

# Differentiated instruction in a university English CALL setting

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## Reference data:

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Tomlinson (2003) defines Differentiated Instruction (DI) as the process of teachers proactively planning various opportunities for learning in order to meet students' diverse learning needs. However, university English language programs are often skills specific and in the attempt to focus on those skills, some teachers may not take DI into account. When teaching and learning styles differ, hurdles such as lower self-confidence in students can arise, for example, in a Japanese university CALL course, which can be quite different from traditional classes in the Japanese educational system. In an attempt to deal with various learning styles, DI was applied to a Japanese university-level CALL English listening skills course. Through student entrance and exit surveys, 65 second-year English language majors were analyzed in regard to their perceived confidence and their reaction to a Differentiated Instruction CALL environment prior to and following 15 weeks of instruction. Increases in student confidence were found.

トムリンソン (2003) は Differentiated Instruction (DI) を、学生の多様な学習スタイルに合わせるため教師が様々な機会を予測し計画する過程と定義している。しかしながら大学の英語のプログラムではスキル (読み、書き、聞き、話す) を特定しこれらのスキルに焦点を合わせるため、教師がDIを使わない場合が多くある。例えばCALLのコース等は日本の伝統的な授業スタイルとは異なる事が多く、その結果教え方と学習スタイルが一致せず、学生の自信を低下させるという障害が生じる可能性がある。よってこの研究では、DIと統合スキルがどのように学生の自信と語学力に影響を与え、又学生がDIに関してどう感じているかを調べた。英語専攻の2年生65名への学習前と学習後の調査を比べると、15週間の学習を行った後では、学生の自信と目標言語能力の向上に加え様々なDIの評価が上がった事が検証された。

**I**N JAPANESE universities, although entrance exams are ubiquitous, students are usually not allocated to class clusters by ability level, but rather in alphabetical order. While this is in keeping with the egalitarian cultural norms of Japan, such allocations result in multilevel classes that often leave teachers wondering how to meet the needs of all learners. As a result, instructors often compensate by focusing their teaching towards the intermediate level students in their classes. Within this context, in many cases, higher level students become bored and lose interest in the content while lower level students are forgotten and left behind with few chances of success. However, there are approaches to teaching and learning that give each student, regardless of ability, opportunities for success.

One approach that can assist teachers in meeting the needs of students with differing learning styles and abilities is the concept of Differentiated Instruction (DI). Tomlinson (2000)



explains DI as a “way to think about teaching and learning. It is a philosophy” (p. 6). Further, Tomlinson (1999b) defines DI as an educator responding to a “learner’s needs guided by the general principles of differentiation, such as respectful tasks, flexible grouping and ongoing assessment and adjustment” (p. 15). Essentially, DI is the process in which teachers proactively plan for students as individual learners, implement materials with the students in mind, and assess students within the curriculum content for optimal learning. In this paper, the concept of Differentiated Instruction is explained and suggestions on how it can be utilized in a language classroom are proposed. Second, we connect Differentiated Instruction to an individual’s perceived confidence and give details on how DI was applied in a university-level Computer Assisted Language Learning (CALL) listening course. The purpose of this paper is to show data representing the effects of DI regarding learners’ perceived confidence in various aspects of learning and using English in a Japanese university CALL setting.

### **Theoretical components of DI**

DI attempts to accommodate a variety of students by mentoring and supporting learners to engage material at their own level, pace, and learning strengths. However, DI is not simply a set of guidelines for a teacher’s instructional strategies. Rather, it is a philosophy of considering teaching and learning by placing student outcomes at the forefront of all planning, instruction, and assessment. DI can be a focused and structured approach to any subject, but is also flexible in regards to changing learner needs. Specifically, DI relates individuals to material in multiple ways and allows them to internalize it in the way that makes sense to them. This is significant for the learning process. Tomlinson and Kalbfleish (1998) identify brain research that points to the importance of differentiation. In particular, “the learning environment must feel secure (physically and emotion-

ally), students must experience appropriate levels of challenge (strong to weak) and each brain needs to make its own meaning of ideas and skills” (p. 54). As a result, it is essential to cater to individual student brain-based learning needs. According to Tomlinson (1999b, 2000, 2003), there are several considerations for the teacher contemplating DI, but three essential principles stand out when applying DI to course curricula. First, the teacher needs to make adjustments for students’ differences in areas such as skill level and learning style in order to plan lessons that are flexible and approachable by all students. Second, the teacher must adapt essential course materials to students’ prior knowledge in order to create real-world applications. Third, the teacher must consider that instruction and assessment are inseparable and therefore track each individual learner’s progress through ongoing assessment.

### ***Skill level and individual pace of learning***

Within DI, teachers have the flexibility to choose how and when to best serve their students’ needs. Teachers must consider each student’s skill level in relation to the material that they are planning, which can mean alteration of textbook materials and use of supplementary materials. The teacher brings the material to the level of the students as opposed to insisting that lower level students attempt material that is too difficult for them, or asking higher level students to work with material that is too easy. Differentiation allows the stronger students to surge ahead and further connect with material while avoiding boredom and allows lower level students more time to engage with materials without becoming totally lost. In an EFL context, it can mean altering vocabulary in listening or reading selections to reflect differences in student knowledge or changing grouping strategies on a regular basis to reflect student changes. However, this does not mean that the teacher must change the content or format completely. There must be a core curriculum, but the teacher



must find ways to differentiate that material for individuals in the classroom and to create continuity within the curriculum for all students. Each student must also see a clear and logical link from one lesson to the next. If the textbook does not supply such a link, the teacher must find a creative way to do so. Ways to do this include guided discussions, pair work review activities, or allowing student choice in activities. In support of teachers modifying input according to student level, Hall (2002) points out that as students have their own learning pace and are at different levels in the language acquisition process, the intent of DI is to maximize each student's growth and individual success by meeting each student where he or she is at, rather than expecting students to modify themselves. Tomlinson (1999b) identifies this regulation as *readiness* and defines readiness as "a student's entry point relative to a particular understanding or skill" (p. 11). DI is intended to support each learner at this readiness point in relation to their learning style and pace.

### **Understanding prior knowledge and strengths of students**

Differentiation is not an easy process and requires that teachers work extremely hard in order to get to know their students and understand how each one can be successful. For instance, in the current study's CALL listening class, after listening to a passage about an individual's biography and observing that person's *mind map* during a unit on immigration, the students were required to produce a mind map related to their own personal experiences. In this assignment, four topics were chosen by the teacher while four were left to the discretion of each student (see Appendix 1). This was a simple assignment that allowed the teacher to learn about each student's individual language level, history, and confidence in communication. The information gained by the teacher was based on the topics students chose, the vocabulary they selected, the organization of their

mind maps, and the creativity of each student. This facilitated greater understanding of the students. Bravmann (2002) states that in DI, teachers must "understand both their students and the subject matter intimately." This allows the teacher to make significant differentiation decisions quickly and confidently. In an EFL classroom, knowing a learner's prior second language experiences or background knowledge, such as having studied abroad or having had troubles with certain grammar points in previous classes, can help the teacher assess a student's readiness point.

Knowing individual student strengths can help the teacher when designing lectures and activities, allocating groups or partners, or choosing production options, so that a comfortable learning environment can be created. Tomlinson (1999b) identifies a healthy and communicative classroom as an essential component for linking the teacher and the students to the content. Investing sufficient time to obtain information regarding student prior knowledge can create more effective teacher-student relationships and assist the teacher in differentiating materials to meet the range of prior knowledge that second language learners bring to the multilevel classroom.

Examples of practical activities that assist a teacher in gaining knowledge of the students include: (a) needs analysis surveys at the beginning of a semester, unit, or lesson; (b) journals; (c) listening selection summaries; and (d) student opinion responses to listening material. One method utilized in the DI CALL class was giving students pictures at the beginning of thematic units to assess how much key content vocabulary was explicitly or tacitly understood prior to instruction. Another possible option, journals, allows the teacher to become aware of learners' experiences relating to a unit theme or topic. Thirdly, summaries allow the teacher to see each student's current language abilities with regard to grammar, vocabulary, and writing fluency within a given topic. What each student produces in a summary can dif-



fer based upon his or her abilities in the target language. A final example utilized in the DI CALL class was the use of individual student written responses following listening material. Students developed opinions and made logical deductions based on the thematic material. This allowed the teacher to assess the degree of student analysis of material.

### Learning style

The teacher must also be aware of and consider the dominant learning style of individual students and consider each student carefully when planning instruction. In the DI CALL class, this was done through thematic units that had introductory activities, which included assessment components. In addition, through use of a portfolio (i.e., handouts, journals, and summaries with responses) and classroom activities, continuous assessment was conducted by the teacher.

While every student's learning style cannot be met during each class, it is suggested that the teacher consider ways to incorporate a variety of learning styles within a specific lesson or unit. For example, in a given unit the teacher may use note taking and allow the students to write notes in the way that best meets their individual learning styles. Some students may take notes in a logical or linear way while other students may prefer to take notes in a visual way using pictures or graphics. This allows the students to engage with the material in their dominant learning style. The teacher may then have the students share those notes in groups or in a guided discussion in order to draw together all students' learning styles. This helps to create different "zones of proximal development" (Vygotsky, 1978) throughout the classroom and allows students to work toward their strengths while improving their areas of weakness.

Tomlinson (1999b) states that there is "no single formula for creating a differentiated classroom" (p. 9) and that the teacher

"carefully fashions instruction around the essential concepts, principles, and skills of each subject" (p. 9) and relates them to the individual student. Table 1 summarizes practical approaches towards applying DI in a CALL listening course.

**Table 1. Ways in which DI was applied in the CALL listening course**

Adjusting to student readiness level	Understanding student prior knowledge	Adjusting to learning style
<ul style="list-style-type: none"> <li>• Software or online diagnostic tests</li> <li>• Frequent and regular assessment</li> <li>• Modification of vocabulary on listening selections</li> <li>• Teacher generated listening selections</li> <li>• Adjustment of listening comprehension questions to not place too many demands on learners</li> </ul>	<ul style="list-style-type: none"> <li>• Students email histories of learning English to teacher or post for others to read</li> <li>• Student reflection journals regarding class content</li> <li>• Students upload profile data</li> <li>• Teachers find ways to connect textbook materials to student lives to create meaningful real-world connections</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolios for alternative assessment methods</li> <li>• Various tasks that recycle listening selections and vocabulary</li> <li>• Varied graphic organizers for listening selections</li> <li>• Teaching active listening strategies</li> <li>• Surveys of strategy and task learning preferences</li> <li>• Integrated skills approach to skill-specific courses</li> <li>• Use of voice recording software</li> </ul>

### The need for self-perceived confidence

Teaching style is identified as a significant factor in student motivation (Turner & Patrick, 2004; Turner et al., 1998), and a major



component of acquiring a language over time. However, in addition to motivation, students also need confidence. Students must have the confidence to engage material that is presented and be motivated to push beyond their preferred learning style. DI considers student assessment and instructional strategies to be intertwined with motivation through the development of authentic contexts for assessment. According to McTighe and O'Connor (2005), task clarity, student relevance, and the potential for success are factors that increase student motivation. These factors, in addition to several strategies such as choice of activities and relatedness of activities, were key components of the DI listening class. In Deci and Ryan's (2002) *self-determination theory*, they identify motivation as being strongly influential in the development of an individual's *competence*. They define competence as "a felt sense of confidence" (p. 7). DI lessons, therefore, can be considered to impact both motivation and an individual's perceived self-confidence.

## Research questions

Two research questions were considered:

1. What are the effects of DI in regard to student perceived confidence after one semester of instruction?
2. What are Japanese students' attitudes towards CALL setups and usage and how might that change over time as a result of exposure to DI teaching methodology?

## Description of the DI CALL course

Differentiated Instruction was applied to a CALL listening course in a Japanese university English language department. This weekly 100-minute course is part of a curriculum consisting of skill-based classes. The students are not grouped based upon ability, but are simply arranged by family name. They are

a random collection of learners that range from false beginners to students who have overseas experience.

The classroom is equipped with up-to-date Macintosh computers and software designed to allow the teacher to control functions such as pairing students for various Computer Mediated Communication (CMC) activities: pair work speaking through the intranetwork, forum posting, chat messaging, and emails. In addition, students are able to interact with the computer. For example, students are able to record their voices and match their pitch and intonation to model speaker recordings. They are then able to mail the student voice recordings to the instructor for assessment. In this CALL environment, learners are able to control the pace of listening selections, for example, to repeat textbook dialogues so as not to overload working memory.

This DI course was designed to integrate all of the four language skills into the listening class. This resulted in the students interacting with course materials in order to facilitate the transfer between listening input to language production in written and spoken formats. Through the integrated use of the four components (textbook, portfolio, individual student inter-language, and classroom activities), the students were afforded opportunities to develop their confidence in their listening skills and strengthen their ability to link listening to reading, writing, and speaking. This integration of reading, writing, listening, and speaking skills was tackled in three simple and direct steps: input, interaction, and output. The course materials were based upon thematic topics/units from the textbook and other supplemental sources. The course activities that the teacher designed enabled learners to interact with other students and have extensive opportunities for language production both individually and in groups. Working at their own level, the students focused on the content and the context of the topic, with the goal of developing their confidence. It was hoped that students would become more self-motivated and self-regulating.



By applying Tomlinson's (1999b, 2000, 2003) theory of DI to the textbook *Interchange Video Activity Book 2*, a set of customized student handouts were created to support each lesson. These DI class materials included activities that allowed for a multilevel classroom. These tasks enabled students to take advantage of their dominant learning style while exposing them to other learning styles. This accommodated students' readiness levels by allowing students to engage the material individually. The students were then given opportunities to collaborate with each other to share information. Each lesson was linked through student use of these customized handouts (see Appendix 3 for a sample activity) on which were a variety of activities for paced learning (i.e., note taking strategy practice and chapter summary writing tasks), brainstorming and mind mapping activities to build schemata, and a range of tasks to meet different learning styles. Attempts were made by the teacher to relate content to students' lives and thus make the class more meaningful to the students.

It is important to note that DI had not been applied in previous 2nd year listening CALL courses at this university. Concentration on listening in previous 2nd year classes meant primarily the use of cloze activities and the strict following of textbook procedures (page by page). In addition, for several years prior to application of DI, this course consisted of weekly discreet listening tasks that provided little continuity. In many cases, classes taught with technology look to changes in content to provide interest for the students, but the courses often lack the design and coordination of DI based classes. This was an important consideration within our context, because the students only came to class once per week. As a result, the DI listening CALL course included a great deal of continuity between lessons and individual work outside the classroom. The students were encouraged to use the university's Self Access Centre (SAC) to extend learning beyond the classroom by interacting with classroom material at their own pace and then to bring their

knowledge and understanding to the class the following week. The external component was essential for students to make critical connections for success in the DI class.

## Methodology

The participants were 65 second-year Japanese university students enrolled in a multilevel listening skills course. They were surveyed twice: prior to the differentiated instruction at the beginning of the semester and again after the first semester. A two-section survey measuring learners' perceived self-confidence as well as student attitudes towards CALL was conducted (see Appendix 2). Part one was a 5-point Likert-scale. Survey questions were asked in the following areas related to skills focused on in the listening course. Students were asked to evaluate their self-confidence levels in:

- overall English listening ability,
- identifying the main idea of a listening selection,
- taking effective notes for a listening selection,
- giving opinions based upon the listening selection,
- transferring information to other skills, and
- asking follow-up questions for clarification (extra information).

Part two was a set of yes and no questions relating to student confidence and comfort in using CALL technology for learning the skill of listening. Whether this confidence translates to higher ability levels in second language learners was not examined, but this is an area for further enquiry.

## Data analysis

Table 2 displays the average percentages of respondents for nine survey questions regarding confidence in listening skills upon



entrance and exit of a DI course (see Appendix 2). As shown in Table 2, there was an overall increase in the students' perceived self-confidence following the DI listening course. General increases were observed in both higher and lower level students. The number of learners with adequate to high levels of confidence rose while the number of students lacking confidence fell. This result points to a positive impact on the students' listening confidence through DI. However, while DI cannot clearly be singled out as the only factor influencing student confidence, it would appear that over the 15-week semester, the students changed the way that they felt about their own confidence level in listening to English.

**Table 2. Overall self-evaluated student confidence level averages pre- and post-DI instruction, percentages (N = 65)**

	Pre-DI course	Post-DI course
Extremely confident	2.7%	5.0%
Very confident	28.0%	35.4%
Somewhat confident	39.0%	40.2%
Somewhat lacking confidence	24.6%	18.1%
Completely lacking confidence	5.6%	1.4%

Table 3 displays student confidence levels at the beginning of the semester (pre-DI) and at the end of the semester (post-DI) by listing the number of students for certain survey question responses. Questions that could possibly identify general trends in the student's confidence levels both prior to and following DI were selected. Individual questions include student confidence in a number of areas related to listening ability that were focal instruction points during the class: recognition of the gist of a listening selection (Topic), note taking (Notes), giving opinions (Opinion), creation of follow-up questions (Follow up), and

transfer of listening information to other skills such as writing and speaking (Transfer).

In Table 3, it is important to point out that in regards to student confidence in their ability to take notes, give opinions about listening selections, generate follow-up questions (i.e., clarification and further information), and transfer information to other skills, there were no students completely lacking confidence following a semester of DI instruction. Equally important and notable is the number of students *completely lacking confidence* in identifying the topic, which dropped from two students in pre-DI surveys to one student in post-DI surveys. From the perspective of a classroom teacher, any increase in student confidence is a significant success.

The group that showed the most significant increases in confidence were the students that were *somewhat lacking in confidence*. There was a reduction of 9 students (from 16 to 7) for identifying the topic, 8 students (from 18 to 10) for note taking, 2 students (from 17 to 15) for giving opinions, and 7 students (from 14 to 7) for transferring listening to other skills. These decreases were accompanied by increases in higher levels of confidence. Among students who chose *extremely confident*, *very confident* and *somewhat confident*, there was a general trend toward increases in all skill areas. However, in the case of *somewhat confident* for giving opinions, the number dropped (from 26 to 24). This was compensated for by *extremely confident* students jumping from 2 to 4 students and *very confident* rising from 15 students to 22. In general, the number of students lacking confidence in listening situations decreased. Further, increases in confidence in students that already identified themselves as *extremely confident* during pre-DI surveys showed increases in almost all categories. Overall, DI appeared to impact students regardless of course entry readiness point. However, it is clear that further studies are needed to provide more support for the significance of DI impact on learner confidence. A larger sample



Table 3. Students' self-evaluations on selected DI survey questions, pre- and post-DI instruction (N = 65)

	Topic		Notes		Opinion		Follow up		Transfer	
	Pre-DI	Post-DI	Pre-DI	Post-DI	Pre-DI	Post-DI	Pre-DI	Post-DI	Pre-DI	Post-DI
Extremely confident	2	3	1	1	2	4	2	4	2	4
Very confident	27	38	17	25	15	22	14	13	14	28
Somewhat confident	18	16	27	29	26	24	29	31	33	26
Somewhat lacking confidence	16	7	18	10	17	15	16	17	14	7
Completely lacking confidence	2	1	2	0	5	0	4	0	2	0

size would be more beneficial in providing data that would allow for more concrete conclusions.

### Student responses to learning in a CALL environment

The second part of the survey (see Appendix 2) asked students to identify how they felt about learning in a CALL environment both prior to and following CALL-based DI instruction. The survey was in a yes and no format, represented in Figure 1 with *yes* equaling 1 and *no* equaling 0. The mean values showed increases in the students' perceived confidence, ability, and enjoyment in learning language in a CALL-based environment. These three showed increases in positive feelings toward CALL-based language learning. On the other hand, boredom and distraction showed reductions. We believe that the increase in the positive feelings, combined with the decrease in the negative feelings towards CALL-based learning can be attributed to the variation and interaction that was created by the DI environment. While we recognize that there are multiple factors that are involved in the attitudes of students, clearly the environment of the DI class was a contributing factor. It is important to recognize that the 2nd-year participants in this study had a variety of CALL courses in their 1st year of university.

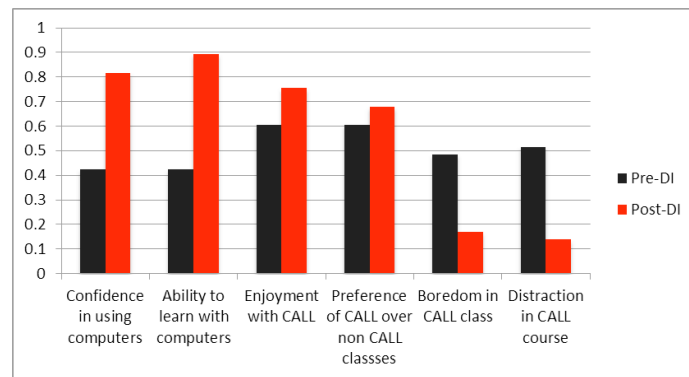


Figure 1. Mean scores of student attitudes toward CALL-based instruction

### Conclusion

The data collected through the surveys regarding attitudes towards this class and computer-based learning in general suggests that the DI format (through integrated use of the textbook, portfolio, and differentiated classroom activities) in a listening class can develop greater student confidence in listening skill abilities. Further, it can enhance comfort and enjoyment in a

CALL environment. Differentiation includes all aspects of teaching from curriculum planning and content selection to classroom instructional strategies and continuous student readiness assessment. However, DI is not a short-term classroom strategy, but rather a component of teaching that allows instructors to have an impact on individual students at all levels. This is accomplished by planning and strategically implementing an array of integrated teaching and learning activities that are right for a particular class of students. If done effectively and continually through reflection and frequent formative assessment, DI can allow students to develop greater confidence levels through differentiated activities catering to their learning styles and material at their individual readiness points.

## Bio data

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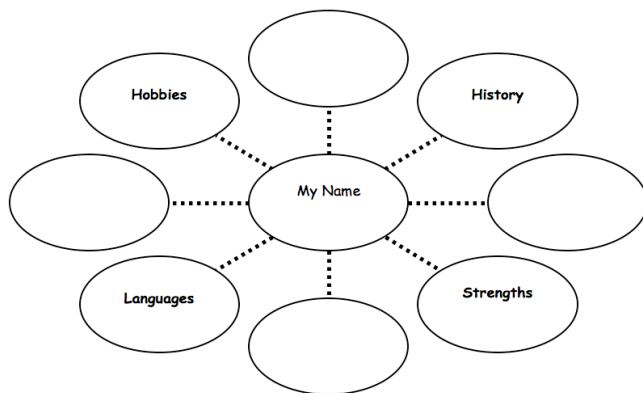
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## Appendix 1: Mind map

### THE ME THAT YOU DON'T SEE



### PERSONAL MIND MAP

Each one of you has an image that you present to people that you come in contact with in the social world. People share certain parts of their personal culture with others on purpose and share other parts without knowing it. On the other hand, other parts of your personal culture are hidden from people on purpose, while other parts of your personal culture are hidden without really realizing it.

### Assignment

Please look at your personal culture carefully. Every little detail is important. Using intra-communication please think of things that you share with others, and things that you hide from others. Also use items from your folder and please create a mind map of yourself.

- You must use the four topics that I have chosen for you, and then...
- Choose four additional topics that you choose to present to me.
- The Mind map should be as detailed as possible and make connections between all of your topics.
- The mind map should be creative and represent you as a person in your life.
- Please use the mind map examples to guide you and you can use your road map as well.
- Remember mind maps can be written for many topics, including Business, Manager, employee, me, etc....

## Appendix 2

### A. Pre-class survey

#### Perceived Competence Survey (Pre-Differentiated Instruction)

Section 1: Please completely circle your answers

☒ Yes

☐ No

Have taken English listening I & II      Yes    No

Have you ever studied in a Computer Assisted language Lab? (CALL)      Yes      No

Current Year of Study      1    2    3    4    4+

Age: \_\_\_\_\_ Sex: \_\_\_\_\_

Section 2: Please answer the following questions by circling the answer that is closest to your feeling or opinion using the following scale:



1	2	3	4	5
Extremely confident	Very confident	Somewhat confident	Somewhat lacking confidence	Completely lacking confidence

Please read EVERY question carefully and answer as accurately as possible.

*Entering English listening situations I generally feel:*

1. Confident to understand the gist (main ideas & topics).

1	2	3	4	5
---	---	---	---	---

2. Able to take notes about what I hear.

1	2	3	4	5
---	---	---	---	---

3. Able to answer comprehension questions (contextual) to show understanding.

1	2	3	4	5
---	---	---	---	---

4. Able to ask question to obtain extra information about what I have heard.

1	2	3	4	5
---	---	---	---	---

5. Able to share my opinions on the topic of the conversation.

1	2	3	4	5
---	---	---	---	---

6. Able to effectively learn and use vocabulary from listening opportunities.

1	2	3	4	5
---	---	---	---	---

7. Able to check my own listening for mistakes in pronunciation.

1	2	3	4	5
---	---	---	---	---

8. Able to identify parts of speech.

1	2	3	4	5
---	---	---	---	---

9. Able to transfer listening knowledge learned in a CALL classroom environment for use within other skills (Writing, Reading, speaking).

1	2	3	4	5
---	---	---	---	---

Section 3: Please circle either Yes or No

- |  |     |    |
|--|-----|----|
| • I am confident using computers             | Yes | No |
| • I learn better while using computers       | Yes | No |
| • I enjoy using computers to study           | Yes | No |
| • I prefer computer based learning           | Yes | No |
| • I often get bored in class                 | Yes | No |
| • I get distracted in computer-based classes | Yes | No |

## B. Post-class survey

### Perceived Competence Survey (Post-Differentiated Instruction)

Section 1: Please completely circle your answers

Yes

No

Are currently taking Listening IV Yes No

Have taken Listening III in: 2007 2008 2009 2010

Have you ever studied abroad in an English-speaking country?

Yes

No

Current Year of Study 1 2 3 4 4+

Age: \_\_\_\_\_ Sex: \_\_\_\_\_

Section 2: Please answer the following questions by circling the answer that is closest to your feeling or opinion using the following scale:



1	2	3	4	5
Extremely confident	Very confident	Somewhat confident	Somewhat lacking confidence	Completely lacking confidence

Please read EVERY question carefully and answer as accurately as possible.

*As a result of the Listening III & IV course teaching methodology, do you feel there has been a change in your listening confidence in English?*

1. Confident to understand the gist (main ideas & topics).

1	2	3	4	5
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2. Able to take notes about what I hear.

1	2	3	4	5
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3. Able to answer comprehension questions (contextual) to show understanding.

1	2	3	4	5
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4. Able to ask question to obtain extra information about what I have heard.

1	2	3	4	5
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5. Able to share my opinions on the topic of the conversation.

1	2	3	4	5
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6. Able to effectively learn and use vocabulary from listening opportunities.

1	2	3	4	5
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7. Able to check my own listening for mistakes in pronunciation.

1	2	3	4	5
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8. Able to identify parts of speech.

1	2	3	4	5
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9. Able to transfer listening knowledge learned in a CALL classroom environment for use within other skills (Writing, Reading, speaking).

1	2	3	4	5
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Section 3: As a result of this course, please circle either Yes or No

- I am more confident using computers Yes No
- I learn better now while using computers Yes No
- Now, I enjoy using computers to study Yes No
- In fact, I prefer computer based learning Yes No
- I often get bored in this class Yes No
- I get distracted in computer-based classes Yes No

## Appendix 3

### Lesson sample DI activity

#### School Days Experience DI Pair Share

**Step 1:** Think back about your School days!

- Take 5 minutes and think about all of the experiences that you had during your high school days.
- Think about details of actions, feelings, words or anything that you think is important.
- Ask yourself.... What did I do? How did I feel?
- Ask yourself all of the 5 WH questions.

**Step 2:** Write your story on page 2 of this handout.

- Take 5-7 minutes to write the experiences that you have been



thinking about.

- Pay attention to your grammar and use past tense verbs.
- Use many adjectives and adverbs to enrich your story.

### Step 3: Listening and Speaking Pair Share

- Share your experiences with an unknown partner on the other end.
- Please introduce yourself and then take turns sharing.
- There should be 1 listener and 1 speaker. (actively listen) and (speak clearly)
- Once you have both finished, please read your partner's information carefully.
- Then, take turns asking questions in order to confirm information, get extra information, and check spelling, etc.
- Answer your partner's questions written and orally.

### Memories of High School Glory

What is the strongest memory that you have from high school?

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### Tell your Partner your Story

What questions did your partner have?

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Answer their questions with extra information:

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### My Partner's School Life Story

My Partner's name: \_\_\_\_\_

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My questions about their story:

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