.</b></li> <li>• Exercise No. . . . . was difficult.</li> <li>• I think I made some progress                  . . . . . yes                      . . . . .no</li> <li>If yes,                  . . . . . in my listening comprehension                  . . . . . in my working method.</li> </ul>
--

Of course I would be possible to mention more examples, also for writing, vocabulary and grammar learning and so on. It would make this article too long. I hoped the article and the examples in it made clear that the organisation of autonomous and independent learning also depends on the possibilities of differentiation in the learning process. Without differentiation autonomous learning remains contentless.



Acknowledgements

- Ebbens, ebo en Simon Ettekoen, Actief leren. Bevorderen van verantwoordelijkheid van leerlingen voor hun eigen leerproces. Groningen, 2000.
- Ghisla, Graziella, Alexandra Holenstein, Susy Keller, Maruska Mariotta und Silvia Saglini, Ganz Ohr. Höranlässe und Arbeitsblätter für Anfänger und Fortgeschrittene. Berlin, 1996.
- Krijgsman, Arjan en Chantal Weststrate, Bronnenboek Frans en Duits. Zutphen, 1997.
- Neuner, Gerhard, Michael Krüger und Ulrich Grever, Übungstypologie zum kommunikativen Deutschunterricht. Berlin, 1981.
- Olav Petri, Werken met spreekkaartjes. In Levende Talen
- Westhoff, Gerard J., Didaktik des Leseverstehens. Strategien des voraussagenden Lesens mit Übungsprogrammen. München, 1987.

**BETWEEN “DIFFERENTIATED LEARNING”  
AND “AUTONOMOUS LEARNING”**

Paola BERTOCCHINI, LEND, Teacher Trainer for languages. Teacher at the I.T.C. “Vespucci”, Livorno, Italy.

Christian PUREN, APLV, Professor at the IUDM Universities, Paris, France.

The course was interesting : it gave me new ideas to motivate the students in reading and also to teach grammar with a more solid approach. It is clear however that I didn’t have any solutions to resolve the problems that I have at the moment in my classes with some of my students. These are specific problems, a general route doesn’t help at all.

*Practically, it’s impossible to make the four skills work at the level of communication. Group work ? This would be the only solution, but it’s unrealisable in a language class : too much noise, too much confusion and it will still be the same students who work.*

*I think that I would have more success in my career as a teacher if I had more lessons with the same class, or a smaller number of classes, or even if I had more intensive continued training, or perhaps more modern and varied teaching material, and why not a higher salary . . .*

*Under current conditions it isn’t enough to be a good teacher to succeed with your course. To construct a course adapted to one level works for a typical student, but in reality typical students don’t exist. A class is made up of student-people and it’s become essential to begin to listen to them to succeed in making them do work.<sup>9</sup>*

The above reflections were made by language teacher colleagues, on different occasions. They have in common prioritising the difficulties they feel in teaching in educational conditions which they have. Furthermore the last quotation indicates a structural difficulty in the language class, at least in the school arena, of knowing that the teaching process and the learning process rest on different logic. The following table<sup>10</sup> suggests a schematic way that these teachers, even if they do not always make it explicit, live in their professional life like a structural contradiction between what one can call “ a teaching logic” and a “learning logic”.

<b>Teaching logic</b>	<b>Learning logic</b>
To teach	To allow autonomous learning
To train in learning methods	To allow the students to take up their own individual learning strategies
To take into account institutional demands	To centre on the learner
To actively intervene with the weakest by encouraging them and providing them with the means of progressing from the level they are at	To allow the strongest to use their learning capacity to the maximum
To retain the conditions of collective teaching assuring collective progress as a priority.	To allow individualisation of learning

<sup>9</sup> Diedlinde Bailet : “Changer de regard sur leurs difficultés.” *Cahier pédagogiques*, no. 370, January 1999.

<sup>10</sup> We were inspired by the table suggested in Puren Ch., Bertocchini P., Costanzo E., *Se former en didactique des langues*, Paris, Ellipses, 206p.

You find this structuralised contradiction in the advertised contents of a model of a course like this one, carried out in Italy<sup>1</sup> (see table below) where one clearly sees that it sets out to train the teachers to respond to the demands of “centring on the learner”, but from a perspective which rests principally on teaching. It is therefore not only a paradox in theory but also and above all it is contradictory practice for a teacher to want to carry out “planning” of activities which ought to be partly individual and autonomous (point 1) or even “to construct individualised ways of learning” (point 3).

<b>Aims of course</b>
1. To master fundamental concepts relative to the planning stage
2. To be aware of the students’ different learning styles with the teachers taking into account awareness by the teachers of the diversities in learning
3. To master the knowledge and necessary skills to construct individual paths
4. To master the operational strategies specific to the needs of each student
5. To learn how to construct evaluation tools relating to individualised paths

It is not by chance that if you look at this contradiction in the way they refer to – and no doubt conceive – the way to manage student heterogeneity in European countries, the dividing line seeming to coincide with that usually drawn between “Northern Europe” and “Southern Europe”. In certain countries, especially in Southern Europe, the names use the term “pedagogy” or teaching, and are thus inscribed in the teacher’s logic, the accent being on the management of heterogeneity : “*pédagogie différenciée*” in France, “*atención a la diversidad*” in Spain, “*insegnamento individualizzato*” in Italy, “*ensino diferenciado*” in Portugal, “*ετδταφ οροποιημενη παιδαγωγικη*” in Greece. It is also the case in the Czech Republic (“*diferencovaná výuka*”), in Finland (“*eriyttämisen pedagogiikka*”) and in Holland (“*gedifferentieerde pedagogie*”). In other Northern European countries on the other hand the names are in keeping with the learner’s logic : “*open learning*” in England, “*offenes Lernen*” in Austria.

But whether you lean towards differentiated teaching or differentiated learning, whether you consider the differences between students – another point of departure in existence – in a rather negative way (talking of “heterogeneity”, as in France) or whether in a positive way (talking of “diversity”, as in Spain), this contradiction is always there, and confronts the teacher with a basic problem area that can be put this way : How to reconcile differentiation in individual learning – in the different domains indicated in the *Guide* reproduced in this *Training Booklet* – with the **collective dimension of the class**, which is indispensable in the school environment for administrative reasons (division of students in groups/classes, preparation for national diplomas), materials (rational management of resources limited by personnel, time, place and materials), educational (training students for society and its corresponding values), and for which the teacher can be the sole guarantor ? This problem area generates a series of very concrete problems to which the teacher constantly has to respond, taking care especially that individual learning differentiation remains in spite of everything compatible with the upkeep of :

- common activities, without which the collective dimension cannot exist ;

1 1 *Programmazione individualizzatae valutazione formative. Materiali e strumenti per l’autoformazione*, Aeffe, IRRSAE, Lombardia, Milano, 1995.

- collective progress, without which all the teaching planning is impossible at least as far as language is concerned in the very first years of learning ;

- collective summative evaluation, whereby the administration and the students' parents legitimately expect to be each student to be placed in reference to the level of other students in the class ("Is he keeping up?") and to the level expected in that year by the institution ("Is he at the required level?").

Of course, there are solutions, and the ECP participants can indeed confirm that in all the countries they visited measures are in use which aim to maintain a more or less high level of this collective dimension, from the systematic presentation of each group's work to the whole of the class (in Finland) to the limitation of differentiated activities to personal revision (in Austria), via the imposition of a "common core" of obligatory learning activities (in Holland).

But it is not certain that the same level of care is sufficient for all the students in the same class, and there is a real risk that a same measure of differentiated learning is to the advantage of the better students – and to the disadvantage of the weakest – precisely those who need most help from the teacher. In school as in society, not all differences are respectable, because amongst them there are also inequalities, and the principle of respect for others cannot legitimise leaving each student to a kind of "separate development" which would indeed be "autonomous", but in the sense that it would be carried out solely by their own motivation and personal means. In European countries where the clearly advertised mission of the school is to fight against these inequalities, we do not see, in the final analysis, how differentiation can be conceived other than by means of "positive discrimination" : giving more to those who have less, helping and guiding those who most need it. This implies that the teacher always has to intervene in a strong and deliberate way.

To the question : "Should a good teacher teach (teaching logic) or train to learn (learning logic) ?", the replies would differ according to the situation. The teacher would have every interest in being directive by assuming the sole responsibility for choice concerning aims, method used, contents and modes of work, if his students cannot take charge of their own learning, that is, if they do not have adequate strategies to be autonomous. The capacity to take charge of your own learning, as Henri Holec<sup>1</sup> indeed reminds us, "is not innate, it has to be acquired, whether in a "natural" way, or (as is the case most often) by formal learning, that is systematic and thought out." In another situation, taking into account the motivation, the needs, attitudes and strategies of learners, he could negotiate with them the basic choices of the learning process and allow them a certain margin of freedom. If he works with students capable of taking the initiative and responsibility for these choices, he will then respect their different needs, interests, rhythm and styles of learning, and will naturally turn to group work. Thus the learning activities will be diverse, and collective sessions can be devoted to sharing work and its collective correction.

So in reality there is a teaching ↔ learning continuum which the teacher has to place himself in at any moment, putting his "cursor" in the most appropriate position according to the situation, between predominantly teaching logic and predominantly learning logic<sup>3</sup> :

---

1 2 *Autonomie et apprentissage des langues étrangères* – Council of Europe, 1981, Hatier.

1 3 We repeat here, in a slightly modified form, the model suggested in Puren Christian : "Perspective sujet et perspective objet en didactiques des langues". *ÉLA revue de Didactologie des*

TEACHING PROCESS ← → LEARNING PROCESS

Make them learn	Teach to learn	Teach to learn to learn	Promote learning to learn	Let them learn
The teacher <i>uses</i> his teaching methods (methodology constituted by reference to teaching type and habits)	The teacher <i>manages</i> with the learners contact between learning methods and teaching methods	The teacher <i>suggests</i> differentiated learning methods	The teacher <i>helps</i> with the acquisition by each learner of individual learning methods	The teacher <i>lets</i> the students use The learning methods corresponding to their individual type and to the individual learning habits.

The teaching and learning logic are thus both in opposition and complementary, as are all complex logics ( and the teaching/learning relationship is complex !). You can and even ought to consider other possible kinds of relationship, and, according to the situation, a teacher must be capable of using the following different modes, of which each one at certain moments, for certain students, can be seen as the most appropriate for the situation (we have already seen the first two) :

**1. Opposition :**  $x \rightarrow \leftarrow y$ 

To a certain degree, teaching methods can manage the execution of or elaboration by the students of their own learning methods.

**2. Continuum :**  $x \leftrightarrow y$ 

The teacher must master each of these positions because he will need them : the weakest students and/or the less motivated need structured and relatively direct teaching; on the other hand, the best a teacher can do at certain moments will be to let certain students learn in the way they want to.

**3. Evolution :**  $x \rightarrow y$ 

Each teacher's plan is to teach to learn, to make the students more and more autonomous, that is by acting in such a way that his teaching methods will gradually be replaced by learning methods.

**4. Contact :**  $x \text{ } | \text{ } y$ 

Contact between the teaching and the learning methods produces the phenomenon of "intermethodology" comparable to that of "intercultural" (brought about by contact between the student's culture and the foreign culture) and that of "interlanguage" (generated by contact on the learner's part between his mother tongue and the foreign language) : the student retains certain elements of his personal learning methodology, borrows elements of the teaching methodology and links, combines and "crosses" the elements of one to the other.

**5. Dialogue :**  $x \rightarrow y$   
 $\uparrow \text{-----} |$ 

The teaching methods have an effect on the learning methods, which in their turn are taken into account by the teacher in his teaching methods, and so on ("recursive" logic).

**6. Instrumentalisation :**  $x \text{ } | \text{ } y$ 

The student consciously uses elements of his personal methodology, or on the other hand elements directly imported from the teaching methodology, as he wishes. For example, when he approaches a new text at home, he will immediately look for all the unknown words in a dictionary ; in the same situation in class, he endeavours to make hypotheses from his partial knowledge of a new dialogue because he knows that is what the teacher expects, and he can thus "gain points" for an oral participation mark.

"Teaching differentiation" and "learning differentiation" are therefore two inseparable aspects of a same complex reality of managing in a complex way, jointly, by the teachers and the learners. We would say in other words, to reconcile all the European countries concerning different concepts they use, that teachers must be sufficiently capable of differentiating differentiated learning itself to be able to integrate equally well collective teaching and autonomous learning . . .

## DIGITAL TECHNOLOGY AND DIFFERENTIATED LEARNING : WHAT SYNERGY ?

By Françoise Toussaint,  
Educational advisor for the teaching of Romance languages,  
F.E.Se.C., French Community of Belgium.

### *A statement*

Out of some fifty video sequences selected for the *Training Booklet on involvement in differentiated learning in language didactics*, only one integrates the new technology<sup>15</sup>. This is a sequence filmed in a Finnish class where the students are working on a personal project (environment, space, . . . ) using the Internet tool either to access information or to communicate with people competent in the subject using discussion forums.

Why Finland ? This is due to a propitious environment linked to an already long tradition of the integration of new technology in teaching. This country with a small population dispersed over a huge area was one of the first to adopt the mobile telephone and to develop distance teaching for students particularly isolated by reason of distance and climatic conditions. It is the first European country to take into account the interest and power of digital technology, particularly in the teaching of languages<sup>16</sup>.

This obviously does not mean that education carried out in class cannot happen without the help of digital technology, but rather that even if technology is present in school classrooms and libraries, it is not yet integrated into classroom practice.

The experts of the European Commission of Communities, aware of these “important weakness and delays relative to the United States in the use of new information and communication technology” and convinced of the importance of teaching in this milieu, undertook a global action plan for Europe called “*e-learning*”. They declare that “in the future, the level of societies’ economic and social performance will be increasingly determined by the ways citizens, economic and social forces can exploit the potentials of this new technology, assure its optimal involvement in the economy and promote the development of a society founded on knowledge” and that “the intensification of efforts in education and

training at the heart of the European Union” will assure “the success of integration of the new technology as well as validating all its potential.”<sup>17</sup>

---

1 5 This video sequence is the subject of the files on Autonomisation 2/ 3 and 3/ 3, Part II of the *Training Booklet*.

1 6 You can find statistics on the use of new technology in Finland on the following sites <http://home.clara.net/lilli/luc/htm> (“La Finlande NETtement en avance”, L. Vacez) and <http://www.france-fi/sciences/flash10.htm> (“Stratégie pour une société de l’information. Quelques chiffres sur la Finlande”).

1 7 *E-Learning. Penser l’éducation de demain*”, Communication of the ECC, Brussels, May 2000. The site dedicated to statistics referring to the Net, “*NET value*”, gives for October 2000, the

The teaching given to European students today can therefore no longer ignore information and communication technology. That is why the *e-Learning* project has as its main axis an equipment campaign which “will concern equipment in multimedia computers, for the connection and improvement of access to digital networks of different places of education, training and science.”<sup>18</sup><sup>19</sup>

But it isn't enough for schools to be connected to the Web network, they have to know too how to exploit in class this digital technology and to think out an aim in mind. For what content does one “surf” ? Doesn't the search for information often have a commercial intention ? What message is being transmitting by electronic mail ? Does it gain a surplus of meaning ? All these fundamental questions brought about by the use of digital technology say something to teachers because they have immediate implications in the school.

### *Teachers in question*

First of all, in their classes, teachers claim great disparities : certain student manipulate Net and software, always on the look-out for technical innovations, whereas others are still at the early stages of handling text or simple treatment of material, of the mouse, for example : “There are also other problems because some of the students may have difficulties with the mouse, pointing the mouse the right way and sometimes the moving and surfing on these documents could be uneasy for them” says an English teacher in Italy<sup>19</sup>. The teachers themselves can sometime feel out of touch in relation to certain of their students who are expert in the new technology.

Finally, they claim that the quantity of information that their students can harvest on the Internet is enormous. They can easily make up folders on any subject at all, learn through software, use CD-ROMs, consult line-translation dictionaries, etc. It is even possible for them to distance learn by switching to courses made for example in the United States or in Canada. But the teachers realise that this research is often incoherent or even anarchic, the sources are not checked, the texts extracted are not re-thought or at least re-written<sup>20</sup>. The question of analysis, synthesis and organisation remain intact, as well as the question of meaning.

Finally, if communication via electronic mail is profusely used by young people – with the strong emotional and affective content it conveys<sup>21</sup> – it often corresponds to verbal doodling. As L.Sfez

---

following percentage for Internet connections for Europe : Great Britain 31.2% of the population, Germany 25.8%, France 17.6%. In comparison, in the United States, 49.9% of the population is connected to the Internet. Constantly up-dated information can be found on the site [http://www.netvalue.com/corp/presse/cp00\\_14.htm](http://www.netvalue.com/corp/presse/cp00_14.htm).

1 8 *E-learning – Penser l'Éducation de demain*, *idem*.

1 9 This short video sequence has not been retained in the *Training Booklet* because it was not the subject of the visitor's dossier by the visiting teacher.

1

2 0 Cf. F. Toussaint, “internet, passage obligé vers la réécriture”, Commission Français et Informatique, F.E.Se.C., 1999 ; article on line on the site <http://users.Skynet.be/ameurant/francinfo>.

2 1 Cf. the questionnaire mentioned in F. Toussaint's article, *Pour une didactique du Mèl ?*, Commission Français et Informatique, F.E.Se.C., October 2000 ; article on line on site :



commented recently : “ Friendliness is often nothing more than a sloppy disorder, a minor criticism, but take a close look at most of the texts on the Net and even more at exchanges between Internetters.”<sup>2</sup>

In short, teachers feel ill at ease, moved by their wish to get connected with their age by introducing new technology to the core of their course, but not knowing how to deal with this digital culture new to them. Moreover, they feel that their prime role as a teacher is put into question since this technology makes it competitive in the transmission of knowledge and the acquisition of skills, and in a market logic. An advertising spot broadcast today on the television assures that the Internet offers knowledge which you could only buy before, and that it opens up access to all possible professions.<sup>3</sup>

How to reply to these preoccupations ? What can school teaching offer ? What synergy is it possible to conceive between school and the new technology ?

### A first reply : integration of IT

A first answer is clear : yes, you have to introduce this technology in school, not only to be not lagging behind, but above all because otherwise teaching risks going out of school to be industrialised and commercialised. Because otherwise the place of teaching (previously virtual ; "tele-teaching") risks becoming the property of private enterprises which will direct knowledge and behaviour according to a profit logic. In 1995, you could already read in the Report of the European round table of ERT industrialists : “The responsibility for training must, in the final analysis, be assumed by industry. [ . . . ] education must be considered as a service rendered to the economic world”.<sup>4</sup>

Meanwhile, the very introduction of information and communication technology in school is not enough, because it solves nothing without previous education. If you want this new technology to be “profitable” in the educational acceptance of the term, it must be at the service of education, at not the reverse. The Quebec educationist R. Bibeau wrote thus in 1988 : “[ . . . ]for technology to profit the students, we must first concern ourselves with students and then concern ourselves with technology.”<sup>5</sup>, and Rivière, in an article in *Monde Diplomatique* : “ . . . it’s a matter of introducing IT in educational practice to make of it a transformation tool of teaching other subjects”.<sup>6</sup>

More than ever, it is important to have educational thought concerning the use of digital technology in the service of teaching and learning : final outcomes and aims, methodology, tasks, measures, group work, management of time, teacher-student relationship or students among themselves, evaluation, etc.

---

<http://users.skynet.be/ameurant/francinfo>.

- 2 2 “Internet et la domination des esprits”, *Le Monde Diplomatique*, *Penser le XXI.siecle*, july-August 2000, p. 50.
- 2 3 “Cisco” advertising.
- 2 4 *Une éducation européenne. Vers une société qui apprend*, Report of the round table of ERT industrialists, February 1995.
- 2 5 Robert Bibeau, *Éducation : Les Défis de l’école virtuelle*, article on line on site : [http://www.Cyberciences.com/Cyber/1.0/1\\_29\\_70.htm](http://www.Cyberciences.com/Cyber/1.0/1_29_70.htm), created 8.06.97 ; last edited :3.02.99.
- 2 6 Rivière : “Les sirènes du multimédia”, *Le Monde Diplomatique*, April 1998, article on line on site : <http://www.monde-diplomatique.fr/1998/04/RIVIERE/10286.html>.

Many teachers are already training their students to research information by the efficient use of search engines<sup>27</sup>, checking the validity of documents gathered<sup>28</sup> or making them suitable for sending and editing e-mails. Meanwhile this didactic step, although essential because it allows the effective use of all the Internet trump cards, does not fully yield the fruits it inserts into an education which urges the student to be computer-friendly and then to work autonomously, and which offers the teacher the possibility of increasing the students' skills. Not thinking of the final outcome of his teaching, not questioning himself on his teaching, is to miss the boat and leave the educational field to private investors.

On the other hand, traditional education, based on an essentially transmissive methodology, is no longer possible today, especially if the student, used to handling the computer, can from now on buy its knowledge contents and use them as he sees fit.

With the aid of digital technology, the aim of teaching today no longer consists of teaching but, according to a formula already in use, to learn to learn, either by "putting the learner in a situation to choose, at the core of a methodological corpus, the most appropriate way of finding the solution to the problem he meets."<sup>29</sup>

Preferential education can only be differentiated learning since it is concerned for the heterogeneity of students, the differences existing between them, from diverse attitudes concerning the computer tool to the difference at their skill levels, styles of learning, work rhythms, competence, etc. It is also the only one which undertakes a progressive autonomisation of the student, and for this undertaking, digital technology offers an ideal tool.

### **What possible synergy ? A piece of evidence : one tool among others . .**

But how to conceive this synergy between new technology and differentiated learning ? First, this doesn't mean that the computer, support of digital technology, becomes the centre of the class, permanently monopolising the students' attention, taking up all the lesson time. At the level of a measure, it is one learning tool amongst others, a medium on the same scale as the audio cassette, the video, the library, film slides, the textbook . . or simply "paper and pencil" technology. In class, the computer is finally one of the components of a differentiated measure. In the classroom area, you can equally well meet books as well as cassettes, a video player, one or more computers, the students helping themselves individually or severally to one of these support materials.

A good example of this use of the computer as a learning support in a differentiated measure is the "Language Area" created by Denis Lucchinacci, Spanish teacher and trainer at the IUFM in Toulouse. "In this Language Area you find several different work stations : a television with a video player and infrared earphones, an audio corner with tape recorders ; a conversation corner, and finally a computer corner with six machines connected to the Internet"<sup>30</sup>. This measure, where you can easily see that the Internet is only one support material among others, was thought out according to differentiated learning sequences. You can find another example in the cassette sequence illustrating the transverse theme of autonomisation (file Autonomisation 3/3). This is an English class in the Finnish Mankkaa school, where you see files put up on the board, a computer running in class, headphones for audio-cassette users, school textbooks. . .the students are working freely in the class-area.

- 
- 2 7 Cf. Fernand Berten, "Évaluer la validité des ressources Web", Commission Français et Informatique, F.E.Se.C., 1998 ; article on line on site <http://users.skynet.be/ameurant/francinfo>
  - 2 8 Cf. Fernand Berten, "Les mots-clés et leur application pédagogique", Commission Français et Informatique, F.E.Se.C., 2000, *idem*.
  - 2 9 A. Salomon, "Multimédia et éducation", article on line on site [http://www.linguatic.fba-uu.se/articles.fr/Multimedia et education. Htm](http://www.linguatic.fba-uu.se/articles.fr/Multimedia%20et%20education.Htm).
  - 3 0 "Survol des TICE", *Multiverse teaching Sitem* June 13 2000, article on line on site [http://www.ardecoul.ac-grenoble.Fr/english/tice/frtice1/htm](http://www.ardecoul.ac-grenoble.fr/english/tice/frtice1/htm).

### . . but what about added value ?

The synergy between education and new technology can go further still, in a metonymic way, one could say, as it is true that apart from learning support the Internet offers added value by reference to other media, being “multimedia” itself.

Should we first remember that the seduction operated by this new technology tool brings about real student motivation ? above all it allows the students to have their differences valued in terms of cognitive profile in their acquisition of knowledge : a visual-type student can have recourse to images, another, the audio-type, to sonorous recordings. It also allows these differences to be valued in terms of learning strategies : supersurfing allows a sweep which can suit a global spirit, while another, more analytical, will prefer to stop on one point to gain depth. One research method on an analogous process will suit some, while others will prefer to turn to a list of contents. The Internet also allows you to take into account everyone’s learning rhythm, which could be negotiated between the teacher and the students or between the learners themselves. So you can only make them autonomous little by little if you accept that they are working at their own pace managing themselves their learning time.

If you take up some of the domains of differentiation produced in the *Training Booklet*, you can see that, if properly used, this new technology offers real potential for differentiation.

Concerning cultural content, the students can extract at will authentic documents (written or visual) from the Internet, made in real time, of very varied kinds (encyclopaedias, international press articles. . .) and open to a plurality of cultures.

The linguistic content can be the object of very diverse tasks referring to vocabulary, conjugation, use of tense, use of argumentative connectors, etc. By way of illustration, it is enough to see the learning site for learning French for Koreans, *Avec elle*, which offers entries by task (reading, writing, speaking, forum, games), by domains (grammar, expressions,

conjugations, vocabulary), by type of document (novel, story, article, comic strip, cinema, pictures, songs), by types of activity (personal work, discussion, opinion).<sup>31</sup>

Tasks of reproduction can also refer to exercises based on word recognition, software of this kind becoming more and more effective. The tasks can also be of production, as for example to compose an e-mail in the foreign language to send to a correspondent in another country, or to create a personal *home page*.

You will find another example of an aim combining tasks of reproduction and of production, described in detail in a DEA Mémoire directed by C. Puren : “the aims of teaching are expressed in the form of language tasks go be carried out which require the mastery of certain linguistic aspects”. Later “a piece of work on grammatical thought and explanation, accompanied by exercises of conceptualisation,

---

3 1 CHO Kyung-hee, *Les caractéristiques de l’enseignement des langues étrangères sur l’Internet*, Mémoire de DEA dirigé par Ch. Puren, Formation doctorale “didactologie des langues et des cultures”, Université Paris-III, 1999-2000, 90p.

systemisation and training. At the end of this work, the students have to carry out a written production exercise relating to what has been seen".<sup>32</sup>

You find a good example of variation of tasks in a sequence of differentiated learning filmed in Finland : some students are creating electronic mail for their foreign correspondent, others are training in grammatical exercises (superlatives and comparatives or past tense), finally others are composing their home page by inserting text, pictures, cartoons and linking them together. The very style of work is very diverse since the tasks can be carried out individually or by pair work, each student can go round the class to ask the help of a classmate.<sup>33</sup>

### **The teacher, a educational achiever**

The creation of a hypertext by the teacher allows for variation of task according to different degrees of difficulty. An Italian teacher teaching English, questioned within the framework of the differentiation learning project, commented : "What I tried to do was use a hypertext ; this object was the history of the Internet. It was meant to be made at different levels and these were different documents so that the students could go freely everywhere. . . maybe the use of a hypertext could be one of the possibilities for teachers for differentiating their work".<sup>34</sup> So create different tasks for his class, planned with a hypertext, isn't this work also a teacher's excellence ?

It goes without saying, notably thanks to the hypertext tool, that specific aids are always possible. Clicking on a word, for example, you can get a synonym ; if you have a comprehension problem, you can use a dictionary on line. Why deprive students of these tools

When adults, if they were language teachers, would use them regularly ? Help can even be asked for on a chat room, in direct conversation with a foreign interlocutor.

As to correcting exercises, all the linguistic training exercises can be subject to self-correction with or without recourse to explanations or supplementary remedial exercises, methods well-known since computer-assisted learning (CAL). The intervention of the teacher, of other students, of foreign penfriends is always possible, of course, for we must not forget that work on the Internet, or with a computer in general, is not necessarily solitary work.

These few suggestions of the possible use of the computer coupled with the Internet and CD-ROMs inspire everybody with the idea that differentiated learning has everything to gain from the introduction of digital technology. Certainly, their use in class demands a lot of computer material and an efficient Internet connection. But all schools have an information highway since the directives of the Council of Europe<sup>35</sup>, and if each class doesn't necessarily have its own computer(s), at least the computer room can be used by everyone in the same way as the school library.

---

3 2 Fátima Sánchez Paniagua, *Quelques apports des technologies de l'information et de la communication à l'enseignement/apprentissage des langues*, Formation doctorale "Didactologie des langues et des cultures", Université Paris-III, September 2000, 75p.

3 3 See above, note 1.

3 4 See above note 1.

3 5 "Together with the movement of systematically equipping primary and secondary schools which will have been attained before the end of 2001, the personal engagement of teachers invites us to think that the educational use of information and communication technology have entered a truly new phase."

S. Pous-Lajus & M. Riché-Magnier, *Nouvelles technologies : réel espoir autour du virtuel*, *Le Monde de l'Éducation*, July-August 2000, p.60.

Certainly, this assumes capability to handle software, even to be initiated into information technology. If it is true that there is a problem of “technological illiteracy”<sup>36</sup>, how to overcome it ? Whether by engaging a specialist, for example, a teacher responsible for initiation into new technology in the school, whether by learning some rudiments of information language for which you can use Internet courses, whether by carrying out more friendly methods so that there is mutual teaching among the students. . or by the students teaching the teacher ! . . But you can also consider that this technological skill constitutes a transversal skill to be acquired, and that in this way it can be integrated into the school course, as a Quebec educational project suggests in which a complete course of digital technology learning has been worked out, year by year.<sup>37</sup>

### Multiple scenarios

The combination of different components of differentiated learning, allied with the opportunities opened up by digital technology, allows for the infinite multiplication of exploitative scenarios to take into account, at best, the learning profiles of students and of the other parameters of learning situations. The traditional roles of the teacher who teaches and the student who learns come out of it completely turned upside down, but resolutely enriched.

Assisted by a technological tool, freed from certain tasks, the teacher is going to be able to concentrate on “high level” tasks, in particular :

- to determine aims, to plan, organise learning routes via diverse domains of differentiated learning, to proceed to final summative evaluation ;
- to train for learning by exercising an “over the shoulder” education, as Quebec educationists say.<sup>38</sup>

The teacher’s function consists of thinking out *educational scenarios*. Let us quote Ph. Meirieu : “freed from pure information tasks, he [the teacher] could devote himself to their treatment : he would guide the student in the mass of documents of all sorts, would help him to make pertinent choices and effective use, and would not hesitate to refer him, if it were necessary, of the resources of the social, economic and cultural environment. For he wouldn’t have to fear being dispossessed of his power, convinced that he would exchange the role of distributor for that of mediator, to becoming the guarantor of assimilation and no longer the spectator of incomprehension.”<sup>39</sup> The role of the teacher is therefore no longer to “teach” in the sense of delivering knowledge and answering questions, but to train to seek, to direct oneself, to find for one-self the answers to questions, to plan, to evaluate.

It is to the degree that teachers have these skills, that they are trained for an education attentive to the diversity of students and capable of using judiciously the technical tools at their disposal, that they will be able to counter the negative effects of globalisation.

3 6 Cf. R. Bibeau, “Les défis de l’école virtuelle”, idem.

3 7 C. Seguin, *La maîtrise des TIC, Un référentiel québécois sur les compétences attendues dans la maîtrise des technologies de la communication et de l’information de la pré-maternelle à la 5e secondaire*, Working document, version 20 November 1998, Direction des ressources didactiques, Ministère de l’Éducation du Québec. Can be obtained by approaching the author : [cs@odysee.net](mailto:cs@odysee.net)

3 8 “Usually, when the student works in front of the computer, he is active ; you could even say he is pro-active. Is intellectual acuity is sharpened, he asks himself questions, he is in a problem-solving situation. The computer manages the content, interactions on this content, and sometime, it also takes over correction. We, the teachers, over the student’s shoulder, we intervene at another level, that of learning strategies. In the IT universe, the teacher will intervene on strategies to handle information, strategies of reading and strategies of problem-solving”, M. Morissette, “Enseigner par-dessus l’épaule”, *Vie Pédagogique*, no. 116, February-March 1998.

3 9 Ph. Meirieu, *Enseigner, scénario pour un métier nouveau*, ESF Éditions, Paris, 1995, p.18.

The student will be able to become, then, **the protagonist of his own training**, a learner capable of taking himself in charge by determining his own aims, by self-correction, by managing his time, by self-evaluation, entering into a process of continued training. This route is however the only one possible if one wants the school to remain “public” in the noble meaning of the term.

Synergy between digital technology and differentiated learning, a hypothesis ? No, a challenge to be taken up !

## 5. BIBLIOGRAPHY

Berkel A.J. van : **Orthodidactische Gids voor het vreemde talenonderwijs.** (*Special didactics in modern language teaching*). Coutinho, Muiden ; 1990, ISBN : 90-6283-798-0, Pages : 196. *This book is an important contribution to the debate about teaching modern languages to children with special needs. It shows ways of supporting such students, whose problems are concentrated in writing and reading. The book offers a solid theoretical background of the specific problems of (for example) dyslectic children. It describes their instruction needs and contains hundreds of practical tips for effective help.*

Bimmel Peter, Ron Oostdam, Gerard Westhoff, Ute Rampillon, Joost Ides, Gé Stoks and others : **Leren leren het talenonderwijs.** (*Learning to learn in language teaching*). Levende Talen 510/May 1996, ISSN :0024-1539, Pages : 249-328. *The central subject in this issue of the periodical "Levende Talen" (Modern Languages) is autonomous learning in Modern Language teaching. In the different articles one can find descriptions of the didactics of autonomous learning, of the possibilities of teaching language learning strategies and so on. The book argues for a strong cohesion between different school subjects regarding learning to learn.*

Burke, Pat, Stephen Garger : **Marching to different drummers.** Association for Supervision and Curriculum Development (ASCD), Alexandria, VA, USA, 1985, ISBN : 0-87120-133-X, 109 p. This work explores the different cognitive styles in context, with definitions, examples and pertinent suggestions. The question "What should educators do to accommodate the diversity of styles of learners ?" gives rise to interesting answers for the subject teacher, among others, concerning communication , style of teaching, style of learning and curriculum.

*Cahiers Pédagogiques* (ed.), "**Differentiated learning revisited**". Supplement to n° 3, Oct-Nov. 1997. *This issue takes up again certain articles of n° 239 of 1985, entitled : "Differentiating learning", some of which are accompanied by a new commentary by their author. You can also find materials formed here and there ("Differentiating evaluation", "Differentiation of methodological support". . .) and, in a third part, the opinion of French specialists such as Philippe Meirieu, Louis Legrand, Pierre Perrenoud, François Clerc.*

CNDP, Ministry of National Education, Research and Technology (ed.) : **Pupil diversity. Pedagogic stakes and practices**, 1997, ISBN : 2-240-00541-6, 224 p. *This work suggests to teachers the materials, techniques and methods to carry out a pragmatic approach to the diversity of pupils in the classroom, as well as vital theoretic references. Sequences are introduced which differ in their level of analysis, their degree of exploitation and their complexity, at the same time referring to learning situations with which the teacher is often confronted.*

Convery Anne, Coyle Do, **Taking the initiative**, CILT (Centre for Information on Language Teaching and Research), London, ISBN 1 874016 18 6. *The authors demonstrate how differentiation can be developed with the help of core work and branching work, enabling learners to progress at their own pace in line with their own interests and abilities.*

Cornoldi Cesare, Rossana De Beni, Gruppo MT, **Imparare a studiare. Strategie, stili cognitivi, metacognizione e atteggiamenti nello studio.** Erickson, Trento, 1993, ISBN : 88 – 7946-080-3, 366p. The book is the result of the work of a group of researchers undertaken over three years in classes at the “Scuola Media” in Italy (equivalent of the French “collège”), but it is indispensable from the methodological point of view to all those who are initiates to differentiated learning. It contains 200 files of self-analysis to offer to pupils, based upon four themes : - learning strategies ; - cognitive styles and handling information ; - metacognition and school work ; - attitudes to school and school work. The files are preceded by a simple and clear introduction on the theories which underline these themes and by a very detailed questionnaire to identify the cognitive styles of pupils.

Gail Ellis, Barbara Sinclair : **Learning to Learn English. A course in learner training. Learner’s book/Teacher’s book.** Cambridge University Press, 1989, ISBN : 0-521-33817-4/0-521-33816-6, Pages 154/120. A complete course in autonomous foreign language learning. The course is designed to enable learners of English to discover learning strategies that suit them best, so that they can learn more effectively. In seven steps students learn to reflect on their own learning process in the communicative skills and in grammar and vocabulary. This reflection makes it possible for them to make necessary adjustments on this learning process. The approach is not theoretical, but always related to very practical tips and suggestions. As an example the seven steps in relation to

‘vocabulary’ : - How do you feel about learning vocabulary ? ; - What do you know about English vocabulary ? ; - How well are you doing ? ; - What do you need to do next ? ; - How do you prefer to learn vocabulary ? ; - Do you need to build up your confidence ? ; - How do you organise your vocabulary learning ?

Garanderie Antoine de la : **Les profils pédagogiques.** Editions du Centurion, Paris, 1980, 257 p. The author analyses a discovery which every teacher has senses in an ephemeral way : every individual learns either by listening or looking... He elaborates an initial theory, draws from it the practical consequences useful to learners and teachers who discover what types of mental images they use. Evocative habits are of such importance that they constitute “languages” : a visual learning language, an auditory learning language. For each one of these the author determines the parameters which are in fact the levels of management leading from simple images to complex operations. To transmit and evaluate, the teacher has to be perfectly situated, to “calibrate” somehow, to construct his teaching profile and his learning profile. This work is interesting to learn how to differentiate the profiles and to find methods which cover as many profiles as possible.

Gavanna Pittella Giuseppina, Emiliana Barbieri Serio : **Programmazione individualizzata e valutazione formativa.** IRRSAE Lombarddia, (coll. “AEFFE – Materiali e strumenti per autoformazione”, supplement to IRRSAE Lombardia newsletter N° 49 of December 1994, Milan, 1995, 184p. *The work is aimed at teachers in continued training who want to work on differentiated learning, to whom they suggest a series of materials and training techniques reusable in classroom work. The contents are presented within a course framework and cover both indispensable theoretic references ( Gardner’s notion of multiple intelligence, didactics by concept, cognitive styles) and setting up practical didactics taking into account the notion of differentiated learning (new forms of evaluation, instruments of observation, etc.)*

Gilling Jean-Marie : **Les pédagogies différenciées. Origine, actualité, perspectives.** Brussels, De Boeck University, 2000, ISBN : 2-8041-3174-2, 256 p. *The general idea accepted by specialists in educational science is that differentiated learning is the solution to pupils in difficulty and the only route in teaching which leads to their success in the school system. Starting with a historical and critical introduction of differentiated learning, - supporting texts – this work makes clear the limits but equally opens new perspectives without dissociating equal opportunities for promoting excellence.*



Kaldewey Jan, Jacques Haenen, Sophie Wils, Gerard Westhoff : **Leren leren in didactisch perspectief.** (Learning to learn in didactical perspective). Wolters-Noordhoff, Groningen ; 1996, ISBN : 90-01-45270-1, Pages 354. *The book contains an extensive collection of articles regarding the subject "learning to learn". The point of view in all articles is the didactical perspective, in which changes should be realised. Theoretical educational aims regarding "learning to learn" have been "translated" into classroom practice. The book shows models, in which cognitive, metacognitive and affective approaches have been integrated.*

Krijgsman Arjan, Chantal Weststrate : **Frans en Duits in het Studiehuis.** (Teaching French and German in the "Study House"). Thieme, Zutphen, 1997, ISBN : 90-03 360413, pages 176. *This book is a direct contribution to the new foreign language didactics in the Netherlands. It shows the implications of the changes in the teaching of different foreign language skills (reading, listening, speaking, writing) for classroom practice. It offers a vast number of practical tips and models, with which renewed foreign language teaching (in which autonomous learning plays an important role) can develop.*

Legrand Louis : **Les différenciations de la pédagogie.** Presses Universitaires de France, Paris, 1995, ISBN : 2-13-046691-5, 125 p. *In this work, the author of the expression "differentiated learning" notes its ambiguity : once a response to the diverse social destination of the learning public, today, starting out with identical programmes, a technique which consists of treating the pupils according to their needs. The work also describes the evolution of the concept and differential practices by highlighting the current situation using extracts from amongst the most significant works.*

Mariani Luciano : **Strategie per imparare. Test ed esercizi alla scoperta di un metodo di studio personale.** Zanichelli, Bologna, 1990, ISBN : 88 -08—09510-X, 245 p. *Written for pupils, this work offers a didactic route for use according to individual needs. The author starts with the idea that you can "learn to learn" by means of activities which have the aim of making you think about the "how you learn" rather than the contents themselves. The work is divided into eight chapters. Each chapter starts from "basic strategies for more effective reading" round which specific techniques are developed such as reading for study, the techniques and mechanisms of making notes, reading and construction of diagrams, tables etc., techniques of consultation and documentation, techniques for improved use of the dictionary. An initial self-evaluation questionnaire and a control test of what has been learnt completes each chapter.*

Meersch- Van Turenhoudt Sylvie : **Gérer une pédagogie différenciée.** De Boeck-Wesmael, Brussels, 1989, ISBN : 2-8041-1265-9, 210 p. *This work recommends management of differentiated learning centred on the learner. Three routes of work are envisaged : motivating the learner; structuring the learner; evaluating the learner to help him construct a more effective knowledge. The steps suggested refer to learning geography, but are easily transferable to languages.*

Meirieu Philippe : **Outils pour apprendre en groupe,** Chronique sociale ; Lyon ; 1984, 201 p. *This work follows the *Itinéraires des pédagogies de groupe* (same editor; same year) where the author studies by what means group practice might proceed and what principles should be stressed to promote learning. In this second volume, the author introduces the learning group centred on the cognitive development of each one of its members, sustained by exchange with all the others. The mode of function suggested involves each one in carrying out a common task, so that this involvement is a means of access to the target one intends to reach. The second part of the work suggests learning sequences intended for lessons in French as a mother-tongue, but which can inspire teachers of foreign languages.*

Müller Martin, Lukas Wertenschlag, Jürgen Wolff (editor) : **Autonomes und partnerschaftliches Lernen.** Modelle und Beispiele aus dem Fremdsprachenunterricht. (Autonomous and co-operative learning). Langenscheidt, Berlin 1989, ISBN : 3-468-49439-4, Pages, 208. *This book contains a collection of contributions on the possibilities of autonomous and co-operative learning. One of the authors shows how students' exchange programmes may contribute to these kinds of foreign language learning. Ute Rampillon describes the role of different learning strategies, which contribute to teacher-independent foreign language acquisition.*

Nadori Claudio : **Perspektiven einer neuen Lehrwerkkultur.** (Perspectives of a new textbook culture). Verlag Sauerländer, Aarau, 1995, ISBN : 3-7941-3867-8, Pages : 262. *Nadori shows how*

*textbooks can promote or impede foreign language learning. Nadori develops criteria, with which textbooks – with aspect to learner autonomy – can be written and/or assessed. These criteria are :- Students should have a global overview of the total learning process ; - Students should have the opportunity to become responsible for their own learning process ; - Students should have the opportunity to reflect on their own learning process, which enables them to adjust it, if necessary ; - By reflection students should become aware of the fact that their own behaviour is determined by their own culture.*

Neuner Gerhard, Hans-Eberhard Piepho, Claudio Nadori, Pat Pattison : **Aufgaben und Übungsgeschehen** (*Exercises and tasks*). Fremdsprache Deutsch, No. 10 1/1994, ISBN : 3-12-675520-8, Pages : 68. *The different articles present a vast quantity of exercises, which may play a role in the designing of pedagogical differentiation. Eva Maria Jenkins for example shows how certain kinds of grammar structure exercises can be used in a communicative and intercultural context. In another article is shown how differentiation can be achieved, when students get the opportunity to design their own exercises.*

Nadori Claudio, Hanne Thomsen, Günther Schneider, Ute Rampillon : **Autonomes Lernen.** (*Autonomous learning*), Fremdsprache Deutsch, Sondernummer 1996, ISBN : 3-12-675532-1, Pages : 68. *The different contributions are a useful collection of important theoretical and practical ideas for differentiation in didactics. The practical approach is for example clear in teaching models, which try to develop learners' autonomy step by step. Another important item is found in designed learning environments that may encourage spontaneous learning. In the bibliography one can find the description of 12 important publications on this subject.*

Oxford Rebecca L. : **Language Learning Strategies. What every teacher should know.** Heinle & Heinle, New York 1989, ISBN : 0-8384-2862-2, Pages : 340. *This book contains hundreds of ideas and suggestions for developing foreign language learning strategies. These strategies are divided into different groups, which are connected with important results of learning psychology research. Oxford describes the importance of cognitive, metacognitive, affective, social, compensation and memory strategies in direct relation to the different language skills.*

Perrenoud Philippe : **Pédagogie différenciée : des intentions à l'action.** ESF editor, Paris, 1997, 194 p. ISBN : 2-7101-1254-X. *This work, according to the author, "attempts to take stock of the state of different sites of differentiated learning". He suggests as a point of interest putting differentiated learning in a historical perspective, reconsidering it in the perspective of centring on the learner (the aim is not to differentiate pedagogy – teaching - but to allow for and accompany a differentiation of learning modes) and above all (the author is a sociologist) integrating the whole of the problem area in the institutional context, which is obliged to integrare curricular organisation and the training of teachers.*

Bemmel Peter, Ute Rampillon : **Lernerautonomie und Lernstrategien.** (Erprobungsfassung/Teil 1). (*Learner's autonomy and learning strategies*). Goethe Institut, München, 1996, ISBN : 3-468-XXXXX-X, Pages : 248. *This is one of the 'Fernstudienbriefe' of the 'Goethe Institut' in Munich. Autonomous and co-operative learning is approached from different points of view. Important items as for example the teaching of learning strategies in relation to self-evaluation, to productive compensation strategies (for speaking foreign languages) and analysing foreign language structure by students themselves, contribute to the developing of new aspects in pedagogical differentiation.*

Pontecorvo Clotilde, Anna Maria Ajello, Cristina Zucchermaglio : **Discutendo si impara – interazione sociale e conoscenza a scuola.** La Nuova Italia Scientifica, Roma, 1991, ISBN : 88-430-0074-8, 266 p. *This is a collection of contributions on the function of social interaction in cognitive education in the school system. The authors set out, in a first part, the given theories of this perspective, from the classic contributions of the historico-cultural tradition to the most recent empirical research (Piaget, Vigotsky,*

*Cousinet, Co-operative Learning, etc.*). In the second part they examine methods of analysis of the processes of interaction between pairs, characteristics of the role of the adult and the cognitive specifics which social interactions recoup as well as forms of management and control of contextualised learning. The third part reflects on examples of learning linked to different disciplinary domains. The interest of the work for the study of differentiated learning lies in the fact that it insists on the role of support provided by discussion for the acquisition of argumentative skills and the reorganisation of knowledge.

Prodromou Luke : **Mixed ability classes**. Macmillan Publishers Ltd., London and Basingstoke, 1992, ISBN : 0-333-49386-9, 168 p. *The author concentrates on English classes composed of numerous and heterogeneous learners. He tackles the myth of the “bad” language learner pointing to what we know of the strategies carried out by the “good” learner”. Resting on his experience gained in seminars conducted on this theme with teachers, the author describe the role of the teacher, his need to keep the class united, to teach setting out from the point where the pupils are in the process of their learning. He does this by offering suggestions, exercises and other pertinent steps.*

Przesmycki Halina : **Pédagogie différencié**. Hachette, Paris, 1991, ISBN : 2-01-017963-3, 159 p. *Dealing with the possibilities of methodological intervention and action in response to learners' diverse attempts, this work offers extremely strong and concrete points of support. The first part gives the definition and theoretic bases of differentiated learning and a description of the conditions for carrying it out ; the second part is devoted to the methodology to use in order to elaborate a preliminary diagnosis for each sequence of differentiated learning ; the third part answers the question “ How to construct learning strategies ? ” ; the fourth part gives an example of a sequence of differentiated learning ; the fifth, finally, suggests the necessary basic step to put differentiated learning into effect.*

Reid Joy M. (Ed.) : **Learning styles in the ESL/EFL classroom**. Heinle & Heinle, New York, 1995, ISBN : 0-8384-6158-1, Pages 264. *The book shows in different articles which student's language learning styles the foreign language teacher may meet in her teaching practice. In addition to this, the authors make clear how teachers can use these learning styles successfully to optimise foreign language learning. The book contains instruments, with which different learning styles can be identified and recognised.*

Vries Edith de : **Compensariestrategieën in de klas**. (*Compensation strategies in the classroom*), Levende Talen 4888/Maart 1994, ISSN : 0024-1539, Pages 128 – 134. *The article shows the possibilities of differentiation in teaching speaking. The differentiation is based on level and possibilities of the different students. The article shows how teaching compensation strategies in speaking can be taught explicitly. It shows that consequent training of those strategies is extremely important for especially foreign language learners with learning disabilities.*

## 8. GLOSSARY

Expressions or words preceded by an asterisk (\*) are themselves an entry in this glossary:

### Activity

Very general term for what a student does during his learning ; this may be at a very abstract level (such as cognitive operations : linking, comparing, analysis, application. . .) or very concrete (underlining unknown words in a text, learning a poem by heart) ; it may be with a certain aim (e.g. a remedial activity), in a particular domain (e.g. a written comprehension activity, reflection on the language, within the framework of particular \*measure (e.g. a group activity, guided activity, differentiated activities) etc., it may be “school” activities (conjugating a verb orally in class), “simulated” (compiling an electronic message for a foreign correspondent). See \*task, \*exercise.

### Aid

Outside aid to the \*task and intended to facilitate its execution, or specific supplementary aid intended to facilitate the learning process in its entirety: vocabulary translated in the margin of a text, example of \*tasks already carried out ; additional documents providing complementary information ; vocabulary or grammatical notes: personal chart or collection of mistakes most frequently made ; posters put on the wall showing vocabulary lists , verb conjugations or examples of grammatical structures ; information provided by the teacher at the request of a group during a class \*lesson ; special lesson or part of a lesson particularly devoted to work \*methods ; “support” lessons for students in difficulty ; etc. See \*guidance.

### Aim

Contrary to final outcome, an aim is a concrete target defined by a precise result observable in terms of the student’s behaviour, and capable of evaluation in terms of action carried out by him (“he is capable of . . .”). An aim defined in this way is called “operational”, and can correspond to :

- a) a competence (see \*competence) ;
- b) content (see \*content) ;
- c) a degree of mastery of these \*contents.

The different degrees are as follows :

- 1) *awareness* : capacity to become aware of obscure or unknown facts ;
- 2) *recognition* : capacity to recognise regularities or coherence between different linguistic or cultural forms, or the inverse, to spot forms relevant to given regularities or coherence ;
- 3) *conceptualisation* : capacity to understand “rules” appertaining to linguistic or cultural function ;
- 4) *application* : capacity to produce utterances or “correct” behaviour, consciously referring to explicit “rules” ;
- 5) *training* : capacity to produce quickly in a limited time numerous correct forms without needing to consciously refer to explicit rules ;
- 6) *transfer* : capacity to re-use previous acquisitions for his personal needs of communication in a new situation.

See \*capacity, \*competence, \*content, \*final outcome.

### Autonomy

\*Capacity acquired for taking charge of learning in a responsible way, particularly involving being in a position to determine \*aims for oneself, to choose the means of following them up and to carry out evaluation of the results obtained.. In school teaching, autonomy, like ethical or intellectual training, is a \*final outcome rather than an \*aim : what teacher must actually aspire to is the organisation of a process of \*autonomisation (see \*autonomisation) in which learning disassociates itself gradually from teaching.

**Autonomisation**

Process by which the learner increases his degree of \*autonomy, progressively developing the capacity to steer his learning process independently from the teaching process. See \*autonomy.

**Capacity**

Particular skill of carrying out an act, a \*task or an \*activity, whether learning the foreign language-culture (e.g. conjugating a verb, spotting the cultural connotation of a word

from its context, self-evaluation), or communication in the foreign language (e.g. introducing oneself, telling a story, following a talk making notes, compiling an electronic message). See \*competence, \*aim.

**Competence**

1. *Competence* : general aptitude or collected \*capacities in domains more or less globally defined. See the points below.
2. *Cultural competence* : capacity vis-à-vis the foreign culture and in interaction with its members. At the same time these capacities fall under :
  - a) knowledge (e.g. knowing the capital of a country, the political system. . . ) ;
  - b) descriptions (taking into account the image one has of this culture, and the image which its members have of their own culture) ;
  - c) behaviour ( taking into account the norms ruling manners of action in this culture);
  - d) values (taking into account the major philosophical, religious, ethical, aesthetic etc. principles of the members of the foreign culture).
3. *Language competence* : capacity to understand the spoken word, to express oneself orally, to understand the written word, to express oneself in writing in the foreign language.
4. *Methodological competence* : capacity to manage one's learning, especially having recourse to adequate \*methods.

5. *Communicative competence* : its different components correspond to capacity for different orders :

- linguistic component : capacity to make grammatically correct sentences ;
- textual and discursive component : capacity to compile a letter of apology, to tell a story, to argue during an oral debate, etc. ;
- notional-functional component : capacity to explain this or that idea such as time, price, identity, reason . . . , and to carry out this or that act of speech such as thanking, greeting, apologising, refusing, justifying, comparing, etc. ;
- referential component : capacity to mobilise knowledge – lexical or other – corresponding to the relevant domain where the discourse is situated ;
- socio-cultural component : capacity to respect the rules regarding use of language in the situation one finds oneself in ;
- interactive component : capacity to speak during a conversation, to ask for details, to introduce a counter-argument, etc. ;
- strategic component : capacity to compensate for gaps in this or that competence

by gesture, mime, paraphrase, asking questions or formulating requests of the interlocutor, etc..

**Content**

Certain specialists more accurately call “language didactics” “language-culture didactics”, because the contents are at the same time linguistic and cultural.

- *Linguistic contents* are traditionally classified as lexis, phonetic-orthographical, and grammar (morphology and syntax). Concerning grammar, other types of description of the language have appeared recently, revealing different phenomena and/or suggesting different classifications for linguistic forms : these are textual grammar (phenomena linked to cohesion and to the progressing to a collection of sentences), enunciation grammar (phenomena linked to the subjectivity of the interlocutor/author and to his recognition of the subjectivity of the target-interlocutor), notional-functional grammar (classification of linguistic forms into general

notions, specific notions and language functions).

- *Cultural contents* are those which are described and analysed by different disciplines such as theology, history, geography, art, politics, economics, sociology, etc. At the beginning of teaching, these cultural contents are usually introduced re-grouped in very general themes or situations of everyday life (the family, at the restaurant, a birthday). When the level of the students permits, literary texts can be used as \*support material for teaching/learning of cultural contents.

Any written or oral teaching \*support material can be used in terms of linguistic, cultural, thematic or situational contents.

Different degrees of mastery of content : see \*aims.

### Differentiated learning

This consists of the act of suggesting \*aims, \*\*measure, \*content, \*support material, \*aids and \*guidance, \*tasks, or \*methods of teaching different for each student (or group of students) according to his personality, culture, his habits or profile of learning, according to his level of mastery of the language, his degree of motivation and of autonomy, to his interests, his \*aims, his needs, his \*capacities, or any other parameter the awareness of which requires the teacher to adapt his practice. See \*differentiation.

### Differentiation

There is differentiation in a class when at a particular moment different students or different groups of students carry out differentiated \*activities as to one or several of the following characteristics : \*aims, \*\*measure, \*content. \*support material, \*aids and \*guidance, \*tasks, \*methods. These characteristics constitute the possible “domains of differentiation”. See \*variation, \*differentiated learning.

### Environment

This term indicates in very general terms all the elements capable of having an impact on the joint process of teaching/learning, from the material available in class up to the whole society with its social and cultural characteristics, going through the working conditions of learners and teachers within and without the classroom, the ambience of the establishment and its orientations, the expectations and strategies of the students’

parents, or even the country’s language politics

By this term “teaching/learning environment” (rather than “situation” or “context”) , you emphasise the globality of these elements, their interrelation, the importance of their effect, and finally the fact that the actors themselves of the teaching/learning process are an integrated part of their own environment : thus the teacher teaches partly due to the training he has received, and the student learns partly due to the learning culture which has been transmitted to him by society and by his former teachers.

### Evaluation

The action of measuring, with the help of objective and explicit criteria, the value of a piece of teaching or learning.

Different types of evaluation are distinguished according to how its actors, its criteria or its functions are seen.

1. The **actors** of the evaluation can be the teacher, other students, or the interested party himself : in the latter case we speak of “self-evaluation”.

2. The **criteria** of evaluation can be :

a) *execution criteria* (or procedural), which apply to particular \*tasks which the student must carry out to finally reach the expected result; for example, in order to understand a narration, noting the names of the various characters, different verb tenses, different chronological moments. . . ;

b) *success criteria*, which apply to the result obtained; there are 5 in number : pertinence, completion, precision, quantity and quality.

3. The **functions** of evaluation which are distinguished by :

a) *diagnostic evaluation*

This happens before the start of a teaching \*sequence, and is directed towards the future: it aims to compare the \*capacities/current knowledge of the learners with what they will need later ( “prerequisites”), in such a way as to remedy their gaps beforehand, prepare them for the work awaiting them, or modifying the \*sequence beforehand. In this type of evaluation you seek to predict and prevent possible errors on the part of the students.

b) *formative evaluation*

This happens during the teaching/learning \*sequence, and is directed towards the

present : it aims to regulate along the way the teaching and learning procedures, even to redefine the \*aims. In this type of evaluation, an error is a stage of learning and not a fault or failure, because it allows establishment of the obstacles remaining to be overcome and the best way of tackling them.

c) *summative evaluation*

This happens at the end of a teaching/learning \*sequence, and is directed towards the past. Its interest is in finished products, final results and consists of checking at the end of a \*sequence, part of a course or a complete learning course, to what degree the established \*aims have been attained. It has a social finality (information for the student, his family and the administration, school or professional direction, diploma award ), and is expressed by a statement of marks determined with reference to a group (thus having a grading function) or a required level ( thus having the function of selection or certification). In this type of evaluation, error is permitted because it is an indicator of aims not attained.

### Exercise

Form of specific \*task, having the following characteristics : 1) it represents a unique operation or several operations previously defined with precision (in language, for example, transforming or substituting, or both in succession) ; 2) it concerns a unique point or several points previously defined with precision (in language, for example, using the negative, or expressing the idea of agreement);

- 2) it offers a certain feature of repetition and intensity : in a drill exercise, for example, it's a matter of reproducing

the same form(s) a certain number of times in a limited time.

- 3) exercises can be particularly classified in relation to different \*aims.

### Final outcome

We speak of “final outcomes” to point out general specific targets in the education system, which, in contrast to \*aims, can never be totally attained, are difficult to evaluate objectively and correspond rather to a direction one gives to an action, a horizon in sight, an ideal towards which one is going. These final outcomes are *intellectual training* (skills of analysis, synthesis, argumentation, . . . ), *aesthetic training* (capacity to appreciate beauty in all its forms) and *ethical training* (sense of responsibility, respect for others, autonomy, critical sense, civic sense, . . . ) The language teacher, when it's a question of function in these final outcomes, wants to be an educator. See \*aim.

### Guidance

Form of \*aid which aims to orientate and accompany the learner during the execution of his \*task or the whole of his learning process: multiple-choice questions or a grid to be completed on oral or written comprehension work ; series of questions to ask yourself in

preparing a commentary on a text ; methodological file ; advice provided by the teacher at the request of a learner or group of learners during a class \*lesson ; plan of work with a series of instructions, explaining the intermediary stages and \*aims, the steps to take and/or the \*methods to use in turn ; etc. See \*aid.

### Lesson

Corresponds to a continuous period of teaching (generally 1 hour in secondary teaching). See \*sequence.

### \*Measures

Set of devices used to arrive at an \*aim or carry out \*task in the best possible way. They particularly concern \*support material used, available material, \*guidance and \*aid provided plus the modes of organisation and management of space, time, and the collective dimension :

- *\*support material* : dialogue or basic text, picture for comments, collection of documents making part of a background (“civilisation”) file. . .

- *\*material* : textbooks, exercise books, taped *\*exercises*, dictionaries, encyclopaedia, grammar books, tape recorders, computers, large blank sheets with markers . . . .

- *\*aid and \*guidance*, or outside support for the intended *\*task* to facilitate its execution.

- *\*space* : table layout, moving learners and teacher within the classroom, use of other areas such as the school library, the computer room, each student’s home for private work, etc.

- *\*time* : length of time determined in the lesson for a *\*task*, distribution of work over several *\*lessons*, extension of time to carry out work, periodically recurring *\*activities*, rhythm imposed on an activity more or less slowly or more or less intensely, planning covering length of longer or shorter periods, use of time outside the classroom, etc.

- *\*collective* : constitution of groups, alternation and movement between individual work and work in a large group, in limited in groups or groups of two (“pairs” or “tandem”).

### Metacognition

What we call “metacognition” corresponds strictly speaking to the activity by the learners of conscious reflection (or “conceptualisation”) of their “cognitive strategies” (ways of steering their learning). In a wider sense (used in the corresponding rubric of this book), “metacognition” denotes any act of reflection by the students relevant to their

learning, with a view to facilitating it. If you take for example as an object for reflection the *\*tasks* to be or already carried out, it will be a question of reflecting on a common *\*aim* and on the *\*aim* of each task, on the link between one and the other, on *\*methods* to use, the means for use, the *\*measures* to employ, the expected result, as well as the criteria used for *\*evaluation* of these different domains.

Those who propose such “metacognitive activities” in the language class rely on the following three hypotheses concerning the learning process :

1. Awareness prior to work improves motivation and efficiency : when you know what you are doing, why you are doing it, how

to do it, etc., you become more involved in the work and do it better.

2. This awareness allows each person in the course of the work to work according to his own *\*strategies*, and to control them better.

3. Awareness after work carried out improves the efficiency of work to come : when you know what you have done, why you did it, how you did it, with what results, you can progress in your way of learning, involvement increases, and the work is more and more efficient.

### Method

Minimal unit of methodological coherence in a teaching or learning activity. A method corresponds to all the ways of applying a unique teaching or learning principle. The “direct method” of teaching, for example, corresponds to everything a teacher can do to avoid addressing/being addressed by the learners in the mother tongue : offering *\*support material* and grammatical *\*exercises* in the foreign language, asking questions in the foreign language, giving the learners a foreign identity within the framework of simulation . . See in the Annex the “Methods” file, a table showing the basic different methods in language education.

It is necessary in *\*differentiated learning*, as elsewhere, to distinguish between teaching methods and learning methods. See *\*strategy*.

### Planning

Way of carrying out a *\*task* using certain *\*methods* within the framework of certain *\*measures*, or simultaneously carrying out other tasks. See *\*procedure*, *\*process*.

### Procedure

Articulated and finalised set of *\*tasks* aiming at the execution of a global *\*task* : you will thus speak of a “self-correction procedure” of a written product by successive checks of spelling, morphology, syntax, planning, material presentation, etc.



You will on the other hand speak of “*the technique of invitation to self-correction*” if, to do this, the teacher takes up the sentence stopping just before the mistake with a questioning intonation. In contrast to what happens to technique, where possible tasks are carried out in parallel because they constitute a way of action (e.g. to translate an unknown word *you consult a dictionary* or *you try to infer the meaning* from the context), in procedure tasks are successive because they constitute intermediary actions (e.g. to translate a word : 1) you decide to turn to the dictionary, 2) you decide to obtain a dictionary, 3) you look for the word in alphabetical order, etc.).

In contrast to \*process, procedure exists at the level of conscious organisation of learning. The process of reading quoted below becomes a procedure (of learning reading) if you make students formally research a text, then make hypotheses on the sense of the text from their

research, finally reading to validate/invalidate these hypotheses.

Synonym : steps.

### Process

Series of articulated and finalised cognitive operations : you will speak here of the “learning process” ; you will say there is a constant coming and going, during the course of the “reading process”, between the semasiological (setting out from known forms to uncover the message) and the onomasiological ( setting out from knowledge of or hypotheses on the sense in order to recognise them or validate them by analysis of the forms.

The process exists at the level of mental mechanisms, largely unawares, in contrast to \*procedure.

### Problem solving

Type of complex \*task for which the student must, bearing in mind his teaching/learning environment, reflect on his own the measures to be employed and on the most efficient \*procedures and \*techniques.

### Remedial work

\*Task or set of tasks specifically conceived with the aim of helping the learners to solve a problem or a temporary or permanent difficulty met during the course of their learning.

### Sequence

1. “Lesson sequence” : set of \*tasks showing a certain coherence during one or more \*lessons.

2. “Video sequence” : part of a \*lesson filmed, or a montage of chosen moments from several \*lessons and showing a certain coherence.

### Strategy

Set of actions consciously carried out with a fixed \*aim. In language education , the term \*strategy more or less equals \*method or set of methods.

### Support material

Material from which generally speaking several teaching/learning activities are carried out : a taped dialogue, an advertisement, a photo, a video, for example, serve as a basis for comprehension \*exercises, expression, grammar, vocabulary, phonetic correction, cultural discovery, training in learning \*methods. . . All class activities can be effected from different support materials worked on simultaneously (commentary on a newspaper article and its photo illustration, for example) or successively ( background knowledge file integrating several documents on the same topic, for example).

**Steps**

Synonym for \*procedure

There is variation in class when the students – individually, in groups or collectively – all carry out at the same time the same series of different \*tasks. See \*differentiation.

**Task**

Minimal coherent unit in a learning activity. A task is production work which the learners have to carry out consciously from a \*measure which is given to them or which they create, with the target of executing a certain piece of work and/or leading to a language product or a fixed result.

A complex task can itself be composed of several partial tasks : thus, to summarise a written document, the students must successively look up the meaning of unknown words and expressions, pick out the essential ideas, link them together, compile and finally check linguistic correction of the language as well as the adequacy of the ideas in relation to the original text. Types of task : see \*exercise, \*problem solving. Succession of partial tasks : see \*procedure.

**Technique**

Way of carrying out a \*task using certain \*methods within the framework of a certain \*measure, or carrying out simultaneously other tasks. See \*procedure, \*process.

**Teaching unit**

Coherent collection constituted by a series of teaching/learning tasks : textbook “lesson”, text analysis, commentary on a video, work on a background knowledge file, etc.

**Teaching unit cont.**

The teaching unit generally unfolds over several \*lessons.

**Variation**