Training in differentiated learning in language education

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

TEACHER'S BOOKLET

Educational Director

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

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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) Federacão Nacional de Associações de Professores de Linguas Vivas
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KMF (Czech Republic) Kruh Modernich Filologu
POKAXEG (Greece) Fédération Panhellenique des Professeurs de Langues Étrangères
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*IRRSAE Molise co-ordinated administratively the activities of the two Italian associations, *ANILS*
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"Training by involvement in differentiated learning in language classes"

SUMMARY

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 : [1]

-    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.

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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 initial/final questionnaire

At the end of these Instructions for Use, this *Teacher's Booklet* offers an "initial/final Questionnaire", the use of which is shown on the first page. It is a questionnaire which we invite teachers to respond to before and then at the end of the work on the cassette and on the corresponding files, in such a way, by then comparing their replies, to self-evaluate the growth of their knowledge, opinions, attitudes and intentions concerning differentiated learning.

The File

The File produced after, offers a work file on each of the video sequences. It was designed in the following way :

– The "Introduction" section suggests, from four sequences, work on the difference between "variation" and "differentiation". It seems logical to start to work on the cassette from this essential terminological standpoint. At the same time, it seems logical to end with "Conclusions", in which we have regrouped global evaluations on differentiated learning made by teachers participating in the ECP, then by students, the ultimate activity envisaging that the cassette users will in their turn self-evaluate their work on differentiated learning and draw their own conclusions.

– We have classed the video sequences in three parts (Domains of differentiation, Chronological Stages and Tranverse Themes) following a general order from the more analytical to the more global. However there is nothing to stop you , according to preference and need, from adopting the reverse order (from the more global – Transverse Themes – to the more analytical – Domains of differentiation). Within each part, it seems logical to respect the suggested order of the headings for the Chronological Stages, but the headings within the two other parts (Domains of differentiation and Transverse Themes) can be studied in any order.

– As you will see, each heading begins by a reference to previously classified files that allow for work on this heading. In reverse, for each file there are shown the heading(s) which also allow for work. These cross-references are intended to allow the teacher to use this self-training material on differentiated learning in a differentiated way !

Bibliography and Glossary

This *Teacher's Booklet* then offers an international Bibliography on differentiated learning, with a brief commentary on each work illustrating its interest, then a *Glossary* containing the essential concepts for reflection on differentiated learning. As you will observe, this is a reference tool to which the users of the self-evaluation File are constantly referred.

This Teacher's Booklet finishes with "Notes" on the activities suggested in the files, at least for those – the most numerous – for which it was possible. Sometimes these are less than "notes" properly speaking but rather commentaries aimed at reflection on the responses given.

We hope that this work will come up to your expectations and your needs, and we thank you in advance for all the comments and suggestions that you would make to us to improve it.

Educational Director
Christian Puren

3. 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-evaluation 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 :

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 ?

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

	1	**2**	**3**
a	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).

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

	Column 1	Column 2	Column 3
Sequence 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 ?
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).

0	1	2	3	
				1. because it is a requirement of the institution
				2. because it is part of the principles of all modern education
				3. because it corresponds to current social values (respect for individual differences, equity . . .) which create rights for the learners
				4. because the students have different levels
				5. because the students are differently motivated
				6. because the students have different learning rhythms

				7. because each student learns in a different way
				8. because each student has his strong points which he can lean on
				9. because each student has his weak points, for which he must compensate

				10. because discipline problems are provoked partly by common teaching to students who have different needs
				11. 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).

0	1	2	3	
				1. to complete collective teaching necessarily incomplete and partly inappropriate
				2. to train for autonomy by providing the students with opportunities to learn to learn on their own
				3. to allow the best students to progress more quickly
				4. to help if possible the students who have the most difficulties
				5. to save time
				6. to gain efficiency
				7. to carry out as a teacher more interesting work because more varied
				8. to improve relationships with students
				9. to train students in group work
				10. to give the students a sense of individual responsibility
				11. to give the students a sense of collective solidarity
				12. 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 (See the definition of terms in the Glossary).	**Example**

Differentiation of aims	
Differentiation of contents	
Differentiation of measures	
Differentiation of aids and guidance	
Differentiation of tasks	
Differentiation of methods	
Differentiation of instructions	
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 ?

Original file was corrupt and could not be restored
Pages 16 to 21 are missing

ANNEXE

Activities on texts 2 and 3

Text 2 (medium difficulty)

Activity 2 Reread the text "Slave to Be Single" Account for the headline and superlead. Starting from the superlead collect information about : • What the law says ; • What social supports are given.	

Text 3 (the most difficult)

Activity 1

Consider the text "Getups" and fill in the following table :

Mother's Profile		Child's Profile
physical	psychological	psychological

Original file was corrupt and could not be restored
Pages 23 to 25 are missing

PART I – DOMAINS OF DIFFERENTIATION – CONTENTS

Other files for use under this heading :
- 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	2nd. year		

CONTEXTUALISATION

This is about the *Istituto G. Bruno* in Rome, which is a pilot school with a 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 other 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.

ORIGINAL TRANSCRIPT **Italian L1, Spanish L2**	*TRANSLATION*
T. – Entonces cada uno después de leer, en el manual, el cuento, e intentar comprender las palabras que no conocéis, 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	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 be occupy themselves with the bear, the animal. . that is they'll try to find all the

todoslos verbos y los adjetivos que se refieren a este animal fantástico. . Claro.	verbs and adjectives which refer to this imaginary animal. . . That's it.
Entonces. . buscar todo lo que se refiere al oso : los verbos, acciones. . , y todas las veces que manifiestan el estado de ánimo.	So, look for everything about the bear : verbs, actions. . , and each time they show his frame of mind.
En cambio, vosotros os ocuparéis de los seres humanos que éstan en elcuento, ¿no? , y por lo tanto también los mismos verbos, adjetivos, estados de ánimo, acciones. . , todo lo que se refiere al ser humano.	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.
En cambio este grupo. . este grupo se ocupará del espacio, o sea se ocupará del oso y de los seres humanos pero tendrá que mirar cuál es el espacio en cambio el espacio de los seres humanos, dónde actúa el oso y dónde actúan los seres humanos.	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 on the other hand the human beings' space, where the bear is and where the human beings are.
¿ Todo claro ? ¿Pregunta ?	Everything clear ? A question ?.

1. What does the first task required of the students ("try to understand the words", but with a dictionary at hand) consist of ?

2. What might be the aim of this first task ?

3. Is this first task to be carried out individually or in groups ?

4. Read the definition of the term "contents" in the Glossary : what kind of content is differentiated here ?

5. What does the second task assigned to the groups consist of ?

6. Does this technique seem interesting ?

7. One of the difficulties linked to differentiation of contents is to see that the shared work, at the end of the group work, offers a collective interest. Is this the case here ?

8. What do you think the teacher will suggest at the send of the group work stage ? Check by watching the sequence Measures 3/ 3.

PART I – DOMAINS OF DIFFERENTIATION – SUPPORT MATERIALS

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

FILE no. 1/ 2

Country	L1	L2	Level	Length	Counter
Belgium	French	English	1st. year		

File can also be used in :
- Instructions

CONTEXTUALISATION

The sequence was recorded in a public establishment of the French Community in Belgium., in a class of 19 students of 12 years of age beginning English studies in the 1st. year of secondary schooling. The students are at their 6th. 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.

ORIGINAL TRANSCRIPT
French L1, English L2

[Underlined text indicates where English was spoken originally.]

T. So, you notice your sheet : it's got your first name and there is 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] , <u>find five, four things they like. Who are they ? They</u> are
<u>John and Ellen and Mark, in the dialogue, OK ? So, five things, four</u>, four. <u>What does it mean "Things"?</u>
<u>A thing ? What is a thing ?</u>
S. Thing !

T. <u>Thing. This is a thing. This is a thing</u> they . . four things they. . . <u>they like</u> . . for things they . . . <u>they</u>
<u>like ? To like ? To love ?</u> that they. . .
S. That they like !
T. Like. <u>Yes, you know. And then two sports they play</u>. One question starts with <u>Where</u> . . ?
<u>To know. What does it mean, "to know"</u> ? Everyone knows <u>I don't know ? I don't know</u>, what does it
mean, <u>I don't know ?</u>
S. I don't know !
T. I don't know. Now, a question with <u>where, to know</u>, to know where they. . <u>where they</u> <u>live? To live ?</u>
For example, where they. . <u>to live ?</u>, for example, <u>my house, I got a house, my house in in Liège. I live</u>
<u>in Liège. I live. To live,</u> it's . . ?
S. To live !
S. I live.
T. So a question with <u>where</u> to know where they . . ?
S. Live!
T. <u>A where-question to know where they come from.</u> .A question with <u>where</u> to know where they
S. Come !
S. Come !
T. <u>A what question to know what they do ?</u>
S. What he does !

T. A question with <u>what</u> to know what they. .
S. What they do for a job !
S. Do !
T. . do ! <u>A where-question to know where they work ?</u>. .So, Aurélie, a question with <u>where</u> to
know where they . . ? <u>to work</u> . .
S. . . where they live!
T. <u>To work ? To work,</u> to work. <u>I'm going to work now. And. . a what-question to know what</u>
<u>they like ?</u> So, a question with <u>what</u> to know what they. .
S. Like !
T. Like ! <u>And a what-question to know what they play ?</u>
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 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 ?

1. What did the teacher give each student just before this sequence begins ?

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) ?

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.

4. By what criterion has the teacher constituted the two groups, in your opinion ?

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. Check. Answer these questions".) Compare the linguistic contents of the tasks of the two groups.

6. The teacher has planned a shared session on the work of the two groups in an interactive form : what will it consist of ?

7. What do you personally think of the way the teacher uses the textbook ?

ANNEXE
(support materials for textbook used)

Front page, Students' book, Simon Haines, Michael Carrier, Longman 1996 1ˢᵗ. Edition 1992)

ORIGINAL VERSION (English)
Unit 6 – JOBS AND INTERESTS

Page 24

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 he goes to Colchester to see Becky. Sometimes he watches Colchester United football matches on Saturday afternoon. 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 ?

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Transfer 1
1. Fill in a form like this for yourself

	You	*Partner 1*	*Part 2*	*Part 3*	*Part 4*
Name					
Live					
Family from					
Job					
Work(s)					
Like(s)					
Play(s)					

FILE no. 2/ 2

Count ry	*L1*	*L2*	*Level*	*Length*	*Counter*
Austria	*German*	*French*	*2nd. year*		

File can also be used in :
- Contents
- Measures
- Environment

CONTEXTUALISATION
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

[Sections in italics were originally in French]

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.- *Lets change.*
S1.- Non-stop.
S2.- *Non-stop.*

S1.- In July I'll be in Paris.
S2.- *In July I'm going . . to Paris.*
S2.- Where are you going on January 13th. ?
S1.- A*re you . . you're going . . on January 13th. .*
S1.- In July I'll be in Paris.
S2.- *In July I'll be in Paris.*
S2.-Where are you going on January 13th. ?
S1.- *Where are you going on January 13th. ?*

S1.-*Near to Ammer there's a centre where you can enrol for a ski course.*
S2.- *The lesson we're going to do tomorrow isn't easy at all.*
S1.-*We have an instructor who is very good at cross-country skiing.*
S2.-*The stay we had at the ski station has been quite expensive.*

S1.- *We hitch-hiked to Luxembourg.*
S2.- *She worked in London.*
S3.-*Have you any friends in Le Havre ?*

S. - This lorry is mine.
[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]

S1.- ??
S2.- *It's a . . really nice.*
S3.- *He knows something.*
S4.- *No, he doesn't know anything.*
[Cut from 6'44 to 6'59]

S1.- *We're thinking about a strange affair.*
S2.- *I'm slowing down before a dangerous bend.*

S1.- *I like Portugal a lot.*
S2.- *It's Portugal I like a lot.*
S1.- *We're thinking about English grammar.*
S2.- *It's English grammar we're thinking about.*
S1.- *He went to Great Britain.*
S2.- *It's Great Britain he went to.*

1. Before working on this sequence, make a list of all the games you know for language teaching, and those you've 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).

3. Watch the sequence for a first time counting the number of different support materials used.

3.1 How many are there ?

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.)

4. Watch the sequence a second time :

4.1 Define each of these support materials in a few words.

4.2 For each of these games, define in a few words the corresponding aim in terms of the contents.

5. Show all these preceding observations in a table with the following vertical columns : support material, definition of game, function, linguistic content worked on.

6. Look at the game again using the file with pin (counter no. 00 to 00). Make the necessary stops to watch carefully the right and left of this file : how does this game work ? Were all the replies given by the students right ?

7. Look again at the Trimino game (counter 00 to 00) : how does this game work ?

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 ?

8.2 What extra information does this document tell us about all the activities ?

9. What do you personally think of this system of "plan of work" ? How does it promote differentiation ?

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 ?

Plan of work 4e compo/6i/6mb
(exchange II, L. 5 &6)

**Please see p. 35 of original French version for
facsimile of this plan, showing a list of activities, with descriptions and
indicating type of activity (written, oral etc.)
For types of game, see following pp. 36 – 37.**

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

TABLE SYNTHESISING GAMES

Support materials	*Definition of game*	*How it works*	*Linguistic content*
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 : *Thief* Student B *: Voleur* 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 *In July I shall be in Paris.* Student B must translate into the foreign language : *In July I'll be in Paris.* 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 *qui, que, où.* Student B gives a suggestion and student A checks the answer by looking at the file. Ex. : *Nous avons un moniteur . . sait très bien faire du ski de fond..* Answer : *Nous avons un moniteur qui sait très bien faire du ski de fond.* 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 : *á/au/aux/d'/de/en/* linked to colours. The student replies by placing the right corresponding colour. Ex. *Vous avez des amis . . Havre.* The student places a brown peg by the side of the sentence, symbolically corresponding to the preposition *au.* NB. You will notice the wrong use of preposition : In the example *je roule beaucoup . . France,* you would expect the preposition *en* and the student suggests *de.*	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

		translated. Each translation must correspond to the side of the triangle. Ex. : *déclarer = verzollen ; sich ausgeben als = se faire passer pour.*	
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. : *He knows something ?,* a sentence which must be replied to in the negative: *Non, il ne sait rien..*	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 –*ir*) ; the red dice shows a sentence with a verb in the infinitive. Example 1 : *"nous* + imperative" (blue dice) ; *refléchir à une affaire bizarre (*red dice*). Answer : Réfléchissons à une affaire bizarre.* Example 2 : *"je"* (blue dice) ; *"ralentir devant un virage dangereux"* (red dice). Answer : *"Je ralentis devent un feu rouge".* The verbs to be used (*ralentir, réfléchir, choisir, finisr*) are repeated in the sheet given to the students, and linked to symbols. Ex. : *Réfléchir : "?"*	Conjugation training (verbs ending –*ir*)
Envelopes with windows covering sentences	Box	Pair game. Student A reads the sentence which appears in the window. Ex. :*J'aime beaucoup le Portugal"*, and shows a raised answer (with the idiomatic structure *"C'est . . que/c'est. . qui"*. Student B : *"C'est Portugal que j'aime beaucoup."* Student A checks the answer by sliding open the window to show the correct answer.	Syntactic training (use of the structure *C'est. . que/c'est . . qui*).

PART I – DOMAINS OF DIFFERENTIATION – MEASURES

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

FILE no. 1/ 3

Country	L1	L2	Level	Length	Counter
Italy	Italian	English	8th. year		

File can also be used in :
- Aims
- Content
- Support materials

CONTEXTUALISATION
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 an oral test of the baccaluréat.

ORIGINAL TRANSCRIPT **Italian L1, English L2**	TRANSLATION
T. - So you must stick all these different parts here. *They are clearly arranged at random and then here you've got 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 that the key I will bring you.* S. - OK. Thank you. So the Waste Land is divided into 5 parts. The second and the third. The first and the second. S.- *OK. So the first page is this . . This is the second part.* T. - *and then you turn and check the solution.* S.- *Ah !* T.- *OK. And the most important concept of the modernist novels can be revised in this way. Because you can see that I have chosen only these 5 points to revise.* *E2. - Death.* *E1. - It's important because of the death.* *E1. - In life.* *E2. - Yes, in .life. Examples : Evelyn after her mother's death. .*	

[Underlined text originally in Italian]
S1 - .. . love meeting. It is a mechanical meeting. They are a girl and a man, but they only meet to make love without feelings.
S2. - The Love Song of J.A.Prupock is a song which has nothing to do with love.

S2. - Again there is the 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 Michaelangelo, they seem very empty. Their souls seem to be very empty without feelings and without emotions.

T. - OK. You start.
S1.- <u>I'll throw the dice.</u>
S3.- <u>I'm green.</u>
S3.- I. . .I. . . I want to ask you the question "What kind of play is Murder in the Cathedral" ?
S2.- <u>Go on.</u>
S4.- What kind of . . ?
S3.- . . play is Murder in the Cathedral ?
S4.- Verse drama.
S. - Eh !
S3.- That's right.
S4.- Thank you.
S3.- OK. Four. One, two, three, four.
S1.- Nothing.
S4 - OK.
S1.- My turn. Six. One, two, three, nothing.

S1.- So. Which question did you choose ?
S2.- Question number two.
S1.- What kind of family does Evelyn have ?
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.
S2.- And you ?
S1.- Number 15.
S2.-. What kind of project is Evelyn thinking about ?
S1. Evelyn is tired of life.

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 ;

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- the organisation and management of time.

2.2 the individual and collective dimension.

3. Look in the Annexe at the *"Revision Table"* document : what supplementary information does it tell you about the measures employed by the teacher ?

4. What is the teacher looking for in getting revision done with these kinds of activity ?

What do you think of them personally ? Would you use them with your students ?

5. Describe briefly, for each measure, its aim, support materials and corresponding activity.

6. Pinpoint the aids planned by the teacher to promote self-corrrection.

7. What does the teacher's work consist of :

7.1 before the lesson ?

7.2 during the lesson ?

8. What are the necessary conditions for the success of such measures ?

9. What can be the advantages of such measures :

9.1. concerning the students' development ?

9.2 concerning language learning ?

10. What can be the disadvantages of such measures :

10.1 concerning learning the language ?

10.2 concerning the teacher ?

ANNEXE

For facsimile of Revision Table outlining the authors,
the type of material available, the methods to be used and remarks :

Please refer to the original French version, p. 41.

FILE no. 2/ 3

Country	*L1*	*L2*	*Level*	*Length*	*Counter*
Finland	Finnish	English	4th. year		

File can also be used in :
- Environment
- Tasks
- Group work

CONTEXTUALISATION

This is a pilot secondary school, which takes in 320 students from 13 to 16, who are preparing for the *Upper Comprehensive School* (three final 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 al 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 of 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.

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 ?

3. Describe the lay-out of the room : its arrangement, furniture, different spaces.

4. Watch the sequence again if necessary to establish a list of the materials used in this class. How can you characterise them all ?

5. What domains of educational differentiation are promoted by material like this and a lay-out like this ?

6. How many students do you see ? What kinds of exercises to they seem to be devoting themselves to ?

7. What are the necessary qualities for students so that a measure like this works well ?

FILE no. 3/ 3

Country	L1	L2	Level	Length	Counter
Italy	Italian	Spanish	2nd. year		

File can also be used in :
- Instructions

CONTEXTUALISATION

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).

ORIGINAL TRANSCRIPT **Italian L1, Spanish L2**	***TRANSLATION***
P.- Ahora, ahora, uno de cada grupo, uno solo de cada grupo pasa - ¡por favor!. . .- oasa a otro grupo. Después de 10 minutos permuta con otra persona, de manera que al final se manengnan los grupos de ahora, de manera que 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 despúes nos reuniremos para las consideraciones finales. ¿Está bien? ¿Preguntas ? A. - No . . 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 va allí. ¡claro ! , ¡vamos !. . Podéis elegir, claro que después hay tenéis que cambiar . . Aqui, ¿que pasa ?. . [. . .] P.- Bien, entonces, intercambiar ideas, intercambiar hipótesis, aclarecer 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 cado 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. . [. . .] T.- No, Juliana es de este grupo. Vosotros necesit áis. . ¡Ah, sí, sí, ¡justo! Me estaba confundiendo yo. .	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 ? S. - No. . 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 ? T.- OK, then, off you go : exchange ideas, exchange hypotheses, clarify any doubts. . [. . .] T.- Now we must finish the 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 !

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 ?

2. How does the teacher make sure, at the beginning, then during her conversation, that the initial instructions were properly understood ?

3. Make plans for the rotation between the groups according to the teacher's instructions.

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 ?

5. The measure of differentiated learning are often complex (even sometimes for the teachers themselves, as you see in the 3rd. 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.
Conclusion : differentiated learning is a rigorous school, but every teacher who innovates has the right to experimental trial and error.

PART I - DOMAINS OF DIFFERENTIATION –
AIDS AND GUIDANCE

Other files for use under this heading :
- Introduction
- Contents
- Tasks

FILE no. 1/ 2

Country	L1	L2	Level	Length	Counter
Belgium	French	Spanish	2nd. year		

Files can also be used in :	
- Introduction	- Instructions
- Aims	- Remedial work
- Contents	- Autonomisation

CONTEXTUALISATION
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	TRANSLATION
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 narrativo : ¿Qué cuenta una historia ? 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 trabar – 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 enfunción de los símbolos podéis encontrar el conector adecuado. El mismo texto se pude 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 corección siempre está aquí. ¿Vale ¿	Bracketed numbers in bold refer to support materials reproduced in the Annexe. T. – What we are doing today is what we often do : to work each on his own, and each person can choose the work he's going to do. OK ? All right, today we're 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 zone, there's an exercise on connectors **[1]**, which we work 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 in the text. So, there are two possibilities : you can work – it's a text which tells the story of Juan 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 ?

Luego, después de hacer esto – dos grados de dificultad – viene la última etapa, aquí. Es la continuación que faltan **[3]**. Tenéis que continuar la huistoria, sin los símboles 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, 2,2 estrellas **[4]**. ¿os acordáis es algo qu hicimos ? : anticipar, imaginar lo que va haber después en el texto. . . – No se trata de un texto publicatorio 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 al dos directamente, ¿de acuerdo ? Y para trabajar aquí, como hay que escribir, os voy a ayudar a corregir, y estar'e aquí sobretodo para ayudar a corregir uno a tres, ¿de acuerdo?

Y aquí tenéis un texto narativo, una historia donde falta el vocabulario **[5]**, y tiene que tener coherencia por el vocabulario. Dos posibilidades : trabajar el texto, buscar el vocabulario sin la ayuda de las palabras que están aquií **[6]**, ¿vale ? es decir estas hojas dobladas, completar el texto sucando palabras - ¿vale ? – o podéis hacer el ejercicio de darle sentido, con llas palabras que están aquí que son las que faltan, ¿de acuerdo ? Bueno, también dos grado de dificuldad : más fácil y un poco más difícil. De toda forma estaré aquí para ver como se organiza, ¿de acuerdo? Y la respuesta, como siempre, en esta hoja, ¿de acuerdo ? Bueno, podéis escoger lo que os parece más adecuado, más útil, o trabajar los conectors y continuar con la historia o trabajar el vocabulario.

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 stars **[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 ?

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 of 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. Any way 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.

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 wither as a teacher or as a learner ?

2. Look again at the sequence with the Annexe as 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 ?

2.2 Classify these four tasks (1,2,3 and 4) according to the different ways you can define "aims" (see Glossary) :
- language skills (written and oral comprehension, written and oral expression) ;
- linguistic contents (vocabulary, phonetics-spelling, morphology, syntax) ;
- types of grammar : sentence, textual, pronunciation, notional-functional ;
- the level of mastery of the contents : training or transfer.

2.3 By what criteria has the teacher classified tasks 1,2 and 3 ?

3. Read carefully the definition of the terms "aids" and "guidance" in the Glossary.

3.1 As to the tasks, have we aids or guidance ? Name them for the tasks where they appear, basing you answer both on the reproduction of the support materials in the Annexe, and on the teacher's words. There are 3 in number.

3.2 What is their function in the teacher's measure ?

4. How does guidance come in from one task to another ? What is the method followed ?

5. Listen again to the instructions. In which task does the teacher think the students will have most need of guidance ? Why ?

6. At what point is the teacher most insistent in her instructions ?

7. What are the elements of the measure used by the teacher which allows the students to train themselves for autonomy ? Note them systematically.

8. What happens once the instructions have been given ? How is the division of tasks effected?

9. Now watch the students at work. How do they behave in carrying out the tasks they have chosen ?

10. Look again at what you answered for question 1 at the beginning of work on this file ("What are your first reactions ?"). Is your answer the same, now, at the end of the work, and if not, how is it different ?

ANNEXE

---

[1] *Extract translated from text*

he wasn't a very intelligent person. ⇐ ⇒_____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. ⇒O⇒_____ this need to fascinate all the women, he was completely obsessed by his appearance, et ＋⇒_____by the idea of always seeming pleasant and amusing.

[2] *Extract translated from the table of connectors, for the text on the left*

To continue to speak on the same topic, and, besides, to give more information :

   ＋⇒ also/the same/ besides

To oppose and contrast several ideas

   ⇔⇒ but/meanwhile/ on the other hand

To explain the reason for something

   ⇐ O ⇒ because/ on account of/ for the reason that/ since/as

---

[3] *Extract translated from the story, out of order, with connectors missing*

. . ._____ 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.

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[4] *Extracts from the work on reading and writing*

✡ **Anticipate the end of the imaginary tales respecting the invasion of the irrational in the real.**	✡✡ **Anticipate the end of a story breaking with its logic**
End the following three short tales, respecting their imaginary logic **1. Accident** *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.*	Read this short story by Julio Cortázar # Day after day 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

2. Love

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 . . . . .

(Ramón Gómez de la Serna, *in Cosas que pasan* ["Things that happen"], Ed. Edelsa

3. Crash between two trains

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, *in: Cosas que pasan* {Things that happen], Ed. Edelsa.

Which the man left on a bench in the square.
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.
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 [. . . }

According to what happens to the newspaper every time, can you anticipate the end ?
_____

_____

_____

But, so that there is an end, it is necessary to break this chain of repetition.
What do you suggest ?_____

_____

_____

[5] *Extract translated from the narrative with vocabulary removed*	**[6]** *Vocabulary removed from the text on the left*
Another love	
Manuel Vicent 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.	*to unveil* *to express* *to introduce oneself* *in one place or another*

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

Coun try	L1	L2	Level	Length	Counter
Austria	German	French	1st. year		

File can also be used in :
- Instructions
- Group work
- Joint work

CONTEXTUALISATION

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

Notes of the 3rd. test of the 3rd. examination

Group	Name	Age	Family	Job	Activities	Problem(s)
I	Michel Agba					
II	Mme Sabion					
III	M. et Mme Duparc					
IV	Mme Bouchon					

TRANSLATION OF ORIGINAL FRENCH
German L1, French L2

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 Agba, 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's 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. He has a son. His name is David. (. . .) She sleeps in the afternoon. She (. .) to the "supermark".
T.- What ? I didn't understand. What did you say ? She . . She works . . ?
S3. - . . to the "supermark"
T. - . . supermarket ? Yes ? Yes . . OK. Very good.

1. Watch the video sequence for a first time : how many different stages follow one another, and what does each of them consist of ?

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).

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 ?

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.

5.In what way does the students' level (beginners) make carrying out differentiated tasks more difficult for them ?

FILE no. 2/ 2

Country	L1	L2	Level	Length	Counter
Italy	Italian	French	3rd. year		

File can also be used in :
- Instructions
- Aims

CONTEXTUALISATION
This is a class from the *Istituto e Liceo Tecnico e Commerciale Pezzullo* in Cosenza, Italy, where a class of French as a 3rd. language, in its 3rd. year of learning, is simulating the creation of a company.

TRANSLATION OF ORIGINAL FRENCH TRANSCRIPT
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.
[. . .]
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.
[. . .]

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 know 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.
[. . .]
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.

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).

2. What methodological skills are demanded by task 1 (information research) ?

3. In the measure planned by the teacher, is there *variation* or *differentiation* of tasks ?

4. Does the teacher seem to you to leave a certain autonomy to his students ? Why ?

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" ?

PART I – METHODS

FILE no. 1 / 1

Country	*L1*	*L2*	*Level*	*Length*	*Counter*
Italy	Italian	English	6th. year		

File can also be used in :
- Joint work

CONTEXTUALISATION

This is an English class in its sixth year of learning in a secondary school, the *Istituto Tecnico per Attività Sociali*, in Sora, Ialy. The teacher has prepared a lesson based on an Elvis Presley song.

ORIGINAL TRANSCRIPT **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 tittle 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. <u>Lo facciamo insieme . . Lo schema della canzone. .</u> The schema of the song. . . I'll do it on the blackboard. The song is divided into five stanzas. <u>Avete capito tutti</u> 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 thy 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 he 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 is Elvis Presley.
TH.- Yes, he is Elvis Presley.

[Music. Elvis Presley's 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, the way she talks/ How long can I pretend I can't help I'm in love with the girl of my best friend."*	

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.

2. Watch the sequence, then re-read the transcript carefully, keeping your eyes on it.

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.

4. To which group is the teacher talking in the first part of the video sequence ?

5. Title of song (party 1 of the sequence, Annexes 2 and 3) :
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 What extra method must the students of the strongest group use : semasiological or onomasiological ?

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.
6.2 What other domains of differentiation appear here ? Make a note of all the appropraite examples for each of them.

7. Information on the author of the song
7.1 What is the measure thought out by the teacher ?
7.2 Is there differentiation of methods ? If so, in what way ?
7.3 What is the socio-affective kind of aim envisaged by the teacher with this measure ?
7.4 Can you say that the teacher is more generally preoccupied with the "affective dimension" in her class ?

ANNEXE 1
Basic methodological opposites

	Method	Principle	Method	Principle
1.	transmissive	The teacher considers learning as the reception by the learner of knowledge he conveys : above all he asks him to be attentive.	**Active**	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.	**Indirect**	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.	**Direct**	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.	Analytical	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.	synthetic	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.	**Deductive**	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.	**Inductive**	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.	Sema-siological	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.	Onoma-siological	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.	**Reflective**	The teacher appeals to the learner's *intelligence* by making him "conceptualise" (i.e. rationally grasp) the linguistic forms by means of regulations, classifications and rules.	**Repetitive**	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.	**Applicatory**	Language production is made with explicit reference to regulations, classifications or rules that are consciously pictured.	**Imitative**	Linguistic production is made by reproducing given models (linguistics or linguistic transformation).
8.	Compre-hensive	The teacher relied on comprehension (written or oral).	**Expressive**	The teacher relies on expression (written or oral).
9.	written	The teacher relies on the written (in comprehension or expression	**Oral**	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.

1st. line (4 words)
> 1st) The definite article
> 2nd) Find the word for "Roads which run on rails" – it's a compound name – take the second one.
> 3rd.) If you are talking about a lady you can't say "he", but . . . . .
> 4th.) . . . . ?. . . . listen to the song and write the word.

2nd. line (4 words) The 1st, 2nd and 3rd are like the one in the first line.
> 4th. Listen to the song and write the word . . . . . . ? . . . . .

3rd. 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

4th. line (9 words)
1) = Ok
2) Personal pronoun – 1st. singular person
3) Modal verb, used to express ability/negative form
4) "help"
5) Singular Personal pronoun – for things
6) Personal Pronoun, 1st. person – singular
7) "to be" Single Present – 1st 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 -------*(‡ 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 --------*(‡ 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 ?

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

FILE no. 1/ 3

Country	L1	L2	Level	Length	Counter
Belgium	French	English	Teacher interview		

File can also be used in :
- Evaluation
- Aims

CONTEXTUALISATION
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.

ORIGINAL TRANSCRIPT **French L1, English L2**	TRANSLATION
TV. – Let's try to understand how things went. What do you think about it ? What was the aim of this lesson ? 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 groups and at the beginning 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 not 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 long 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. | |

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 ?

1.2 Note the two points on which she rests her evaluation, pinpointing the two relevant passages.

1.3 What domains of teaching/learning are concerned in the teacher's planning ? Pinpoint all the relevant passages.

2. Based on the passages in the interview that you have noted for the question above :

2. 1What are the different kinds of aims envisaged by the teacher ?

2.2 The 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 ?

3. Watch the sequence corresponding to the file Metacognition 4/ 4, where you see two students of this 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 ?

4. "There was a good reaction from the best and the weakest too because they . . they know where they . . I wanted to go."

What important advantage of rigorous planning is expressed by the teacher ?

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 ?

6. What do you think of the planning carried out by the teacher for this sequence ? In your opinion, what are the advantages of rigorous planning (other than indicated by the teacher herself, cf. Point 4 above) ?

7. For what reason(s) should planning be particularly rigorous in the case of the execution of differentiated learning ?

FILE no. 2/ 3

Country	*L1*	*L2*	*Level*	*Length*	*Counter*
Finland	Finnish	English	2nd. year		

File can also be used in :
- Environment

CONTEXTUALISATION

The Finnish school where this sequence was filmed, *Oulun Normaalikoulon Yläaste*, 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**	***TRANSLATION***
TH.- We're going to do it in a quite easier way. . TV.- But it is 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 is 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 not today ? TH.- Not today. TV.- You are going slower ? TH.- Yes, I think we use more time. [. . .] 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 that 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 on	

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 of the text. I think they'll do it. I hope so. TV. – OK.	

1. What are the aims the teacher had determined for the lesson she carried out ?

2. How did the teacher take into account the particular difficulties of the students ?

3. What domains of teaching/learning are concerned in the teacher's planning ? Pinpoint the relevant passages.

4. Can you speak of differentiation at the planning level carried out by the teacher ?

5. On which different elements does the teacher rely on to do the planning for the work on the text ?

FILE no. 3/ 3

Country	L1	L2	Level	Length	Counter
Finland	Finnish	English	7th. year		

File can also be used in :
- Introduction (variation vs. differentiation - Autonomisation

CONTEXTUALISATION

This is a class in its 7th. year of English, at *Mankkaa Comprehensive School,* in Finland, filmed during a lesson where the students are expected to work in an autonomous way (*Independent Study)*, under the teacher's supervision.

ORIGINAL TRANSCRIPT Finnish L1, English L2	TRANSLATION
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 that you have.	

S. – Extra work ?

T. – Yes, you have done extra work but everyone has an independent exam on work (. . .) and the next thing 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.

Let's see. . er. . can you. . er. .open your book. . page 132. Textbook. . . The title ?

S. – Conjunctions.

T.- Conjunctions. . the connect things. . . 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 exercises of that.

[. . .]

Which means we have four. . five double lessons. . I think. And then 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 not going to go into details of this today . . Next week.

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

1. Before beginning to work on this sequence, consider the place and function which in your opinion should be from the textbook in the teacher's planning.,

2. From what point does the teacher filmed in this sequence construct her planning in the first part of her of her contribution (up to ". . the only exercises of this kind") ?

3. What are the different support materials provided in the textbook ? Try to define them as precisely as possible.

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).

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.

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.

7. This collection of tasks seems quite ritualised to correspond to what we sometimes call a "scheme of work for integrated learning" (set series of tasks arising from specific support material) :

7. 1 What do you think of the scheme of work applied by this teacher ?

7. 2 What in you opinion are the advantages and disadvantages of schemes of work such as they are ?

8. Re-read in the transcript the last part of the teacher's interview (from "And then you'll have an exam as well. . " to the end). What happens, there, concerning the teacher's planning ?

9. Why does she explain her planning to the students in this way ? What do you think of this ?

PART II – CHRONOLOGICAL STAGES – INSTRUCTIONS

Other files for use under this heading :	
- Introduction 1/ 4	- Aids & guidance 1/1
- Support materials ½	- Tasks 1/ 2
- Measures 1/ 3	- Metacognition 2/ 3
- Measures 3/ 3	

FILE no. 1/ 3

Country	L1	L2	Level	Length	Counter
France	French	Spanish	4th. year		

File can also be used in :
- Contents
- Group work
- Joint work

CONTEXTUALISATION
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.

ORIGINAL TRANSCRIPT French L1, Spanish L2	TRANSLATION
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 fínal tomar una decisión común. En cada grupo hay que nombrar un secretario y esta persona va a escribir el resultado, y al fínal 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 n° 1. Vosotros vais a contar las sílabas de cada verso. Vais a analizar las rimas, es decir consonantes, decir cúales son las vocales y cúales 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 prodéis mirar, consultar. .	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. 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.
El grupo n° 2, vais a buscar en el poema	You'll say that. If you need a notebook or a

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 n° 3} Pasamos a la organización : Comó está organizado el poema, las partes, y sobretodo justíficar la división : en qué basáis vuestra división ? Y el grupo n° 4, vais a indentíficar, vais a explicar todas las metáfores 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.	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 20th. century ?

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 group work to the students ?

2. Watch the entire video sequence once or twice. The teacher's contribution can be divided into two parts. What are these ?

3. Specify the characteristics of group work as presented by the teacher.

4. What are the functions of the secretary and the spokesperson, according to the teacher ?

5. Do these explanations concerning the styles of group function seem necessary to you ? Why does the teacher give them here ?

6. What is there in common in the way the first series and the second series of instructions are given here ?

7. The instructions can also be justified (you explain the reasons for what the students are asked to do). How do the two series of instructions differ on this point ?

8. Which points should the evaluation normally be concerned with at the end of this group work ?

FILE no. 2/ 3

Country	L1	L2	Level	Length	Counter
Austria	German	English	2nd. year		

File can also be used in :
- Introduction (differentiation vs. variation) - Autonomisation -Contents - Tasks

CONTEXTUALISATION
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	TRANSLATION
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.	

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.

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).

4. Define the types of variation suggested by the teacher.

5. Define the types of differentiation suggested here by the teacher.

6. While giving the instructions orally, the teacher is also writing them on the board. Can you explain why she did this ?

7. How else might she have proceeded to ensure the students understood ?

8. While the teacher's speaking time might not be long, the fact of giving all the instructions in one go and in L2 can create problems of comprehension for students in their 2nd. year. What plausible explanations can you find in the teacher's choice of initial instructions ?

9. What will she no doubt also do once the group work has started ?

10. Look in the teacher's instructions for the point concerning *procedure*, and another concerning possible *aid* (see the definition of the two terms in the Glossary).
What is not made explicit ?

11. What other points can be given in the initial instructions for group work ? Try to make as exhaustive a list as possible.

12. If the teacher has set for herself as an aim, in this initial phase of the work, allowing the students to develop autonomy, what could she have suggested they decide for themselves ?

FILE no. 3/ 3

Country	L1	L2	Level	Length	Counter
France	French	English	6th. year		

File can also be used in :
- Contents
- Planning

CONTEXTUALISATION
We are in a scientific high school. This is a top class of 30 students in the 6th. 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 20th. century. He has invited each group to choose a person from the list.

ORIGINAL TRANSCRIPT French L1, English L2	TRANSLATION
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 XXth. 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 pas 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.

1. At the beginning of the sequence, who forms the groups ? What conclusions can one draw?

2. What does the teacher start with before giving work instructions for the lesson ? Does that seem necessary to you ?

3. Does the teacher only give oral instructions ? What are the different reasons she can have for proceeding in this way ?

4. Where in the class is the teacher when she is giving the instructions ? For what reasons ?

5. How many tasks does the teacher set in her instructions ? What are they ?

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.

7. Make a note, in the teacher's explanations of the procedure to be followed by the students, of everything that refers to management of time. Why this insistence ?

8. For what reasons does the teacher not give all the instructions at the same time at the very beginning of the lesson ?

9. Specify the different roles the teacher assumes during the recording, particularly when she passes from group to group.

10. What could the teacher ask of the students, concerning the instructions, to encourage the students to autonomy ?

PART II – CHRONOLOGICAL STAGES – GROUP WORK

Other files for use under this heading :	
- Introductions 2/ 4	- Instructions 1-3/3
- Contents 1/ 2	- Joint work 1/2/ and 2/2
-Tasks 2/ 2	- Metacognition 4/4

FILE no. 1/ 2

Country	L1	L2	Level	Length	Counter
Greece	Greek	French	Teacher interview		

File can also be used in :
- Measures

CONTEXTUALISATION
This is an interview with a Greek teacher of French, by an Italian colleague who observed differentiated learning at the N. Jonia college in Athens. The Greek teacher, who practices "project teaching", expresses her opinion on the advantages and difficulties that group work presents.

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 that it's an opportunity for all the students to show their skills, that I, there are 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 worked on numbers, numbers. So everybody does something. Besides the good students can. . do things which are of a slightly higher level that the class level. So it's an opportunity 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 to work 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 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.

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.

2. The teacher talks about what she has noticed in the two years she has been working un differentiated learning. Reading her interview, to what particular aspect of this teaching can you see she is only referring to herself ?

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) in respect of differences and of differentiation, b) positive consequences in this respect, quoting the passages which seem characteristic to you.

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 ?

4.2 What kind of aim or final outcome does this advantage contribute to ?

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).

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 ?

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 ?

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.

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.

FILE no. 2/ 2

Country	L1	L2	Level	Length	Counter
Finland	Finnish	English	4th. year		

File can also be used in :
- Measures
- Aims

CONTEXTUALISATION
This is a Finnish secondary school which instituted differentiated learning as the preferred form of teaching/learning languages. Oral expression in the foreign language is the object of particular attention.

It's 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**	**TRANSLATION**
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 are 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 our 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 will 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 you 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 to 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 also easily get. . 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

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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.

1. What the whole of this sequence a first time. How many different stages to you see ?

2. Watch the first stage again, carefully watching the disposition of the class:

2.1 How are the students placed ? Can you speak of group work ?

2.2 Read the corresponding transcript : what are they actually doing ?

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) ?

3.2 Read the corresponding transcript : is it the same topic of debate as the preceding one ? Does it have any relation to it ?

4. What can you conclude about the relation between stage 1 and stage 2 ?

5. What does stage 3 consist of ?

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 ?

7. Can you speak of "role-play" here ?

8. Who chose the subject, in your opinion ?

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 ?

10. In what way do we see here that group work promotes learning differentiation ?

11. How could the teacher correct the language mistakes made by the students during the panel discussions and the final debate ?

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 ?

PART II – 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	1st. year		

File can also be used in :
- Group work

CONTEXTUALISATION
This is a German lesson in a Portuguese school.

ORIGINAL TRANSCRIPT Portuguese L1, German L2	TRANSLATION
L. – Bitte schön. Habt ihr die Hauaufgaben 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 und 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 zweite Frage. Und so weiter und so weiter. Ist das klar ? Ja ? [. . .] S1. – Wie heißt du ? S2. – Ich heiße Ferdine. S1. - Wie alt bist du ? S2. – Ich bin 19 Jahre alt. S1. – Bist di 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 ?	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 ? [. . .] 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. – Natürlich war ich sehr glücklich und	S2. – I was very happy and thrilled.

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.	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.

1. For what reason in your opinion does this heading "Joint work" appear in the *Booklet* after the "Group work" theme ? For what reason might one think that this "joint work" is particularly essential in school teaching ?

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) ?

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 ?

4. What is the interest of a measure like this ?

5. What do you think of "role-play" where it is enough to read already prepared texts ?

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 ?

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.

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 :
a) Introduction 1/ 4
After completing the questionnaire in groups, the whole class does corrections jointly.
b) Measures 3/ 3
c) Tasks 1/ 1
d) Tasks 2/ 2
e) Instructions 1/ 3
f) Instructions 3/ 3
g) Methods 1/ 1

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 ?

ANNEXE

Extract from the Guide for observation and planning 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

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

FILE no. 1/ 3

Country	L1	L2	Level	Length	Counter
France	French	Spanish	4th. year		

File can also be used with :
- Planning
- Aims

CONTEXTUALISATION
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.

ORIGINAL TRANSCRIPT **FRENCH L1, Spanish L2**	*TRANSLATION*
A. – En este oiema de Gabino Palomares, en la primera estrofa, los aztecas son los hermanos emplumados, y los hombres de la tripulacíon de Cortes son los hermanos barbados. Cortes y su trupulacíon llegaron por el mar con la intención de conquerir México.Los aztecos, al ver Cortes, pensaron que era Quetzalcoalt, porque Cortes había una barba blanca. Cortes y su hombres habían robado, matado yy destruido todo el pueblo. Los aztecos se revoltaron porque se dieron cuenta que Cortes no era Quetzalcoalt. Los aztecos habían hecho un error, y a causas de este error habían 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 "había barba" y era "tenía barba". A.- (. . .) Ha dicho "Malincha". P.- "Malincha", y es. . . A.- "Malinche". P.- ¿Como ha dicho *conquérir*? (. . .) No, no se dice así.. .. Es : "rebelarse".	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 sera with the intention of conquering Mexico. The Aztecs, when they saw Cortes, thought it was Quetzalcoalt, because Cortes had a white beard. 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 slaves of the Spanish Conquistadors. So the Aztecs felt themselves betrayed by the Spaniards. (. . .) T. The vocabulary. . . Any wrong words ? S. She said *había* a beard and it's *tenía* a beard. S. (. . .) She said *Malincha.* T. *Malincha,* and it's . . S. . . *Malinche.* T. How did she say "conquérir" ? (. . .) No, you don't say it like that . . It's "rebelarse".

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A. – (. . .) dans le dictionnaire (. . .).	S. (. . .) in the dictionary (. . .)
P. - ¿ Has encontrado "revoltar" ? Por ejemplo, una persona se rebela, por ejemplo, contra un régimen. Bien, ¿cómo d=se dice en español *à cause de* ?	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 ?
A. – "Por culpa de".	S. – *Por culpa de.*
P. –"¿Por culpa de" ?. . . ¿"por culpa de "? . . "a causa de".	T. ¿*Por culpa de* ? . . *por culpa de ?*. . . *a causa de.* (. . .)
(. . .)	
A. – Dos. . .	S. – Two. .
A. - Dos.. .	S. – Two . .
	T. – Pardon ?
P ¿ Perdon ?	(. . .)
	T. – (. . .) How are these mistakes ?
A. – Dos . .	S. – (. . .)
	T. – For example, because she was nervous. For
(. . .)	example, *Malincha* instead of *Malinche*, no.
	Alright, *revoltarse* instead of *rebelarse*, even if you
P. – (. . .) ¿Son faltas cómo ?	say it's in the dictionary, we can't discuss this
	mistake. However . . . (. . .) *había* instead of *tenía* .
A.- (. . .)	. . is the tense right ? What happens, it's as though
	the verb isn't right. . . So, how many are we going
P. – Por ejemplo, como estaba nerviosa. . . Por	to put for verbs ? (. . .)
ejemplo "Malincha", es una falta que no es muy	And the sentences ? Are they easy ?
grave. "Malincha" por "Malinche", no. Bueno,	S. Yes. . Yes.
"revoltarse" por "rebelarse", aunque tú dices esa	
falta. Sin embargo, (. . .) "había" en lugar de	
"tenía", no. Entonces, "dos".	
¿Y los verbos ? ¿Cuál es el problema de los que hay ? Lo que occurre es que como el verbo no es correcto. Asi que ¿cuánto le vamos a poner a los verbos ?. . . (. . .)	
¿Y las frases ?. . . ¿Son simples ?	
A. – Sí . . . Sí. . .	

1. Watch the sequence : what are the two main activities you can see there ? Characterise them briefly.

2. In the Annexe look at the evaluation sheet the students have in sight : what supplementary information does it give us ?

3. What do you think of the scale used (12 for quality of language, and 8 for quality of expression and communication) ?

4. Read carefully the text in the Glossary corresponding to the entry "evaluation". Watch the sequence again, if necessary, to answer the following questions :
4.1 What are the three discernible successive activities within the process of evaluation as carried out here?
4.2 Can we speak here of "self-evaluation" ? Why ?
4.3 The criteria used for this evaluation, are they for completion (procedural) or for success ?

5. The teacher has 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 ?

6. Can we speak here of differentiation of evaluation ?

7. Based on this sequence, what type(s) of differentiated evaluation can you imagine ?

ANNEXE

Ficha de evaluación de una exposición oral
Documneto : "La maldición de Malinche"

Elementos de evaluación de una exposición oral	Grupo 1	Grupo 2	Grupo 3	Grupo 4
A. Contenido - *Vocabulario correctamente utlizado (3)*. . . . . - *Conjugar bien los verbos (3)* . . . . - *Utilizar frases simples (3)* . . . . - *Comentario organizado (3)*	. . . .	. . . .	. . . .	. . . .
B.Expresión y comunicación - *Pronunciación y artyiculación correcta (2)* . . . - *No leer constantemente los apuntes (2)* . . . . . . - *Utlizar la pizarra (1)*	. . . .	. . . .	. . . .	. . . .

- Hablar alto (2)	. . . .	. . . .	. . .	

TRANSLATION
Evaluation elements of an oral exposition

A. Contents   *B. Expression and*
communication
- Correct use of vocabulary (3)   *- Correct*
pronunciation and articulation (2)
- Good conjugation of verbs (3)   *- Not constantly*
reading notes (2)
- Using simple sentences (3)   *- Use of*
blackboard (1)
- Organised commentary (3)   *- Communication*
with the public (1)

                       - Speaking loudly
(1)

ANNEXE

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

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

Mistakes made in exposition	*First correction*	*Second correction*
• [Armando], en lugar de comprar las necesidades de su familia, compra un televisor.	*En lugar de <u>las necesidades</u>, Armando compra un televisor*	En lugar de cubrir las necesidades, Armando compra un televisor √
• La familia Escárate hace muchos sacrificios.	*Armado Escárate hace muchps sacrificios. √*	
• Armando compra un televisión.	*Armando compra una television √*	
• La familia está soprendidir.	*La familia está soprendida √*	
• La familia está soprendido.	*La familia está sorprendida √*	
• Para insistir en la caja, el autor utiliza tres negaciones.	*Las palabras "nadie, nunca, nada" son <u>utilizartos</u> para insister en la sorpresa de la familia.*	*Son utilizadas √*
• La tercera parte del texto es un anuncio publicitario.	*La tercera parte del texto es <u>un serio</u> anuncido publicitarios.*	*La terce parte del texto es una sucesión anuncios publicitarios / una serie*
• A la comarca no puede ir en coche.	*El producta√*	
• Productos de lujos.	*Productos de lujo √*	
• Para los Escárate es un sueño <u>de</u> tener un televisión. *prep.*	*Lo que ofrece a la Familia Escárate es un sueño de tener una televisión.*	*Para los Escárate es un sueño tener una televisión √*

FILE no. 3/ 3

Country	L1	L2	Level	Length	Counter
Portugal	Portuguese	English	Teacher interview		

File can also be used in :
- Metacognition
- Autonomisation

CONTEXTUALISATION

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

ORIGINAL TRANSCRIPT **Portuguese L1, English L2**	***TRANSLATION***
TV. – Some words about evaluation. Who usually evaluates ? You the teacher, you with the students? How do you evaluate ? TH. – In our school we have developed for one couple of years 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, sometimes 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. TV. – So, what it is you idea of the teaching-learning process ? And what is the idea behind the defence or which is behind encouraging students to do self evaluation ? 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 back 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.	

1. Watch for the first time the recording in its entirety. Then refer to the transcript of the **first part** (reply to the first of the two questions).

1.1 What, in the first part, are the words belonging to the lexical field of evaluation ? Note these.

1.2 Is this diagnostic, formative or summative evaluation ? Justify your reply, and note the corresponding words in this first part.

1.3 What elements are taken into account in this evaluation ?

2. The teacher uses the word "self-evaluation" :

2.1 Is this effectively self-evaluation here, or not ? Explain your judgement.

2.2 What do you think of this choice made by the teacher ?

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 ?

3. **Second part of the teacher's interview** (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.

3.2 Analyse comparatively the principal idea which comes from the first part (from "I think we can differentiate learning. . " to ". . . be more proficient".

3.3 What conclusions do you personally draw from this analysis ?

ANNEXE

Teaching process ←————————————————————————————————————→ **Learning process**

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

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	2nd. year		

File can also be used with :
- Evaluation

CONTEXTUALISATION
This is a 4th. 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".

ORIGINAL TRANSCRIPT French L1, Spanish L2	TRANSLATION
1. P. - ¿Os habéis dado cuenta de las dificultades que habéis tenido ? Antones es voy a dar una ficha . . .una ficha de autoevaluación que va servir para toda la secuencia, porque la secuencia no está termida. Y os voy a pedir de autovaluaros en los . . . -¡ Jean-Christophe, por favor ! que no hables, ¿eh? Eso es una parta *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. . .* os vais a autoevaluar los tres primeros puntos con respeto a la actividad que habéis hecho. Es decir, el primo es "Conjugo corectamene el pretérito simple". Se trata de ver si notáis, si sentís que domináis la conjugación, la conjugación del imperfecto, y si lo sabéis distnguir correctamente. *Alors. . ,* tenéis cuatro posibilidades : - la primera, "insuficiente", es decir (. . .) *c'est une simple (. . .) pour voir ce qu'on doit travailler ;* - la segunda, "Sé conjugar el imperfecto", ¿eh ?. . Si pensáis que la conjugación del imperfecto la domináis o no, *donc,*lo mismo : "insuficiente", "regular", "bien", o "muy bien". - y la tercera, "Los alterno correctamente", ¿eh ?, la utlización del perfecto simple y del imperfecto.	**1.** T. – You realised the difficulties you had ? 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 *what you have to do, eh ? well, because. . .you're going to do it now, straight away, because otherwise you will have forgotten. So . . .*you're going to evaluate for yourselves the three main points relating to the activity you have done. 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. *Well,* you have four possibilities : The first "poor", means (. . .) *it's a simple (. . .) to see what you have to work on ;* The second, "I know how to conjugate the imperfect", eh ? If you think you can conjugate the imperfect or not, *well,* the same thing : "poor", "fair", "well", "very well" ; And the third, "I can alternate them correctly", eh ?, the use of the simple past and the imperfect.

2. A. – (. . .) P. - . . *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 pass'e simple, límparfait, et pour les distinguer.* A. – *(. . .)* *P. Les distinguer.* *Et vous avez quatre choix :* uno dos, tres, cuatro. *Ça va ?* [. . .] A. – « con soltura », *c'est quoi ?* *P. – Oui,* « con soltura », « *avec facilité ».* *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.*	**2.** S.- (. . .) T. - . . *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.* S. – (. . .) T. – *Tell them apart.* *And you have four choices :* one, two, three, four. *OK ?* *[. . .]* A. – *What's "*con soltura*" ?* T. *Yes, "*con soltura*", "easily".* *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.*
3. P. -¿ Conjugación del *passé simple?* Uno. . dos. ¿"Regular" ? tres. . cuatro. ¿"Bien" ? . . . (. . .) Y ¿"muy bien" ?. . ¡ Ah, nadie !. . ¿Sí ?. . . ¿El imperfecto ? A ver. . . ¿"Insuficiente" ?. . . ¿"Regular" ? . . ¿"Bien" ?. . Y¿"muy bien?. . A. (several) *Ouais ! Ouais!* P. A ver. . . Y la tres : distinguir, distinguir el use de los dos. A ver. . . ¿"Insuficiente" ?. . : cinco. ¿"Regular" ? . : tres. Y ¿"bien" ? De acuerdo, bien. Bueno entonces, para aduyarme 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 feille, alors vous allez me laisser votre feuille.* A. – *On met notre nom ?* P. – *Oui (. . .) je vous la rendrai, hein ?*	**3.** T. – Conjugating the *simple past* ? 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). *Yess ! Yess !* 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. 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 ?*
4. P. – Bueno. . vamos a ver. . .¿Quién ? Los alumnos que tienen uno, o sea que consideráis que es "insuficiente", conocéis de forma insufiente 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 coreectamente 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.	**4.** 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 qho put two, but who thinks that a two tending to . . . what is "fair" but, let's say, tending to "poor". Who ? Julie.

On attend une personne qui a mis alors deux mais qui considère quand même que c'est « regular » mais plutôt insufficsant. (. . .) Christophe, tu vas	*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*

avec eux, alors. *Qu'est-ce que tu fais ? Toi, c'est quoi, alors ?* 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 aqui.*	*them, then.* *What are you doing ? You, what is it then ?* 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.*
5. Bien cuando consideréis . . . 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 consideréis 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 consiste la historia, ¿eh ? No sé si era en la tele o en la radio. Entonces tenéis aqui el trozo de la historia, y vais a escichar 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.	**5.** 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 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.

1. Watch the 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.

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 ?

3. What is the logical relationship between these different stages ?

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.

5. What definition would you give to "remedial work", based on what you have seen in this sequence ?

6. Is there differentiation at the level of remedial work ?

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 ?

8. Does the teacher we see in this sequence seem to you to be experienced in autonomisation and differentiation ? Justify your opinion.

FILE no. 2/ 2

Country	L1	L2	Level	Length	Counter
Portugal	Portuguese	French	Teacher interview		

File can also be used in :
- Metacognition
- Autonomisation

CONTEXTUALISATION

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.

ORIGINAL TRANSCRIPT French	TRANSLATION
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 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 a 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.	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, 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 because 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

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 beacoup. 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.	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.

1. Watch the sequence pinpointing the different characteristics of the way in which the teacher has worked out remedial activities ij her class, quoting if possible sections of her interview.

1.1 On what content(s) does remedial work rely ? (See "content" in the Glossary).

1.2 Who chooses these contents ?

1.3 In what circumstances ?

1.4 With what frequency and duration ?

1.5 What are the support materials used for this remedial work ?

1.6 How do the students correct the remedial exercises they have done ?

2. Is there differentiation at the level of remedial work ?

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 ?

3.2 In what way is the degree of student autonomy – voluntarily, no doubt – limited here by the teacher?

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 ?

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 ?

ANNEXE

2nd. term	Written expression	Oral expression	Agreements	Reading	Homework	Investigations	Verbs			Pronouns					Condition	Tenses
							1st.group	2nd.group	3rd. 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

PRESENTATION : THE ENVIRONMENT
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).   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.   We define "environment", in language didactics, as the collection of factors influencing from outside the teaching/learning process.

1. Here 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 :

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 in 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.

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. Nevertheless a library and resource centre were at their disposal.

What is there in common between these two descriptions ? What do they suggest to you personally ?

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.

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 ?

FILE no. 2/ 4

Country	L1	L2	Level	Length	Counter
Belgium	French	English	1st. year		

File can also be used in :
- Aims

CONTEXTUALISATION

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.

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.

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.

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.

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.

ORIGINAL TRANSCRIPT English	TRANSLATION
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. HT. – yeah, in all the subjects. TV. – My final question would be : Do you think that teaching a foreign language needs more specific procedures than teaching other subjects ?	
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.	

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drills, the charts are different, especially the charts. TV. – A foreign language needs different resources. And have you got them ? I mean what about the "bibliothèque" ? 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. TV. – So you haven't got extra books, extra materials, any different aids ? HT. – Sometimes I find some aids. It's a question of, it's searching. It's big searching work.	

Contextualisation

1. What are the environmental factors which gave the idea of creating a "project class" ?

2. Among the "nine principles" of the project, which are those which offer a more specific answer to these factors ?

3. What are the different elements of the environment specifically created for the "project class", to the benefit of students and teachers ?

4. Among these elements, which directly promote the actual execution of differentiated learning by the teachers ?

Contextualisation and interview

5. Find in these two pieces the contextual elements referred to negatively.

Interview

6. Which element most impressed the visiting teacher ? How is this reaction explained ?

FILE no. 3/ 3

Country	L1	L2	Level	Length	Counter
Netherlands	Dutch	French	Teacher interview		

File can also be used in :
- Autonomisation
- Measures

CONTEXTUALISATION

The *Ministry of Education and Science Bulletin* in the Netherlands introduced in 1992 in the different kinds of Dutch secondary education schools a foundation training which consists of two parts :

a) an obligatory core curriculum consisting of 14 subjects taught to all students, and corresponding to 80% of the total amount of lesson time ;

b) a so-called "free" part corresponding to 20% of the total amount of lesson time.

This basic training can give rise to two kinds of variants :

- Professional teaching variant

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.

- Individual variants

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 a notably been created fir the student whose mother tongue is not Dutch, who thus can follow courses in their original language instead of French or German, for instance.

ORIGINAL TRANSCRIPT French	TRANSLATION
PV. – Professeur visiteur. PH. – Professeur hôte PV. – Est-ce qu'il y a d'autres enseignants qui travaille à la même manière dans cette école ? PH. – Oui. . PV. – Vous qui travaillez, vous mettez en pratique ce type d'apprentissage, de méthode ? 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'elève, et il est un peu répandue partout dans l'enseignement. PV. – Et pour ce qui concerne la préparation des textes, du matétriel à donner aux élèves, comment est-ce que vous le préparez, toute seule ou avec des autres enseignants ? 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. PV. – Oui. Pour ce qui concerne les niveaux différents, pour chaque cours il y a des niveaux différents, non ?	*TV.- Teacher visitor. HT.- Host teacher.* TV. – Are there other teachers work in the same way in this school ? HT. – Yes. TV.- You who work, you put into practice this type of learning, this method ? 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. 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 ? 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. TV. – Yes. Concerning the different levels, there are different levels for each course, aren't there ?
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. [. . .]	HT. – Yes. In a course, even in a course for example in the 5th. year or the 4th. 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. [. . .] HT. – It's the differentiated part of the course. In

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.

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 . ..

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.

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.

And the other books are reading books. So the students who have finished their 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 . . .

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.

Contextualisation

1. Can we speak of true "differentiation" in the possibilities provided in the official Dutch texts ?

2. Compare with what is provided in the official texts of your country.

Interview

3. The Dutch teacher doesn't speak here of "differentiation" : what expression does she use to refer to the orientation she follows ?

4. Can we say, from the description of the education used, that there is differentiation ?

5. What are the environmental elements here favourable to differentiation ? Make a list of them.

FILE no. 4/4

Country	L1	L2	Level	Length	Counter
Austria	German	French	Teacher interview		

File can also be used in :
- Autonomisation

CONTEXTUALISATION
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 : - 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. - Each student then works in class to his own rhythm – individually or with partners -, taking the exercises in the order he wishes.

ORIGINAL TRANSCRIPT German L1, French L2	TRANSLATION
PV. – En ce qui concerne ce type de travail, avec quelle fréquence est-ce que tu appliques . . ? 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. PV. – Et tu le fais avec toutes tes classes ? PH. Oui, si possible. Ça demande un travail énorme de préparation et parfois je n'ai pas le temps. 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 ? 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.	TV. - Concerning this type of work, with what frequency do you apply it ? 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. TV. – And you do it with all your classes ? HT. – Yes, if possible. That requires an enormous work of preparation and sometimes I don't have time. 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. HT. – Yes, they are completely free. The 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.

Contextualisation and interview

1. What great similarity is there between "autonomous learning" in the Austrian school and the Dutch school ? (See previous file 3 /4)

2. What great difference is there between these two orientations ?

3. What do you think are the advantages and what are the disadvantages of the system used by this Austrian teacher ? Compare your answers with the opinion expressed by the teacher visitor (Italian).

PART III – TRANSVERSE THEMES – METACOGNITION

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

FILE NO. 1/ 4

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

File can also be used in :
- Evaluation
- Method

CONTEXTUALISATION
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".

1. Watch the two sequences one after the other. If necessary, read the corresponding transcriptions.

2. Define in one sentence what each sequence is about (type of activity, teacher's aim).

3. What have the two sequences in common? : pinpoint the particular technique you see used by each teacher.

4. What do you think of this technique ? Do you use it or would you use it in your classes, and why ?

5. In your opinion, why do the teachers often make the students reflect, and do they lead them to verbalise these reflections ?

Attention : before going on to the following question, read the note corresponding to this question 5 (revisiting the term "metacognition" in the Glossary).

6. What other domain(s) of teaching/learning of languages is the concept already currently applied ?

File no. 2 /4

Country	L1	L2	Level	Length	Counter
Belgium	French	Spanish	2nd. year		

File can also be used in :
- 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. – 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 ? Qu'est-ce que Julie va faire ? Qu'est-ce que va faire la personne qui a l'histoire écrite ? A.- . . La personne qui a l'histoire va la raconter au passé et . . 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. A. - . . . P. – alors. . la remettre dans l'ordre [l'histoire], et puis, qu'est-ce qu'on fait pour vérifier que l'ordre est correct ? A. – On la raconte. P. – Voilà, on la raconte en résumé. Et seulement à la fin vous regardez, vous vérifiez quel ordre était exact.	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 the story in order ? What is Julie going to do ? What is the person going to do who has the written story ? S. - . . . The person who has the story is going to tell it on the past and . . . 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. S. - . . T. – well. . .put [the story] in order, and then, what do you do to check that the order is correct ? S. – You tell it. . T. – That's it, you give a résumé. And only at the end do you look, do you check which order is correct.

1.To which chronological stage of the differentiated learning sequence does this recording correspond ?

2. What are the two main aims of the teacher during this recorded stage ?

3. Why does the teacher transfer at a certain moment from L2 (the language taught, Spanish) to L1 (the students' mother tongue, French) ?

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 ?

5. For what reason can 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 ?

FILE no. 3/ 4

Country	L1	L2	Level	Length	Counter
Portugal	Portuguese	English	5th. year		

File can also be used in :
- Evaluation
- Autonomisation

CONTEXTUALISATION
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
T. – I'd like you to explain what kind of work this is, so what did I ask to you ? 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 ? S. - . . a video about our identity. . – about your identity. S. - . . cultural identity. T. – So I asked you to produce some kind of work about identity. And why identity ? S. – because we're studying . . . 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. And I made some requests, didn't I ? How should it be ? S. – A video tape. T. – Yes, a video tape. How long ? S. – Fifteen minutes. 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. Wee learnt to do films and how to take a camera.

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

S. _ Yes

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

1. Compete 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 :

a) Aim (expected result) :. . .
b) Importance : . . .
c) Theme : . . .
d) Methods advised : . . .
e) Measure imposed : . . .
f) Justification of measure : . . .
g) Abilities required : . . .

2. For what reason does the teacher insist on the manner in which the students themselves made up the different groups ?

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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 ?

3.2.What, in this self-evaluation sheet, does the new criterion called "language" correspond to?

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3. 3 What do you think of the fact that in the first part of the sheet each student evaluates himself ?

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 ?

4. Some Italian students in the 2nd. year of English, who had carried out a group activity similar to that of the Portuguese students, have made the following final remarks on the same sheet :
-*È stato un esperimento molto importante per esercitarci nella comunicazione in inglese. Io mi sono divertita tanto.*(That was an interesting experiment to train to communicate in English. I enjoyed myself a lot.)
-*È stato bello lavorare in gruppo, ci siamo aiutati a vicenda es ci siamo divertiti un sacco.* (It was great to work in a group : we helped one another and we enjoyed ourselves.)
-*È stata un'esperienza molto divertente.* (That was a very funny experience.)

4.1 Compare these comments with those made orally by the students during the collective session : what aspect do they prioritise ?

4.2 What explanation can you give for this fact ?

ANNEXE

For Group work assessment see facsimile in

Original French version p. 103

ANNEXE

For Évaluation du travail de groupe facsimile

please see original French version p. 104

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

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. – 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. – Voilà, oui. Et qu'est-ce que tu crois avoir appris, Jennifer, dans la leçon de mardi ? E1. – À interviewer quelqu'un, et à être interviewé. P. - Et, qu'est-ce que tu aimerais encore apprendre sur ce sujet ? E1. - . . . 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 ?	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. T. – That's it, yes. And what do you think you have learnt, Jennifer, in Tuesday's lesson ? E1. – To interview someone, and be interviewed. T. – And what else would you like to learn on this subject ? E1. - . . . 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 ?

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. – Et puis qu'est-ce qui s'est passé ? E1. – Et puis alors on devait reformer nos questions autrement et redonner des réponses courtes et des réponses longues. 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 ? E 2. – Le groupe B a dû inverser. P. – Il a dû aussi. . . E.2. - . . poser des questions. P. – Et quand il y avait des problèmes, quand les élèves étaient bloqués, qu'est-ce qui s'est passé ? E2. – Il y en avait d'autres qui levaient le doigt pour les aider. P. – Voilà ! OK ! Merci !	E1. – We were in two parts, group A and group B. Group A had to make the questions, and group B answer them. T. – And then what happened ? E1. – And then we had to reformulate our questions in a different way and give again short answers and long answers. T. – Yes. And at the end of the lesson, Ange, what happened ? What did group B have to do as well ? E2. – Group B had to change over. T. – They also had to. . E2. –. . ask questions. T. – And when there were any problems, when the students got blocked, what happened ? E2. – There were other who gave a hand to help them. T. – That's it ! OK ! Thank you !

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 ?

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

This interview was carried out at the mixed secondary education institute *Het Vlietland College* (Holland) where education in autonomous work is practised. All the language teachers (English, French, German) use the textbook *Omnibus*, 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 méthologie 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 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.	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 ons. . when they begin to learn a language. You can't make them completely autonomous, but in the classes of the 4th., 5th. and even 6th. 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.

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.

2. What is the observable behaviour by the students which the teacher considers characteristic of autonomy ?

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 ?

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 of a language class ? What does this final outcome correspond to exactly ?

FILE no. 2/ 3

Country	L1	L2	Level	Length	Counter
Finland	Finnish	English	Student interview		

File can also be used in :
-Environment

CONTEXTUALISATION

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**
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 *Mankkaa School . .* 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 thy 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.

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 dame and you exchange ideas ? S. – Yes. T. – How ? S. – By e-mail and letters and like I said those questions. T. – Yes, I see.	

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.

2. What are the sentences and part of sentences spoken by these students which make us think they have a high degree of autonomy ?

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 ?

4. To describe their situation the students use the expression *independent work.* This is in reality *autonomy* and not *independence* : what could we assume in fact that their teachers do in order to ensure that there is always a teaching process ?

5. What is there in common in all these projects in terms of the abilities required of the students :

5.1 from the point of view of management of information ?

5.2 from a rational point of view ?

6. Over and above the abilities above, what are the main aims envisaged by those responsible at this school with this kind of project education ?

7. What fundamental humanistic "values" seem to direct the philosophy of this education ?

FILE no. 3/ 3

Country	L1	L2	Level	Length	Counter
Finland	Finnish	English	Student interview		

File can also be used in :
- Environment

CONTEXTUALISATION

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
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.

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 !

1. What are the necessary material conditions for the institutional execution of a "project education" like this ?

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 ?

3. Apart from new technical abilities, what new attitudes does this new education require on the part of the teachers ?

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
This is an interview with an Austrian teacher of French by an Italian colleague, a teacher of English, who completes her observation dossier in her classes.

ORIGINAL TRANSCRIPT French	TRANSLATION
PV. –Est-ce que tu pourrais me donner quelques exemples de différation pédagogique en langue française dans ce cas, pour quelques-uns au moins de ces points. 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 les groupes. Pour les objectifs je ne différencie pratiquement pas, pas beaucoup, mais bien sûr que les meilleurs élèves profiteront encore du travail autonome. 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. PV. – Et le manuel ? C'est-à-dire, est-ce que tu utilises le manuel que tous les élèves ont d'une manière diférenciée ? 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. PV. – Et les aides ? C'es-à-dire, est-ce que tu aides tes élèves d'une manière différente, s'ils travaillent de cette manière ? 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. PV. – Et les méthodes ? Est-ce que ta méthode change, dans ta classe, lorsque tu travailles comme ça ? 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. PV. – Il y a une différenciation finale, dans l'evaluation ? 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 resultats avec le travail autonome ou sans travail autonome.	TV. – Can you give me some examples of differentiated learning in the French language in this case, at least for some of these points. 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 very 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. TV. – And the textbook ? That is, do you use the textbook that all the students have in a differentiated way ? 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. 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 ? 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. TV. – And the methods ? Does your method change, in your class, when you work like that ? 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'm 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. TV. – And is there a final differentiation, in evaluation ? 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.

1. What are the domains in which the teacher interviewed effectively differentiates her teaching based on the concrete examples given here ?

2. In which domain does the teacher claim not to differentiate ? Why doesn't she do this, in your opinion ?

3. On the continuum of differentiated teaching- differentiated learning (cf. the chart of the Annexe of the file Evaluation 3/ 3) on what side is the teacher clearly situated ? Justify your judgement.

4. What exactly does the following sentence mean : "As to aims, in practice I don't differentiate, not much, but certainly the better students will still profit from autonomous work" ?

5. What evaluation dos this teacher make of the efficacy of autonomous work ?

6. How can you explain this rather surprising judgement ?

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 ?

File no. 2/ 6

Country	L1	L2	Level	Length	Counter
Austria	German	French	Teacher interview		

File can also be used in :
- Autonomisation
- Aims

CONTEXTUALISATION
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.

ORIGINAL TRANSCRIPT French	TRANSLATION
PH. – J'étais surprise parce que la r'eaction 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, individuuellement, je ne m'en étais 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.	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.
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 . . 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 a 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.	TV. – Right. So, a target for the student's general training : autonomous work helps them, and in what way ? That is you have just . . . HT. – Yes, that's it, yes, that's it. That is, I think it's rally 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-correction, 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.

1. Re-read, in the Glossary, the distinction between "final outcome" and "aims".
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.
3. Make a note of everything that defines student autonomy for this teacher.
4. In your opinion, does autonomy relate to intellectual finality or ethical finality ?
5. How can 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 ?

WE NOW SUGGEST JOINT WORK
ON THE THREE REMAIING FILES, 3/ 6, 4/ 6 AND 5/ 6

File no. 3/ 6

Country	L1	L2	Level	Length	Counter
Netherlands	Dutch	French	Student interviews		

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

ORIGINAL TRANSCRIPT Dutch L1, French L2	TRANSLATION
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 je het niet bijhouden. L. – En jij, Nicole ? L2. – Je kunt doen wat je wilt en in je eigen tempo en dan hoef 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 neesstal werk je allemaal uit herzelfde boekje met dezelfde opdrachten.	T. – Janien, 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 worry that you won't finish your work. If you like reading books, you can read them. You can do what you like doing 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.

L.- En je vindt het wel leuk dat bij Frans in je eigen tempo kunt werken.	T. – And you like to be able to work at your own pace during the French lessons ?
L6. – Je hoeft geen rekening te houden met iets dat je af moet hebben en je kunt overleggen 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.	S6. – 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 isn't possible for you to understand properly.
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.	T. – And what w do together in class ? because we also do tings together before individual work.
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.	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.
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.	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.

File no. 4/ 6

Country	L1	L2	Level	Length	Counter
Austria	German	French	Student interviews		

ORIGINAL TRANSCRIPT **German**	**TRANSLATION**
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 ?	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. – 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 gur kann.	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.
L. – Seid ihr mit der Zeiteinteilung zurechtgekommen ? Bettina ?	T. – Did you get on with the division of time ? 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 zurechtkommen.	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, then you can divide your time up exactly and get on well with the time.
L. – Also, du bist mit der Zeit gut zurechtgekommen ? Welche Aufgaben haben euch besonders gut gefallen ? Michel, willst du das beantworten ?	T. – So you got on alright with the time ? What exercises did you particularly like ? Michel, would you like to answer ?
S3.- Mir haben die Aufgaben sehr gut gefallen, wo man eben in der Gruppe zusammenarbeiten kann, zB in diesem Spiel und man sich untereinander ergänzen kann und dann eben die Fehler ausbessern kann untereinander.	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 amongst yourselves.

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 arbeiten, sich auf einen Text zu konzentrieren. Was würdet ihr gern verbessern noch am Offenen Lernen ? Du, Klara ? Hast du eine Idee ?

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.

L. – Also, meine Übungen sind zu kurz ? Aber insgesamt möchtest du mehr. Wie habt ihr den Arbeitsplan gefunden ?

S1.- Also Übungen in Gruppen. Mehr Übungen in Gruppen. Die Übungen, die man alleine machen kann, kann man auch zu Hause machen.

L. – Sonst noch jemand Kommentar ? Bettina, was möchtest du sagen dazu ? Insgesamt ?

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.

L. – Es is also die Selbstkontrolle, die du so gut findest ? Sonst . . . ?

S2. – Es ist einfach so, daß das Ganze lockerer geht. Man kann selbst üben, was man will.

L. – Man kann selbst üben, was man will. Und sonst ? Fällt euch noch was ein ? Du, kannst du sagen, was du vorhin geleistet hast.

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.

S4. – Daß man eben in der Gruppe arbeitet, daß man sich gegenseitig helfen. Die ganzen Spiele, das ist abwecslungsreicher. Nachteil ist, daß man manchmal warten muß, bevor ein Spiel kriegt.

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 ?

S2. – Ja, wir möchten so weiter machen, bei Französisch.

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.

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 ?

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.

L. – So, my exercises are too short ? But altogether you would like more. How did you find the work plan ?

S1. – So exercises in groups. More exercises in groups. Exercises you can do on your own, you can do at home.

T. – Any other comments ? Bettina. What would you like to say ? Generally ?

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.

T. – So it's the self-evaluation that you find so good ? Anything else ?

S2. It's just that the whole thing is more relaxed. You can work on what you want to.

T. – You can work on what you want to. And besides ? Does anything occur to you ? You can say, what you did before.

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.

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.

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 ?

S2. – Yes, we would like to continue, in French.

FILE no. 5/6

Country	L1	L2	Level	Length	Counter
Italy	Italian	English	Student interview		

CONTEXTUALISATION

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
A1. – Perché preferisco ripassare parlando piuttosto che scrivendo, infatti ho difficoltà nello scrivere. E ho fato 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. A2. - . . molto bello e molto importante sporattutto 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 soprattutti per un ripasso guidato del programma fatto quest'anno in vista della maturità. A3. – Ti è piaciuto ? A4. – Si mi è piaciuta molto queste 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 ? 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. A4. – E' come se studiassimo insieme. A3. – Si, forse è anche più utile che studiare da soli. E' vero.	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. 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 tis 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. S3. – Did you like it ? 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 ? 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. E4. – It's as if we were studying together. E3. – Yes, perhaps it's even more useful than studying on your own. It's true.

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

1. Watch the three sequences without interruption for a first time.

2. Read the transcripts of files 3/ 5, 4/ 5 and 5/ 5, 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.

3. What is the students' most quoted aspect of differentiated learning ?

4. How can you summarise the implicit request that the student formulates through some of his criticisms?

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 of the students on the other, of autonomous work or differentiated learning ?

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

File no. 6/ 6

1. At the beginning of the work on this self-training cassette and it's *Booklet*, 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.

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 :

a) How do you define it ? What seems to you to characterise it ?

b) Would you yourself like to have learned in this way ?

c) Does it seem essential for the students ? Why ?

d) What are the conditions which seem necessary or desirable to you to carry it out ?

e) What effects do you expect ?

f) Do you personally think you will use it in your classes ?

This final activity in the Self-training Booklet has of course no Note.

5. BIBLIOGRAPHY

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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**, 1**989, 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 Lombatdia, (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 differenciées. 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.*

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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, ISBM : 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 différentations 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 integrate 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 Zuccermaglio : **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 disabilties.*

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

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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.

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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 an 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

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

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.

7. NOTES

INTRODUCTION

FILE no. 1/ 4

1.This concerns the instruction stage.

2.The domain at play here is that of tasks : the teacher talks of two different "exercises", and the exercises are of the task kind (see the definition of the term "exercise" in the Glossary).

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.

4.The work concerns a kind of linguistic content, knowing the vocabulary (the vocabulary of meals).

FILE no. 2/ 4

1.What 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).

2.The task differs between groups A, B and C (reply to comprehension questions) and group D ("true/false" exercise).

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 (*despertarse)*. There is differentiation on this point.

4.The last but one intervention by the teacher : "you can use **the text**" : this certainly concerns a text previously studied with all the class, since he 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.

5.On the criterion of level, differentiation apparently serving to plan tasks of greater or less difficulty :

a) to tick the right answers in a true/false exercise, or reply to questions ;

b) reflexive and non-reflexive verbs (*despartarse*) ;

c) to tell, with the aid of pictures, a known or new story.

FILE no. 3/ 4

1.There 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.There is differentiation :

a) of the **measure** (division of students in groups by level) ;

b) of **aids** : each of the teachers takes groups of defined levels, and these groups will call on them according to their own needs.

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.

FILE no. 4/ 4

1.There is differentiation :

a) as in the previous sequence, of **measure** (division of students into groups by level) ;

b) as in the previous sequence, of **aids** : you see in this sequence groups working in an autonomous way, and another group who ask for the teacher's help ;

c) there is also in this sequence differentiation of **support material**, the groups working at their own level on textual support material of greater or less difficulty.

2.Possible criteria :

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.

b) Linguistic difficulty : texts presenting a more or less 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.

c) Difficulty of ideas expressed.

3. The tasks are all of factual comprehension, but they immediately require a somewhat synthetic understanding of the text. Th guidance suggested for the corresponding activities on texts 2 and 3 is rather limited, and they immediately require a global understanding of the text.

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.

4. You could picture a lesson of collective work, each 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").

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.

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.

PART No. I – DOMAINS OF DIFFERENTIATION – AIMS

FILE no. 1/ 3

2.2. See in the *Glossary* 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".

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

FILE no. 2/ 3

1.1.- **Materials :** the std7ents can use their textbook, walkmans or exercise booklets.

- **Space** : 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").

- **Time** : 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).

- **Joint work** : the students "can work in their own way, alone or together."

1.2. The differentiated aids and guidance are provided by the teacher, who answers any questions the students may have, helps

students in difficulty, encourages those who are not working well to work better.

2. Kinds of differentiated aims in this sequence:

- Cultural content (reading literary texts) or language ("grammar work") ;

- Within language skills : work on oral comprehension ("listening exercises") or written ("there's reading") or in written expression ("written work").

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 (see "aims" in the Glossary).

3. It is the students themselves who choose their domains and their ways of differentiation.

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".

FILE no. 3/3

1. This sequence rests principally on grammar (morphology and syntax of the subjunctive).

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. 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 find 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.

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 a loop, within the same exercise, the items where they have made mistakes, to the point where all their answers are correct.

PART No. I – DOMAINS OF DIFFERENTIATION – CONTENTS

FILE no. 1/ 1

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.

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 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 preparing for the second.

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.

4. This is thematic contents.

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 (*bear* and *human beings*). The third theme, *space*, must be put into correlation with the first two.

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.

7. Yes : the three themes chosen are complementary, and closely linked in the text. The joint work could interest each of the groups.

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

FILE no. 1/ 2

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. The support materials are differentiated in the following way :

- Group A works from two support materials : the dialogue on page 24 photocopied from Unit 6 of their textbook, and 2) the instructions written on the board.

- Group B works from two support materials : the table on page 26 of Unit 6 of their textbook, and 2) the instructions written on the board.

3. Instructions on the board (reconstructed) :
Group A

Answer the following questions on the dialogue on page 24 :
What do they like ?
Where do they live ?
Where do they come from ?
What do they do ?
Where do they work ?
What do they play ?

Group B
Page 26, exercise 1
Fill in for yourself the first column ("*You*") of the table.

4. On 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).

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).

6. Th 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.

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.

FILE no. 2/ 2

2. Description of measure :

- *Material* : centred on support materials of games, associated or not to questionnaires and forms.

- *Space* : a class space where tables have been moved according o the various activities of the groups.

- *Time* : length hardly quantifiable. Th video sequence kept here, which gives the impression of an intense activity, in reality lasted 5'.

- *The collective dimension* : groups of two or three or more. No movement apparent between students of different groups.

3.1 You can count eight different support materials.

3.2 All the activities carried out with this support material :
- are games ;
- relate to linguistic contents ;
- envisage linguistic training.

4.1 Different materials :
Linguistic skills (lexical and syntactical). The students understand (either by reading or listening) and say a word or a short sentence.

Disc game : lexical training.

Photo booklet : lexical and syntactical training.

Box of coloured pegs : syntactical training (use of prepositions of place).

Cardboard triangles : training in two-way translation.

Snakes and ladders game : syntactical training.

Large dice : conjugation training (verbs : *ralentir, réfléchir, choisir, finir*).

Envelopes with windows : syntactical training on structure : *c'est que . .*

5. Note : see Table synthesising games in Annexe.

6. prepositions (*à, au, aux, en . .*) 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 preposition "*en*" and the student suggests "*de*".

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.

8.1 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.

9. Apart from personal opinion, you can consider that this system gives the students a large 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 pace as 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 **differentiated teaching**), but to **differentiated learning**.

PART I – DOMAINS OF DIFFERENTIATION – MEASURES

FILE no. 1/ 3

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 hour lesson.

2.2 regrouping into groups of 2, 3 or 4 according to the activities.

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.

4. You could think in particular of the following aims :

- Motivating the students by making them do revision in the most pleasant and varied way.

- Allowing them to review their knowledge and reorganise it by group exchange.

- Training them for the oral test in front of an examiner, where they will have to reply immediately to unexpected questions.

5. - Puzzle : from a given date, they must reconstitute the life and quote the most important works of T.S.Eliot, giving the theme.

- Novellas :two novellas from Joyce's *Dubliners*, cut up in the form of a puzzle and handed out at random. They must reconstruct the story, giving the plan of the composition.

- Snakes and Ladders game : questions on Joyce and Modernism in general.

- Rallye : 35 questions on "Evelyn, an Encounter", the students ask each other questions.

- Scenario : true-false on Modernism. Written exercises to be handed in to the teacher for correction. Correction of wrong answers.

6. – Puzzle : green *post-its* with answers ; reconstituted puzzle.

- Snakes and Ladders Game : questions read by partners who ask and correct.

- Rallye : the answers are on the same page as the questions.

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 Giving information on organisation, and methodological advice.

8. The students must have previously carried out in-depth work on the contents, and be trained in group work.

9.1. Freedom at work, co-operation, autonomisation, mutual respect, pleasure.

9.2 Training for more fluid language : no negative evaluation, reducing the drama of mistakes.

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).
This implies willingness to work in a team in a school which plans time for joint work.

FILE no. 2/ 3
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.
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. - 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.
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. 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. Discipline, autonomy, sense of responsibility, respect for others, respect for the equipment and safety regulations, technical skills (to use the equipment on their own).

FILE no. 3/ 3
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.
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 his group, you can go there, for example. She, she can come here.").
2. See in Annexe, the schemes corresponding to the two rotations.
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 *information gap* exercise.
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 o each student or each group ;
- make plans on the board (or have the plans made by the students) ;
- 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;
- 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.
PART I – DOMAINS OF DIFFERENTIATION – AIDS AND GUIDANCE

FILE no. 1/ 1
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.
2.2 Classifications :
- written comprehension : tasks 1, 2 and 4 ;
- lexical : tasks 1,2 and 4 ; task 3, although task of written expression, refers to the whole of the linguistic contents ;
- all the tasks have in common work on textual grammar – as it happens, "cohesion" (inner logic) – of the narrative text ;
- tasks 1,2 and 4 : training (which assumes previous mastery of levels : research, conceptualisation, application) ; task 3 : transfer.

3.1. It only concerns aids. These are :for task 1, the connectors table (see Annexe, support material **[2]**) ;

for task 4, vocabulary blacked out in the text (see Annexe, support material **[6]**) ;

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.").

3.2. The aids allow for differentiation in the difficulty of tasks : it's easier to do a task with an aid than without.

4. The teacher used a methodology which goes from the simple to the complex. She takes the rouble to explain precisely the steps and the route to follow to arrive at the aim in mind.

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.

6. On the different possibilities of choice offered to the students (choice of tasks, of aids, principally according to degrees of difficulty.

7. Elements of autonomous work by the students :

- Each student works alone (cf. the teacher's first sentence).

- 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.

- 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).

8. It is the students themselves who move to go and look for the exercises that suit them.

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.

PART I – DOMAINS OF DIFFERENTIATION - TASKS

FILE no. 1/ 2

1.   You can see three stages :

a) *Instructions* : 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.

b) *Group work* : you see the teacher helping one of the groups. You briefly see close up an exercise book where one of the group's work has been reported.

c) *Joint work* : one or two students in each group read the information gathered on the person they have been given.

2.   Domains of differentiation :

- there is differentiation of *contents* : the groups each work on a different person ;

- no differentiation of *measure* : all the students are working in groups, at the same time and for the same length of time ;

- there is differentiation of the *aid* : in the sequence you see the teacher address one of the groups, no doubt at their request ;

- no differentiation of *guidance* , ensured by the same grid ;

- no differentiation of *task* : all the groups are working on looking up and reporting the same kinds of information on one single grid.

3. The other support materials are apparently written (the pictures at the stage of 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.

4. Some possible solutions :

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).

b) The students are invited to put the same questions about people they know : members of their family, friends, neighbours etc.

c) The students have to carry out a simple new task based on the information gained. After exchanging the results you cold have asked them, for example, to reply to the question : "Who has the most serious problem ? " (discussion of this extended kid can be done in the mother tongue).

5. You can reasonably think that the more "beginners" the students are, the more differentiation is naturally limited, insofar as skill levels are identical.

FILE no. 2/ 2

1. Suggested tasks :

a) information research ;

- cultural competence (own enterprise culture, and foreign culture of the interlocutor) ;

-   language competence (written comprehension) ;

- communicative competence (all the components) .

b) a telephone conversation :

- cultural competence (*idem*) ;

- language competence (oral comprehension and expression) ;
- communicative competence (all the components).
c) producing a letter :
- cultural competence (*idem*) ;
- language competence (written expression) ;
- communicative competence (all the components).
2. Capacity to research information, select it, classify it, prioritise it.
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 successive tasks.
4. The teacher lets the students divide up freely into three groups according to two "student-centred" criteria : their interests and their skills.
5. The reasons are :
a) the students are gong 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 :
b) they are anyway familiar with these contents and routes because of the professional orientation of the course they are following.

active method for the strongest group (they have to reconstruct the title themselves).
On this last point there is therefore differentiation of methods.
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).
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.
7.1 *Transmissive* method for the weakest students (who have received information concerning the name of the singer), *active* for the strongest (who have to guess the name).
7.3 This concerns the weakest, who find themselves here in the situation of giving unknown information to the strongest.
7.4 Yes, throughout this sequence you can see relaxed, smiling students working willingly and singing with pleasure.

PART I – DOMAINS OF DIFFERENTIATION – METHODS

FILE no. 1/1
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. 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).
5.1 - 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

PART II – CHRONOLOGICAL STAGES - PLANNING

FILE no. 1/ 3
1.1 The teacher also addresses evaluation of the filmed sequence.
1.2 Her evaluation focuses :
- *on her students' work* : "the weakest pupils cold 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." ;
- *on her own planning* : 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, perhaps it was not the right moment, I don't know.").
1.3 Domains concerned :
a) *The aims* : ("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 third person singular." ;
b) *The tasks* : ("The better students had to ask questions [. . .]the weakest could also ask questions with the help of the best ones.") ;

c) *The measure* ("So I split the group into . . the class into two groups [..] the strongest [. . .]the weakest.").

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").

"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.

3. The criterion which without doubt seems most important to the students – since it 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.

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.

5. Supplementary elements of planning :
- The teacher has looked up in the textbook the support material and activities corresponding to her communicative and linguistic aims ;

- 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) ;
- She has divided the students beforehand into two groups by level ;
- She has prepared for each student, according to his group, a photocopied sheet ;
- She has prepared instructions written on a board.

You can think of at least two other following advantages :

6. 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. Differentiation implies most important reflection beforehand at the level off 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.

FILE no. 2/ 3

1. Aims :
a) written comprehension ;
b) acquisition of new words.

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.

3. The domains concerned in 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 consists of which the students are given to do at home, but it apparently requires them to re-use the thematic vocabulary of the text.
Other domains concerned :
c) support materials (exercise book) ;
d) tasks (two exercises taken down in the exercise book) ;
e) measures : *material* (exercise book) ; *space* ; *tasks* (homework to do at home, following the work in class) ; *time* (slow students, with whom the teacher "takes more time" and to whom she only gives a little homework).

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 he sequence filmed here, there is no differentiation – neither of teaching, nor of learning – within this class during work on the text studied.

5. The teacher relies simultaneously :
- on the general knowledge she has of her students ;
- on evaluating the students' results in the work carried out so far on the text ;
- on the difficulty of the exercise she is going to ask them to do.

FILE no. 3/ 3

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. 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. 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.
5. Series of tasks (cf. "as we did before")) related to the text and its recording:
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 ;
The oral exercises provided by the book probably relate to the same text : they are therefore both written comprehension and oral expression exercises.
6. Methods used :
a) written : basic support is in 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 here before its global understanding ;
d) - deductive-applicatory : the grammatical exercises are done by replying to the corresponding rules in the grammatical précis.
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).
7.2.Non-exhaustive analysis :
- Advantages : the teacher's planning is easier, the students know 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 risk of demotivation of the students ; difficulty of executing training for autonomy.
8. The teacher extends the time taken into account in her planning from the length of 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. 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".

PART II – CHRONOLOGICAL STAGES – INSTRUCTIONS

FILE no. 1/ 3
2. 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. Each member gives his opinion ; the decisions are taken jointly ; they have to nominate a secretary and a spokesperson.
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.
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 ?").

6. Common characteristics :
- it is the teacher who herself gives the instructions which seem essential to her ;
- she gives all the instructions before the beginning of the work;
- she only gives them orally ;
- she doesn't check – in any case not in the sequence filmed – the understanding of these instructions.
7. Difference between the two series of instructions :
- 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 ;
- 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.
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 the results by the spokesperson (sequence Evaluation 1/ 2 shows evaluation of this presentation).

FILE no. 2/ 3
2. The criterion of spatial disposition of the students in the class.
3. The teacher suggests 3 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).
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. 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. To facilitate understanding, and so that the students can see them during the execution of the work.

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).

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. You could think 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. 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 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").

11. There 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.

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.

FILE no. 3/ 3

1. The students get straight into groups. One could conclude that these groups are already constituted but also tat they are used to working in this way.

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. She also writes on the board. This allows her:
- to adapt to the 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.

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. Three tasks : 1) to choose the person , 2) to read the text silently, 3) to find all the necessary elements.

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. "So then the first thing o 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. 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. 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).

10. She could ask the students to discover and explain themselves the content of her instructions.

PART II – CHRONOLOGICAL STAGES – GROUP WORK

FILE no. 1/ 2

1. These two first questions don't have a note. It's simply a question, at the end of the 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 only deals with "group work", certainly at least in the present sequence.

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 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 hat they are . . capable of doing difficult things").

4.1 All the student progress from the point of view of their sense of responsibility.

4.2 It is a mater of educational finality.

5. According to the Greek teacher, the awkward things about group work are as follows :

a) certain students work badly within groups and spoil things because they are not prepared for this kind of work ;

b) the better or more responsible ones are sometimes the only ones working ;

c) certain students are noisy.

6. Amongst other possible drawbacks :

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 !) ;

b) In group work the mother tongue is often sued by the students (not simply for ease, but at the moment when they get excited when they begin o function in affective mode).

Some examples of advantages :

a) There can be improvement in results of joint work thanks to mutual help and sharing knowledge and abilities.

b) Group work is a school of training in autonomy.

c) The capacity to work in a group is essential in professional life.

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.

8. Different roles and functions of the teacher in group work :

a) *Driving force* (he organises the activities, provides the materials . .

b) *Expert* (he suggests the contents, explains, corrects. .) ;

c) *Learning facilitator* (he negotiates, helps, directs, trains in the different functions for use in a group . .) ;

d) *Technician* (he helps with the use of the material : tape-recorder, computer, projector .).

9. Some conditions :

- technical material (tape-recorders, video players, computers etc.) and tools (dictionaries, grammar books, etc.) in sufficient number and sufficiently accessible ;

- educational material already integrating differentiation ;

- furniture (chairs, tables) and suitable space ;

- several rooms that can be used simultaneously;

- a certain flexibility with the lesson timetable ; and students truly trained to group work in different subjects.

FILE no. 2/ 2

1. Three stages :

a) from the beginning to ". . fire at someone who's wounding you . ." ;

b) from "a shooting club near our school" to ". . or something like that" ;

c) from " . . the big hall. . well. . what do you think ?" to the end.

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 They are discussing among themselves children's rights to self-defence.

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 he name "panel".

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. The debate in stage 1 no doubt constituted part of the preparation of the panel.

5. The moderator calls out the listeners so that this time all the class is involved in the debate.

6. Getting the maximum number of students to take part. His aim is achieved, judging by the stages filmed 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 ad 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 inside a school in front of a teacher. . . .You have a slight expression (you think ?) that they are consciously being provocative.

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").

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 matter containing checked information and well-founded reflection (articles by the press, sociologists, philosophers. .).

b) The debate must be well organised according to strict formal rules (you can see that this is the case here) .

c) You must insist that every opinion is argued rationally.

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.

10. Each student can take part as far as he is able, the diversity of contributions guaranteeing a certain diversity in language expression.

11. He will no 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.

PART II – CHRONOLOGICAL STAGES – JOINT WORK

FILE no. 1/ 2

1. In school teaching, the teacher must take care to maintain the strong **collective dimension** 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 requires the capacity to live, to work and to communicate with the whole community to which one belongs).

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. 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. 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. 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 concern 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.

c) professional actors, too, read ready prepared texts.

You could justifiably object to this latter element that actors don'' 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.

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 allow 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.

FILE no. 2/ 2
b) Measures 3/ 3
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.

c) Tasks 1/ 3
Each group works on the description of a character which will later be put to the group-class.

d) Tasks 2/ 2
Each group works on preparation of a different stage (information research, telephone conversation, order letter) which will naturally link with the others, during shared experience, within a professional scenario.

e)Instructions 1/ 3

Each group must study a different aspect of the Same poem. Each group designates a secretry 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.

f) Instructions 3/ 3

Group work on different famous personalities. The work will then be communicated by a reporter to the group-class.

g) Methods

Having completed a song by different approaches, the group joins together to sing the song together.

2. Different ways of working :

a) Introduction 1/ 4 : redundancy ;

b) Measures 3/ 3 : complementarity;

c) Tasks 1/ 1 : juxtaposition of activities, but there is redundancy from the point of view of the ideas and linguistic forms used by the different groups ;

d) Tasks 2/ 2 : complementarity ;

e) Instructions 1/ 3 : complementarity ;

f) Instructions 3/ 3 : juxtaposition of activities, but there is without doubt complementarity in relation to the annual programme of the class.

g) Methods : juxtaposition.

PART II – CHRONOLOGICAL STAGES – EVALUATION

FILE no. 1/ 3

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. 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. 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.

4.1 This concerns noticing mistakes, discussion on the gravity and finally giving a mark.

4.2 No, for two reasons :

a) The spokesperson does not intervene during the evaluation, and doubtless either do the other members of his group : so it is 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 speak of "co-evaluation" (evaluation carried out jointly by the teacher and the students).

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 to look at the notes, use the blackboard, exchange with the audience, speak loudly), so that finally there is efficient communication.

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.

6. No, since all the groups are evaluating by the same grid and the same scale.

7. You can easily imagine that each group works on its own criteria and its own scale.

FILE no. 2/3

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. 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 examiners, they are expressly asked not to interrupt the candidate's commentary.

3. The first stage is 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. Yes, since it is completely individualised.

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.

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 th 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.

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 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 ion the day of the oral test of the baccalauréat.

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).

Amongst the possible disadvantages :

This is a heavy measure, costly in time both for the student and the teacher.

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 !).

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).

FILE no. 3/ 3

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 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 The evaluation takes into account homework, spontaneous participation, responses to the questions asked, attitude, behaviour towards other students.

2.1 This is not 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 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.

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).

3.1 This position corresponds to number 4. In the Annexe table, as shown by the twice repeated use of the verb "to help" (learning) and all the intervention between "I don't think. . " and ". . 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 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.

PART II – CHRONOLOGICAL STAGES – REMEDIAL WORK

FILE no. 1/ 2

2. This video sequence was filmed over three different lessons. The 5 stages are as follows :

- Stage 1 (1st. lesson). The teacher, having given out a self-evaluation file, explains to the students how to use it.

- Stage 2 (1st. lesson). Completion of the file by the students ; the teacher is asked by several students to give complementary explanations. The students keep their file.

- Stage 3 ((2nd. lesson). The teacher, orally, makes a first survey of the self-evaluation

results. This time the teacher collects the students' files.

- Stage 4 (3rd. lesson). Division of the students into groups.

- Stage 5 (3rd. lesson). The teacher gives instructions and explains the work to the groups.

3. The constitution of the groups and the activities allotted by the teacher to each one are related to the self-evaluation results.

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 ion 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 narrat8ve in the same tense (they are going themselves to have to produce the imperfect and preterite).

5. See the definition of "Remedial work" in the Glossary.

6. There is certainly differentiation since the groups are no 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".

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 :

a) The weakest students are often the least motivated, and it is they who here find themselves with precisely the least motivating task.

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.

c) Certain students can feel humiliated by being publicly designated as weak, and discriminated against for having to work with other weak students.

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 of 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.

FILE no. 2/ 2

1.1 On linguistic contents, more precisely "the morphosyntactical contents of the programme".

1. 2 The students themselves.

1.3 "From homework or work already done".

1.4 "One hour a week at least, or every two weeks."

1. 5 [The students] have big folders with files on all the morphosyntactical contents of the programme."

1. 6 These exercises are accompanied by the answers (prepared by the teacher, no doubt).

2. Yes, each student chooses the remedial exercises according to his own difficulties.

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.

3.2 Limitation of the degree of student autonomy :

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.

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.

c) The remedial files and their corrections have probably been worked out by the teacher.

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.

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.

5. a) Similarity between the two sequences :

- First there is self-evaluation ;

- This self-evaluation relates to precise points of morphosyntax ;

b) Difference 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.

PART III – TRANSVERSE THEMES – ENVIRONMENT

FILE no. 1/ 4

1. What these two description have in common is the particular importance they accord to the "environment" in carrying out differentiated learning.

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 :

a) Psychological factors

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 in 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.

b) Material factors

These factors are of course linked to the psychological factors : the social importance attributed to the study of languages determines

The importance of financial resources released for teacher salaries, creation and production of text books, 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.

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 it 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 tradition 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 fir 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.

FILE no. 2/ 4

1. In this school the students are registered as having ""different needs", "arising from various nationalities and with different learning profiles".

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. 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 toy 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. The freely accessible library and toy library.
5. In the contextualisation : the fact that the specific education of the project class "is only applied to 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.
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.

FILE no. 3/ 4

1. Yes, it certainly concerns differentiation, having been planned at curricular level (of the students' course) :
a) margin of manoeuvre in the choice of subjects (up to 20% of the total) ;

b) possibility for the vocational education students to do their course in 3,4 or 5 years (and, in this case, they choose the moment when they follow obligatory subjects) ;
c) certain obligatory subjects at their disposal in the mother tongue for students of non-Dutch origin.
2. The comparison will depend of course on each country. Two very liberal aspects are particularly striking :
- recognition of different rhythms and interests of vocational education students ;
- recognition of the different needs and interests of students of foreign origin.

So you won't be surprised that these same Dutch texts promote differentiated learning in the classes.

3. The "autonomisation method".

4. Yes, there is differentiation, but it is adopted mainly by the students themselves: there is properly speaking no "differentiated education" but "differentiated learning".

5. 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 everywhere" ;

d) differentiation is registered in the textbook used ;

e) the teacher has the use of supplementary material which he can put at the student's disposal at any time.

FILE no. 4/ 4

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 *autonomous* way (adjective common to the two names).

2. In the Dutch school, this is a permanent system. In the Austrian school, it is a system used periodically. The teacher interviewed here, for example, only uses it for revision work, 4 or 5 times a year.

3. Opinion of the Italian teacher visitor :

a) Advantages

- 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 an advisor and assistant.
- Where the teacher is absent, replacement is easier to organise, the presence of a language teacher not always being necessary.
- The students learn different ways of learning.
- Development in the students of qualities such as a sense of responsibility, the ability to work in a team, a sense of organisation and management of time, in short, autonomy.

b) Disadvantage

The provision of material requires a lot of time, but you can also ask the students to produce material themselves.

PART III – TRANSVERSE THEMES – METACOGNITION

FILE no. 1/ 4

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. Each teacher makes the students think about the procedure (articulation of successive tasks) to be done or which has been done, and she thus asks them to verbalise.

5. These reasons no doubt correspond to the hypotheses put forward by proponents of "metacognitive activities" in language classes :

see these hypotheses in the term "metacognition" in the Glossary.

6. In grammar, when you ask students to deduce a syntactical rule or morphological rule from examples. But you can also make the students think about all the other teaching/learning domains : vocabulary, phonetics, culture. . .

FILE no. 2/ 4

1. Right at the beginning of the sequence, at the stage of initial instructions.

2. For her it's partly a question of explaining to the students how to organise the sequence and partly to make sure they have understood.

3. She wants to check that the instructions she has given in Spanish have been understood.

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. She considers – quite rightly – that the suggested procedure is complex, difficult for the students to understand, above all, as seems probable, if they are not used to this kind of activity.

FILE no. 3/ 4

1. Completed list

a) Aim (expected result) : production of a 15 minutes video.

b) Importance : conclusion of work of all the second term.

c) Theme : identity.

d) Methods advised : none.

e) Measure imposed : work in groups.

f) Justification of measure : exploitation and development of everyone's possibilities by sharing tasks within each group.

g) Abilities required : to know how to express oneself orally in English, to know how to film, to be creative, to draw on

h) cultural knowledge, to know how to do

documentary research.

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.

3.1 Creativity, research, co-operation.

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 It is interesting to ask for a detailed self-evaluation, to train the student in this important skill, particularly for his motivation.

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 the other members of his group . . and that the students trust each other, to avoid some feeling offended and not to feel unfairly criticised.

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").

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

.**FILE no. 4/ 4**

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. 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. "[. . .] interview someone, and [. . .] be interviewed".

4. The teacher's corresponding question is "What happened exactly?". The reply comes from "S1. : We were in two parts." to "S2 : . . ask questions".

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 ?

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.

PART III – TRANSVERSE THEMES _ AUTONOMISATION

FILE no. 1/ 3

1. a)"towards *autonomisation* of the students", b) "you can't completely *autonomise* them",

c) "he's also learning to *be autonomous*".

The teacher implicitly refers here to three essential aspects which are, respectively : 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 a an acquired skill, or on the way to it.

2. Observable behaviour :

a) "The students work mostly on their own" : individual work or 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.

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 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. "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 the Council of Europe which took place in Klemskerke (Belgium) from November 26th to 27th. 1972, where it is affirmed that : "the autonomous approach [. . .] must [. . .] facilitate learning and give the necessary methods for permanent education".

3. For students, feeling of *responsibility* to themselves and to the work to be done, for teachers, *trust* in the students.

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.

5.1 Skills at using computers to research information, select it, prioritise it, organise and transform it.

5.2 Skill of 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. 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. You can think of personal fulfilment, opening up the world, understanding other peoples, tolerance and solidarity, life-long learning.

FILE no. 2/ 3

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."

FILE no. 3/ 3

1. Material conditions are necessary which could seem exceptional bearing in mind the current prevailing situations in most of the European countries, especially :

A large number of computers ;

A large number of Internet connections ;

A lot of computers available, which assumes several rooms, supervisory staff, a measure of permanent technical servicing ;

A great availability of teachers themselves, which assumes an adapted statute. . and for them good working conditions on site.

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.

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).

particular training which 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 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.

7. The following file leads to confronting the hypotheses of each of the teacher's statements.

I. CONCLUSIONS OF THE TEACHERS AND THE STUDENTS

FILE no. 1/ 6

1.   Domains of differentiation :

a) *contents* : only in advanced classes, for background studies and literature, according to the students' interests ;

b) *support materials* : the students choose between games and the various material   put at their disposal by the teacher ;

c) *tasks* : 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 ;

d) *aids and guidance* : 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 they more often ask other students.

2. Domain not affected by differentiation : evaluation. There are various interpretations : the teacher might think the students incapable of it (but they can become so if trained. .), but more likely she considers it her responsibility (no doubt because she is thinking here of summative, not formative, evaluation).

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. 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.

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. One possible interpretation is that the tests the teacher is referring to are a matter for

FILE no. 2/ 6

2. They are essentially final outcomes, and not linguistic or cultural aims , and more precisely of the order of **intellectual** and **ethical** training

a) "autonomy" and "independence" : "the students also 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" ;

a) respect for others ("They learn to work as a team") ;

b)sense of responsibility ("they are learning to take on their own responsibility").

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.

4. Formidable question, the response to which cannot be 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, indissocialibilty, between personal freedom and social cohesion, between individual values and collective values : it is the very basis of the western idea of *democracy*.

5. Simultaneous work on the three following files leads to confronting your own hypotheses on the statements of the students interviewed.

FILE no. 3/ 6,4/ 6, 5/ 6

2. The students putting forward (in the order they appear, within each point) :

c) *Pleasure :* 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" ;

b) *Adapting to each person's rhythm* : "you can work at your own pace" ; " you can go at your own pace and you don't have to hurry 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" ;

a) *effectiveness:* "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. Group work, which you find quoted in three positive points.

4. A better link between individual work and collective work, class work and homework.

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.