REPUBLIC OF TÜRKİYE
YILDIZ TECHNICAL UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
DEPARTMENT OF EDUCATIONAL SCIENCES
CURRICULUM AND INSTRUCTION PROGRAM

MASTER'S THESIS

THE IMPACT OF DIFFERENTIATED INSTRUCTION ON PREPARATORY SCHOOL STUDENTS' FOREIGN LANGUAGE SPEAKING PROFICIENCY, MOTIVATION, SPEAKING ANXIETY AND SPEAKING SELF-EFFICACY

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ADVISOR
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2024

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The study titled “The Impact of Differentiated Instruction on Preparatory School Students' Foreign Language Speaking Proficiency, Motivation, Speaking Anxiety and Speaking Self-Efficacy” prepared by Çağrı BİLİR was unanimously found successful as a result of the defense exam held on **22/01/2024** and accepted as a **MASTER'S THESIS** by our jury in the Department of Educational Sciences, Curriculum and Instruction Program.

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ABSTRACT

THE IMPACT OF DIFFERENTIATED INSTRUCTION ON PREPARATORY SCHOOL STUDENTS' FOREIGN LANGUAGE SPEAKING PROFICIENCY, MOTIVATION, SPEAKING ANXIETY AND SPEAKING SELF-EFFICACY

The aim of this study is to investigate the impact of differentiated instruction practices on preparatory students' foreign language speaking proficiency, motivation, speaking anxiety, and speaking self-efficacy. The participant group of the study consisted of 46 B1-level students at the preparatory program of a private university in Türkiye (N = 26 experimental group, N = 20 control group). The experimental group was provided with speaking activities based on the principles of differentiated instruction whereas the control group was exposed to traditional instruction for five weeks. As a mixed methods quasi-experimental research, the study utilized both quantitative and qualitative data. The quantitative data were gathered through the "Foreign Language Motivation and Attitude Questionnaire," "Foreign Language Speaking Anxiety Scale," "English Speaking Self-Efficacy Scale," and the "Speaking Proficiency Test." The qualitative part of the study can be described as a case study for which a semi-structured interview protocol prepared by the researcher and unstructured teacher reflective journals written by the researcher were used. The quantitative findings revealed that there was a significant difference between the experimental group and the control group in terms of the change between the pre- and post-test results of speaking proficiency, anxiety, and self-efficacy and differentiated instruction had a positive impact on these variables. Although there was no statistically significant difference between the groups in terms of the foreign language motivation variable, the participants of the experimental group had positive opinions about the impact of differentiated speaking activities on their motivation and engagement. The qualitative findings of the current research also proved that the participants had positive opinions on the implementation of differentiated instruction. The participants underlined that the implementation of DI in speaking lessons was effective in promoting learner engagement, student-to-student interaction, personalized and meaningful learning experiences as well as alleviating speaking anxiety and fostering speaking self-efficacy.

Keywords: Differentiated Instruction, English-Speaking Proficiency, Foreign Language Motivation, Foreign Language Speaking Anxiety, Foreign Language Speaking Self-Efficacy

ÖZET

FARKLILAŞTIRILMIŞ ÖĞRETİMİN HAZIRLIK SINIFI ÖĞRENCİLERİNİN YABANCI DİL KONUŞMA YETERLİLİKLERİNE, MOTİVASYONLARINA, KONUŞMA KAYGILARINA VE KONUŞMA ÖZ YETERLİKLERİNE ETKİSİ

Bu çalışmanın amacı, farklılaştırılmış öğretim uygulamalarının üniversite hazırlık programı öğrencilerinin yabancı dil konuşma yeterliliklerine, motivasyonlarına, konuşma kaygılarına ve konuşma öz-yeterliklerine olan etkisinin incelenmesidir. Araştırmanın katılımcı grubu Türkiye'deki bir vakıf üniversitesinin İngilizce hazırlık programında B1 düzeyinde öğrenim görmekte olan 46 öğrenciden (N = 26 deney grubu, N = 20 kontrol grubu) oluşmaktadır. Araştırmanın deney grubu, beş hafta boyunca farklılaştırılmış öğretimin prensipleri temel alınarak hazırlanmış İngilizce konuşma etkinliklerine, kontrol grubu ise geleneksel öğretime tabi tutulmuştur. Karma desenli yarı deneysel bir araştırma olan çalışmanın nicel verileri, ön ve son test olarak uygulanan "Yabancı Dil Motivasyon ve Tutum Anketi," "Yabancı Dil Konuşma Kaygısı Ölçeği," "İngilizce Konuşma Öz-Yeterlik Ölçeği" ve "İngilizce Konuşma Yeterlilik Sınavı" ile elde edilmiştir. Çalışmanın nitel kısmı, araştırmacı tarafından hazırlanan yarı yapılandırılmış bir görüşme protokolünün ve araştırmacı tarafından yazılan yapılandırılmamış öğretmen yansıtıcı günlüklerinin kullanıldığı bir durum çalışması olarak tanımlanabilir. Nicel bulgular, İngilizce konuşma yeterliliği, yabancı dil konuşma kaygısı ve yabancı dil konuşma öz-yeterliği değişkenlerinin ön ve son-test sonuçları arasındaki değişimin deney ve kontrol grupları arasında anlamlı olarak farklılaştığını, farklılaştırılmış öğretimin bu değişkenler üzerinde olumlu yönde etkisi olduğunu ortaya koymuştur. Yabancı dil motivasyonu değişkeninde ise gruplar arasında istatistiksel olarak anlamlı bir farklılık bulunamasa da deney grubunun katılımcıları farklılaştırılmış İngilizce konuşma etkinliklerinin yabancı dil motivasyonları ve derse katılım düzeylerine olan etkisine ilişin olumlu görüşlere sahip olduklarını belirtmişlerdir. Araştırmanın nitel bulguları ayrıca, öğrencilerin farklılaştırılmış öğretim yöntemi uygulamasına dair olumlu görüşlere sahip olduklarını göstermiştir. Katılımcılar, konuşma derslerinde farklılaştırılmış öğretim uygulamalarının derse katılımı, öğrenciler arası etkileşimi, kişiselleştirilmiş ve anlamlı öğrenme deneyimlerini teşvik etmenin yanı sıra konuşma kaygısını azaltmada ve konuşma öz-yeterliğini artırmada etkili olduğunu vurgulamışlardır.

Anahtar Kelimeler: Farklılaştırılmış Öğretim, İngilizce Konuşma Yeterliliği, Yabancı Dil Motivasyonu, Yabancı Dil Konuşma Kaygısı, Yabancı Dil Konuşma Öz-Yeterliği

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Çağrı BİLİR

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LIST OF ABBREVIATIONS

ANOVA	: Analysis of Variance
CLT	: Communicative Language Teaching
DI	: Differentiated Instruction
EFL	: English as a Foreign Language
ELL	: English Language Learner
ESSES	: English Speaking Self-Efficacy Scale
FLCAS	: Foreign Language Classroom Anxiety Scale
FLSAQ	: Foreign Language Speaking Anxiety Questionnaire
QESE	: Questionnaire of English Self-Efficacy
MAQ	: Motivation/Attitude Questionnaire
SPSS	: Statistical Package for the Social Sciences
SPT	: Speaking Proficiency Test
CoHE	: The Council of Higher Education
ZPD	: Zone of Proximal Development

1. INTRODUCTION

This chapter covers an introduction to this thesis study. It comprises the statement of the problem, purpose of the study, research questions, significance of the study, assumptions, limitations, and definitions.

1.1. Statement of the Problem

As the requirements and conditions of the periods change, new educational paradigms emerge. In our age, especially with the development of the *constructivist approach* to education that considers learners as the ones who 'construct' knowledge themselves rather than passively taking it (Dewey, 1938; Von Glasersfeld, 1990), a higher level of importance is attributed to them (Coffield et al., 2004). While recent approaches to education place learners at the center of education, the *one-size-fits-all* type of instruction mostly neglects individual differences they have (Tomlinson, 1995, 2017). It assumes that it is possible and convenient to teach all students using the same teaching methods. However, it is well established that learner differences shape how individuals learn as put forth by several prominent theories (e.g., Dunn & Dunn, 1978; Gardner, 1983, 1999; Hyde, 2014; Kolb, 1984; Piaget, 1971), and brain research (e.g., Hindes et al., 2011; Howard, 1994; Jensen, 1998; Sousa & Tomlinson, 2011). No matter how widely known the importance of designing instructional curricula that is capable of providing students with a type of engaging, personalized, and responsive learning experience is, curriculum designers and teachers need a certain framework to put this principle into practice (Tomlinson, 1995; Tomlinson & Imbeau, 2010). At this point, differentiated instruction (DI) has become a significant approach to be considered in today's diverse classrooms (Tomlinson, 1999).

DI, which is an increasingly popular term in the field of education, grounds its rationale on the principle that students are unique individuals whose *interests*, *readiness*, and *learning profiles* are considerably different from each other. As Tomlinson (2017) highlights, DI refers to shaping instruction with the purpose of presenting learners with various options to obtain the content, process ideas, and put out products. In other

words, differentiation can be conducted through differentiating the *content*, *process*, and/or *product*, each of which aims at maximizing student engagement and enhancing learning by considering learner differences as the focal point of instruction. In this regard, content means what is presented to the learners whereas the process refers to the way the learners attain, comprehend, and internalize the content. As for the meaning of the product, it can be explained as how learners demonstrate their own learning. In addition, the affect/learning environment can be differentiated by changing the climate or tone of the classroom (Tomlinson, 2014).

DI can be described as a student-centered approach in contrast to the *one-size-fits-all* type of instruction as DI presents learners with an opportunity to have a more personalized and responsive teaching experience (Tomlinson, 2014; Tomlinson & Imbeau, 2010). In order to achieve this fundamental goal, several factors should be taken into consideration to differentiate instruction. In this respect, Tomlinson (2014) underlines learners' *readiness*, *interests*, and *learning profiles* as the main student characteristics to base the differentiation on. As Vygotsky's (1962) noted concept of *Zone of Proximal Development* (ZPD) suggests, learning can only occur when the goals set for the learners are achievable either with or without scaffolding. Nevertheless, when the goals are beyond the learners' reach, instruction results in failure and/or frustration. Recent brain-based research also confirms the concept of ZPD underlining the necessity of 'moderate challenge' for learning (Howard, 1994; Jensen, 1998). Accordingly, Tomlinson (2014) takes readiness as one of the three main categories of student characteristics to be considered while differentiating instruction. Having the necessary information about learners' current levels helps instructors differentiate instruction accordingly. If a task, assignment, or unit makes each student, who has different levels of readiness, leave his/her comfort zone while presenting achievable objectives, it can be said that differentiation according to readiness is successful (Tomlinson, 2017). Regarding that classrooms are full of learners who have different interests, what they are interested in and passionate about is also at the center of DI. Interest is a key factor in learning since it influences learners' attention, engagement, and information processing profoundly (Hidi & Harackiewicz, 2000). Relevant experiences that cater to learners' interests arouse learners' curiosity, and increase their engagement, learner autonomy, and motivation, all resulting in better learning (Bruner, 1961; Dewey, 1913; Hidi & Renninger, 2006; Tomlinson, 2017).

Likewise, students have different learning profiles. A student's learning profile comprises the characteristics that show how a learner learns most effectively. It includes several factors such as learning style preferences, intelligence preferences, culture-influenced preferences, and gender-influenced preferences. Hence, what teachers need to do is to take all the factors that shape students' learning profiles into consideration and provide them with multiple opportunities by differentiation (Tomlinson, 2014, 2017).

DI is sometimes misinterpreted to mean 'a set of teaching strategies'. However, as Tomlinson and Imbeau (2010) point out, DI is a philosophy-driven approach to teaching and learning, therefore it refers to a 'set of principles' rather than a 'set of teaching strategies'. Thus, for DI to function well, there must be an effective curriculum, adaptable classroom management, a welcoming atmosphere for learning, and assessment that feeds instruction (Tomlinson, 2017). By offering curriculum designers and teachers a certain framework to present the learners with multiple opportunities in the learning process, DI enables them to respond to learner differences (Fox & Hoffman, 2011; Tomlinson, 2014). In this way, it helps learners improve their cognitive, affective, and social skills (Heacox, 2014; Oliva, 2005). A great body of research has investigated the effects of DI on academic achievement and some of them verified that DI can be effective in fostering student achievement in diverse subjects and at different levels of schooling (e.g., Algozzine & Anderson, 2007; Baumgartner et al., 2003; Ferrier, 2007; Yabaş, 2008). Besides academic achievement, a number of researchers examined the effects of DI on students' affective variables as DI offers students a safe and supporting learning environment (Tomlinson & Moon, 2013). Some studies have shown that learning through DI affected the participant students' affective states such as attitude, motivation, self-confidence, and engagement positively no matter which schooling level they are at (e.g., Affholder, 2003; Guay et al., 2017; Karadağ & Yaşar, 2010; Martin & Pickett, 2013). Some studies have also suggested that DI can be effective in improving the students' critical thinking and problem-solving skills as well as improving their study habits and social skills (e.g., Flaherty & Hackler; 2010; Joseph et al., 2013; Mohd Said, 2019). With all these potential outcomes, DI can be implemented in any lesson, course, or training in any subject. One of the fields that DI can be used in is English as a foreign language (EFL).

The importance of being proficient in the English language has been rapidly increasing since the term *English as a lingua franca*, the common language of the world, emerged. With an estimated number of one billion non-native speakers, English has the largest number of speakers in the world (SIL International, 2023). Along with its significance, learning EFL is a different and challenging task because of its nature since exposure to the language is a decisive factor in the language learning process and the degree of exposure to the target language in an EFL context is limited to a certain extent (Harmer, 2007; Krashen, 1985). For this reason, being 'exposed' to the target language as much as possible has become an important consideration in today's EFL classrooms (Krashen, 1985). In company with the *Communicative Language Teaching* (CLT) approach, which prioritizes learners' interaction in language classrooms as well as aiming to equip them with the necessary language skills to communicate in the target language (Canale & Swain, 1980; Celce-Murcia et al., 1995), today's EFL learners are expected to interact in English more than ever. That is why speaking has a major role in current EFL settings as a productive and interactive language skill (Ellis et al., 2020; Nunan, 2003; Skehan, 1998). However, improving speaking is widely regarded as a challenging task (Luoma, 2004) due to several challenges such as the spontaneity of speaking (Nunan, 2003; Thornbury, 2005), lack of comprehensible and meaningful input (Krashen, 1985; Nation, 2013), and fear of communication in the foreign language, i.e., *foreign language speaking anxiety* (Horwitz et al., 1986; Krashen, 1982; MacIntyre & Gardner, 1991a, 1994; Von Wörde, 2003). To put the problem of foreign language anxiety more clearly, Horwitz et al. (1986) mention that learners might perceive foreign language learning as threatening especially for their self-esteem because it prevents them from being in their usual modes of communication and being free to make mistakes. Anxious foreign language learners mostly avoid engaging in classroom activities, answering teacher's questions, and communicating in the target language, which ultimately affects their abilities to produce the language (Horwitz et al., 1986; McIntyre & Gardner, 1994; Steinberg & Horwitz, 1986). Being closely linked to anxiety, learners' levels of *self-efficacy* towards speaking are also significant in developing the speaking skill. Students' self-efficacy levels can change across various language skills due to the task-specific nature of self-efficacy, which has a significant impact on their performance concerning these skills (Cotterall, 1999; Graham, 2022; Raoofi et al., 2012). A low level of self-efficacy has a considerable negative impact on foreign language learning as it hinders learners'

foreign language motivation, willingness to communicate, and engagement (Brown, 2014; Ehrman & Oxford, 1995; Mills, 2014). In addition to such problems related to affective factors, enough exposure to the target language and a communicative learning environment may not be provided due to problems like lack or inefficiency of materials, limited time, or insufficient instructional methods and educational policies (Khong & Saito, 2014). Nevertheless, such problems are difficult to investigate worldwide as the types of problems faced differ from one EFL setting to another.

Türkiye, which is an EFL setting, does not produce promising results regarding the proficiency levels of its students. According to an examination of proficiency levels of countries in 2023, Türkiye was placed in the category of countries with low proficiency, ranking 66th among 113 countries worldwide, and 33rd among 34 European countries (Education First English Proficiency Index, 2023). Likewise, an earlier national needs assessment by British Council and TEPAV (2013) also showed that Türkiye ranked 93 out of 161 countries in terms of the TOEFL results with an average score of 77, which is considered a rather low one. According to CoHE (2007) -abbreviated as YÖK in Turkish-, students in Türkiye get into university without being proficient in the English language and the efforts to compensate for this problem in higher education usually fail to meet their needs. As Alptekin and Tatar (2011) emphasize, EFL learners in Türkiye feel extremely anxious, particularly in terms of oral communication in English when they reach higher education. A lot of studies have suggested that these problems are related to a variety of factors such as motivation, academic self-esteem, tools/resources, and so forth (Aslantürk, 2011; Uslu-Batumlu, 2006; Dağlıoğlu, 2004; Sarıyer, 2008). Such problems have existed for decades and led to several regulations in the curriculum in terms of quality and quantity but success in English language teaching has not been achieved yet. According to Kırkgöz (2005), one of the biggest reasons for not being able to meet the expectations is the ongoing gap between the educational policies and teachers' real classroom practices in the Turkish EFL setting. Several problems are regarded as the causes of this gap. In a recent study, for example, secondary and high-school EFL learners in Ankara Province of Türkiye pointed 'inadequate communicative practice' in textbooks, inadequate use of visual and audio tools in classes, 'insufficient practice of listening and speaking abilities', lack of language learning teaching strategies, 'low self-confidence',

crowded classes, and disciplinary issues as the main problems they faced in EFL classes (Özmat & Senemoğlu, 2021).

As an instructional approach, DI can be a solution for some of the problems faced in improving speaking in the EFL context by meeting learners' needs in many aspects. To begin with, it is significant to address foreign language learners' interests so as to improve speaking (Brown, 2014; Cook, 2016; Ur, 1996) because it is a desire-driven skill by nature, which is greatly influenced by learners' willingness to communicate (Hedge, 2000; McDonough et al., 2013). Therefore, DI, regarding interest as one of the key characteristics to base differentiation on, can promote engagement and success in speaking activities. Secondly, DI offers learners personalized and meaningful learning experiences (Tomlinson, 2014; Tomlinson & Eidson, 2013), which is considered a key requirement in today's communicative EFL classrooms that prioritize meaningful interaction in the target language (Canale & Swain, 1980; Ellis et al., 2020). Another crucial point is that DI supports the key affective skills that influence the development of speaking proficiency. In order to foster foreign language motivation, it is important to break the monotony of instruction by varying it as much as possible (Dörnyei, 2001). Besides that, the core principles of DI emphasize a safe and supportive learning environment, a balance between group norms and individual norms, student collaboration in the classroom, the use of a variety of techniques and materials that address student differences, and teachers' belief in students' success as facilitators (Heacox, 2014; Tomlinson 2014, 2017; Tomlinson & Moon, 2013), and all these factors are in line with Dörnyei's (2001) suggested strategies for increasing foreign language motivation. Moreover, addressing learners' interests and offering them personalized learning experiences are effective in alleviating foreign language anxiety (Krashen, 1982; Young, 1991). In addition, differentiation by readiness can also help reduce foreign language anxiety regarding that level-appropriate activities provide students with 'comprehensible input', through which advancing in the target language is possible (Krashen, 1982). These level-appropriate activities also have a key role in strengthening foreign language learners' self-efficacy regarding the speaking skill. According to Tomlinson (2017), advanced learners can work on harder objectives while it is possible for struggling learners to work on the achievable ones through readiness-based DI practices. This is crucial for preventing the avoidance behaviors that are typically shown by learners with low levels of self-efficacy and

facilitate an ongoing sense of achievement for advanced learners (Bandura, 1997; Mills et al., 2007; Pajares, 1996; Schunk, 2003). Apart from these, Tomlinson (2017) mentions that DI can be implemented to present English language learners with opportunities to talk and make them feel safe and valued.

A number of studies conducted so far have proved the positive impact of the implementation of DI on English language achievement (e.g., Abdullah & Megableh, 2020; Baumgartner et al., 2003; Chen & Chen, 2018; Güven, 2023; Yavuz, 2018). Likewise, a body of research on the impact of DI on motivation in EFL classes has reported positive results (e.g., Camacho et al., 2019; Cheng, 2006; Rasgen, 2020; Sapan, 2021; Şaban, 2020). However, the studies examining the impact of DI on the speaking skill are limited in number. Most of these studies have shown positive results on the use of DI for foreign language speaking skills (e.g., Chen, 2007; Liao, 2015; Meşe, 2021; Rafi & Pourdana, 2023). However, very few studies have been found in the literature addressing anxiety (e.g., Cheng, 2006; Güven; 2023; Ismail & Al Allaq, 2019; Özer, 2016) and self-efficacy (e.g., Camacho et al., 2019; Chen, 2007, Güven, 2023; Leblebicier, 2020) in the context of DI. Moreover, it is seen that the focus of these studies was not the speaking skill, and therefore they investigated the impact of DI on overall 'foreign language anxiety' rather than 'foreign language speaking anxiety'. Likewise, no studies have been accessed focusing on 'foreign language speaking self-efficacy'. In other words, although anxiety and self-efficacy are closely linked to foreign language speaking proficiency (Dörnyei, 2005; Horwitz et al., 1986; MacIntyre & Gardner, 1994), there is a gap in the literature on the examination of DI-based speaking practices together with these variables. Additionally, the relevant studies use the terms 'self-confidence', -or 'self-esteem'- instead of the term 'self-efficacy'. Yet, since the terms 'self-confidence' and 'self-efficacy' are often used interchangeably, and 'self-efficacy' has a task-specific nature (Bandura, 1997; Epstein & Morling, 1995), these studies can be associated with the concept of self-efficacy. Among the studies on foreign language anxiety, Güven's (2023) study has shown a significantly positive influence of DI on decreasing foreign language anxiety, while the studies carried out by Ismail and Al Allaq (2019) and Özer (2016) have reported positive teacher and student perceptions towards it. However, it is seen that these studies focus on 'foreign language anxiety' rather than 'foreign language speaking anxiety'. Similarly, in the studies related to self-efficacy, the results heavily depend on

student perceptions indicating that DI practices are effective in fostering positive self-perceptions towards certain tasks related to foreign language learning. In a similar study to the current one, Meşe (2021) concluded that DI-based online speaking practices had a significantly positive impact on tertiary-level EFL learners' speaking proficiency. At this point, it is worth noting that no studies investigating the impact of DI practices on speaking proficiency together with foreign language motivation, speaking anxiety, and speaking self-efficacy have been found in the relevant literature.

In conclusion, the implementation of DI in the EFL context to improve speaking proficiency is a significant consideration. For this reason, the statement of the problem of the current study constitutes the examination of the impact of differentiated instruction on the variables of speaking proficiency, foreign language motivation, speaking anxiety, and speaking self-efficacy.

1.2. Purpose of the Study

In light of what has been mentioned so far, this multivariable study aims to investigate the impact of differentiated instruction (DI) on preparatory school students' speaking proficiency, foreign language motivation, speaking anxiety, and speaking self-efficacy. In this respect, it is intended to shed light on the implementation of DI-based speaking lessons and fill the gap in the literature.

1.3. Research Questions

The main research question this study seeks answers for is "What is the effectiveness of the implementation of DI on EFL Speaking Proficiency?" The sub-research questions that guide the study under this question are as follows:

1. What are the teacher's reflections on teaching speaking through DI in the implementation process?
2. Is there a statistically significant difference between the DI group and non-DI group in terms of:
    a) Speaking proficiency?

        a.1. Is there a statistically significant difference between the DI group and non-DI group regardless of the change between pre/post-speaking proficiency scores?

a.2. Is there a statistically significant difference between pre/post-speaking proficiency scores regardless of the groups?

a.3. Is there a statistically significant difference between the DI group and non-DI group regarding the change between pre/post-speaking proficiency scores?

b) Foreign language motivation?

b.1. Is there a statistically significant difference between the DI group and non-DI group regardless of the change between pre/post-foreign language motivation scores?

b.2. Is there a statistically significant difference between pre/post-foreign language motivation scores regardless of the groups?

b.3. Is there a statistically significant difference between the DI group and non-DI group regarding the change between pre/post-foreign language motivation scores?

c) Speaking anxiety?

c.1. Is there a statistically significant difference between the DI group and non-DI group regardless of the change between pre/post-foreign language anxiety scores?

c.2. Is there a statistically significant difference between pre/post-foreign language speaking anxiety scores regardless of the groups?

c.3. Is there a statistically significant difference between the DI group and non-DI group regarding the change between pre/post-foreign language speaking anxiety scores?

d) Speaking self-efficacy?

d.1. Is there a statistically significant difference between the DI group and non-DI group regardless of the change between pre/post-foreign speaking self-efficacy scores?

d.2. Is there a statistically significant difference between pre/post-foreign language speaking self-efficacy scores regardless of the groups?

d.3. Is there a statistically significant difference between the DI group and non-DI group regarding the change between pre/post-foreign language speaking self-efficacy scores?

3. What are the participating students' opinions about their experiences in differentiated speaking lessons?

1.4. Significance of the Study

While communicating in a foreign language is considered a challenging skill itself, it becomes even more difficult with the diversity of students in today's EFL classrooms. When students reach university level, they still have difficulties communicating in English. In this context, investigating the impact of DI on preparatory school students' speaking proficiency, foreign language motivation, speaking anxiety, and speaking self-efficacy, the significance of the study lies in its capacity to shed light on,

- Practical implications of DI practices in the higher education EFL context,
- Future applications of teachers and curriculum designers by delivering the DI-based instructional design process descriptively to provide them with deeper insights,
- Future quantitative, qualitative, and mixed-methods studies on DI in EFL and other contexts with different sizes and types of sampling.

Apart from these, it is observed that there are few studies that explore the impact of DI on speaking skills, foreign language anxiety, and foreign language self-efficacy, and no study has been accessed that addresses the impact of DI on speaking anxiety and speaking self-efficacy in the relevant literature. Therefore, this thesis study is expected to contribute to the relevant literature by focusing on the impact of DI on speaking proficiency and affective variables that are significant in improving the speaking skill, namely foreign language motivation, speaking anxiety, and speaking self-efficacy.

1.5. Assumptions

The current study is carried out with the following assumptions:

- The participants responded to the questionnaires truthfully and without any pressure.
- The ideas put forward by the participants in the semi-structured interviews were given truthfully and under no pressure.

1.6. Limitations

This study covers the following limitations:

- The sample size was 26 for the experimental group and 20 for the control group because of institutional reasons. The students are assigned to different classes at their levels by the preparatory school administration at the beginning of each course module. The size of each class is based on the total number of students in a given level.
- A five-week implementation of DI was carried out due to the modular program of the preparatory school. At the preparatory program, students are enrolled in modules of seven weeks in each level. After completing a certain level, students continue their lessons in different classes in their new levels. In the seven-week B1 module in the current study, it was possible to implement DI for five weeks because the first week was for pre-tests and the seventh week was for end-of-module and post-tests exams.
- Only process differentiation due to curricular reasons and the grading system of the institution. As the participants' speaking skills were supposed to be evaluated by being asked theme-related questions at the end of the module, it was not convenient to utilize content differentiation in the study. Likewise, there were different assessment tasks held in the course and the schedule was busy, therefore it was not possible to include product differentiation for speaking in the implementation process.
- Two hours of speaking lessons per week were covered with each group due to curricular reasons. The syllabus followed in the module was loaded and therefore it was not possible to have DI-based speaking lessons for more than two hours a week.

1.7. Definitions

- **Differentiated Instruction:** "'Shaking up' what goes on in the classroom so that students have multiple options for taking in information, making sense of ideas, and expressing what they learn" (Tomlinson, 2017, p.1).
- **English as a Foreign Language:** "The teaching of English to students whose first language is not English" (Cambridge University Press, n.d.).
- **Speaking Skill:** "Speaking is the productive oral skill. It consists of producing systematic verbal utterances to convey meaning" (Nunan, 2003, p.48).

- **Foreign Language Motivation:** “The fancy to know a language apart from the native one, attitudes and efforts paid which are related to that target language” (Gardner, 1978, p.9).
- **Integrative Motivation:** “A positive disposition toward the L2 group and the desire to interact with and even become similar to valued members of that community” (Dörnyei, 1994, p.274).
- **Instrumental Motivation:** “The potential pragmatic gains of L2 proficiency, such as getting a better job or a higher salary” (Dörnyei, 1994, p.274).
- **Foreign Language Anxiety:** “Worry and negative emotional reaction aroused when learning or using a second language” (MacIntyre, 1999, p.27).
- **Foreign Language Speaking Anxiety:** “Foreign language speaking anxiety is associated with the emotional reactions with which one speaks a foreign language under uneasy, fearful, nervous, or worrying situations in EFL classroom settings” (Huang, 2004, p.6).
- **Self-Efficacy:** “People’s judgments of their capabilities to organize and execute courses of action required to attain designated types of performances” (Bandura, 1986, p.391).
- **Foreign Language Speaking Self-Efficacy:** “One‘s assessing her/his own speaking ability and competence” (Vural, 2017, p.8).

2. LITERATURE REVIEW

This chapter aims to provide theoretical information about differentiated instruction (DI), speaking proficiency in the context of English as a foreign language (EFL), affective factors influencing speaking proficiency namely, foreign language motivation, speaking anxiety, and speaking-self efficacy, and improving speaking in the EFL context. Previous research on DI in the EFL context is also presented in the last section.

2.1. Differentiated Instruction (DI)

This section covers the theoretical aspects of DI. The following subheadings introduce the roots of DI, individual differences in education, the rationale for DI, the definition and general principles of DI, teacher and student roles in DI, learning environment in DI, student characteristics to base differentiation upon, curricular elements of differentiation, and commonly used DI strategies in the respective order.

2.1.1. The Roots of DI

The roots of DI, centering its philosophy upon diverse learners' needs, can be found in *constructivism*, which embodies a paradigm shift from teacher-centered to student-centered approaches in education. With the emerging interest in the study of human beings as 'individuals' in the early 1900s, the collected works of Alfred Adler on *individual psychology* (Ansbacher & Ansbacher, 1956), and the pioneer of *progressive education*, John Dewey's views in the field of education attracted attention. In his famous declaration on education, Dewey (1897) asserted that "Education, therefore, must begin with a psychological insight into the child's capacities, interests, and habits" (p.77). The importance Dewey attributed to *learners* and their *individual differences* were further investigated by several renowned names in the field. Piaget (1952) considers learning an individual meaning-making process through which individuals construct their own knowledge using their *'*schemas*'* that help them interpret and process information rather than merely receiving it. In his famous *Theory*

of Cognitive Development, it is suggested that learners progress through distinct stages of cognitive development from birth to adulthood (Piaget, 1971). As Piaget primarily focused on the cognitive dimension of constructing knowledge, he did not elaborate much on the crucial role of social interactions in learning (Von Glasersfeld, 1995). On the other hand, the focal point of Vygotsky's (1962, 1978) work was the significance of social interaction and language in an individual's learning experiences. According to Vygotsky's *social constructivism*, internalization of knowledge occurs best when learners construct it by establishing meaningful social contacts with others (Daniels, 2001; Moll, 1990; Woolfolk, 2004). Based on the assumption that learning cannot take place unless the objectives established for the learners are attainable, with or without some support, Vygotsky (1962, 1978) presented the prominent concept of *Zone of Proximal Development (ZPD)* and further explored the 'capacity' that Dewey (1897) laid a special emphasis on. ZPD refers to the degree of difficulty which a learner can succeed at receiving some support from a person -an adult or a peer- who is supposed to be more component than him/her (Vygotsky, 1962, 1978). This specific type of help tied to ZPD was termed *scaffolding* by Wood et al. (1976). The most efficient form of scaffolding is described as a kind of support that lets the learner feel challenged but also be able to achieve the task. In other words, objectives set for a learner should neither be too easy nor too hard, instead, they should be suitable for his/her ZPD (Moll, 1990; Wood et al., 1976). In this context, DI is closely linked to the ZPD as differentiation according to the learners' *readiness*, i.e., differentiating the level of difficulty for learners at varying levels, is one of the key components of DI (Fox & Hoffman, 2011; Tomlinson & Allan, 2000).

With the impact of the great importance that constructivism attributed to learners and their individual differences (Dewey, 1938; Von Glasersfeld, 1990), the idea that learners vary in terms of the ways they learn gained popularity in the 1970s (Coffield et al., 2004). As a result, a variety of theories proposing different modalities or styles of learning emerged (e.g., Barbe et al., 1979; Dunn & Dunn, 1978; Fleming & Mills, 1992; Kolb, 1984). Despite some criticisms and controversial ideas, these theories have profoundly influenced today's educational norms. In a similar vein, Gardner (1983) introduced his famous *Theory of Multiple Intelligences* proposing that there are diverse intellectual strengths or 'intelligences' that individuals possess to some extent and some of them are more dominant than others. Seven types of intelligences were

originally presented as follows: linguistic, logical-mathematical, spatial, musical, interpersonal, intrapersonal, and bodily-kinesthetic. Gardner later (1999) added naturalistic intelligence and proposed the possibility of existential intelligence. Along with its popularity, the theory has recently been criticized for being subjective, lacking empirical evidence, and not corresponding to the studies in the field of cognitive psychology and neuroscience (Waterhouse, 2006). Another influential theory proposed by Sternberg (1985), posits that there are three forms of intelligence, which are analytic, creative, and practical, and similarly suggests that each individual possesses them at varying degrees. Although the concept of intelligence is still controversial due to its complex nature, most of the modern theories strive to integrate biological, environmental, cognitive, personality, and motivational factors suggesting that intelligence does not refer to a single factor (Hindes et al., 2011), and therefore it has a significant place in DI (Heacox, 2014; Tomlinson, 2014, 2017).

DI is strongly related to constructivism also in terms of placing value on learners' *interests*. Dewey's (1897) remarkable statement "I believe that education, therefore, is a process of living and not a preparation for future living." (p.78) was a criticism of traditional education, which neglected learners' current *interests* and *capabilities* while focusing on more abstract goals related to future. Thus, unlike traditional education, educators are supposed to provide students with relevant and meaningful learning experiences as facilitators in constructivist classrooms (Brooks & Brooks, 1993). In this way, it becomes possible to nurture their curiosity and let them experience 'the lure of discovery' (Bruner, 1960).

To sum up, since DI aims to present a personalized learning experience to diverse learners responding to their needs by tailoring the instruction according to their individual differences (Tomlinson, 2014), the above-mentioned approaches, theories, and models can be considered as the roots that paved the way for it.

2.1.2. Individual Differences in Education

Differences among human beings have long been questioned and studied in different disciplines. The concept of 'individual differences' can be traced back to Plato's (380 BCE/2000) *Republic*, which suggests that people should have missions in society according to their characteristics. In another field, Darwin (1859) examined the diversity of the species coming from the same ancestor and put forth an understanding

of their uniqueness. Accordingly, theories that were developed in the field of psychology emphasized the notion of the uniqueness of individuals. Galton (1869) pioneered *differential psychology* by examining the impacts of heredity on individual intelligence. Following that, Adler's *individual psychology* contributed a lot to the understanding of individual differences among human beings (Ansbacher & Ansbacher, 1956).

In terms of education, there are several different classifications of the common individual differences influencing learning in the relevant literature. Kuzgun and Deryakulu (2004) list the most common ones creating diversity in the classroom as follows: gender, age, intelligence, ability, interest, prior knowledge, learning style, motivation, locus of control, self-efficacy, and epistemological beliefs. Among these differences, gender, intelligence, interest, prior knowledge, and learning styles are commonly highlighted in the context of DI (Gregory & Chapman, 2012; Heacox, 2014; Tomlinson, 2014).

Gender: Gender has long been regarded as a significant variable in educational settings being more than the biological sex of students. The *Cognitive Social Learning Theory* and the *Social Role Theory* put forth how gender shapes individuals' behaviors, perceptions, and attributions (Hyde, 2014). According to the Cognitive Social Learning Theory (Bandura 1977, 1986), both children and adults learn some behavioral codes through some reinforcements and punishments they receive and model others, especially strong and admirable ones, in their environment. The Social Role Theory (Eagly & Wood, 1999) also discusses that psychological gender differences are defined by the norms in certain cultural contexts as they attribute some roles to genders shaping their behavioral patterns, which dates back to the prehistoric age. In this sense, learners of different genders have different characteristics that contribute to their achievement, interaction, motivation, and attitudes in the learning environment (Simsek, 2012).

Intelligence: The concept of *intelligence*, which was once considered to be single-factor and measured by IQ tests, has now become more comprehensive and complex as a result of many theories and brain-based research. While there are lots of definitions of intelligence based on different perspectives in the relevant literature, *American Psychological Association* defines intelligence as "the ability to derive information, learn from experience, adapt to the environment, understand, and

correctly utilize thought and reason" (VandenBos, 2007, p.488). Unlike the earlier theoreticians such as Spearman (1904), who proposed the concept of the 'g factor', i.e., general intelligence, Gardner (1983, 1999) suggests that there are separate types of intelligences every person has, namely linguistic, logical-mathematical, spatial, musical, interpersonal, intrapersonal, bodily-kinesthetic, and naturalistic intelligences. Likewise, Sternberg (1985) argues that there are three aspects of intelligence as follows: analytical intelligence (involves problem-solving and critical thinking), creative intelligence (involves innovative thinking), and practical intelligence (involves the application of knowledge in real-world environments). Intelligence is essential to learning because it affects how learners acquire information, deal with problems, and experience educational practices. The terms *'ability'* and 'intelligence' are often confused with each other and used interchangeably because of their strong connection. 'Ability' can be regarded as the practical aspect of intelligence and defined as "the capability that is necessary for success on a similar group of tasks" (Simsek, 2012, p.1529-1530). These domain-specific skills can be related to cognitive, affective, or social aspects and influence individuals' learning practices considerably.

Interest: Learners' interests play a pivotal role in education as it is an effective factor that stimulates learning and leads the learners' academic and career choices (Renninger & Hidi, 2016). Being interested in a specific area, subject or topic is significant in providing learners with better attention, engagement, and information processing, thereby leading to better learning (Hidi & Harackiewicz, 2000). Furthermore, Bruner (1961) suggests that learning becomes more inclined to be fulfilling and learners develop greater autonomy on the condition that their interests are pursued. Learning opportunities that appeal to learners' interests let them perceive the process easier, more relevant, and more valuable, which paves the way for better performance in learning (Dewey, 1913; Hidi & Renninger, 2006).

Prior knowledge: The importance of *prior knowledge* in learning has been studied continuously and extensively since Piaget's (1952) prominent theory which suggests that learners construct knowledge by integrating new knowledge into their existing schemas. Such integration of new information into existing cognitive structures facilitates meaningful acquisition of information, deeper comprehension, and the application of knowledge to various contexts and real-world experiences (Ausubel, 1968; Bransford et al., 2000; Perkins & Salomon, 1992).

Learning styles: Learning styles, also called *'learning preferences'*, have long been perceived differently by a range of theories all of which have attempted to classify learners according to the ways they acquire and process information (Coffield et. al., 2004; Reid, 1995). One of the theories related to personality, suggests that an individual's personality traits (e.g., extroversion vs. introversion) affect how s/he learns, based on a Jungian perspective (Myers, 1962). Witkin and Goodenough (1977) categorize learners as 'field-dependent' and 'field-independent' according to their cognitive thinking styles. Kolb (1984) posits that there are four main learning styles that are diverging (strong in observing and feeling), assimilating (strong in thinking about logically presented ideas), converging (strong in technical issues and problem solving), and accommodating (strong in new experiences, challenges) related to his experiential learning theory. According to his model, individual learning preferences help learners advance from one level to the next as they proceed through four phases -concrete experience, reflective observation, abstract conceptualization, and active experimentation- in a continuous learning cycle. It is also argued that learners' level of predisposition to learning styles can change while moving through the stages of the cycle (Kolb, 1984). Dunn and Dunn's learning style model (1978) suggests that learning styles are shaped by a bunch of factors categorized as environmental elements (light, sound, etc.), emotional elements (motivation, responsibility, etc.), sociological elements (authority, variety, etc.), physiological elements (perceptual elements, intake, mobility, etc.), and psychological elements (impulsive, reflective, etc.). The perceptual elements, which have long origins in education and are also included in the Dunn and Dunn Learning Style Model (1978), are highlighted by Barbe et al. (1979) as the *learning modalities* each individual has. It is argued that every person has the visual, auditory, and kinesthetic learning modalities at different levels and prefers one or two of them over the other/others. A distinction between *modality strengths* and *modality preferences* was also made by Barbe and Milone (1981) stating that modality strengths can be assessed by conducting some tasks or tests while a modality preference refers to just a *'preference'* that can be analyzed with the help of self-reports, inventories, etc. Based on these perceptual elements, Fleming and Mills (1992) created the VARK Model, which stands for the visual, aural, read/write, and kinesthetic learning styles. While the complexity of the concept of 'learning styles' is undeniable, all these theories and models have contributed to the understanding of the characteristics of today's learners and the ways they learn.

2.1.3. The Rationale for DI

Tomlinson's (1999) DI approach emerged in light of the focus on the active role of the learners in learning experiences and the growing body of research on their individual differences as discussed in the preceding sections (Gregory & Chapman, 2012; O'Meara, 2010; Tomlinson, 1999). Considering the individual differences that affect learning, it is not realistic to fulfill learners' needs through a one-size-fits-all type of approach in education. Moving on from this point, Tomlinson (2017) explains the rationale for DI stating that there are diverse learners in the classroom each of whom needs challenge and achievement, and this cannot be provided with a one-size-fits-all approach since it ignores their individual differences.

Prior to her seminal book on DI, Tomlinson (1995) argued that it was needed to draw a framework for differentiating instruction regarding the tendency of schooling to 'talk to the middle' and to follow a one-size-fits-all type of curriculum and also teachers' low efforts to address learners' needs. Therefore, a flexible instructional approach with an attractive learning environment, assessment through which instruction can be designed and evaluated, and flexible classroom management is needed (Tomlinson, 2017).

The underlying philosophy of DI is that diversity in the classroom is natural and worthy, each student has latent and expandable capacity, and it is the educators' responsibility to lead them to success (Tomlinson, 2014). At this point, it is also worth noting that DI is not the same as the 1970s' *individualized instruction* that often lacked unity and was overwhelming for teachers as 30-plus students in each classroom were all given different assignments. On the contrary, DI aims to provide learners with multiple ways of learning but also keep their sense of belonging to a class, group, or community (Tomlinson, 2017).

2.1.4. The Definition and General Principles of DI

After conducting a number of notable studies on the diversity of learners and the concept of differentiation (e.g., Tomlinson, 1995; Tomlinson et al., 1997; Tomlinson, Moon & Callahan, 1998), Carol Ann Tomlinson (1999) introduced 'differentiated instruction' intending to create a framework for a responsive learning environment that respects the learner differences. Tomlinson (2017) states that "At its most basic level, differentiating instruction means 'shaking up' what goes on in the classroom so that

students have multiple options for taking in information, making sense of ideas, and expressing what they learn" (p.1).

Fox and Hoffman (2011) define DI as "a very broad-based term that refers to planning, teaching, and assessment methods that accommodate differences in student knowledge, preferences, cultural backgrounds, and physical and social needs" (p. 3). To put it more precisely by referring to the components and the process of DI, a differentiated classroom is defined as where "the teacher proactively plans and carries out varied approaches to content, process, and product in anticipation of and response to student differences in readiness, interest and learning needs" (Tomlinson, 2017, p.5).

A common misconception about DI is that it refers to 'a set of teaching strategies'. Nonetheless, Tomlinson and Imbeau (2010) highlight that DI is an approach to teaching and learning that has its own philosophy, which means it is actually a 'set of principles' rather than 'a set of teaching strategies'. Therefore, an efficient curriculum, flexible classroom management, a welcoming learning atmosphere, and assessment that is capable of providing teachers with insightful feedback are all necessary for DI to function properly (Tomlinson, 2017). Regarding that, renowned names working on DI outline the general principles of DI by pointing out the following considerations.

Organizing the curriculum: In a learning environment where DI is implemented, the instructor aims to enable the students to grasp the key concepts, principles, and skills of each subject. Hence, s/he needs a thorough analysis of the prior knowledge students need to remember, what they need to comprehend, and be able to do related to the focus of the subject (Tomlinson, 1999; Tomlinson & McTighe, 2006). In this regard, DI practices do not give the fast learners more tasks to mark time or repeat what they have already done. Instead, they allow them to engage in more in-depth work. Likewise, struggling learners are supposed to concentrate on fundamental knowledge and abilities rather than getting lost in an array of diverse facts (Heacox, 2014; Tomlinson, 2014). In other words, DI has a more qualitative nature than quantitative since it aims to give all learners meaningful tasks according to their differing capabilities (Tomlinson, 2014). DI is a 'proactive' approach as teachers implementing it take diverse learner needs into account at the beginning of the instructional process and plan the lessons accordingly. In contrast, a one-size-fits-all approach is 'reactive' to the problems or failures during the instructional process. Although it is still likely

to not be able to address some of the learners' needs, DI's proactive nature decreases the probability of such possible problems (Tomlinson, 2017).

Maintaining an inviting learning environment: A key principle of DI is to establish an inviting learning environment as it is one of the important elements of instruction, which are all closely linked to each other. The learning environment influences learners' affective variables, and as a result, their cognition and success (Tomlinson, 2014; Tomlinson & Moon, 2013). That is why DI aims to provide students with a supportive, safe, and fair learning environment where their differences are valued, the teacher believes in their development and capacities and provides them with necessary opportunities for success, and classroom members respect and support each other as well (Heacox, 2014; Nordlund, 2003; Tomlinson, 2014; Tomlinson & Moon, 2013).

***Accepting and respecting the learners' differences*:** DI creates a learning atmosphere where the differences of individuals are accepted and respected. The learners are presented with multiple opportunities to learn with the help of various instructional methods and strategies (Heacox, 2014). In particular, DI attaches importance to students' different levels of readiness, their progress and development in line with their differing competencies, their right to work at different levels of difficulty, and that students find classroom activities valuable and engaging (Tomlinson, 2014).

Differentiation rooted in assessment: Students display a range of learning styles, skills, and interests in the classroom setting. Thus, DI holds a dynamic approach to teaching and learning, which aims to employ a range of instructional strategies catering to varying needs in the learning environment and evaluate them through diagnostic *pre-assessment*, *ongoing* or *formative assessment*, and *summative assessment* throughout the instructional process (Gregory & Chapman, 2012; Tomlinson & Imbeau, 2010; Tomlinson & Moon, 2013). Diagnostic pre-assessment identifies students' needs, interests, and approaches to learning at the beginning of the DI process, formative assessment provides teachers with information about their evolving needs and perspectives as well as offering feedback on the instruction, and summative assessment evaluates the extent to which students have achieved the learning objectives (Tomlinson & Moon, 2013).

Tomlinson (2017) describes the differentiation process as 'evolutionary' through which the teacher continuously observes learners, gets new insights into how they

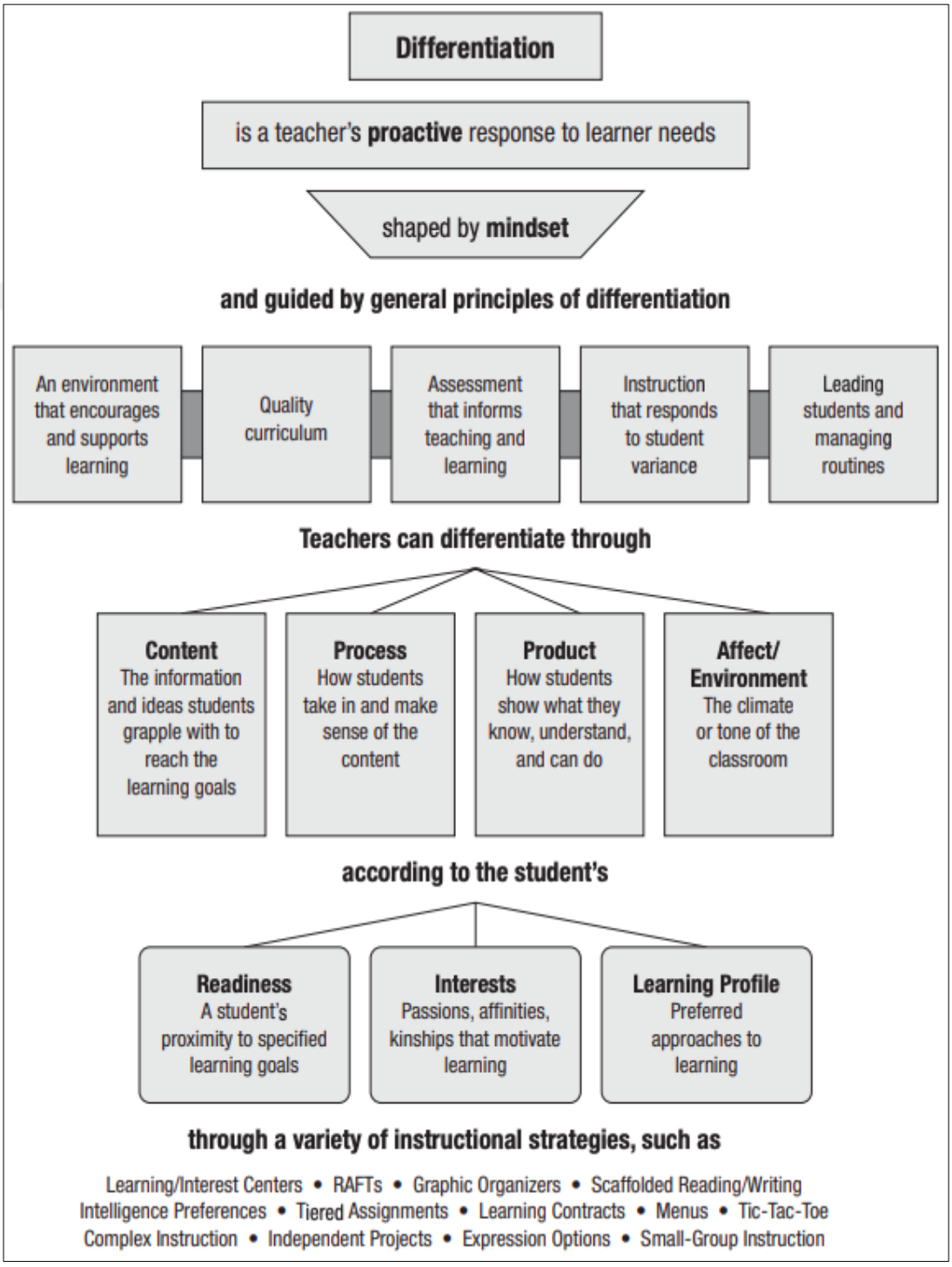
learn, and makes the necessary adjustments. As part of DI's dynamic approach, ongoing assessment has a key role in the differentiation process. It is aimed to address students' changing interests, needs, and readiness levels through both formal and informal formative assessment during the instructional process rather than focusing on a merely summative assessment that shows what students have learned or what they know (Tomlinson, 2017.) DI with continuous assessment promotes a flexible and dynamic learning environment because employing such assessment allows teachers to collect data on students' knowledge in real-time, permitting prompt intervention and decisions to modify the instructional process with the purpose of increasing its efficiency (Gregory & Chapman, 2012; Tomlinson & Imbeau, 2010; Tomlinson & Moon, 2013).

Flexibility: The teacher and learners are supposed to work flexibly in DI (Heacox 2014; Tomlinson, 1999; Tomlinson & Allan, 2000). DI enables learners to make choices on how or what to work on, or how they will show their understanding while sometimes the teacher assigns the tasks to them. Students can work individually, in small groups, in large groups, or as a whole class from time to time. Everyone may use the same material or different materials according to their interests and needs. While some tasks are expected to be finished within the allocated time, students are free to work at their own pace while conducting some others. DI embraces all of these by its flexible nature. Decisions on such options are shaped by factors such as the topics, the utilized instructional techniques as well as the learners' needs (Gregory & Chapman, 2012; Heacox, 2014; Tomlinson, 2014, 2017; Tomlinson & McTighe, 2006).

Balancing group and individual norms: In a differentiated learning environment, assessment, instruction, feedback, and grading are shaped in accordance with both group and individual norms. Teachers are supposed to understand, monitor, and evaluate learners' own growth as well as understanding the necessity to reach group goals. Certain sets of goals and expectations might be suitable and desirable for some learners, which is relevant to both struggling and advanced learners, but these should not be limiting the others in the group. That is why balancing group and individual norms by taking the norms and goals of both into consideration is a key factor in DI (Tomlinson, 2014).

Based on these general principles, DI offers educators a structure through which *content*, *process*, *product*, and/or *learning environment* can be differentiated according to *readiness*, *interest*, and/or *learning profile*. Figure 1 demonstrates the concept map of DI (Tomlinson, 2014, p.20).

Figure 1. Concept Map of DI



Resource: Tomlinson, 2014, p.20

2.1.5. Teacher and Student Roles in DI

Both teachers and students have crucial roles to play in the effective implementation of DI. Tomlinson (2017) describes the teacher's role as 'the organizer of learning opportunities' in contrast to traditional instruction, which perceives the teacher as the 'the owner and transmitter of knowledge'. Heacox (2014) states that teachers have two main roles in a differentiated learning environment. They are 'facilitators', who are supposed to present multiple learning opportunities to learners and organize them for learning flexibly. They are also 'collaborators' since they need to work in coordination with different people such as staff and learners' parents. Fox and Hoffman (2011) suggest teachers implementing DI getting to know their learners well, keeping insightful records about them, broadening their understanding of DI, attempting to gradually apply DI into practice, and having pleasure rather than getting tired during the process. Tomlinson (2017) further explains the role of the teacher as a 'mentor' or 'coach' in DI by recommending the following qualities:

> (1) assess student readiness through a variety of means, (2) elicit and interpret student clues about interests and learning preferences, (3) create a variety of ways students can interact with information and ideas, (4) develop varied ways students can explore and "own" ideas, and (5) present varied channels through which students can express and expand understandings (p. 35).

Moreover, Tomlinson and Imbeau (2010) underline the significance of establishing rapport with learners and creating a learning environment that is safe, encouraging, and rooted in diversity. Teachers implementing DI should help each student have a sense of belonging, which can promote both academic and social/emotional development (Tomlinson, 2017).

As for students, DI's learner-centered nature attributes pivotal roles to them in the learning process. Since DI helps them develop their metacognitive skills by observing and evaluating their own performance through keeping records, preparing portfolios, etc., understanding their own strengths and needs is of utmost importance for them (Tomlinson, 2017). They are in charge of their own learning and supposed to be respectful to their classmates while being free to make mistakes and express their ideas (Fox & Hoffman, 2011). DI, as a learner-centered approach, also requires students to be involved in creating class and group norms and assessing the instructional process,

activities, and techniques used in the DI classroom. Such a position increases student responsibility for learning while also allowing the teacher to make the required arrangements (Tomlinson, 2014). This active role of learners also applies to assessment in DI. Rather than being passive participants in assessment, learners in a DI classroom can be actively engaged in it through several practices such as helping the teacher develop rubrics or criteria, conducting self-assessment, and setting realistic goals for themselves. Tomlinson and Moon (2013) state that having such an active role in the formative assessment of the instructional process helps students enhance their awareness of the goals and criteria, metacognition, and learner autonomy.

In brief, it is essential in a differentiated learning environment that teachers and students work in collaboration. The teacher takes the leadership role and is responsible for making decisions about what the fundamentals of the curriculum are, which instructional strategies should be utilized, and how to manage time effectively based on the students' needs. Students, in turn, have the significant role of providing the teacher with diagnostic information, giving feedback on what is interesting or boring, what is too difficult or too easy, and supporting their peers' learning (Tomlinson, 2014).

2.1.6. Learning Environment in DI

Establishing a learning environment that is compatible with DI is essential in order for DI to be implemented effectively (Tomlinson, 2014). In order to create an inviting atmosphere for DI, both physical and emotional qualities of the environment should be taken into consideration (Tomlinson, 2017; Tomlinson & Moon 2013).

As Westwood (2016) states, physical conditions of a classroom may promote learner-centered instruction. In order to arrange a physically appropriate classroom environment for DI, Fox and Hoffman (2011) recommend that teachers should reduce visual, auditory, and tangible distractions, post rules, expectations, and class schedules to make them visible to everyone, give learners some space to use for their personal belongings, arrange furniture in a way that enables students to move in the classroom easily, and seat students in places where they can easily follow the instruction. Likewise, Tomlinson and Eidson (2003) underline that the organization of a DI classroom needs to be aligned with its flexible nature. Students should have enough

space and be able to achieve their learning goals without disturbing others in a DI classroom.

Regarding emotional qualities, an inviting classroom atmosphere is a necessity for teaching through DI efficiently. Learners feel safe and valuable in a DI classroom where mutual respect is present, they feel valuable and welcomed with all their differences, and thereby they develop a sense of belonging to the classroom (Nordlund, 2003; Tomlinson, 2014, 2017). Therefore, it is crucial to set a supportive classroom environment where differences are embraced, learners are able to work with various people in multiple ways, and being successful has different meanings for different people (Heacox, 2014). She further highlights that such a learning environment promotes learners to take responsibility for their own learning, fosters the discovery of their interests, strengths, and learning preferences, appeals to their creative spirit, values their efforts and 'personal best', and honors their work. The teacher believes in learners' development and offers them what they need, which also contributes to their feeling of self-confidence in the learning environment (Tomlinson, 2017).

2.1.7. Student Characteristics to Base Differentiation Upon

DI is based on specific student characteristics to differentiate content, process, product, and/or environment. The core characteristics taken into account to address learner differences in DI are *readiness*, *interest*, and *learning profile*.

Differentiation by readiness: 'Readiness' refers to "a student's entry point relative to particular knowledge, understanding, or skills" (Tomlinson, 2014, p.18). Both psychology and brain research demonstrate that it is essential to base learning on 'readiness' (Tomlinson & Allan, 2000). Vygotsky's (1962, 1978) *ZPD* corresponds to the area between what a learner can achieve with the support of someone more competent than him/her and what s/he can achieve on his/her own. Accordingly, learning experiences offered to students should be neither too difficult nor too easy, which can be realized through *scaffolding* (Moll, 1990; Wood et al., 1976). Similarly, brain-based research confirms that being under-challenged leads to boredom and being over-challenged leads to anxiety. Thus, 'moderate challenge' is needed for learning (Howard, 1994; Jensen, 1998). Considering that students vary in terms of their levels of readiness and instruction should address these different levels of readiness (Tomlinson, 2004; Tomlinson & McTighe, 2006), differentiation by readiness pushes

students a bit beyond their 'comfort zones' and builds bridges between their prior knowledge and new information by providing them with learning experiences according to their specific levels of readiness (Tomlinson, 2017). Learners with lower levels of readiness might need assistance in spotting and covering the gaps in their prior knowledge so as to advance, more structured and controlled tasks, and more opportunities for direct instruction and practice. On the other hand, advanced learners might need to skip over the information and skills they previously acquired, and more multifaceted, open-ended, abstract tasks and products may be necessary to facilitate in-depth learning.

Differentiation by interest: Instruction centered around students' interests drives more effective learning by fostering better attention, engagement, and information processing (Bruner, 1960, 1961; Hidi & Harackiewicz, 2000). Students are diverse in terms of their interests, and the way to address this diversity is to offer them choices based on their areas of interest with the aim of ensuring that they find learning relevant and interesting (Tomlinson, 2017). Regarding that, differentiation by interest allows learners to relate the curriculum to the topics they are willing to learn, which facilitates increased motivation (Santangelo and Tomlinson, 2009; Tomlinson, 2017; Tomlinson & Imbeau, 2010). Tomlinson (2017) underscores two main ways of differentiating instruction according to learners' interests. The first is targeting their existing interests, which lets them realize how their interests and the curriculum are related to each other. In this way, they create connections between the concepts or skills they are familiar with and those they are less familiar with. This helps them improve their autonomy and competency and eventually leads to achievement. The second way is encouraging them to pursue new enthusiasms by creating opportunities for real-life applications of concepts or skills and developing new modes of expression in learning. Interest-based differentiation can be implemented with the help of several strategies such as sidebar studies, interest centers/interest groups, specialty teams, jigsaws, and anchor activities (Tomlinson, 2017; Tomlinson & Moon, 2013).

Differentiation by learning profile: Learning profile indicates the best way an individual learns. Tomlinson (2017) states that learning profile, as an umbrella term, comprises learners' *learning preferences*, *intelligence preferences*, *culture-influenced preferences,* and *gender-influenced preferences.* Each of these factors shapes how students learn, and therefore creates diversity in the classroom. Being a widely

accepted but controversial term, 'learning style' refers to an individual's modes of acquiring and processing information (Coffield et al., 2004; Tomlinson, 2014). To illustrate, some students may favor visual learning, e.g., showing a preference for learning through images, some may learn most effectively by verbal means, and some others by touching or moving. Some learners feel comfortable studying in a place with a lot of light whereas some others prefer working in a dimly lit area. Some learners like working alone, while some prefer working in groups. There are numerous models holding different perceptions towards learning styles (e.g., Barbe et al., 1979; Dunn & Dunn, 1978; Fleming & Mills, 1992; Kolb, 1984). However, Tomlinson (2017) emphasizes that DI is not grounded on any of these models though it considers learner differences in preferring different modes of learning to the others in some certain contexts. Another important component of learning profile, 'intelligence preferences' is defined as "a hard-wired or neurologically shaped preference for learning or thinking" (Tomlinson and Imbeau, 2010, p.17). Two theories have significantly contributed to the perspectives on the concept of intelligence in today's educational practices (Tomlinson, 2017). One is Gardner's (1983, 1999) Theory of Multiple Intelligences, which proposes the idea that individuals possess different degrees of strength in linguistic, logical-mathematical, spatial, musical, interpersonal, intrapersonal, bodily-kinesthetic, and naturalistic intelligences. The other one is Sternberg's (1985) *Triarchic Theory of Intelligence*, and it suggests that there are three forms of intelligences (analytic, creative, practical) that individuals have at varying levels. Moreover, brain-based studies show that intelligence is shaped by several biological, environmental, cognitive, personality, and motivational factors and does not imply a single-form concept (Hindes et al., 2011; Sousa & Tomlinson, 2011). Accordingly, DI regards intelligence as one of the variables of the learning profile but also draws attention to the importance of avoiding labeling students according to some specific types of intelligence (Tomlinson, 2014, 2017). Students' learning profiles are also characterized by 'culture-influenced preferences'. Culture profoundly affects individuals' learning preferences in numerous forms such as individual learning vs. group learning, and whole-part vs. part-to-whole learning (Gay, 2013; Storti, 1999). However, stereotyping should be avoided in DI (Tomlinson & Allan, 2000) as not all the members of a certain culture possess the same characteristics and there are also many microcultures leading to variety in society (Banks, 1994). As for 'gender-influenced preferences', Tomlinson (2017) states that there are some differences

among learners in terms of gender such as males' preference for collaborative learning vs. females' preference for competitive learning. Nonetheless, such patterns vary from one context to another since they are directly related to important determinants like the roles attributed to genders in different cultures (Bandura 1977, 1986; Eagly & Wood, 1999).

2.1.8. Curricular Elements of Differentiation

DI constitutes the differentiation of curricular elements, which are *content*, *process*, and *product*, based on learners' characteristics. Tomlinson (2014) suggests that modifying one or more of these elements (*content*, *process*, *product*) according to one or more of the factors related to students' characteristics (readiness, interest, learning profile) at any stage of a lesson or unit is appropriate. Nonetheless, differentiation of these components should be conducted only when deemed necessary.

Content Differentiation: Content refers to the 'input', i.e., facts, concepts, principles, and skills that students are targeted to acquire in a particular domain of a study such as a lesson, a learning experience, or a unit (Tomlinson, 2014; Tomlinson & Imbeau, 2010). Two methods can be used to differentiate the content, as suggested by Tomlinson (2017). The first is adjusting to what is taught, and the second is making the required modifications on how to provide the information. Content differentiation can be structured based on learners' levels of readiness, interests, and/or learning profiles. Content differentiation according to *readiness* simply means modifying the information or material according to learners' current levels of proficiency. Secondly, content can be differentiated taking learners' *interests* into account, which means it is presented in a way that can arouse curiosity. Multiple tasks and materials related to a learning unit or topic can be delivered to students, which lets them engage in the activities by working on and expanding their interests. Lastly, differentiating content according to *learning profiles* provides students with multiple ways of learning the content such as working individually or in groups, performing visual, auditory, and kinesthetic tasks related to their learning preferences, and so on. This type of differentiation can be employed through a variety of strategies such as curriculum compacting, learning contracts, and presenting mini-lessons (Heacox, 2014; Tomlinson, 2017).

Process Differentiation: Tomlinson and Allan (2000) highlight that the 'process' means "how the learner perceives the given input, internalizes it, getting the full concept of the key elements within the target frame" (p. 8). Since the term 'process' implies 'sense-making' activities to internalize the given input, it should include practices that spark interest, encourage higher-order thinking, and facilitate the understanding of key concepts and skills and how they are related to each other (Tomlinson, 2017). In order to differentiate the process, learners are given multiple options to make sense of the input (Gregory & Chapman, 2012; Heacox, 2014; Tomlinson, 2014). These sense-making activities should match the learning objectives and be purposeful, meaningful, and relatable for students (Tomlinson & Eidson, 2003, Tomlinson & Imbeau, 2010).

Process can be differentiated according to *readiness* by modifying activities in terms of the degree of difficulty and complexity considering the different readiness levels of learners. Process differentiation can also be based on *interest*, which enables learners to work on some sense-making activities related to their own interests. As for process differentiation based on *learning profile*, learners are given opportunities to internalize the input by working on different activities according to the ways they prefer such as having individual activities or group work, studying mathematical patterns by drawing or movement, and so forth. (Tomlinson, 2017). As highlighted by Tomlinson (2017), fostering more flexible and responsive sense-making is a challenging task but there are numerous useful strategies that can support process differentiation such as learning logs, journals, blogs, graphic organizers, learning centers, interest centers, learning contracts, RAFT assignments, Think-Pair-Share, etc.

Product Differentiation: 'Product' can be described as the 'output' of a learning process that displays learners' grasping of the essential information, comprehension, and abilities as well as their capabilities to apply and adapt what they have learned to different contexts (Heacox, 2014; Tomlinson, 2017; Tomlinson & Imbeau, 2010). Products, which are usually created at the end of a given unit or a period, function as summative assessment tools as they demonstrate the extent to which students have reached the learning objectives (Santangelo & Tomlinson, 2012; Tomlinson, 2017; Tomlinson & Moon, 2013). Besides that, product differentiation offers students the opportunity to extend and deepen their knowledge and skills, transfer them to new situations, and carry them outside the classroom. In this way, products become more

personalized as they refer to things that students 'own'. Tomlinson (2017) asserts that differentiating the product, when conducted effectively, is considerably motivating and promotes critical thinking. *Readiness*-based product differentiation can be applied in many ways such as differentiating the complexity of resources, models, criteria, and rubrics, giving feedback to students because they need it in the process of creating the product. Differentiating the product by *interest* can be made by giving students multiple options to reach the learning objectives by working on products that are relevant to their interest areas. Regarding product differentiation based upon *learning profile*, such applications as enabling learners to decide on the approach and mode of their products, giving them options to work alone, with a partner, or in a group can be useful in a DI classroom (Tomlinson, 2017; Tomlinson & McTighe, 2006).

2.1.9. Commonly Used DI Strategies

While numerous instructional strategies can be administered in DI classrooms, some of them are more naturally appropriate for DI practices (Tomlinson, 2014). Some examples of these strategies are tiered activities, flexible grouping, compacting, interest groups/centers, learning centers, learning stations, and RAFT.

Tiered activities: Tiering is a readiness-based strategy (Tomlinson, 2014) that is significant in DI as it aims for students to progress in different ways and ultimately achieve the same key outcomes (Fox & Hoffman, 2011; Heacox, 2014; Tomlinson, 2014). Tiered activities can be applied on the following conditions: if some students need more time to work on the topic while others need to be ready to do more advanced work, if different types of resources and materials can be used to teach the subject according to the needs and readiness of the students, if the learning unit/topic is suitable for achieving the same objectives in multiple ways, and/or if the learning/unit topic is suitable for putting out multiple products (Heacox, 2014). A tiered activity is basically produced following the steps of identifying the essential skills/concepts/understandings, analyzing the students' readiness levels, preparing the activity at a certain level of difficulty/complexity, charting the difficulty/complexity of the activity, adapting the activity to different levels of difficulty by ensuring success and challenge for each level, and finally matching a version of the activity to a student (Tomlinson, 2014).

Flexible grouping: Being one of the main activities used in differentiation as part of DI's emphasis on flexibility, flexible grouping enables teachers to group students in various forms based on their needs and learning objectives (Heacox, 2014; Tomlinson, 2014; Tomlinson & McTighe, 2006). Therefore, in a DI classroom, learners can work in pairs, in small groups, in teacher-led large groups, or in student-led large groups depending on the circumstances characterized by the tasks and the learners' readiness levels, interests, and learning profiles (Fox & Hoffman, 2011). As underlined by Tomlinson (2017), flexible grouping allows both teachers and students to have an input in forming groups. The groups can be also be formed randomly or strategically based on the conditions.

Compacting: Tomlinson (2017) describes compacting as a three-step process that aims to promote learner autonomy, prevent fast learners from getting bored, and reduce discouragement of struggling learners. The first step of compacting is evaluating what learners already know about the content and need to develop. Following that, instruction is planned according to learners' information gap and in which areas to excuse them from classwork so that they can have time for specific mastery activities. The last step focuses on planning extra time for learners' enriched studies.

Interest groups/centers: Interest groups or centers allow learners to work on their specific areas of interest to reach the learning objectives (Tomlinson 2014, 2017). Providing such a learning experience promotes a more meaningful and deeper study of the subject by catering to learners' interests. Therefore, it can be an effective strategy in fostering motivation, and positive attitudes towards learning (Tomlinson, 2003).

Learning centers: Learning centers refer to purposefully formed groups or centers based on learners' needs, readiness levels, and learning profiles (Fox & Hoffman, 2011; Heacox, 2014). Such centers provide students with opportunities to work in pairs, in small groups, or larger groups, and thereby promoting student-to-student interaction (Gregory & Chapman, 2012; Tomlinson, 2017). Learning centers differ from interest centers in focusing on readiness and learning profiles instead of interests. In learning centers, learners are given necessary activities and materials to use so as to reach learning objectives in different ways (Tomlinson, 2014). It is effective to form learning centers in DI as giving students some assignments or activities that correspond

with their needs, readiness, or learning profiles improves student engagement, cooperation, and independence (Tomlinson, 2017).

Learning stations: Forming learning stations is a key DI strategy in which students have different areas in the classroom to work on specific tasks concurrently. Stations are differentiated from centers since all students work at each station and the stations are connected to each other (Tomlinson, 2014, 2017). At the stations, students are provided with tools and materials needed to accomplish the tasks. Students complete connected tasks moving from one station to another (Fox & Hoffman, 2011; Tomlinson, 2014). This strategy has several important benefits for learners such as being able to work at their own pace, improving learner independence, and contributing to effective student collaboration (Tomlinson, 2017).

RAFT: RAFT, which is an acronym for Role, Audience, Format, and Topic, was first presented as a writing technique by Holston and Santa (1985). At present, it is employed in the instruction of diverse disciplines and abilities, giving learners an opportunity to select their role, audience, format, and topic while carrying out a task. According to Tomlinson (2017), RAFT activities allow students to approach the subjects from multiple viewpoints and express themselves in a variety of ways. In this way, they meet learner needs by appealing to their interests and learning profiles.

2.2. Speaking Proficiency in the Context of EFL

This section aims to provide a general overview of speaking proficiency in the EFL context by discussing its importance, nature, components, general principles of teaching speaking, and assessing speaking skills. It also discusses key affective factors influencing speaking proficiency, namely foreign language motivation, speaking anxiety, and speaking self-efficacy.

2.2.1. The Importance of EFL Speaking Proficiency

With approximately more than one billion non-native speakers (SIL International, 2023), English is the most spoken language around the globe. In other words, it is the common language of communication throughout the world as the concept of *English as a lingua franca* (Seidlhofer, 2001) indicates. Therefore, learning English as a foreign language (EFL) has great importance in today's globalizing world.

In the process of learning EFL, speaking proficiency is crucial for not only establishing effective communication but also improving overall English language proficiency regarding its central role in language learning (Brown, 2014). In this sense, the traditional *Grammar-Translation Method* had long been criticized for its heavy emphasis on written exercises and rote memorization, which were insufficient to improve students' communicative skills (Larsen-Freeman & Anderson, 2011; Richards & Rodgers, 2014). As a result, with an initial focus on oral communication, the *Direct Method* was popularized in the nineteenth century suggesting immersion and replication of natural second language acquisition (Richards & Rodgers, 2014; Stern, 1983). As for today's EFL settings, the *Communicative Language Teaching* (CLT) approach, which emphasizes the role of language as a communication tool, is highly influential. CLT is consistent with the importance of speaking skills in EFL classrooms considering its focus on genuine communication in the target language prioritizing the term 'communicative competence' coined by Hymes (1972). Communicative competence refers to one's ability to use language correctly and successfully to communicate in different contexts involving the knowledge of the sociolinguistic and pragmatic dimensions of language along with grammar accuracy (Canale & Swain, 1980; Savignon, 1983). According to Canale & Swain (1980), four sub-competencies for effective communication in a language are as follows: grammatical competence (grammatical knowledge and the ability to produce grammatically accurate utterances), sociolinguistic competence (understanding social and cultural norms of language and the ability to produce appropriate utterances in different contexts), discourse competence (understanding of discourse markers, organizational patterns, rhetorical techniques and the ability to use language coherently and cohesively), and strategic competence (ability to use communication strategies such as paraphrasing and circumlocution to overcome the problems that arise while communicating). CLT values engaging learners in authentic and meaningful tasks (Canale & Swain, 1980) and utilizes 'social interaction activities' such as discussions, role-plays, conversations, dialogues, debates, etc., to develop communicative competence by maximizing opportunities for social interaction in the classroom (Littlewood, 1981; Nunan, 1991; Richards & Rodgers, 2014). In brief, with the impact of CLT's emphasis on communication, speaking in the target language has become the focal point in today's EFL context.

The significance of the speaking skill in the EFL context can also be confirmed by Krashen's (1982) prominent *Affective Filter Hypothesis*. The theory proposes that the higher one's affective filter is; the more difficult language acquisition becomes. In other words, 'a low affective filter', including positive affective factors such as increased motivation and self-esteem and reduced anxiety, fosters language acquisition. In this sense, speaking activities may lower the affective filter by enhancing motivation and self-confidence, and decreasing foreign language anxiety (Dörnyei, 2005; Horwitz et al., 1986). This is because efficient and level-appropriate speaking activities offer learners a feeling of self-assurance in being able to express themselves in the foreign language orally. Social interaction in the classroom is also significant in establishing a positive learning environment, which may also increase motivation and self-confidence, and decrease foreign language anxiety (Horwitz et al., 1986; MacIntyre & Gardner, 1994), thereby leading to easier and more effective foreign language learning opportunities.

In conclusion, as the 'lingua franca' of the globalizing world, the importance of English speaking proficiency in different settings is increasing day by day. Approaches in the field also reveal that English should be considered as the medium of communication and accordingly, language teaching should facilitate social interaction and communication between learners. Considering this heavy emphasis on social interaction and communication, speaking ability has a major role to play in the current EFL context.

2.2.2. The Nature of Speaking Skill

Effective communication and language learning in the EFL context depend largely on speaking skill, which is a core necessity for overall language proficiency. The complex relationship between the speaking skill and its linguistic, cognitive, and sociocultural dimensions have been the topic of a great deal of study conducted by the experts in the field. As a complex and dynamic ability including various communicative and linguistic competencies (Canale & Swain, 1980; Celce-Murcia et al., 1995), speaking has several definitions in the relevant literature. One common definition is that "Speaking is the productive oral skill. It consists of producing systematic verbal utterances to convey meaning" (Nunan, 2003, p.48). Being one of the productive language skills, along with writing, speaking is interactive and social by nature, and

therefore it requires engagement in conversations to express ideas and negotiate meaning (Celce-Murcia et al., 2014). That is why speaking is a desire-driven skill and learners have a variety of reasons to be willing to communicate in the target language such as establishing rapport with people, negotiating, solving problems, etc. (Hedge, 2000; McDonough et al., 2013).

In this respect, speaking fluently and accurately is of utmost importance to communicate effectively in the target language (Ellis et al., 2020; Nunan, 2003; Skehan, 1998). However, speaking in a foreign language in a fluent and accurate way is considered to be difficult due to numerous reasons (Luoma, 2004). One reason is that speaking mostly occurs spontaneously and requires immediate interaction between speakers. Therefore, it is not possible for individuals to revise or edit their sentences before producing them. Speaking in a foreign language is different than speaking in mother tongue as producing correct utterances is not performed automatically, which makes communicating in a foreign language quite challenging (Thornbury, 2005). Another challenge is that EFL learners' lack of constant exposure to English language hinders natural progression of speaking skill (Nation, 2013) regarding Krashen's (1985) prominent *Input Hypothesis*, which argues that the most efficient way to learn a second or foreign language is being exposed to the language by authentic and meaningful input. Fear of communication in a foreign language, i.e., foreign language speaking anxiety, is also a well-known difficulty that EFL learners face. They often experience the apprehension of communicating in a language other than their first language related to several factors such as peer pressure, fear of making mistakes, and lack of self-confidence (Horwitz et al., 1986; Krashen, 1982; MacIntyre & Gardner, 1991a, 1994; Von Wörde, 2003). As a result, learners with a considerable level of foreign language speaking anxiety usually avoid taking turns and communicating in the target language. In other words, foreign language speaking anxiety influences learners' willingness to communicate negatively (MacIntyre & Charos, 1996).

2.2.3. Components of Speaking Skill

According to Harris (1974), there are five main components of the speaking skill as follows: pronunciation, grammar, vocabulary, fluency, and comprehension. Each

component has a profound impact on a foreign language learner's overall speaking proficiency.

Pronunciation: The proper production of sounds in spoken language is termed *pronunciation*, which is a critical component of speaking (Celce-Murcia et al., 2010). It involves such significant aspects as articulation, intonation, pitch, etc., and affects accurate and comprehensible delivery of meaning (Derwing & Munro, 2005; Harmer, 2007).

Grammar: Grammar has long been regarded as a vital component of communication by renowned names in the field. Hymes (1972) broadened Chomsky's (1965) view of 'linguistic competence' by proposing the term 'communicative competence', which refers to the importance of using linguistic knowledge in various contexts to communicate. Canale and Swain's (1980) model of communicative competence included 'grammatical competence' indicating one's knowledge of the rules of a language comprising syntax, semantics, phonology, morphology, and lexical items. In this regard, grammatical accuracy is one of the major elements to be considered in order to communicate in the target language efficiently. In other words, it is significant to have a strong basis of grammar to be able to maintain communication in the target language (Brown, 2014; Harmer, 2007).

Vocabulary: Learners need a sufficient range of vocabulary so that they can communicate effectively in a foreign language. Palmer (1925), a pioneer in the field of English Language Teaching, emphasizes that the primary tenet for individuals who are eager to be competent in a foreign language is learning as many common and useful word groups as possible. Learning such word-groups as native-like expressions facilitate development of fluency (Nunan, 2003). Furthermore, an adequate level of vocabulary knowledge enables learners to express their ideas and attitudes accurately (Richards, 2008; Thornbury, 2005).

Fluency: Fluency is one of the crucial elements of the speaking kill as well as accuracy. It can be described as "the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc." (Nunan, 2003, p.55). Fluency refers to one's competence to use language in real-time (Ellis, 2008). A fluent speaker is prone to have reasonably fast-paced speaking with only a few hesitations and pauses (Harmer, 2007; Thornbury, 2005). As such

pauses and hesitations affect the efficiency of communication negatively, fluency has a pivotal role in speaking. Fluency is also perceived as one of the challenges in speaking by foreign language learners due to a number of factors such as lack of lexical knowledge (Nation, 2001), unfamiliar phonological patterns (Crystal, 2003), and foreign language anxiety (Horwitz et al., 1986).

Comprehension: Speaking in the EFL context requires comprehension, i.e., the ability to understand conveyed meaning, since it is fundamental for successful communication and overall language learning. As part of his Input Hypothesis, Krashen (1985) posits that language acquisition occurs when learners are exposed to *comprehensible input*, which refers to input that is a bit beyond their current proficiency levels but still understandable. With regard to the speaking skill, learners need this 'comprehensible input' in order to build meaningful conversations in the target language. To achieve this, comprehensible input needs certain modifications that lead learners to negotiation of meaning, thereby fostering meaningful interaction (Ellis, 1991; Long, 1981).

2.2.4. General Principles of Teaching Speaking

Along with its challenges, teaching speaking requires some core principles to facilitate successful speaking in EFL classes. Nunan (2003) suggests five main principles for teaching speaking. The first principle is that *learners have different opportunities to practice speaking in second language learning contexts and teachers should be aware of these differences*. In a foreign language learning context, students have very limited opportunities to practice speaking outside the classroom as the target language is not the language spoken in society (e.g., learning English in Türkiye). In the second language context, on the other hand, since the target language is the language spoken in society (e.g., learning English in the USA), students naturally have the opportunity to communicate in the target language. Therefore, developing speaking skills in a foreign language context is much more challenging than in a second language context. The second principle is *giving students practice with both fluency and accuracy*, which are widely regarded as two critical characteristics of successful speaking (Brown, 2014; Thornbury, 2005). This is particularly important for learners at the beginning and intermediate levels. They are unlikely to be able to develop fluency on the condition that they are continuously interrupted by the teacher with the intention of

correcting their oral mistakes. Instead, language teachers are supposed to realize that making mistakes is a natural aspect of learning a foreign language and present the learners with practice that can help them improve their fluency. Another core principle for teaching speaking is that *teachers should provide learners with opportunities to talk with the help of group work or pair work and limit teacher talk.* Minimizing teacher talking time and correspondingly maximizing student talking time is a key requirement in a CLT classroom where learners should be actively interacting with each other in the target language by completing meaningful tasks (Canale & Swain, 1980; Richards & Rodgers, 2014). A noteworthy insight emphasized by Nunan (2003) is that when the teachers are absent from the conversation, learners adopt various roles in speaking that are typically performed by teachers such asking questions and providing clarifications. That is why utilizing group work and pair work is highly beneficial in increasing student talking time. It is necessary not only to give students speaking time but also to *plan speaking tasks that involve negotiation for meaning,* which is mentioned as the fourth principle. As commonly pointed out in the literature, negotiation for meaning, or the process in which students ask each other some questions to clarify meaning, provide clarity by making explanations, and agree on meaning is of great importance for improvement of the speaking skill through meaningful interactions (Celce Murcia et al., 2014; Ellis, 1991; Hedge, 2000). The final principle is *designing classroom activities that involve guidance and practice in both transactional and interactional speaking.* Transactional talk refers to a kind of speaking act (e.g., group discussions on a certain topic, an in-class activity during which learners prepare a poster) that focuses on understanding of something. On the other hand, the purpose of interactional talk is to engage in a social act such as telling a friend about a fun experience or having a casual conversation with the teacher (Brown & Yule, 1983; Richards & Lockhart, 1994). Under today's paradigm, an EFL classroom is a place where language offers the opportunity to socialize and communicate, as well as the opportunity to speak on a topic in-depth. For this reason, utilizing both transactional and interactional speaking is a core principle to be taken into consideration.

Such principles illustrate the active and social role of learners that current approaches to foreign language learning put forth. In this respect, EFL classrooms are increasingly focusing on direct activities on some specific aspects of oral communication such as

turn-taking, questioning strategies, and indirect ones through group work, tasks, etc. (Richards, 1990). With the influence of the CLT, strategies such as role-playing, information gap activities, and tasks have gained importance in improving speaking. In particular, another influential language teaching approach of recent times, *Task-Based Language Teaching* prioritizes the use of activities involving meaning-based tasks with definite outcomes in today's foreign language learning environments (Cook, 2016; Richards & Rogers, 2014).

2.2.5. Assessing Speaking Skills

Assessment of the speaking skill can be carried out through *formal* (i.e., oral interviews, oral presentations, etc.) and *informal* methods (i.e., role-plays, information gap activities, etc.) (Coombe et al., 2007). Choosing which assessment method to use is critical as it is aimed to reflect learners' real-life speaking skills (Thornbury, 2012). While formal speaking tasks are suitable for summative assessment, informal speaking tasks are generally used for formative assessment. As Luoma (2004) states, speaking tasks provide teachers with feedback by showing learners' capabilities in terms of different oral communication skills and their improvements rather than functioning as mere summative evaluation tools. However, assessing speaking is a challenging task just like the speaking skill itself due to its complex nature comprising a variety of elements (Fulcher, 2015; Luoma, 2004). According to Brown and Lee (2015), the most critical ones are accuracy, fluency, pronunciation, vocabulary, coherence, use of functions, speech acts, discourse markers, and managing interaction.

In terms of grading speaking, *analytic* and *holistic* approaches are mainly utilized. The analytic approach focuses on separate criteria (e.g., fluency, pronunciation, grammar, vocabulary, task fulfillment, etc.) to assess speaking ability. For this reason, it is widely regarded as a beneficial method that offers a thorough assessment of the components of the speaking skill as well as providing detailed feedback on learners' speaking performance. The holistic approach, on the other hand, aims to evaluate speaking proficiency as a whole rather than having separate criteria for different dimensions of speaking. Regardless of what kind of speaking assessment or scoring approach is employed, it is significant to ensure the validity and reliability in order to have a decent examination of learners' oral communication skills (Brown, 2004; Luoma, 2004).

2.3. Foreign Language Motivation

Motivation is regarded as a major factor in development of the speaking skill in the EFL context. Foreign language motivation can be defined as "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (Gardner, 1985, p.10). According to Gardner and Lambert (1972), motivation for learning a foreign language is the interplay between two critical components which are *instrumental orientation* and *integrative orientation*. Instrumental orientation refers to "a positive disposition toward the L2 group and the desire to interact with and even become similar to valued members of that community" whereas integrative orientation can be described as "the potential pragmatic gains of L2 proficiency, such as getting a better job or a higher salary" (Dörnyei, 1994, p. 274). One important consideration is that motivation is a complex and dynamic variable, and therefore the division of motivation into two orientations is static and restricted (Crooks & Schmidt, 1991; Gardner & MacIntyre, 1993). As a result, several notable studies have attempted to expand the concept of motivation. Deci & Ryan (1985, 1991) posit two types of motivation: *intrinsic motivation* (engaging in an activity or behavior by finding it satisfying, enjoyable, or rewarding naturally and innately) and *extrinsic motivation* (engaging in an activity or behavior to reach an external reward or outcome). There are two more significant concepts related to motivation which are *demotivation*, and *amotivation*. Dörnyei and Ushioda define a demotivated person as "someone who was once motivated but has lost his or her commitment/interest" (2011, p.138). Demotivation can be caused by external forces (e.g., teacher, coursebook, exam results) or internal forces (e.g., exhaustion, getting interested in different options, feeling of embarrassment over one's own capabilities). Demotivation is a critical issue in foreign language learning regarding that it is a long and demanding process that requires endurance. *Amotivation* differs from *demotivation* as it refers to the entire absence of motivation generally resulting from feelings of incompetence and helplessness rather than declined motivation (Brown, 2014). While such concepts all contributed to the understanding of motivation shedding light on its multifaceted nature and different aspects, instrumental and integrative orientations for language learning have long been widely regarded as its main constructs because of its simplicity and intuitively convincing character (Dörnyei, 1994).

It is a well-known phenomenon that both integrative and instrumental orientations of foreign language motivation enhance the possibility of achievement whereas lack of them leads to failure or problems (Cook, 2016; Dörnyei, 1998; Nunan, 1999). Therefore, it is significant for teachers to keep learners motivated in the process of language learning (Dörnyei, 2001; Harmer, 2007). A range of strategies are further offered by Dörnyei (2001) to improve learners' motivational levels in foreign language learning. These strategies are presented under four main units namely, creating basic motivational conditions (e.g., a pleasant and supportive atmosphere in the classroom, cohesive learner group with appropriate group norms), generating initial motivation (e.g., enhancing the learners' language related values and attitudes, making the teaching materials relevant for the learners), maintaining and protecting motivation (e.g., making learning stimulating and enjoyable, promoting cooperation among the learners), and encouraging positive self-evaluation (e.g., providing motivational feedback, offering rewards and grades in a motivating manner).

According to Nunan (1999), motivation influences how eager learners are to speak in an EFL classroom. When they are provided with speaking activities that cater to their interests and are engaging, they are likely to perform better (Brown, 2014; McDonough et al., 2013; Ur, 1996). In this sense, motivation is closely linked to language learners' *willingness to communicate* (MacIntyre et al., 1998). Several studies investigating the role of motivation in willingness to communicate detected a positive correlation between them (e.g., Kanat-Mutluoğlu, 2016; Lao, 2020; Rajabpour et al., 2015). Broadly speaking, foreign language motivation plays a pivotal role in EFL settings regarding the importance of promoting interaction between learners in light of today's influential CLT approach.

2.4. Foreign Language Speaking Anxiety

Speaking is widely recognized as the most anxiety-inducing language skill among the four main language skills (Horwitz et al., 1986; Kim, 2009; MacIntyre & Gardner, 1991b; Von Wörde, 2003; Young, 1990). This is because the nature of speaking skill is different than the others as it is both a productive and interactive skill, which increases its complexity and difficulty (Carter & Nunan, 2001). Moreover, individuals go through sequential information processing stages while producing oral utterances. As this is supposed to be a very quick process in both mother tongue (Levelt, 1989)

and in a foreign language (Kormos, 2006), automaticity is necessary for successful speaking, which EFL learners commonly find challenging (Burns & Hill, 2013; Carter & Nunan, 2001).

Horwitz et al. (1986) propose three interrelated performance anxieties composing foreign language anxiety: *communication apprehension*, *test anxiety*, and *fear of negative evaluation*. Communication apprehension refers to oral communication anxiety or fear that is related to any real or anticipated communication act (McCroskey, 1977). Such kind of apprehension involves difficulty having dialogues, speaking in a group, public speaking, which is also referred to as 'stage fright', and receiving a spoken message (Horwitz et al., 1986). Test anxiety can be described as a kind of performance anxiety resulting from fear of failure (Gordon & Sarason, 1955; Sarason, 1980). Test anxiety is likely to be present in the foreign language learning process considering that continuous performance evaluation is a key characteristic in foreign language classes. It is closely linked to foreign language speaking anxiety as oral tests have high potential to trigger oral communication anxiety (Horwitz et al., 1986). Fear of negative evaluation differs from test anxiety since it is a broader term encompassing a variety of social evaluative situations (Watson & Friend, 1969) such as interviews or speaking activities in a foreign language learning environment. Learners are prone to have the feeling that they are being continuously evaluated in foreign language classes where there is always at least one person whose level is above the others: the teacher (Horwitz et al., 1986). The possibility of being evaluated negatively by others is a threat to a language learner's *language ego*, which is a broadly known term that refers to the self-identity an individual develops related to a language (Guiora et al., 1972; Ehrman, 1993). Language learners, especially young adults, are usually afraid of making mistakes in foreign language learning environments since their language ego is more fragile when learning a foreign language compared to first language acquisition. As a result, foreign language learning may menace self-esteem and provoke anxiety regarding the language ego, which is considerably affected by others' perceptions (Brown, 2014).

Anxious language learners tend to set unreasonably high standards due to perfectionism, and they make the foreign language learning process even more challenging for themselves (Gregersen & Horwitz, 2002). They often experience a high degree of dissatisfaction with poor performance and engage in negative self-talk,

which may lead to a reduction in their information-processing skills (Gregersen & MacIntyre, 2014; MacIntyre & Gardner, 1991b). Furthermore, they are prone to avoid engaging in in-class activities, answering the teacher's questions, and communicating in the target language. As a result, their ability to produce the language is influenced negatively (Horwitz et al., 1986; McIntyre & Gardner, 1994; Steinberg & Horwitz, 1986). It has also been revealed by a large body of research that anxiety has considerable negative effects on EFL learners' speaking skills (e.g., Horwitz, 2001; McIntyre & Charos, 1996; Öztürk & Gürbüz, 2014; Woodrow, 2006). For all these reasons, it is a significant issue in EFL classrooms to deal with foreign language speaking anxiety. Horwitz et al. (1986) highlight the role of teachers' support and guidance in overcoming foreign language anxiety. According to Krashen (1982), the best way to reduce language learners' anxiety levels is to engage them in the lessons by arousing interest and making them find the topics important. In this sense, providing them with personalized language learning opportunities by tailoring the activities according to their affective needs and promoting pair work, small group work, and instructional games play a critical role in alleviating anxiety (Foss & Reitzel, 1988; Young, 1991). Moreover, it is suggested that learners' awareness of their fears should be raised with the help of various techniques such as creating anxiety graphs, journal writing, etc. (Crookall & Oxford, 1991; Foss & Reitzel, 1988). Another way recommended for dealing with anxiety is providing the students with more positive reinforcement and helping them realize realistic expectations for language learning (Price, 1991).

2.5. Foreign Language Speaking Self-Efficacy

Bandura (1986) defines self-efficacy as "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances" (p.391). As a component of Bandura's *self-system*, which can be described as an individual's self-evaluative mechanism, self-efficacy is significant in enabling individuals to regulate their own cognitive processes and actions (Bandura, 1986, 1997). Self-efficacy stems from several major sources called *mastery experience*, *vicarious experience*, *verbal persuasion*, and *physiological and affective state*s. Mastery experience is regarded as the strongest source of self-efficacy representing the impact of individuals' past accomplishments, or failures in certain

tasks on their self-efficacy beliefs toward similar tasks. Vicarious experience, as the second most influential source of self-efficacy, is related to modeling or observational learning. Individuals' self-efficacy can be affected by monitoring others completing a task. Verbal persuasion refers to the effects of encouragement or feedback provided by others on self-efficacy. As the last construct of self-efficacy, the physical or emotional states of individuals shape their perceptions of completing a task. To illustrate, arousal of anxiety or tension while completing a certain act might affect self-efficacy towards this action negatively (Bandura, 1997).

The terms self-esteem and self-efficacy are highly related to each other, and therefore they are often confused and used interchangeably. Unlike self-esteem, which is a broader term indicating confidence in one's own value and abilities without specifications, self-efficacy has a domain-specific nature (Bandura, 1997; Epstein & Morling, 1995). For instance, a learner with a high level of self-esteem may have a low self-efficacy level in a certain field such as foreign language learning.

Based on these perspectives, academic achievement is closely linked to self-efficacy. As individuals' views of their own efficacy influence the kinds of actions that they are likely to engage in and whether they can continue with them, those with high levels of self-efficacy are prone to set harder objectives that can help promote their success whereas those with low levels of self-efficacy may avoid performing certain tasks (Bandura, 1997; Pajares, 1996; Schunk, 2003). In the context of foreign language learning, learners' self-efficacy beliefs have a profound impact on their motivational levels, resulting in better engagement in the language learning process (Ehrman & Oxford, 1995; Mills, 2014). Because of the task-specific nature of self-efficacy, learners' self-efficacy levels may vary across different language skills and affect their performance in terms of these skills considerably (Cotterall, 1999; Graham, 2022; Raoofi et al., 2012). Being one of these skills, speaking has been found to be strongly influenced by self-efficacy according to some studies in the field (e.g., Alawiyah, 2018; Demirel, Türkel & Aydın, 2020; Leeming, 2017). A number of studies also focused on the relationship between foreign language speaking self-efficacy and foreign language speaking anxiety and found a strong negative correlation between them (e.g., Gürsoy & Karaca, 2018; Mede & Karaırmak, 2017; Vural, 2017).

2.6. Improving Speaking through DI in the EFL Context

DI, which can be implemented in any discipline, is an important approach to be considered for EFL classrooms. Tomlinson (2017) suggests that English language learners (ELL) are diverse in terms of their fluency in English, their opportunities to reach systems that support language learning, and their capabilities in different domains of the language. Therefore, addressing the diverse needs of ELLs can be achieved through the implementation of DI. Tomlinson (2017) further offers five main principles to address their needs:

> (1) work to ensure ELLs feel accepted and valued in the classrooms they come to every day, (2) build bridges between students' first languages and English, (3) give ELLs the opportunity to talk, (4) use many instructional approaches to enhance opportunities to learn, and (5) position students for success (p. 27-30).

These principles are well suited to the communicative and learner-centered nature of today's depiction of an ideal EFL context. In this era where interaction between students, active learning, and authentic use of language as a medium of communication are at the center of language learning, DI stands out as an approach prioritizing learner differences. A growing body of research has investigated the impact of DI in the EFL context and concluded that DI had a positive impact on EFL learners' academic achievement (e.g., Abdullah & Megableh, 2020; Baumgartner et al., 2003; Camacho et al., 2019; Güven, 2023; Sapan, 2021).

The implementation of DI to improve the speaking skill is also an important aspect to focus on regarding the needs of learners in today's EFL settings. Firstly, speaking is a desire-driven skill by nature, and therefore learners' willingness to communicate plays a key role in improving speaking (Hedge, 2000; McDonough et al., 2013). Thus, arousing EFL learners' interests is considerably influential in increasing their engagement in speaking activities (Brown, 2014; Cook, 2016; Ur, 1996). At this point, DI practices can be a way of appealing to their interests because 'interest' is one of the main elements to base differentiation upon.

Another important point is that it is a priority to engage the learners in some tasks through which they establish authentic and meaningful interaction in an EFL classroom (Canale & Swain, 1980; Ellis et al., 2020). For this reason, using 'social interaction activities' that promote negotiation for meaning such as discussions,

debates, role-plays are highly recommended in foreign language learning (Celce-Murcia et al., 2014; Ellis, 1991; Richards & Rodgers, 2014). Such meaningful speaking activities have also gained importance with the influence of the Task-Based Language Teaching approach, which highlights the importance of meaning-based tasks in foreign language learning. Likewise, DI aims to present learners with personalized learning experiences utilizing meaningful and relatable tasks (Tomlinson, 2014; Tomlinson & Eidson, 2013).

Moreover, it is widely recognized that speaking proficiency is directly influenced by several affective factors such as motivation, anxiety, and self-efficacy. A high level of foreign language motivation, a low or moderate level of speaking anxiety, and strong self-efficacy beliefs towards speaking are desired learner characteristics in foreign language learning for the development of the speaking skill. According to Dörnyei (2001) keeping students motivated in language classrooms is possible through a range of strategies such as creating a positive learning environment and a cohesive learner group with appropriate group norms, making the course materials relevant to the learners, facilitating cooperative learning, and encouraging positive self-evaluation by giving motivational feedback. In this regard, DI can be responsive to foreign language learners' motivational needs as it embodies all these strategies by setting a supportive and welcoming classroom environment to make learners feel safe and valued (Heacox, 2014; Tomlinson, 2014; Tomlinson & Moon, 2013), balancing group and individual norms (Tomlinson, 2017), promoting collaboration in the classroom (Heacox, 2014; Tomlinson 2014, 2017), utilizing a variety of instructional strategies and materials based on learner differences (Fox & Hoffman, 2011; Gregory & Chapman, 2012; Tomlinson, 2017), and encouraging teachers to believe in student success as facilitators (Heacox, 2014, Tomlinson, 2017). Additionally, Dörnyei (2001) states that even in learning environments where interesting teaching approaches and strategies are adopted, teachers and students tend to settle into some routines, which eventually lead to 'monotony'. He further suggests that 'to break the monotony' of the classes, many aspects of learning should be varied such as channel of communication (varying visual, auditory, kinesthetic modes of learning), organizational format (e.g., whole class activity followed by pair work or group work), teachers' presentation styles, and learning materials. Here, what Dörnyei (2001) actually recommends as a way to prevent the learning process from being monotonous is differentiation.

DI can also be a solution to foreign language speaking anxiety for a number of reasons. Krashen (1982) suggests that the best way to reduce foreign language anxiety is to engage them in the lessons by catering to their interests. Young (1991) further suggests:

> To decrease anxieties associated with classroom procedures, instructors can do more pair work, play more games, and tailor their activities to the affective needs of the learner... Language anxiety is alleviated when students work in small groups, do pair work, and experience personalized language instruction. (p. 433).

Besides providing learners with 'personalized' language instruction by 'tailoring' the activities based on their affective needs, it is also emphasized that positive reinforcement, and helping learners set realistic objectives can be beneficial in reducing foreign language anxiety. Along these lines, DI practices enable teachers to address issues with foreign language anxiety in that they address learners' interests, keep them active in the learning process, tailor instruction based on their needs, and offer them readiness-based opportunities that allow them to set realistic goals for themselves.

Being strongly related to anxiety, self-efficacy is another consideration in terms of the implementation of DI to improve EFL learners' speaking proficiency. Since mastery experiences, i.e., individuals' past accomplishments or failures, have an essential role in shaping their self-perceptions towards certain tasks (Bandura, 1997), it is significant for learners to be assigned level-appropriate tasks (Mills et al., 2007). In other words, DI, involving the implementation of readiness-based content, process, and product differentiation, allows learners to strengthen their self-efficacy beliefs on certain domains by presenting them with possible accomplishments. Tomlinson (2017) underlines that DI encourages advanced learners to set harder objectives while establishing achievable ones for struggling learners. This is a critical point considering the necessity of preventing avoidance behaviors usually displayed by learners with low self-efficacy levels towards some specific tasks (Bandura, 1997; Pajares, 1996; Schunk, 2003).

In essence, DI is a promising approach to meet the requirements to improve speaking proficiency in the EFL context. Furthermore, DI is linked to affective factors such as

motivation, anxiety, and self-efficacy which directly influence EFL learners' speaking proficiency. Given these, implementation of DI to improve speaking proficiency in the EFL context is a significant consideration.

2.7. Research on DI in the EFL Context

This section comprises previous studies that investigated DI in the EFL context. The section is divided into two sub-sections as studies conducted in Türkiye and studies abroad. Under these sections, studies that show similarities with the present study by focusing on speaking proficiency, foreign language motivation, anxiety, and self-efficacy are presented.

2.7.1. Studies in Türkiye

In this part, studies investigating the impact of DI on EFL speaking skills, foreign language motivation, anxiety, and self-efficacy in Türkiye are reviewed. Considering the studies on DI conducted in Türkiye as an EFL setting, it is seen that academic achievement (Aras, 2018; Güven, 2023; Leblebicier, 2020; Sapan, 2020; Yavuz, 2018), foreign language motivation (Aras, 2018; Leblebicier, 2020; Rasgen, 2020; Sapan, 2021; Şaban, 2020) and EFL teachers' perceptions towards DI (Erdemir-Sezer, 2023; Karasaç-Horkel, 2023; Şaban, 2020; Tokatlı, 2022) are mostly focused on. Only one study (Meşe, 2021) examining the impact of DI on EFL speaking proficiency has been accessed. As for foreign language anxiety and self-efficacy, two studies addressing the anxiety variable (Güven, 2023; Özer, 2016), and two studies related to the self-efficacy variable (Güven, 2023; Leblebicier, 2020) have been found.

Güven (2023) explored the influence of DI on fifth grade middle school students' English reading comprehension skills and affective traits in her doctoral thesis study. Being a mixed methods quasi-experimental research, it included a 9-week implementation of DI in the experimental group whereas the control group was exposed to traditional instruction. The participant group of the study was comprised of 23 students in the experimental group and 25 students in the control group. The quantitative data were collected through the pre/post-English Reading Skills Achievement Test and Primary EFL Affective Objectives Scale. As for the qualitative data collection, student reflections, field notes, and semi-structured interviews. According to the findings of the study, the improvement in reading skills in the

experimental group was significantly higher than in the control group. The study also concluded that DI had a significant impact on increasing foreign language motivation and reducing foreign language anxiety. Likewise, the qualitative findings of the study revealed that the students found DI effective in increasing their positive attitudes towards the lesson, motivation, and self-confidence as well as decreasing their foreign language anxiety.

Meşe (2021) carried out a mixed methods quasi-experimental research with the aim of exploring the impact of DI on tertiary-level EFL students' speaking proficiency, online self-regulation strategies, and student perceptions in distance education. The participant group of the study included 31 students, 16 in the experimental group and 15 in the control group, studying at the preparatory school of a private university. The experimental group of the study had differentiated online speaking lessons for five weeks while the control group received traditional instruction. The data for the study were gathered through an online speaking test, an online self-regulated learning questionnaire, and a semi-structured focus group interview. The results of the study revealed that the increase in speaking test scores in the experimental group was significantly higher than in the control group. Regarding self-regulated learning, there was no significant difference between the groups except for the help-seeking subscale. Qualitative data results indicated that DI maximized students' English language learning and they especially found formative, individualized feedback beneficial in that. The students also reported that differentiated instruction helped them to use goal setting, self-evaluation, and help-seeking strategies more.

Sapan (2021) investigated the impact of DI on 8th grade EFL learners' academic achievement, foreign language motivation, and learner autonomy in her master's thesis study. In this quasi-experimental mixed methods research, the experimental group, consisting of 13 students, was instructed through DI while the control group, consisting of 11 students, received traditional instruction. The data for the study were collected through pre-/post- achievement, foreign language motivation, and learner autonomy tests, semi-structured interviews with the experimental group, and teacher reflective journals. The results of the study showed that using DI had a significant positive impact on learner autonomy and increased their achievement and foreign language motivation.

In another quasi-experimental study, Rasgen (2020) incorporated the Content and Language Integrated Learning method and DI in a private high school. The purpose of the study was to investigate the impact of Content and Language Integrated Learning as a DI strategy on 9th grade EFL learners' motivation and attitudes towards learning English. In the experimental group, there were 10 learners while the control group consisted of 30 learners. Being a mixed methods research, the study utilized both qualitative and quantitative data. A motivation questionnaire was used for the quantitative part of the study. As for the qualitative data, a semi-structured interview, guided student reflective journals and classroom observations were administered. At the end of the 8-week implementation process, it was concluded that the motivational level of the participants of the experimental group significantly increased, and they showed positive attitudes towards learning English such as finding the lessons interesting and actively participating in the lessons.

A doctoral thesis study conducted by Şaban (2020) explored the effects of DI in higher education EFL classrooms. The participant group of the study consisted of 51 instructors and 103 students at a university preparatory program. Initially, 51 instructors were surveyed through quantitative questionnaires to determine the current differentiated instruction practices in the preparatory school where the study was conducted. Seven of these 51 instructors participated in an in-service training program on differentiated instruction and implemented differentiated instruction practices in their classes. Data on the practices were obtained through lesson plans, observations, interviews, student and teacher reflections, and qualitative questionnaires. As a result of the study, it was found that students' motivation, attitudes, and autonomy were affected positively, and teachers had positive views on differentiated instruction despite experiencing some difficulties with differentiation.

Leblebicier's (2020) action research aimed to investigate the impact of DI on tertiary-level EFL learners' academic writing skills and perceptions towards DI. In the 10-week implementation process, 21 second-year university students received an academic writing course designed with differentiated instructional principles. Data for the study were obtained through qualitative data collection methods, namely semi-structured interviews, after-lesson questionnaires, and researcher reflection notes. The findings of the study showed that DI-based academic writing course enhanced the participants' academic writing skills. The study also concluded that DI practices

affected their motivation, learner autonomy, and self-efficacy beliefs towards writing skill positively.

Aras (2018) explored the influence of DI practices on fifth-grade middle school students' reading achievement, motivation, and attitudes in his master's thesis study. In this quasi-experimental research, DI was implemented for 10 weeks in the experimental group whereas the control group was exposed to traditional instruction within the same period. The data collection instruments included a motivation questionnaire, behavior checklists, and a reading achievement test. The results of the study indicated that the motivational level of the experimental group significantly increased compared to the control group, the negative behaviors of the experimental group students decreased, but there was no significant difference between the groups regarding reading achievement.

In another study, Özer (2016) investigated the impact of thinking-style-based DI on sophomores' foreign language achievement and attitudes towards vocational foreign language learning. As a mixed methods quasi-experimental study, it included an experimental group, consisting of 25 students in the experimental group and 18 in the control group. The experimental group received a DI-based vocational foreign language course while the control group had the same course based on traditional instruction for 7 weeks. Data for the study were gathered through pre/post-vocational foreign language achievement test and vocational foreign language attitude scale and a standardized open-ended interview. The results of the study showed that achievement scores of the experimental group were proved to be significantly higher than those of the control group. Yet, the groups' attitudes towards vocational foreign language learning did not differ significantly. According to the qualitative findings of the study, the students found DI beneficial in enhancing their motivational levels, engagement in the lessons, and self-confidence.

In brief, several studies have investigated the effects of DI on different language skills, student-teacher perceptions, and motivational levels in the EFL context and yielded significant results. However, there is very limited research on the impact of DI on EFL speaking proficiency, anxiety, and self-efficacy.

2.7.2. Studies Abroad

As it is in Türkiye, although there is a growing body of research on the impact of DI

in EFL contexts abroad, the studies related to the impact of DI on EFL speaking skills (e.g., Chen, 2007; Liao, 2015; Rafi & Pourdana, 2023), foreign language motivation (e.g., Camacho et al., 2019; Chen, 2007; Cheng, 2006; Wong et al., 2023), anxiety (e.g., Cheng, 2006; Ismail & Al Allaq, 2019) and self-efficacy (e.g., Camacho et al., 2019; Chen, 2007) are found to be limited in number.

Rafi and Pourdana (2023) investigated the impact of collaborative learning and e-diagnostic assessment on university-level EFL learners' oral tiered task performances. The study included a 10-week implementation during which the participants, comprised of 64 university students studying at a university in Iran, were split into individual and collaborative groups, and then into tiers based on their level of language proficiency. The tiers included the higher group, the middle group, and the lower group. The study was carried out in the context of distance education during the COVID-19 pandemic. The data for the study were collected through an electronic version of the English Preliminary Test and oral tiered tasks as pretests and posttests. According to the results of the study, both groups improved their oral proficiency through e-diagnostic assessment. In addition, there was a significant difference between the collaborative group and the individual group in terms of the improvement of oral proficiency scores.

Another study conducted by Wong et al. (2023) explored the influence of readiness-based DI lessons on EFL learners' intrinsic motivation and perceived competence. In this quasi-experimental study, the data were collected through pre/post-intrinsic motivation questionnaire and perceived competence questionnaire. The participants of the study were 55 sixth-grade EFL learners studying at a state school in Singapore. The students were divided into two student groups as high-readiness and low-readiness groups and received readiness-based English language classes. The implementation process included five sessions delivered over one week. The results of the study indicated that learners with both high and low levels of readiness improved their intrinsic motivation and perceived competence significantly but there was no significant difference between these groups in terms of the improvement of the variables.

Camacho et al. (2019), investigated the impact of DI on the improvement of beginner undergraduate students' reading skills and their perceptions towards DI-based lessons. In this quasi-experimental study, the data were collected through a diagnostic reading

test, pre/post reading comprehension tests, and a student exit survey. The participants group of the study comprised a total of 69 Ecuadorian EFL learners. 36 of these students formed the experimental group who received DI-based reading lessons while 33 participants in the control group followed the standard curriculum. According to the quantitative results of the study, there was no statistically significant difference between the experimental group and the control group. As for qualitative results, it was concluded that the participants of the experimental group found DI effective in improving their reading skills, motivating them to read, and raising their self-confidence to read aloud.

In another study, Ismail and Al Allaq (2019) examined EFL teachers' perceptions towards cooperative learning and DI. In this mixed methods sequential research, a questionnaire developed by the researchers was sent to 200 EFL instructors teaching in the United Arab Emirates as the initial step. Following the questionnaire, a focus-group interview was held with eight of the participants. The results of the study showed that the teachers consider cooperative learning significant in increasing student engagement, social interaction in the classroom, cultural appreciation, and an effective implementation of DI. Additionally, it was concluded that DI is perceived as an influential method in setting a supportive learning environment and reducing foreign language anxiety.

Liao (2015) explored student perceptions of differentiated speaking assessment in this mixed methods research. A total of 300 university-level EFL students studying in China participated in the study. The quantitative data were gathered through a questionnaire while the qualitative data were gathered through interviews held with six participants. According to the results of the study, the learners had positive perceptions towards differentiated speaking assessment, and their positive opinions were found to be shaped by their proficiency levels and approaches to collaborative learning.

Chen's (2007), doctoral thesis study aimed to investigate the effectiveness of tiered performance tasks to assess speaking skills and student perspectives in tertiary-level EFL lessons. The participant group of this case study was comprised of 12 Taiwanese learners in a freshmen class in the Department of Applied Foreign Languages. The data were collected through observations, interviews, focus group discussions, artifacts, and an exam rubric. The results of the study indicated that the students

perceived tiered performance tasks as beneficial in improving their speaking skills as well as enhancing their motivation and self-confidence.

In another study conducted with Taiwanese tertiary-level EFL learners, Cheng (2006) explored the impact of DI on motivation, anxiety, and interest. Being a quasi-experimental study, it included a 16-week implementation of DI throughout which a motivation scale, a foreign language anxiety scale, an interest scale, and a reading comprehension test were used as pre/post-tests. A total of 89 freshmen participated in the study forming the experimental group and the control group. According to the results of the study, the experimental group's level of improvement in terms of motivation and interest was significantly higher than the control group. However, there was no significant difference between the groups regarding their foreign language anxiety levels.

In summary, the number of studies examining the relationship between DI and a range of variables in the EFL context is increasing day by day both in Türkiye and abroad. Most of these studies appear to have focused on learner achievement regarding different language skills, student and teacher perceptions, and affective factors such as motivation and learner autonomy. On the other hand, a limited number of studies on speaking skills (Chen, 2007; Liao, 2015; Meşe, 2021; Rafi & Pourdana, 2023) have been accessed, and it is seen that the concepts mentioned in the studies that can be related to 'foreign language speaking anxiety' and 'English-speaking self-efficacy' are 'foreign language anxiety' (Cheng, 2006; Güven, 2023; Ismail & Al Allaq, 2019; Özer, 2016) and 'self-confidence' (Camacho et al., 2019; Chen, 2007; Güven, 2023; Leblebicier, 2020), which are also limited in number. No studies directly addressing the concepts of foreign language speaking anxiety and English-speaking self-efficacy related to DI have been found.

3. METHODOLOGY

This chapter introduces the methodology of the current study. It includes research design, researcher's role, participants, instructional design process, data collection instruments, data analysis, and internal and external validity.

3.1. Research Design

The present study adopted a mixed methods approach by employing both quantitative and qualitative research methods. Mixed methods research, utilizing quantitative and qualitative data collection and analysis methods, provides a more comprehensive understanding of the research questions by benefiting from the strengths of both methods (Creswell & Plano Clark, 2007; Teddlie & Tashakkori, 2009). Embedded mixed methods research, which is one of the mixed methods research design types, aims to gather quantitative and qualitative data concurrently or sequentially and use one type of data to complement or support the other. This type of design's strength lies in its capacity to incorporate the advantages of both qualitative and quantitative data (Creswell, 2012). The current study aims to evaluate the effectiveness of DI practices through both formative and summative evaluation. For formative evaluation, teacher reflections were used; and for summative evaluation, a pretest-posttest quasi-experimental design was utilized, and one-on-one semi-structured interviews were held with the students. As Creswell (2012) suggests presenting the *outcomes* of an experiment is better accomplished by quantitative data while qualitative data are more effective in revealing how individuals are experiencing the *process*.

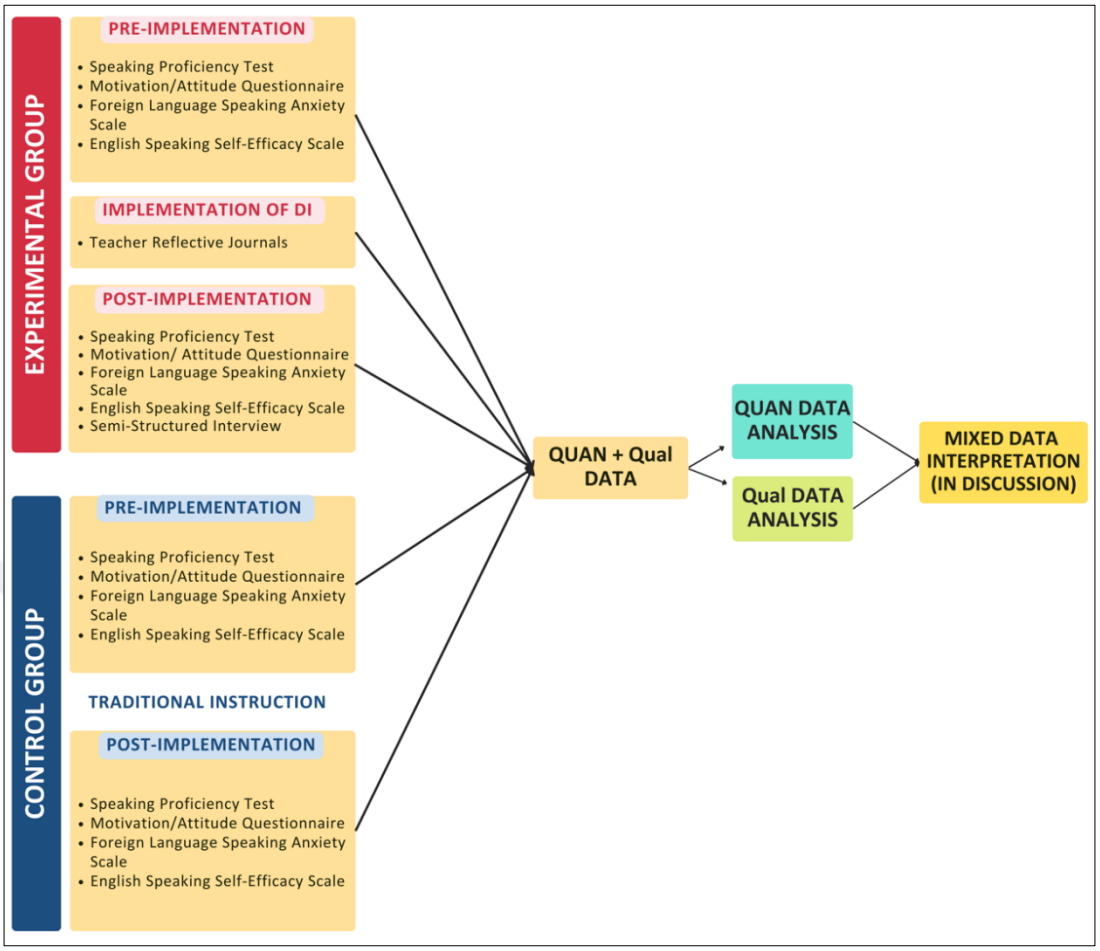
Having a pretest-posttest quasi-experimental design, the study had two intact B1-level classes in a preparatory school of a private (non-profit) university as the experimental and control groups. Both groups received the pre-/post-speaking proficiency test (SPT), Motivation/Attitude Questionnaire (MAQ), Foreign Language Speaking Anxiety Questionnaire (FLSAQ), and English-Speaking Self-Efficacy Scale (ESSES). The data collection procedures of the study and the research questions they address can be seen in Table 1.

Table 1. Research Questions and Data Collection Procedures

	Research Question	Participants	Data Collection Instruments	Data Analysis
Formative Evaluation	1. What are the teacher's reflections on teaching speaking through DI in the implementation process?	Teacher	Teacher reflective journals	Descriptive analysis
Summative Evaluation	2. Is there a statistically significant difference between the DI group and non-DI group in terms of: a) Speaking proficiency? b) Foreign language motivation? c) Foreign language speaking anxiety? d) Foreign language speaking self-efficacy?	Both groups	- Speaking Proficiency Test (SPT) - Motivation/Attitude Questionnaire (MAQ) - Foreign Language Speaking Anxiety Questionnaire (FLSAQ) - English-Speaking Self-Efficacy Scale (ESSES)	- Independent samples t-tests - Mixed ANOVA tests
	3. What are the participating students' opinions about their experiences in differentiated speaking lessons?	6 students from the experimental group	Semi-structured interview	Descriptive analysis

The study included a five-week implementation process during which the materials prepared by the researcher teacher and the coursebook developed by the institution itself were used. A different section was given for speaking in each unit of the coursebook. The experimental group was given these sections within the framework of DI while the control group was exposed to traditional instruction. The qualitative part of the study can be defined as a case study as it includes an in-depth description of a bounded system in a certain setting (Creswell & Poth, 2018; Meriam & Tisdell, 2015). With the purpose of reaching deeper insights into the DI process, the researcher teacher wrote reflective journals on each implementation activity covered with the experimental group. In addition, semi-structured interviews were held with six participants selected from the experimental group using maximum variation sampling. The overall study design is demonstrated in Figure 2.

Figure 2. Overall Design of the Study



3.2. Researcher's Role

Since the study adopted both qualitative and quantitative procedures as a mixed methods experimental research, the researcher teacher actively took part in each phase of the study and played a major role in providing the validity and reflexivity of the study. The researcher teacher, who had been working at the institution for a year and had previously worked in similar positions at different institutions, was familiar with the challenges commonly encountered by students and motivated by the potential contributions of the study to the literature. In an awareness of the significance and benefits of both DI and the speaking skill in the EFL context, as well as their challenges, the researcher aimed to undertake an active but impartial role throughout the process. Giving an equal number of speaking lessons in both experimental and control groups, the researcher teacher attached equal importance to the improvement of the speaking skill in both groups. In addition, the researcher analyzed and interpreted the data objectively.

As Creswell and Creswell (2023) mention, although it is convenient for a researcher to collect data at the workplace for a variety of reasons, it is of utmost importance to reflect how certain biases are avoided and the validity of the research is assured. That is why experimental researchers are supposed to identify the circumstances threatening internal and external validity, take the necessary precautions, and reflect them objectively (Creswell & Creswell, 2023; Denzin & Lincoln, 2018). In this regard, with the purpose of having a reflective attitude in delivering this thesis study, the researcher provided detailed explanations on important issues such as the participants of this thesis, the data collection tools and utilized procedures, the instructional design process, the course materials, the findings related to both positive and negative aspects of DI according to student opinions and teacher reflections, and the preventive actions taken to ensure internal and external validity.

3.3. Participants

At the beginning of each academic year, the students who enroll in a higher education program where the medium of instruction is partially or entirely a foreign language must take a placement and/or proficiency exam prepared by the institution they enroll in Türkiye. According to the results of the exam(s), whether the students are eligible for exemption from the foreign language preparatory program and the levels at which they will study are decided. The students who fail the exam(s) and study at the preparatory school are subjected to take the upcoming exams at the end of the semester or year in order to be entitled to continue their undergraduate or graduate studies (CoHE, 2016). In this respect, the aim of the preparatory programs in Türkiye is to prepare the students for the upcoming proficiency exam(s) and for their departments as well by improving their language skills.

The current study was conducted at the preparatory program of a private (non-profit) university located in İstanbul, Türkiye. The researcher, who had been working there as an English-language instructor for a year, had two intact B1-level classes as the experimental and control groups of the study. There were 26 randomly assigned EFL students in the experimental group and 20 in the control group. They had all taken the University Entrance Exam organized by CoHE in the previous semester. The students' ages ranged between 18 and 22 ($\bar{x}$=18.62) in the experimental group and between 18 and 21 ($\bar{x}$=19.05) in the control group. There were 14 female and 12 male participants

in the experimental group while the control group had 11 males and 9 females. 3 participants were from Iran in the experimental group and 1 student was from Morocco in the control group and the rest of the participants were all from Türkiye in both groups. Regarding their departments, there were 8 members of the Faculty of Engineering and Natural Sciences (30.8%), 5 members of the Faculty of Economics, Administrative and Social Sciences (19.2%), 4 members of the Faculty of Architecture and Design (15.3%), 3 members of the Faculty of Medicine (11.5%), 3 members of the Faculty of Health Sciences (11.5%), and 3 members of other faculties (11.5%) in the experimental group. Likewise, most of the participants in the control group were from the Faculty of Engineering and Natural Sciences (N=5, 25%), the Faculty of Economics, Administrative and Social Sciences (N=4, 20%), and the Faculty of Architecture and Design (N=4, 20%). Other than that, there were 3 members of the Faculty of Law (15%), 3 members of the Faculty of Health Sciences (10%), and 3 members of the faculties (10%). Table 2 displays the demographic characteristics of the participants.

Table 2. Demographic Characteristics of the Participants

	Experimental Group		Control Group	
	N	**%**	**N**	**%**
Age				
18	14	53.9	7	35.0
19	9	34.7	7	35.0
20	1	3.8	5	25.0
21	1	3.8	1	5.0
22	1	3.8	-	-
Total	26	100.0	20	100.0
Gender				
Male	12	46.2	11	55.0
Female	14	53.8	9	45.0
Total	26	100.0	20	100.0
Nationality				
Turkish	23	88.5	19	95
Iranian	3	11.5	-	-
Moroccan	-	-	1	5
Total	26	100	20	100
Faculty				

Engineering and Natural Sciences	8	30.8	5	25.0
Economics Administrative and Social Sciences	5	19.2	4	20.0
Architecture and Design	4	15.3	4	20.0
Medicine	3	11.5	-	-
Law	-	-	3	15.0
Health Sciences	3	11.5	2	10.0
Other	3	11.5	2	10.0
Total	26	100.0	20	100.0

As for the participants of the semi-structured interviews, 6 students were chosen from the experimental group using maximum variation sampling. In terms of gender, 3 male and 3 female students participated in the semi-structured interviews. The students' post-SPT scores were also taken into account as part of the sampling. The mean of the post-SPT scores was 15.08 in the experimental group. Two students (S1, S4) from the lower bound ($\bar{x}$=13.75), two students (S3, S5) from the upper bound ($\bar{x}$=16.40), and another two (S2, S6) from the middle bound were selected as the participants. Detailed information about the characteristics of the interviewees is given in Table 3 below.

Table 3. Characteristics of the Participants of the Semi-Structured Interview

Participant	**Age**	**Gender**	**Nationality**	**Department**	**SPT Score**
S1	18	Female	Turkish	Architecture	11
S2	18	Male	Turkish	Electrical and Electronics Engineering	15
S3	19	Male	Iranian	Pharmacy	17
S4	19	Female	Turkish	Electrical and Electronics Engineering	8
S5	20	Female	Turkish	Political Science and International Relations	19
S6	18	Male	Turkish	Computer Engineering	14

3.4. Instructional Design Process

The instructional design process of the study was carried out by differentiating the speaking sections of the Integrated Skills course delivered in the B1 module. The process involved a five-week implementation of DI consisting of two class hours each week.

This section introduces the instructional design process of the study based on the components of the ADDIE Model. As an instructional design model, ADDIE was originally developed by Florida State University for military purposes (Branson, 1978). The name of the model is an acronym of the five phases of instructional design as follows: *Analysis, Design, Development, Implementation,* and *Evaluation*. To begin with, the *analysis* phase comprises assessing learners' needs, goals, and prerequisite knowledge. Based on the analyses, instructional methods, and techniques, learning objectives, and assessment methods are determined in the *design* phase. Following the design, sources and materials are developed in the *development* phase and the instructional plan is eventually put into action in the *implementation* phase. As for the *evaluation* phase, the effectiveness of the instructional design is evaluated, and the necessary improvements are taken into consideration. The following subsections describe what was done at each phase of the instructional design of the current research.

Analysis Phase

For the analysis phase of the instructional design process, the course module and the learners of the experimental group were analyzed. The overall student learning outcome of the Integrated Skills course for the speaking skill is specified as *"responding to questions on familiar and/or theme-related topics"* in the curriculum of the preparatory program. Correspondingly, the students are asked theme-based questions in the speaking part of the final exam at each level, and therefore the speaking sections of the units are based on various themes and topics. These themes and topics were overviewed to be able to determine the instructional strategies/techniques and learning objectives for each implementation activity accordingly in the next phase. The themes of the units that were planned to be covered in the implementation phase were *the mind, ideas, business, social issues,* and *the environment*. Based on these themes, the topics of the speaking sections were *talking*

about mental problems, talking about developing a project or a product, talking about business and shopping, talking about social issues, and *talking about raising awareness of environmental issues.*

Regarding learner analysis, the learners' learning profiles and interests, which the differentiation was based upon, were taken into consideration. The *VAK Learning Styles Questionnaire* developed by Chislett and Chapman (2005; Appendix 1) and an *Interest Inventory* adapted from Heacox (2002; Appendix 2) were administered to the experimental group in the first week of the module. VAK Learning Styles Questionnaire includes 30 items, each of which has three options representing three *learning styles* as follows: visual (a), auditory (b), and kinesthetic (c). According to the questionnaire, the total number of each option (options a, b, and c) a participant chooses is calculated to identify the participant's preferred learning style. Considering the results of the VAK Questionnaire, there were 13 kinesthetic, 7 auditory, and 6 visual learners in the experimental group. With the purpose of collecting data about the participants' interests and learning profiles, 13 questions were chosen from Heacox's (2002) Interest Inventory, which originally included 26 questions and 8 more questions were added by the researcher to get more data about the learners' interests within the context of the current study. For instance, the question *"What subjects are the 'best' subjects? What makes them the easiest for you?"* did not fit the context of the study since the participants were preparatory school students. Instead of such questions, 6 questions that are specific to the EFL context *(e.g., What do you like most in English lessons)* were included in the interest inventory. Apart from these six, two more items, which are *"What kind of a learner do you think you are?"* and *"Write your favorite book/author/movie/celebrity/musician/TV Show"* were also added to the inventory regarding the ages of the participants. After the inventory was administered, the participants' answers were analyzed by the researcher teacher to find out their interests and design the activities accordingly. The learners' *readiness* could not be taken into account in the analysis phase as they were all B1-level EFL learners, who were assigned to the class based on their results in the previous end-of-module exam.

Design Phase

At this phase of the instructional design process, the researcher worked on the DI-based instructional design of the model by setting the instructional strategies/techniques and learning objectives with reference to the topics determined

in the analysis phase as can be seen in Table 4. Then, the lesson plans were prepared for each week.

Table 4. Overall Instructional Design of the Implementation of DI

	Unit	Topic	Objective(s)	Source of Differentiation	Instructional Strategy
1st Week	The Mind	Talking about a mental problem	The students will be able to; - describe several mental issues, - identify the target useful expressions related to asking for and giving advice, - prepare a *poster/role-play/podcast* talking about a mental illness, - use the target expressions related to asking for and giving advice in their *posters/role-plays/podcasts*.	Learning profiles	Learning centers
2nd Week	Ideas	Talking about developing a project or a product	The students will be able to; - identify the problems of their countries, - discuss the problems of their countries and finding solutions to them, - design a project/product to solve a problem of a country, - present a project/product to the classmates.	Interests	Interest centers
3rd Week	Business	Talking about business and shopping	The students will be able to; - explain the working conditions of some occupations or their shopping habits, - solve problems that can be encountered while shopping or in business life, - analyze shopping habits or business policies of a country.	Interests and learning profiles	Layered curriculum in learning menu format
4th Week	Social Issues	Talking about social issues	The students will be able to; - discuss a variety of social issues, - analyze the importance of several social issues by brainstorming, - write at least three slogans about social issues, - prepare a poster about a social issue, - write a short movie or a public ad about a social issue, - compose a song about a social issue.	Interests and learning profiles	Learning stations
5th Week	The Environment	Talking about raising awareness of environmental issues	The students will be able to; - associate the topics related to the environment with the photos that represent them, - express ideas about a famous speech on climate change, - define informative, persuasive, entertaining, and demonstrative types of speeches, - complete a RAFT table with the appropriate possible answers, - prepare a 2-3-minute-long speech on an environmental topic.	Interests and learning profiles	RAFT

1st week: *Learning centers*, which is highlighted as one of the most commonly used DI strategies (Fox & Hoffman, 2011; Gregory & Chapman; 2012; Heacox, 2014; Tomlinson, 2017), was selected as the instructional strategy for the first week. Allowing learners to have some tasks/activities that match their interests, readiness, or learning profiles, it is known as a powerful strategy for improving student engagement, collaboration, and independence (Tomlinson, 2017). Considering these, it was intended to divide the students into small groups according to their learning preferences and provide them with three different activities (for visual, auditory, and kinesthetic learners) related to talking about mental health (see Lesson Plan 1 in Appendix 3a).

2nd week: A similar pivotal DI strategy, *interest centers/groups* was chosen for the second week of the implementation. Tomlinson (2017) underscores that interest groups can be motivating and intriguing by extending the depth of the topic and appealing to learners' interests. Regarding this, it was aimed to enable the students to talk about developing a project or a product they are interested in by dividing them into groups based on their interests (see Lesson Plan 2 in Appendix 3b).

3rd week*:* The instruction was structured within the framework of *layered curriculum* whose efficiency lies in its capacity to promote higher-order thinking and to enhance student responsibility by allowing them to have choices at three different layers (Nunley, 2003). The layered curriculum comprises three layers addressing remembering and understanding levels at layer C, applying and analyzing at layer B, and evaluating and creating at layer A (Nunley & Evin Gencel, 2019). Layered curriculum can also be useful in DI as it allows students to reach similar results in different ways (Blaz, 2016). In light of these, 12 different exercises about business and shopping at three different levels of difficulty were planned to be developed taking the participating students' interests and learning styles into account (see Lesson Plan 3 in Appendix 3c). The activities were designed to be presented to the students in a *learning menu format* with the aim of enabling them to see all the options and choose the ones they wish to complete.

4th week: It was planned to utilize *learning stations*, which is another prominent strategy commonly used in DI. In changing learning stations, students complete various tasks by moving from one station to another in turns, which addresses different learning profiles and interests (Fox & Hoffman, 2011). Since the focus of the lesson

was social issues, having stations such as poster station, slogan station, songwriting station, and public service ad/short movie station was considered as a significant option to encourage the students to discuss different social issues and produce a variety of products related to them (see Lesson Plan 4 in Appendix 3d).

5th week: As for the last week of the implementation, *RAFT* was intended to be used as the instructional strategy. Initially introduced by Holston and Santa (1985) as a writing method, RAFT stands for Role, Audience, Format, and Topic. It is currently used for the teaching of various subjects and skills providing the students with an opportunity to choose their role, audience, format, and topic while completing a task. Tomlinson (2017) states that such assignments enable learners to look at the topics from different perspectives and express themselves in several formats, and therefore they are capable of catering to their learning profiles and interests. In the present study, RAFT was designed to address the students' learning styles and interests by offering them an open-ended activity in which they can select their role as a speaker, their audience, the format of the speech, and the subtopic they wish to focus on (see Lesson Plan 5 in Appendix 3e).

Development Phase

At the development phase of the study, the necessary materials were prepared by the researcher using the apps 'Canva' and 'MS Word'.

For the learning centers, two separate worksheets (Appendix 4a, Appendix 4b) were needed for the visual and auditory learners to help them prepare their poster or podcast on mental issues. The participants of the visual groups were told to bring their personal laptops before the implementation day as they would need them to work on their posters. The relevant speaking section in the coursebook was already adequate for the kinesthetic learners, so they were expected to use their coursebooks for roleplaying.

Likewise, 5 different worksheets (see Appendix 4c for a sample worksheet) were prepared for the interest groups created in the second week of implementation. The worksheets were about *football*, *space studies*, *business*, *science*, and *animals*. The purpose of the worksheets was to help the interest groups discuss their projects/products and sketch them.

As layered curriculum in a learning menu format was planned to be used in the third week of implementation, *a speaking menu* (Appendix 4d) comprised of brief

descriptions of exercises was prepared. A total of 12 exercises, 4 exercises for each layer, were included in the menu (see Appendix 4e, Appendix 4f, and Appendix 4g for sample exercises). The exercises were based on the students' interests and learning styles.

For the fourth week of the implementation, a separate worksheet was prepared for each learning station (Appendix 4h, Appendix 4i, Appendix 4j, Appendix 4k). The requisite tools such as colored pens, board markers, and A3 and A4 papers were made ready before the implementation day.

Lastly, a worksheet was prepared for the implementation of RAFT (Appendix 4l). Additionally, a video about a famous speech on climate change (Appendix 4m) was utilized in this implementation activity.

The prepared materials were overviewed by two instructors teaching at the same preparatory school and level with the researcher and they gave verbal feedback on the materials before the implementation of the activities.

Implementation Phase

Implementation of DI started in the second week of the B1 module because the first week was only for the administration of the VAK Learning Styles Questionnaire and the Interest Inventory in the experimental group and the pre-tests in both groups. DI was applied in the experimental group for five weeks. Two class hours (90 minutes) were allocated for each week's differentiated speaking session. The lesson plans demonstrating the implementation phase are presented in Appendix 3a, Appendix 3b, Appendix 3c, Appendix 3d, and Appendix 3e.

Evaluation Phase

The evaluation phase of the study falls into two categories: *formative* and *summative* evaluation. The researcher teacher's reflective journals written for five weeks served as the formative evaluation instrument of the instructional design process. The journals acted as a source of feedback to adjust the implementation phase as well as being a descriptive tool for reflecting on the instructional design process.

In terms of summative evaluation, both groups received pre-tests and post-tests in the first and seventh weeks of the B1 module. Additionally, six members of the

experimental group participated in one-on-one semi-structured interviews in the seventh week.

3.5. Data Collection Instruments

Both the experimental group and the control group received a pre-/post-speaking proficiency test (SPT), Motivation/Attitude Questionnaire (MAQ), Foreign Language Speaking Anxiety Questionnaire (FLSAQ), and English-Speaking Self-Efficacy Scale (ESSES) for quantitative data collection of the present study. As for qualitative data collection, one-on-one semi-structured interviews and teacher reflective journals were administered. The following subsections provide information about the data collection instruments.

3.5.1. Speaking Proficiency Test (SPT)

Several approaches, primarily analytic and holistic approaches, are used extensively in the assessment of English-speaking proficiency. In contrast to the holistic approach that perceives speaking proficiency as a whole, the analytic approach grounds the assessment on dividing speaking ability into separate criteria such as grammar, vocabulary, fluency, and so forth, thereby making it possible to examine speaking performance thoroughly (Luoma, 2004). A large body of research supports the use of an analytical rubric, underlining its capacity to enable assessors to focus on different components and present more detailed data about the performance (Bachman & Palmer, 1996; Brown, 2004; Gronlund, 1998).

Within the context of the present study, an analytic speaking rubric prepared by the preparatory school (Appendix 6) was employed to evaluate the participants' overall SPT performances. The rubric consists of five components, namely task, language, vocabulary, fluency, and delivery. Each category is evaluated out of 4 which means the maximum score students can get from the SPT in total is 20. Students are asked to pick up two random questions from an envelope and are expected to answer each in 1.5 minutes according to the procedures of the SPT. The researcher was accompanied by a random assessor in pre- and post-SPTs of both groups and the tests were both conducted face to face. The students took the tests one by one according to the appointment schedule announced beforehand.

3.5.2. Motivation/Attitude Questionnaire (MAQ)

The Motivation/Attitude Questionnaire (MAQ) was originally developed by Dörnyei (1990) and adapted to Turkish by Mendi (2009). The purpose of the questionnaire is to examine participants' motivational levels in foreign language learning contexts. It is a 5-point Likert scale consisting of "1", strongly disagree; "2" disagree; "3", neither agree nor disagree; "4", agree; "5", strongly agree. To rephrase it, the higher the number is, the stronger motivational level is indicated.

The original questionnaire includes 44 items with four constructs as follows: integrative motivation, instrumental motivation, need for achievement, and attribution about past failures. In the adapted version (see Appendix 7a and Appendix 7b), Mendi (2009) took only integrative motivation and instrumental motivation constructs of the questionnaire as the participants' current motivational levels were needed and the other constructs seemed to be irrelevant to her study. The items related to the integrative motivation and instrumental motivation subscales are presented in Table 5.

Table 5. Items Related to Integrative Motivation and Instrumental Motivation Subscales of the MAQ

Subscale	Item No.
Integrative Motivation (21 items)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 14, 15, 16, 17, 18, 19, 28, 29
Instrumental Motivation (9 items)	20, 21, 22, 23, 24, 25, 26, 27, 30

Previous research has proved the reliability of the MAQ. Mendi's (2009) pilot study based on the adapted version detected that its Cronbach's alpha reliability coefficient was .87. Considering the reliability coefficients of the subscales, Integrative Motivation was found to be .83 and it was .85 for Instrumental Motivation. In the present study, the adapted version of the MAQ was used. Cronbach's alpha values were found to be 69. for the integrative motivation subscale, .69 for the instrumental motivation subscale, and .75 for the whole questionnaire regarding the pre-test. As for the post-test, the values were found to be .78 for the integrative motivation subscale, .81 for the instrumental motivation subscale, and .80 for the whole questionnaire. For this reason, the questionnaire was proved to be a reliable tool with its 30 items. The English version (Appendix 7a), and the Turkish version (Appendix 7b), which was translated by Mendi (2009) using through back translation method, of the

questionnaire were given to the students front and back with the purpose of preventing possible misunderstandings by allowing them to use the one they feel more comfortable with.

3.5.3. Foreign Language Speaking Anxiety Questionnaire (FLSAQ)

The Foreign Language Speaking Anxiety Questionnaire (FLSAQ) (see Appendix 8a and Appendix 8b) is an adapted version of the Foreign Language Classroom Anxiety Scale (FLCAS), the most widely used scale to measure foreign language anxiety. The FLCAS has a significant degree of internal consistency ($\alpha = .93$), and therefore it is regarded as a highly reliable instrument. FLCAS is a 5-point Likert scale composed of "1", strongly disagree; "2" disagree; "3", neither agree nor disagree; "4", agree; "5", strongly agree. As the current study aimed to focus on foreign language speaking anxiety rather than the other dimensions of foreign language anxiety, only the items related to speaking anxiety were taken into account. Öztürk (2012) found 18 of the 33 items in FLCAS directly related to foreign language speaking anxiety and used them in his study making minor revisions on the items that had been previously adapted to Turkish using through back translation method and partly used by Saltan (2003). Similar to the FLCAS, the internal consistency of the FLSAQ was found to be considerably high which means it is a reliable scale (18 items; $\alpha = .93$). Likewise, the values for the questionnaire in the present study were .90 for the pre-test and .91 for the post-test. Both Turkish and English versions of the adapted questionnaire were used front and back in the study to provide the participants with a clearer comprehension of the items.

3.5.4. English-Speaking Self-Efficacy Scale (ESSES)

English-Speaking Self-Efficacy Scale (ESSES; Appendix 9) is composed of the items related to the "English self-efficacy for speaking" subscale of the Questionnaire of English Self-Efficacy (QESE) developed by Wang (2004) in his study with young Chinese EFL learners in the USA. QESE is a 7-point Likert-type scale including 32 items (8 items for each subscale) and 4 subscales as follows: "English self-efficacy for listening", "English self-efficacy for speaking", "English self-efficacy for reading" and "English self-efficacy for writing". The items range from 1 (I cannot do it all.) to 7 (I can do it well.). Its overall internal consistency was recorded as 0.96 with 32 items (Wang et al., 2007). Furthermore, the scale was also validated for its usage with college

students by Wang et al. (2014) in their study with 500 sophomore students studying at a university in China. Similar to the previous study, the reliability of the whole scale was found to be .96 whereas the reliability was 0.92 for the "English self-efficacy for speaking" subscale. Likewise, a study conducted by Vural (2017) in Türkiye with university students yielded similar results for the internal consistency of the "English self-efficacy for speaking" subscale (8 items; $\alpha = .93$). As for the current study, Cronbach's alpha values were found to be .88 for the pre-test and .90 for the post-test. As a result, ESSES was accepted as a suitable tool regarding its high reliability score.

3.5.5. Semi-Structured Interview

With the impact of post-positivist and constructivist research paradigms, semi-structured interviews have recently been widely used in qualitative research. The rationale behind using semi-structured interviews is to allow participants to elaborate on their emerging ideas on specific areas and reflect on them, thereby providing comprehensive information for the researcher (Creswell & Poth, 2018; Meriam & Tisdell, 2015). Hence, benefiting from the participant students' opinions through a semi-structured interview was significant in contributing to the exploration of the impact of using DI in preparatory school English speaking lessons in the context of the present research. A semi-structured interview (Appendix 10) was prepared by the researcher. It was comprised of seven questions and sub-questions aiming to detail them. The questions included in the interview sought students' general opinions about the English lessons, positive and negative aspects of the DI activities, opinions about the contributions of the DI activities to their improvement, and suggestions for more effective teaching of the lessons. Prompts (e.g., contributions of the DI activities to their speaking proficiency, affective skills, social skills, and self-awareness) were also included in the interview based on the relevant literature in case the participants needed to elaborate on their ideas. The interview form was sent to two associate professors and an assistant professor. One of the associate professors and the assistant professor were experienced in the field of curriculum and instruction and research on DI. The other associate professor was also working in the field of curriculum and instruction and was experienced in research methods, particularly qualitative research. After reviewing the interview, they provided feedback on some important issues such as setting the tone of the interview and adding prompts (e.g., the contributions of the DI activities to self-awareness) to help the participants expand their ideas. The researcher

formed the final form of the interview according to the feedback received. 6 participants from the experimental were interviewed separately on MS Teams. The allocated time for the interview was 30 minutes for each participant regarding the expected length of the answers. The interviews were held within one-day right after the end of module exam in the seventh week, in order to ensure that the students were asked the interview questions as close to the implementation process as possible.

3.5.6. Teacher Reflective Journals

Writing reflections on a certain phenomenon to reach comprehensive information, as suggested by Geertz (1973) by using the term 'thick description', has gained importance in recent years. The significance of taking field notes/writing reflections in improving reflexivity, richness, and transparency by allowing the researcher and readers to have a deeper engagement with the data has been underlined by a lot of prominent researchers (Charmaz, 2006; Creswell & Creswell, 2023; Merriam & Tisdell, 2015). Writing reflections also plays a crucial role in the field of education as reflective teaching fosters professional development and self-awareness. It enables teachers to have an ongoing self-examination of their own acts and analyze diverse learning situations (Schön, 1987). In this way, it promotes critical thinking and contributes to the practitioner's pedagogical competence, thereby enhancing the quality of instruction (Zeichner & Liston, 2013). Considering the above-mentioned reasons, the researcher teacher wrote reflective journals after each DI activity during the implementation process with the aim of reflecting on the activities and reaching in-depth data.

3.6. Data Analysis

The study adopted both qualitative and quantitative data analysis procedures as a mixed methods study. To conduct the quantitative data analyses, the 23rd version of the Statistical Package for the Social Sciences (SPSS) was utilized.

Firstly, six separate *independent samples t-tests* were conducted with the purpose of comparing the pretest results to validate the equivalence of the experimental and control groups before the implementation phase. This is because it is crucial to explore the level of difference between the groups to prevent the study from producing invalid results (Büyüköztürk, 2021). Then, in order to reveal the impact of DI-based speaking

lessons, pretest and posttest scores were compared across the groups through *mixed ANOVA*.

One of the main assumptions of these tests is the normality of variables across groups. For this reason, skewness and kurtosis values were examined. In the experimental group, skewness values of the variables varied between -1.27 and 0.95 whereas kurtosis values ranged from -1.19 to 2.11. As for the control group, skewness values fluctuated between -.43 and .68, and the kurtosis values stayed within the band of -1.32 and .61. Although there are different cut-off criteria for skewness and kurtosis values in the relevant literature, none of them is accepted as an official rule. While Tabachnick and Fidell (2013) take -/+ 1.5 forward as the cut-off values of both skewness and kurtosis, George and Mallery (2010) assert that -2 to +2 can be accepted. On the other hand, some notable studies suggest the normality threshold of -2 and +2 for skewness and -7 to +7 for kurtosis (Byrne, 2010; Curran et al., 1996; Hair et al., 2010). For this reason, the quantitative data were deemed to be distributed normally and suitable for the parametrical tests. Table 6 and Table 7 below demonstrate the skewness and kurtosis values for each group.

Table 6. Mean, Standard Deviation, Minimum and Maximum Scores, Skewness and Kurtosis Values of the Experimental Group

Measure		**$\bar{x}$**	***SD***	**Min/Max**	**Skewness**	**Kurtosis**
Pre-MAQ		109.81	10.47	88.00/131.00	-.26	-.41
	Integrative	74.19	8.29	52.00/90.00	-.75	.78
	Instrumental	35.62	5.17	20.00/43.00	-1.27	2.11
Post-MAQ		113.35	9.31	99.00/131.00	.33	-1.06
	Integrative	76.19	7.94	63.00/90.00	.04	-1.19
	Instrumental	37.16	4.86	26.00/44.00	-.42	-.27
Pre-FLSAQ		52.00	12.92	26.00/74.00	-.37	-.49
Post-FLSAQ		42.42	12.41	19.00/63.00	-.24	-.94
Pre-ESSES		36.62	6.59	25.00/49.00	.48	-.78

Post-ESSES	44.15	5.76	32.00/53.00	-.33	-.56
Pre-SPT	11.92	2.84	8.00/18.00	.95	.36
Post-SPT	15.08	3.27	8.00/20.00	-.58	-.62

Table 7. Mean, Standard Deviation, Minimum and Maximum Scores, Skewness and Kurtosis Values of the Control Group

Measure		**$\bar{x}$**	***SD***	**Min/Max**	**Skewness**	**Kurtosis**
Pre-MAQ		116.00	11.33	93.00/136.00	-.08	-.54
	Integrative	79.10	9.45	60.00/95.00	-.19	-.44
	Instrumental	36.90	3.43	31.00/45.00	.66	.61
Post-MAQ		115.35	10.98	98.00/137.00	.68	-.39
	Integrative	78.00	8.57	65.00/93.00	.37	-.70
	Instrumental	37.35	4.42	30.00/44.00	-.20	-1.04
Pre-FLSAQ		49.00	9.73	30.00/67.00	-.43	-.07
Post-FLSAQ		48.50	7.10	36.00/61.00	-.13	-.99
Pre-ESSES		40.95	5.41	32.00/48.00	-.15	-.1.32
Post-ESSES		41.35	5.81	29.00/53.00	-.07	.16
Pre-SPT		11.50	1.67	8.00/14.00	-.38	-.63
Post-SPT		12.95	2.26	9.00/18.00	.34	-.01

Pre SPT, MAQ -and its integrative and instrumental motivation subscales-, FLSAQ, and ESSES scores of the experimental group and the control group were compared. Table 8 demonstrates the t-test results of the pre-tests of the groups in terms of four target variables of the study, also including the subscales of the MAQ. As can be seen in the table, there was no significant difference between the groups regarding the pre-test scores except for ESSES pre-test scores. However, this difference was not interpreted as a barrier because the control group had a higher level of self-efficacy beliefs than the experimental group.

Table 8. Independent Samples T-tests of the Pre-Tests of the Groups

Scale	Group	*N*	$\bar{x}$	SD	t-test		
					t	**df**	p
SPT	Experimental	26	11.92	2.84	.591	44	.558
	Control	20	11.50	1.67			
MAQ	Experimental	26	109.81	10.47	-1.920	44	.061
	Control	20	116.00	11.33			
Int. Mot.	Experimental	26	74.19	8.29	-1.873	44	.068
	Control	20	79.10	9.45			
Ins. Mot.	Experimental	26	35.61	5.17	-.959	44	.343
	Control	20	36.90	3.43			
FLSAQ	Experimental	26	52.00	12.92	.866	44	.391
	Control	20	49.00	9.73			
ESSES	Experimental	26	36.62	6.59	-2.385	44	.021
	Control	20	40.95	5.41			

In order to compare the experimental group and the control group in terms of the changes in their speaking proficiency, foreign language motivation, speaking anxiety, and speaking self-efficacy, it was decided to commute six separate mixed ANOVA tests. A mixed ANOVA is a statistical test that can be applied to examine the variations in group means when both *between*- and *within-subjects* factors are present. This kind of design is commonly referred to as a split-plot or mixed-design. The between-subjects factor indicates whether there is a significant difference between the groups considering the mean scores obtained from repeated measures irrespective of the change between the measurements. The within-subjects factor, on the other hand, demonstrates whether there is a significant difference between repeated measures regardless of the groups that the subjects belong to. Finally, the *interaction effect* demonstrates if the change observed in the repeated measures of the subjects regarding the dependent variable shows a significant difference between the groups (Büyüköztürk, 2021; Howitt & Cramer, 2011). In other words, mixed ANOVA enables researchers to investigate the impacts of both within- and between-subject manipulations of independent variables. Considering the independent variables (factors) and their interaction effects, it evaluates whether there are statistically significant changes in group means. As Büyüköztürk (2021) states, mixed ANOVA includes the following assumptions: the scores related to the dependent variables are normally distributed in each subgroup (Shapiro-Wilk test of normality), the

homogeneity of variances of the groups' scores obtained at the same time is ensured (Levene's test for homogeneity of variances), the variances of the differences between all possible pairs of within-subjects factor in the sample are equal, and the difference score for each subject is independent of the difference scores for the other subjects (Mauchly's Sphericity test).

For the qualitative data analyses, the researcher carried out descriptive analyses of the semi-structured interviews and the teacher reflective journals to reach deeper insights into the topic and complement the quantitative data. Yıldırım and Şimşek (2005) summarize the steps of descriptive data analysis as creating a framework for the descriptive analysis, processing data according to the framework, describing the findings, and interpreting the findings. In this study, the semi-structured interviews were first transcribed and translated into English, then analyzed according to the framework created based on the interview questions. For the analysis of the teacher reflective journals, the findings of the researcher teacher's reflective journals were analyzed separately for each week of the implementation.

3.7. Internal and External Validity

The degree to which a study accurately represents the causal links it intends to investigate is referred to as internal validity. It is the assurance that the modified variables are the actual causes of the observed effects and aren't misled by other variables. On the other hand, external validity refers to the extent to which research findings can be applied outside of the parameters of a specific study. It deals with how far the study's findings can be generalized to other settings, populations, etc. (Maxwell et al., 2018; Trochim and Donnelly, 2008). To prevent possible threats to the internal validity of the current research, a variety of factors were taken into consideration. The study was conducted in two intact B1-level classes to which B1-level students were randomly distributed, and the teacher was randomly assigned by the preparatory school at the beginning of the module without any specific classification among B1-level students or teachers. This helped prevent the selection bias in the study. Another precaution taken to prevent selection bias was utilizing maximum variation sampling in semi-structured interviews. Moreover, both positive and negative opinions were taken into account regarding the semi-structured interviews. In order to avoid the

teacher effect, the speaking sections subjected to the practice were taught by the same instructor both in the experimental group and in the control group.

After obtaining the ethics committee approval and permissions to use the scales in the study, the preparatory school administration was informed about the study and their permission was taken. Before the implementation of the study, the participants were informed that this thesis study was based on voluntary participation and they voluntarily participated in the study without any pressure. Their consent was obtained before the administration of the scales and semi-structured interviews by informing them that the data gathered would only be used for scientific purposes and that their names would not be shared with anyone. They were told that they were supposed to write a number or a nickname of their choice instead of their real names on the pre- and post-tests to ensure confidentiality and get trustworthy responses. The printed data collection tools were handed out to the participants both in English and in Turkish front and back to present them with a choice of language they were most proficient at. During the data analysis process, the scales that were mostly left blank and seemed to be randomly marked were excluded from the dataset. Moreover, the participants' SPT performances were assessed by two instructors with the purpose of increasing the inter-rater reliability of the test.

Regarding the actions taken to establish the external validity of the study, the research design, characteristics of the participants, instructional design process, data collection tools, and data analysis process were detailed in the relevant sections. The findings gained in the analysis of the data were objectively conveyed by the researcher.

4. FINDINGS

This chapter presents the findings of the current study based on the research questions. Teacher reflections are considered as formative evaluation and pretest-posttest analysis results and student opinions as summative evaluation of the DI-based speaking lessons. In this regard, it discusses teacher reflections on DI-based speaking lessons, findings regarding the impact of DI on speaking proficiency, foreign language motivation, speaking anxiety, and speaking self-efficacy, and finally, student opinions about DI-based speaking lessons.

4.1. Teacher Reflections on DI-based Speaking Lessons

Based on the research question 'What are the teacher's reflections on teaching speaking through DI?', the findings of the teacher reflective journals indicated that the activities were mostly effective in promoting speaking, the interaction between the students, and their engagement in the lesson. It was revealed that the students seemed to be satisfied with the activities and they enjoyed the activities. On the other hand, the journals also displayed that some students had some difficulties during the activities because of their proficiency levels and they were prone to shift back to their first language. It was also stated that the design and development stages of some activities were more demanding than expected for the researcher teacher. Table 9 presents the findings of the teacher reflective journals by focusing on each implementation activity one by one.

Table 9. Findings of the Teacher Reflective Journals

Week	Topic	Strategy	Reflection
1	Mental issues (Appendix 3a)	Learning centers	It was observed that some of the students were satisfied with their tasks, while some others showed some signs of discomfort. The students who were in the kinesthetic groups and the auditory groups were mostly happy with their tasks whereas the students in the visual groups struggled a lot while preparing their posters.

			It was also noted that the students in the visual groups needed more time than the others. This may be attributed to their digital literacy levels since it was noticed that they were having difficulty using their laptops to prepare their presentations. It was seen that while some students worked meticulously on their tasks in order to make optimal use of the time granted to them, some worked less and exhibited a reflex to avoid talking. Subsequently, it was observed that the students who were warned showed a very reluctant attitude when they continued to work in line with the feedback they received. Time constraints were also identified as a factor that had a negative effect on this activity. It was reported that students in the visual groups had difficulty in completing their posters and also had less time than expected to present their activities at the end of the lesson. As a result, it was decided to revise the difficulty of the upcoming tasks to let the learners be comfortable with time.
2	Developing a project or a product (Appendix 3b)	Interest centers	It was noted that the students appeared to be curious about the task when it was first introduced but then, they had difficulty comprehending the instructions and starting to speak for this second implementation activity. Scaffolding and corrective feedback were provided by the researcher teacher as a solution. However, it was observed that the students still had trouble generating ideas and expressing them in English. It was reported that one of the students complained about not being able to find an idea that they could talk about developing a product or a project related to 'space' and the other members agreed with that. Although they were interested in space, they found it challenging to develop a product about it. Therefore, they seemed to be demotivated. As a result, it was decided to let them choose their own groups rather than assigning them to previously formed groups based on their interests. The students in the 'science' group also seemed to be struggling with explaining their project in the target language and were prone to shift back to Turkish.

			On the contrary, the students in the 'animals' group and the 'business' group were observed to be quite productive and talkative during the activity. It was recorded that the members of the 'animals' group were all trying to speak without any space between their conversations. Likewise, the students in the 'business' group were seen to be engaged in the discussion and come up with authentic ideas. It was noticed that the students had fun sharing their projects/products with the whole class and they commented on the projects/products that the other groups developed. However, it was discovered that they struggled to provide specifics and just gave a basic summary of their projects/products.
3	Business and shopping (Appendix 3c)	Layered curriculum in learning menu format	The participants were seen to initially find it absurd and ridiculous to draw a comparison between the way a lesson takes place in the classroom and the way they eat at a restaurant. However, when the speaking menu and the rationale of the lesson were introduced to them, they expressed that they found the menu quite reasonable and liked it. According to the journal, it was obvious that the students were really into the exercises, and they had fun having such a 'metaphorical' lesson. It was noted that the students were enjoying a lot to raise their hands, 'call' the researcher teacher, and make sentences to 'order' an exercise such as *'Can I get a Who Am I activity, please?'*. It was observed that the participants kept talking in English and did not show a reflex to shift back to their first language. On the other hand, it was discovered that the preparation stage for the lesson was demanding for the researcher teacher considering the number of exercises prepared for each layer of the layered curriculum. It was also reported that classroom management was more difficult than expected since the students were completing the exercises one by one at their own pace, which caused the researcher teacher to be in a rush to distribute the worksheets and cards and collect them back. Another important point mentioned in the reflective journal is that it was almost impossible to evaluate everyone's performance

			and provide the students with enough feedback because of actively taking part in the activity, continuously distributing the worksheets, collecting them back, and giving the next ones. However, the students were given feedback after they finished working on all the layers.
4	Social issues (Appendix 3d)	Learning stations	It was expressed in the journal that the students reacted positively when they saw the design of the classroom and when the activity was first introduced to them. They seemed to be aware of the fact that they were supposed to be working on something different than they were used to. It was noted that the students had difficulty understanding the logic of the activity which may be probably because it was the first time they were having learning stations. The participants were seen to be interested in the topic and the tasks, but they had difficulty coming up with creative ideas. It was reported that the groups barely started to work on the product within the first 15-minute round. Furthermore, it was seen that the students were prone to shift back to their first language while trying to develop their products, particularly in the public service-ad and poster stations. Another problem highlighted in the reflective journal was that some students did not take the activity seriously and they put little effort into creating a quality product. On the contrary, some others seemed to be working on their tasks meticulously.
5	Environ-mental issues (Appendix 3e)	RAFT	It was reported that the participants initially found the material quite similar to the ones they are used to but then, they were confused and needed more explanations when the part related to the RAFT activity was presented. According to the journal, the students were interested in the speech on climate change as they saw an icon whom they were all familiar with. It was observed that the video helped the students be engaged in the RAFT activity since the RAFT table also contained DiCaprio's speech. It was noted that some students seemed to be enthusiastic in contrast with some others showing signs of anxiety, which may be caused

	by the burden of being supposed to deliver a speech. It was also mentioned that the students seemed to be encouraged while delivering their speeches to their partners despite the anxiety they felt at the beginning.

4.2. Findings Regarding the Impact of DI on Speaking Proficiency, Foreign Language Motivation, Speaking Anxiety and Speaking Self-Efficacy

4.2.1. The Impact of DI on English Speaking Proficiency

As can be seen in Table 10, the experimental group had a slightly higher mean of pre-SPT scores ($\overline{x}$=11.92) compared to the control group ($\overline{x}$=11.50). As for the post-test scores, the experimental group showed a 3.16-point increase ($\overline{x}$=15.08) while the increase for the control group turned out to be 1,45 points ($\overline{x}$=12.95).

Table 10. Descriptive Statistics for the Impact of DI on English Speaking Proficiency

Group	Pre-test			Post-test		
	N	$\overline{x}$	SD	N	$\overline{x}$	SD
Experimental	26	11.92	2.84	26	15.08	3.27
Control	20	11.50	1.67	20	12.95	2.26

A mixed ANOVA test was conducted to analyze the statistical significance of the impact of DI practices on English speaking proficiency. The results are displayed in the following table.

Table 11. Descriptive Statistics for the Impact of DI on English Speaking Proficiency

Source	**SS**	**df**	**MS**	**F**	**Sig.**	**η2**
Between-Subjects	486.228	45				
Group	36.753	1	36.753	3.598	.064	
Error	449.475	44	10.215			
Within-Subjects	306.276	46				

Measure (Pre-Post Tests)	119.800	1	119.800	30.977	.000	.413
Group * Measure	16.409	1	16.409	4.243	.045	.088
Error	170.167	44	3.867			
Total	792.604	91				

The mixed ANOVA test revealed that there was not a statistically significant difference between the groups' SPT scores when the change between the pre- and post-tests was not taken into consideration ($F(1,44)=3.598$, $p>.05$). Within-subjects factor, however, indicated that the post-SPT scores of all participants -regardless of the groups- were significantly different from their pre-test scores. ($F(1,44)=30.977$, $p<0.05$). According to the group x measure factor, the level of difference between the pre- and post-SPT scores differed significantly in terms of the groups ($F(1,44)=4.243$, $p<0.05$). As a result of this finding, it was concluded that the implementation of DI activities had a significantly positive effect on the participants' speaking proficiency.

4.2.2. The Impact of DI on Foreign Language Motivation

Descriptive statistics related to the pre- and post-test scores of the experimental group and the control group are presented in Table 12 below.

Table 12. Descriptive Statistics for the Impact of DI on Foreign Language Motivation

Group	Pre-test			Post-test		
	N	$\bar{x}$	SD	N	$\bar{x}$	SD
Experimental	26	109.81	10.47	26	113.35	9.31
Control	20	116.00	11.33	20	115.35	10.98

As shown in Table 12, the mean of pre-test scores of the control group ($\bar{x}$=116.00) was higher than the experimental group's ($\bar{x}$=109.81) while the means of post-test scores indicated that there was a slight decrease in the control group ($\bar{x}$=115.35) contrary to the slight increase in the experimental group ($\bar{x}$=113.35). The results of the mixed ANOVA test are set out in Table 13.

Table 13. Mixed ANOVA Test for the Impact of DI on Foreign Language Motivation

Source	SS	df	MS	F	Sig.
Between-Subjects	8389.663	45			
Group	379.696	1	379.696	2.086	.156
Error	8009.967	44	182.045		
Within-Subjects	1768.820	46			
Measure (Pre-Post Tests)	47.157	1	47.157	1.279	.264
Group * Measure	99.157	1	99.157	2.689	.108
Error	1622.506	44	36.875		
Total	10158.483	91			

According to Table 13, the between-subjects factor was found not to be statistically significant ($F(1,44)= 2.086$, $p>.05$). In other words, the overall MAQ results of the groups were not significantly different from each other irrespective of the change between pre-test and post-test results. Likewise, the within-subjects factor showed that there was not a significant difference between the participants' pre- and post-test results no matter in which group they were ($F(1,44)=1.279$, $p>.05$). Also, the level of the change in participants motivational level did not indicate a statistically significant difference according to which group they belonged to ($F(1,44)=2.689$, $p>.05$). As a result, it was inferred that the DI activities did not have a significant impact on the participants' foreign language motivation.

In addition to the general motivation, the subscales of the MAQ were also analyzed by computing two more mixed ANOVA tests. Descriptive statistics for the integrative motivation subscale are given in Table 14.

Table 14. Descriptive Statistics for the Integrative Motivation Subscale of MAQ

Group	Pre-test			Post-test		
	N	$\bar{x}$	SD	N	$\bar{x}$	SD
Experimental	26	74.19	8.29	26	76.19	7.94

Control	20	79.10	9.45		20	78.00	8.57

Table 14 indicates that the control group had a higher level of integrative motivation ($\bar{x}$=79.10) than the experimental group ($\bar{x}$=74.19) at the pre-implementation phase. Whereas the experimental group had a slightly higher post-test mean score ($\bar{x}$=76.19) compared to the pre-test, the post-test mean score of the control group slightly decreased ($\bar{x}$=78.00). Another mixed ANOVA test, demonstrated in Table 15, was computed for the integrative motivation subscale.

Table 15. Mixed ANOVA Test for the Integrative Motivation Subscale of MAQ

Source	**SS**	**df**	**MS**	**F**	**Sig.**
Between-Subjects	5803.870	45			
Group	254.893	1	254.893	2.021	.162
Error	5548.977	44	126.113		
Within-Subjects	897.795	46			
Measure (Pre-Post Tests)	4.578	1	4.578	.240	.627
Group * Measure	54.317	1	54.317	2.849	.099
Error	838.900	44	36.875		
Total	6701.58778	91			

Table 15 displays that the between-subjects factor was found to be $F(1,44)=2.021$, $p>.05$, which pointed out that the total scores that the participants received from the pre- and post-integrative motivation subscale did not indicate a statistically significant difference in terms of the groups. Within-subjects factor also showed that there was not a significant difference between the pre- and post-test scores of the participants regardless of the group ($F(1,44)= 240$, $p>.05$). Finally, the levels of change between the participants' pre- and post-test scores were not significantly different according to the experimental group and the control group ($F(1,44)=2.849$, $p>.05$). Therefore, this test run evinced that the participants' integrative motivation levels were not significantly affected in respect of the groups.

Mixed ANOVA results of the instrumental motivation subscale of the MAQ produced similar results as well. Descriptive statistics of the subscale can be seen in Table 16 below.

Table 16. Descriptive Statistics for the Instrumental Motivation Subscale of the MAQ

Group	Pre-test			Post-test		
	N	$\bar{x}$	SD	N	$\bar{x}$	SD
Experimental	26	35.62	5.17	26	37.16	4.86
Control	20	36.90	3.43	20	37.35	4.42

Table 16 demonstrates that the control group had a slightly higher mean of pre-instrumental motivation scores ($\bar{x}$=36.90) compared to the experimental group ($\bar{x}$=35.62). As for the post-test results, both groups showed a slight increase and there was almost no difference between the groups in terms of post-test scores of integrative motivation subscale. Mixed ANOVA test results of the instrumental motivation subscale are provided in Table 17 below.

Table 17. Mixed ANOVA Test for the Instrumental Motivation Subscale of the MAQ

Source	**SS**	**df**	**MS**	**F**	**Sig.**
Between-Subjects	1402.576	45			
Group	12.393	1	12.393	.392	.534
Error	1390.183	44	31.595		
Within-Subjects	492.751	46			
Measure (Pre-Post Tests)	22.349	1	22.349	2.121	.152
Group * Measure	6.696	1	6.696	.635	.430
Error	463.706	44	10.539		
Total	1895.327	91			

As seen in Table 17, the sum of the pre- and post-test scores of the instrumental motivation subscale of the MAQ were not statistically different from each other

(F(1,44)=.392, p>.05). Similarly, there was no significant difference between the participants' pre- and post-instrumental motivation scores without heed of the groups (F(1,44)=2.121, p>.05). Lastly, group x measure factor was found to be F(1,44)=.635, p>.05 which represents that the levels of change in instrumental motivation scores of the experimental group and the control group were not significantly different from each other.

4.2.3. The Impact of DI on Foreign Language Speaking Anxiety

When the descriptive statistics for the impact of DI on foreign language speaking anxiety are examined, it can be noticed that there was a considerable decrease in the mean of the foreign language speaking anxiety scores of the experimental group. While the mean of pre-test scores was $\bar{x}$=52.00, it appeared to be $\bar{x}$=42.42 in the post-implementation phase. Unlike the experimental group, the foreign language speaking anxiety level of the control group decreased from $\bar{x}$=49.00 to $\bar{x}$=48.50 which indicated almost no change in foreign language speaking anxiety level. The related statistics are provided in Table 18.

Table 18. Descriptive Statistics for the Impact of DI on Foreign Language Speaking Anxiety

Group	Pre-test			Post-test		
	N	$\bar{x}$	SD	N	$\bar{x}$	SD
Experimental	26	52.00	12.92	26	42.42	12.41
Control	20	49.00	9.73	20	48.50	7.10

The mixed ANOVA test performed to analyze the impact of DI on foreign language speaking anxiety also showed that there was a significant difference between the groups in terms of within-subjects factor which indicates that the change of the participants' foreign language speaking anxiety levels from the pre-implementation to post implementation phase statistically differed according to the groups (F(1,44)=9.457, p<.05). Since the experimental group had a 9.58-point decrease in FLSAQ whereas the control group had only 0.50-point decrease, it can be inferred that being in the experimental group affected the extent of lowering foreign language speaking anxiety positively. Additionally, the between-subjects factor pointed out that the total scores of the groups were not significantly different from each other when the

change between pre- and post-foreign language speaking anxiety scores is not considered (F(1,44)=.273, p>.05), which sorts together with the previous finding by demonstrating that the statistical difference was present only when the change between pre- and post-tests were taken into account. When the within-subjects factor is examined, it can be inferred that this significant change between the pre- and post-foreign language speaking anxiety scores of the participants was also in effect regardless of the groups i.e., when all the participants are considered as one single group (F(1,44)=11.655, p<.05). The results of the mixed ANOVA test are presented in Table 19 below.

Table 19. Mixed ANOVA Test for the Impact of DI on Foreign Language Speaking Anxiety

Source	**SS**	**df**	**MS**	**F**	**Sig.**	**η2**
Between-Subjects	8664.185	45				
Group	53.512	1	53.512	.273	.604	
Error	8610.673	44	195.697			
Within-Subjects	3206.305	46				
Measure (Pre-Post Tests)	573.946	1	573.946	11.655	.001	.209
Group * Measure	465.686	1	465.686	9.457	.004	.177
Error	2166.673	44	49.243			
Total	11873.49	91				

4.2.4. The Impact of DI on Foreign Language Speaking Self-Efficacy

Descriptive statistics related to the foreign language speaking self-efficacy variable of the study are displayed in Table 20 below.

Table 20. Descriptive Statistics for the Impact of DI on Foreign Language Speaking Self-Efficacy

Group	Pre-test			Post-test		
	N	$\bar{x}$	SD	N	$\bar{x}$	SD
Experimental	26	36.62	6.59	26	44.15	5.76

Control	20	40.95	5.41		20	41.35	5.81

As seen in Table 20, the control group ($\bar{x}$=40.95) scored 4.33 points higher than the experimental group ($\bar{x}$=36.62) with regard to the pre-self-efficacy test scores. On the other hand, it was found that the experimental group had a 7.53-point increase ($\bar{x}$=44.15) while the control group showed a 0.40-point increase ($\bar{x}$=41.35) when their post-test scores were examined. The results of the mixed ANOVA test, which is conducted to analyze the statistical significance of this change, are given in Table 21.

Table 21. Mixed ANOVA Test for the Impact of DI on Foreign Language Speaking Self-Efficacy

Source	**SS**	**df**	**MS**	**F**	**Sig.**	**η2**
Between-Subjects	2583.652	45				
Group	13.244	1	13.244	.227	.636	
Error	2570.408	44	58.418			
Within-Subjects	1186.847	46				
Measure (Pre-Post Tests)	356.195	1	356.195	28.883	.000	.396
Group * Measure	288.021	1	288.021	23.355	.000	.347
Error	542.631	44	12.333			
Total	3770.499	91				

As shown in Table 21, The mixed ANOVA test run presented that the participants' overall foreign language speaking self-efficacy scores, which refers to the sum of their pre-ESSES and post-ESSES scores regardless of the change between them, were not significantly different from each other ($F(1,44)=.227$, $p>.05$). However, their pre-ESSES scores and post-ESSES scores differed significantly ($F(1,44)=28.883$, $p<.05$). That is to say, the scores of both groups increased significantly when they were considered as a single group of participants. As for the difference between the level of change from the pre-test to post-test in the experimental group and the control group, it was found that there was a statistically significant difference between them ($F(1,44)=23.355$, $p<.05$). In other words, being in the experimental group had a statistically significant influence on increasing foreign language speaking self-efficacy.

4.3. Student Opinions about DI-Based Speaking Lessons

In order to get extensive information about student opinions about DI-based speaking lessons, semi-structured interviews were administered with six participants from the experimental group at the end of the implementation phase. Regarding the interview questions, the data were analyzed under five themes, which are attitudes towards the course, positive aspects of the DI activities, negative aspects of the DI activities, opinions about the contributions of the DI activities, and suggestions. *Descriptive analysis* was used to analyze the data gathered from the semi-structured interviews.

Theme 1: Attitudes towards the Course

The analysis of the data demonstrated that the participants of the experimental group generally had positive attitudes towards learning English and found the lessons beneficial.

It was seen that they perceived learning English as an important part of their lives for both *instrumental* and *integrative* reasons. Most of them stated that they deemed learning English necessary and considered it as an important 'tool'. They found the lessons useful for getting prepared for their future studies as indicated in the following excerpts.

> *"Well, I think the classes are definitely helpful for not only learning English but also learning how to make presentations, take notes, etc., which are necessary skills."* (S5)
>
> *"I have to do it as everything I will write in my departments such as codes are theoretically in English, so it will be so useful for me."* (S6)
>
> *"I'm planning to go abroad in the future. If I have the opportunity, I want to continue my education there. For example, I may do a master's degree. That's why English is very important to me. My sources are all in English and in order to have a good career, I should learn English."* (S4)

It was also stated that learning English was essential for their business lives.

> *"I'd like to learn vocabulary used in the field of pharmacy. Apart from that, English is important for the rest of my life. For instance, 5 years later, after my graduation, I may go abroad. It may be very useful there."* (S3)
>
> *"There will be important benefits of learning English after graduation. Being able to speak English as an engineer will be useful in any case."* (S2)

In addition to such instrumental reasons, it was detected that some of the participants valued learning English *intrinsically* emphasizing that they devoted themselves to learning English and they liked doing different activities such as playing games and watching movies in English.

> *"It is great to learn English because I play games a lot and most of the games are in English just as movies and TV Series."* (S2)
>
> *"The English I'm learning at the preparatory school has been at the top level so far because I have never been interested in English though I studied at a private high school. However, this year is all for English and I am trying to learn everything such as grammar and vocabulary with my best."* (S6)

As for the *effectiveness of the course*, the participants underscored different points like the *enjoyable* aspect of the classes and their *engagement* in them as the factors affecting their opinions positively.

> *"I think that the course was beneficial. In many activities, we learned and enjoyed at the same time, and we also worked as a group. We share information in the groups and these all provide us some advantages."* (S1)
>
> *"I found our lessons quite beneficial because we were much more involved in the classes in this module than in the previous modules. There were always some things to do. There was no idle lesson. You always pushed us to something."* (S2)

Some of them regarded the *diverseness of the interest-based activities* as the reason why they enjoyed learning English, felt more active, and were interested in the lessons throughout the B1 module. They pointed out that such activities and materials 'broke the monotony of the content' as given in the utterances below.

> *"Different activities make learning more enjoyable. I felt more active but not tired. I felt much more valuable when I saw that different activities were prepared for us."* (S2)
>
> *"I found the Integrated Skills course so beneficial. In my opinion, the content of our course was actually monotonous, but we were working with a teacher who was aware of that. Therefore, you chose a lot of activities that appealed to our interests, and they were engaging and interesting. For all these reasons, these classes gave me a lot."* (S5)
>
> *"You prepared extra materials based on our interests and we were able to talk about things related to everyone's interests."* (S5)

In summary, the participants of the semi-structured interviews perceived learning English as significant for some instrumental and integrative reasons and most of them highlighted the role of the English language in their academic lives and future careers. They also mentioned that they found the lessons *enjoyable* and *engaging* highlighting the *diversity of the materials* that cater to their *interests*.

Theme 2: Positive Aspects of the DI Activities

The participants of the semi-structured interviews had a lot of positive views on the DI activities from different perspectives. To begin with, it was reported that the instructional design was satisfactory in *attracting* the students and was *unique*.

> *"In my opinion, the strongest side of all these activities was preventing the process from being boring. It was different from going to school every day and doing the same thing there. You start wondering what you'll be doing next day at the school."* (S5)

> *"The activities are different and that's why they attract people more. I think that they were like next-generation activities which were different than standard instruction."* (S1)
>
> *"All the activities were very good. It was obvious that they were prepared meticulously."* (S6)

They also placed a particular emphasis on the *quality and attractiveness of the materials* used for the activities. It was stated that the materials were attention-grabbing and compelling as indicated in the following quotations.

> *"You could've prepared the materials on standard A4 papers, but you did not prefer that and prepared colorful and different materials which grabbed our attention more."* (S1)
>
> *"The one that I liked most was definitely 'the menu activity' because the content was contemplated very well, and it was so creative. When I am involved in something creative, I work more."* (S5)

In terms of the *speaking skill*, which was the primary focus of the activities, it was revealed that the students were most content with having the opportunity to speak English, using what they had previously learned, being exposed to speaking English, and being able to notice their own mistakes while speaking.

> *"We were always speaking English and did not shift to Turkish which was very good for me in terms of speaking."* (S4)
>
> *"I had the opportunity to use the words that we had learned before in my speaking."* (S1)
>
> *"I've had the opportunity to speak English a lot. If you are not given enough opportunities to speak, you do not notice your mistakes."* (S2)

Another point highlighted was that the activities were *level-appropriate*, which also contributed to the improvement of speaking skill.

> *"I think that I did not learn enough at the previous level. The speaking activities were easier and at a minimal level. At this level, I was obliged to speak which improved my speaking skills. I think now I can understand my friends and explain my ideas."* (S6)

The participants reported that having some topics that address thei*r interests* had a major role in the efficiency of the speaking activities. According to the participants, such interest-based activities were *personal*, *intriguing*, and *interesting*.

> *"The topics were personal. That's why I liked them. When I am interested in a topic, I want to talk more and hear about people's ideas more. For instance, when the topic was 'love', I had nothing to say but when it was 'business' I had a lot of things to say. I was able to talk about it, listen to my friends' ideas, approve them, or tell them things like 'Yes, it is correct.' or 'This is wrong.'"* (S3)
>
> *"I think the activities were beneficial. We had a lot of space, especially in the 'menu activity'. We improvised. We talked about something that we wanted."* (S4)
>
> *"You chose a lot of activities that appealed to our interests, and they were engaging and interesting."* (S5)

In addition to the impact of the interest-based activities, the participants also underscored the significance of *being presented with multiple options in the activities*,

which made them feel more comfortable and self-confident as the following excerpts demonstrate.

> "*…we felt comfortable while selecting the most appealing exercise for us (in the 'menu activity').*" (S4)

> "*I was much more productive and self-confident when I had the chance to choose my own topic. When the topic is already assigned to me, I sometimes get stuck.*" (S6)

Another important point stressed by the participants was the *engaging* side of the activities. They specified that the DI activities enabled them to be active in the class, which they deemed necessary for learning.

> *"The activities, the questions and prompts in the materials were effective in engaging us in the topic and keeping us speaking."* (S6)

> *"Such activities make learning active. At first, the students do not like that, but you need it to learn English."* (S2)

It was noted that the *teacher* had a key role in facilitating this engagement as seen in the following statements.

> *"In my opinion, one of the most important responsibilities of a teacher is to engage students in the lesson. This is even more important in speaking because people avoid speaking as it is harder than the other skills."* (S6)

> *"I think this depends on personality as well but I'm an emotional person and seeing that someone prepares such activities for me made me active. In the previous module, I was not active, and my scores were not that good."* (S2)

They further pointed out their speaking performance was considerably affected by their *peers*. Therefore, whether it was group work or an individual activity and the size of their groups were of great importance to them.

> *"When your partner listens to you carefully, nods, and reacts to your sentences, you feel more encouraged to speak."* (S5)

> *"The menu activity' was the best one for me since I felt more comfortable with my partner."* (S6)

> *"We had a lot of group work, so we were able to share things together. There was no group leader in some of them which was good."* (S1)

> *"I think that 'the menu activity' was the best because we had only one partner. It is better to explain my ideas to one single person than six or seven people as my English is not that good."* (S6)

> *"I can say that doing different things in a group and working with people who have different ideas…because I have friends who are studying engineering now and they are always working in groups. This prepared me for the future."* (S4)

In brief, participants characterized the activities as effective in promoting speaking English, unique, attractive, and engaging. Moreover, the importance of a range of activity options and interest-based activities was underlined. They also suggested that

the teacher, peers, and lesson materials all had crucial roles in the effectiveness of the instruction.

Theme 3: Negative Aspects of the DI Activities

The participants' negative views on the DI activities centered around such issues as the difficulty level of some activities, the adequacy and quality of feedback, the noise generated during the activities, whether the activities were group work or individual work, and some restrictions of the activities.

To begin with, the participants indicated that some DI activities were *difficult* for them, particularly in terms of using vocabulary in speaking. Most of the participants found the *project/product development activity* conducted in the second week the hardest one.

> *"It was difficult to find some words during the activities."* (S3)
>
> *"The 'space activity' was the hardest one for me as we were thinking about science and talking about these scientific things in English was something that was really challenging. I was interested in space but frankly, it was difficult to develop a product about it."* (S4)
>
> *"I am interested in science, and I liked the 'project development activity', but our English-speaking levels were not good enough to talk about the scientific project we aimed to plan. It was really hard, and we couldn't talk about it in English."* (S6)
>
> *"The 'product activity' was the worst one as we hesitated a lot and changed our ideas. It was difficult to develop a product about science."* (S6)

Another point emphasized by some of the participants was that they did not receive enough *feedback* during the activities. Some others stated that it was not possible for the instructor to give adequate feedback due to the nature of the activities and the existing conditions as presented in the following quotations.

> *"I think I received enough feedback, but it could've been more. If there had been fewer students in the class, you could've given more feedback like 'You shouldn't say this.' or 'You can use this structure instead of this.' but I do not think this problem was about you because the class was crowded and there were several groups."* (S4)
>
> *"You were not able to listen to everyone as there were 26 students in the class. There was also noise, and the feedback was not enough."* (S3)

Similarly, it was mentioned that *the noise generated during the activities* also affected the participants' performance negatively. They expressed that as there were 26 students in the class and everyone was talking at the same time, the noise naturally generated during the activities distracted them.

> *"There was a lot of noise because everyone was trying to express themselves in different groups. We had difficulty hearing the person next to us and we had to raise the volume of our voice. Then, the others were disturbed. It was a vicious circle."* (S4)

> *"As everyone was speaking at the same time to complete a task or racing against time, it was getting harder and harder to hear our friends which was very annoying."* (S6)

It was also revealed that the type of activity -*whether it is group work or individual work*- was a decisive factor in shaping their opinions about the activities. While some students preferred to work in a larger group, some others favored working in smaller groups or individually. The ones who liked group work stated that it was beneficial to work in a group and share ideas whereas the others brought forward some factors affecting group work negatively such as group members who do not contribute to the task, a high level of speaking anxiety, or a low level of speaking self-efficacy.

> *"We had a lot of group work, so we were able to share things together. There was no group leader in some of them which was good."* (S1)
>
> *"In my opinion, working as a group in English was very beneficial."* (S4)
>
> *"The menu activity was the best for me as it was more gamified, and we only had a partner rather than having a group of 5-6 people. The fewer people you work with the less anxiety you have but speaking with more people can also lower anxiety in time."* (S2)
>
> *"…In the large group, everyone was trying to say something, but no one was listening to the others. That's why there should have been a team leader in this activity to coordinate everyone."* (S5)
>
> *"It is very demotivating to work with partners who don't do anything in a group and shift to Turkish while you are trying to think about something, talk to the others, help them, and get help from them, they just sit and chitchat with the members of the groups, laugh, etc."* (S5)
>
> *"I think that 'the menu activity' was the best because we had only one partner. It is better to explain my ideas to one single person than 6-7 people as my English is not that good." (S6)*

The participants also argued that some activities *limited their creativity* because of some pre-determined rules as seen in the excerpts below:

> *"I prefer developing my own work to completing the others' work. It is not something authentic and it limits you." (S5)*
>
> *"Some activities limited us. For example, in the 'space activity', we were limited and not able to use our imagination as we had to talk about something realistic. For instance, we talked about going to Mars but then we took no notice of it since there was a low probability of actualizing it. Therefore, we tried to find another project."* (S4)

To sum up, the students underscored their concerns about the degree of difficulty of some activities, the insufficiency and low level of feedback, the noise produced during the activities, whether the activities were group or individual work, and certain restrictions of the activities.

Theme 4: Opinions about the Contributions of the DI Activities

The students emphasized several different kinds of contributions of DI activities, namely contributions to their *speaking proficiency*, *affective skills*, and *social skills*.

To start with, the participants were of the opinion that the activities had a positive impact on their *English-speaking skills* as presented in the following utterances.

> *"The activities contributed to my speaking skills a lot."* (S2)
>
> *"My English level was okay beforehand, but I think I have a higher one now."* (S1)
>
> *"Previously, I thought that I couldn't speak English at all but in such activities, I realized that I could speak English for 2-5 minutes without stopping."* (S3)
>
> *"I reached a level of communicating in English. I can understand them and explain my ideas. I started to 'think in English' which I think enhanced my speaking skill and this was thanks to these activities because I talked to different people using different modes of the language"* (S6)

Most students mentioned the influence of the DI activities on their *use of vocabulary in speaking* though some of them still had difficulty finding the appropriate words.

> *"I also use better vocabulary now, but the suitable words sometimes do not come to my mind."* (S2)
>
> *"I realized that I paid too much attention to grammar, and I was able to understand my peers even if they made a sentence that was grammatically wrong. Therefore, I thought that trying to correct my grammar continuously was unnecessary. Then, I started paying more attention to the use of vocabulary in my speaking."* (S4)
>
> *"At the high school and before, English was spoken less in the classes and I used to avoid speaking but when I entered a setting where English is spoken every day, I certainly enhanced my vocabulary knowledge and my focus on grammar. The way I used the words and the way I pronounced them changed."* (S5)

Likewise, they specified that they started to use *more complex* and *level-appropriate grammatical structures* such as 'relative clauses' and 'conditionals' as given in the excerpts below.

> *"I started to use what we had previously learned. For instance, I started to use relative clauses, active-passive sentences in my speaking. I used to use simpler sentences. For example, I used to make two different sentences instead of using relative clauses."* (S2)
>
> *"I realized that I started to use different grammar structures which I hadn't used before such as if clauses."* (S6)

The students also stated that the activities enabled them to improve their *fluency* and *delivery*. Some students put special emphasis on the impact of student-to-student interaction on their *pronunciation* and *speaking pace*.

> *"I think that I speak English faster now. I am not totally fluent, but it is better compared to the past."* (S6)
>
> *"I think I improved my fluency, but I don't think the activities changed my intonation because I think it is related to someone's personality."* (S2)
>
> *"At the beginning, I was not good at pronouncing words. I noticed that my pronunciation was advancing as I was speaking. We did not pay much attention to speaking at the A2 level, but we did it at this level. This helped me improve my pronunciation. For example, when I mispronounced something, my friends told me the correct pronunciation of it."* (S4)
>
> *"Previously, I was not able to adjust my speaking pace. Here, my friends were missing some of my sentences or couldn't understand me, so I learned how to adjust my pace. I perceive it*

as positive feedback when my peers say things like 'Can you please slow down?' or 'Can you pronounce it more clearly?' to me. Such kind of feedback improves me." (S5)

Regarding their affective skills, the participants focused on foreign language motivation, speaking anxiety, and speaking self-efficacy. They expressed that the activities affected their *foreign language motivation* and *attitudes* towards learning English positively and that the entertaining, creative, and authentic aspects of the activities had a significant role in this regard.

"The activities are enjoyable, and therefore they are motivating." (S2)

"I liked all the activities as I knew that they were all for improving my English and these activities helped me because I need motivation to speak English." (S3)

"'The stations' was my favorite one. You have limited time, but you can think about something quickly, see what other people do, and interpret their work. Therefore, it motivates you." (S1)

"The activities motivated me because the things we were doing were natural and the way I perceive English language learning actually changed in a positive way." (S1)

The students reported that they noticed a decrease in their *foreign language speaking anxiety* throughout the implementation phase and argued that the DI activities had a considerable impact on this decrease.

"We were mostly working in groups, and we became friends. I was much shier, and I avoided talking at the beginning of the module, but I felt much more comfortable while speaking English in time because I had the opportunity to explain myself. I also observed that the others were less anxious over time." (S1)

"I started to be "careless" while speaking thinking that it was not a big deal even if I made a mistake." (S6)

"I used to think whether my English level was inadequate and said stupid things while speaking. The activities helped me overcome this because all of us were there to learn and the comfort it gave pushed me forward." (S5)

Moreover, some of them noted that the number of peers they worked with in the activities and their attitudes directly influenced the degree of speaking anxiety they felt.

"…the fewer people you work with the less anxiety you have but speaking with more people can also lower anxiety in time." (S2)

"Such activities lower anxiety because at first, you question whether only you cannot speak or not but then, you see that no one can speak. Of course, there are some people who can speak well but you notice that they have similar levels to yours and you don't have the nervousness of not being able to speak English that much." (S2)

"I felt more comfortable while working with a person who couldn't speak very well just like me but if I am talking to a person whose level is above me, I feel like I have to speak English excellently." (S4)

Despite the positive views of the majority, it was also stated by one of the participants that the lessons were generally helpful, but she still felt a considerable level of anxiety while communicating in the target language.

> *"Frankly, the lessons were beneficial in general, but I still have big fears about speaking English. I get so nervous while talking to anyone in English fearing that I may say something wrong, forget vocabulary, or may not be able to make a sentence."* (S4)

It was found that the students' *foreign language speaking self-efficacy levels* were also mostly subject to positive opinions in correlation with their foreign language speaking anxiety. They indicated that their self-monitoring, interaction with peers, and the teacher's guidance helped increase their self-efficacy as presented in the following statements:

> *"We supported each other while working in the groups. When I expressed my idea, they said things like 'Yes, it can be!' or 'This can be better.' and I started to believe in myself more. They also said such things as "You speak very well." which enhanced my self-confidence."* (S3)

> *"I was able to see my own development in each activity which made me feel more self-confident while speaking English. I told myself: 'Wow, I can talk.' When I meet my friends from other universities whose levels are above me, I feel that I can contribute to the talk now."* (S6)

> *"I shared some things with my friends and did some tasks and these advanced me with regard to motivation and self-confidence."* (S4)

> *"We contributed to each other by giving feedback as peers. When there is also the teacher as a guide, it also improves you academically and increases your self-confidence."* (S5)

In terms of social skills, the participants expressed that such activities were very beneficial in socializing and building friendships.

> *"I think they were very good. In the 'business activity' I got to know them, and they got to know me. We still talk about 'business' out of the school with one of my friends."* (S3)

> *"They also promote socializing and becoming friendly."* (S5)

> *"When you have a bunch of different activities, you have better friendships with people, and it makes the next activity more comfortable. I am not a sociable person, so without working with my friends in such activities I couldn't have had any relationship with anyone in the class. I became more sociable."* (S2)

> *"These activities helped us have a better class atmosphere. When I compare it to the previous level, I did not even have friends. No one cared about each other. The activities raised our awareness of being a class because there was social interaction between us."* (S6)

Some participants underlined that the activities contributed to their *communication* and *collaboration skills*.

> *"The activities certainly improved my ability to work collaboratively."* (S4)

> *"I am a person who prefers working alone but we had a lot of group work. One of the biggest contributions of the activities to me is that they helped me develop my ability to listen to people because you need to listen and understand people and bring out a product together. It taught me to be a 'team player'."* (S5)

Furthermore, it was noted that the activities presented some opportunities for the students to broaden their horizons.

> *"We all had different departments, different fields, and ideas. Therefore, I had the opportunity to get to know people with different viewpoints."* (S1)

Theme 5: Suggestions

As a solution to their concerns about the degree of difficulty of the activities, the participants recommended being provided with more prior knowledge before the implementation activities to help them strengthen their prerequisite knowledge as indicated in the statements below.

> *"Having a difficult task and speaking English at the same time is so challenging. Learning things beforehand and then working on them can be better."* (S2)
>
> *"It was difficult to find some words during the activities. It can be better if students study the words in a unit before that unit."* (S3)
>
> *"If we had learned some vocabulary about 'science' beforehand, it could have been much easier and better. We could've both reinforced what we had learned and spoke English."* (S6)

They further suggested that more advanced vocabulary and more subject-specific instruction related to their departments were needed in order to be able to understand the lessons and communicate in English there.

> *"Of course, there will be some benefits of the lessons we've had but I don't think that I'll be able to understand the courses in my department as the English we are learning now is not completely business English and it is also not an intense program to understand English at that level."* (S2)
>
> *"I'd like to learn vocabulary used in the field of pharmacy..."* (S4)

It was argued that being given some options for the activities was a better way since it made them feel more comfortable than the activities with pre-determined groups or activities.

> *"In my opinion, it is better to provide multiple activity options, which helps people choose the one that they feel more comfortable with rather than being told 'This is the topic. You should do it.'"* (S4)

Some students also stated that more use of technology and gamification was necessary considering the requirements of the era.

> *"We are in the technological era, so we could've used technology more."* (S1)
>
> *"The activities could have been much more gamified."* (S2)

5. DISCUSSION, CONCLUSION AND IMPLICATIONS

5.1. Discussion and Conclusion

This mixed methods quasi-experimental study aimed to investigate the impact of DI on preparatory school students' foreign language speaking proficiency, motivation, speaking anxiety, and speaking self-efficacy. For this purpose, the Speaking Proficiency Test (SPT), the Motivation/Attitude Questionnaire (MAQ), the Foreign Language Speaking Anxiety Questionnaire (FLSAQ), and the English Speaking Self-Efficacy Scale (ESSES) were administered as pre-/post-tests in both groups to obtain the quantitative data. In order to gather the qualitative data, the semi-structured interview and teacher reflective journals were utilized. As a result of the analyses of quantitative and qualitative data within the scope of the current research, the following results were reached.

To begin with, the results revealed that DI had a significant impact on the improvement of the learners' speaking proficiency levels. This result is in line with Meşe's quasi-experimental study (2021), which showed that the implementation of DI in online speaking lessons had a significantly positive influence on tertiary-level EFL learners' speaking proficiency scores. It can also be associated with Rafi and Pourdana's research (2023) that found a significantly positive impact of tiered tasks, which is a DI strategy, on oral task performance. According to the students' opinions about the contribution of DI to their speaking proficiency, DI-based speaking lessons had important contributions to their speaking skills. This finding is in agreement with the previous studies in the literature (Chen, 2007; Liao, 2015; Meşe, 2021), which all reported positive student opinions about DI-based speaking activities. It was concluded in the present study that the students perceived DI as beneficial in improving specific components of the speaking skill such as vocabulary, grammar, fluency, and pronunciation. They highlighted that they started to use more advanced vocabulary and grammatical structures while speaking English, became more fluent, and improved their pronunciation through DI activities. The importance of this finding lies in the fact that each of these components emphasized by the students is critical for

the overall development of speaking proficiency (Ellis, 2008; Harris, 1974; Nunan, 2003; Richards, 2008; Thornbury, 2005). One of the main reasons why DI-based speaking lessons contributed to their speaking skills is that they provided the learners with enough opportunities to speak English, which helped them use their prerequisite knowledge in speaking and spot their own mistakes. This is well-supported by the literature, as exposure to the target language is deemed necessary for foreign language development (Harmer, 2007; Krashen, 1985). It was also inferred that the activities contributed to the improvement of the learners' speaking skills by catering to their interests, which encouraged them to talk more. The relevant literature confirms this finding as it is a widely-known phenomenon that addressing foreign language learners' interests improves their engagement and eventually leads to better speaking performance (Brown, 2014; McDonough et al., 2013; Ur, 1996). Moreover, according to the students' opinions, DI practices promoted student-to-student interaction, thereby facilitating meaningful conversations in English. This is critical because negotiation for meaning and meaningful interactions in the target language are central to the development of learners' speaking skills (Celce Murcia et al., 2014; Ellis, 1991; Hedge, 2000; Richards & Rodgers, 2014). As underlined by the participants of the DI group, student-to-student interaction also fostered supportive peer feedback, which is a key feature of a DI classroom (Tomlinson, 2014). A number of students also emphasized that the DI-based speaking activities were level-appropriate whereas others found some of the activities too difficult for them. This may be due to the fact that the current study does not include readiness-based differentiation because of some institutional and curricular limitations as some previous studies that included readiness-based speaking practices (Chen, 2007; Meşe, 2021; Rafi & Pourdana, 2023) demonstrated positive student opinions about them. The teacher reflective journals also support these results by reporting a positive change in the learners' willingness, and ability to express their ideas in English. According to the journals, it was revealed that they mostly had difficulty producing utterances in English, but they were getting more comfortable while interacting with their peers throughout the implementation phase.

Regarding foreign language motivation, no significant impact was found related to the impact of DI-based speaking practices. This finding contradicted most of the previous studies that explored the impact of DI on foreign language foreign language motivation

(e.g., Aras, 2018; Cheng, 2006; Güven, 2023; Rasgen, 2020; Sapan, 2021). There might be several factors that hindered a significant increase in the learners' motivational levels such as the difficulty levels of the activities, inadequate feedback, physical and emotional qualities of the learning environment, and curricular restrictions. Firstly, some learners found it too challenging to express their ideas in English in certain activities due to their gaps in vocabulary and grammar. Likewise, the findings of the teacher reflective journals indicate that some students had difficulty communicating in English while working on some activities and tended to shift to their first language to maintain the conversation. A similar finding was also reported in Chen's study (2007), demonstrating the learners' discomfort caused by the differentiated speaking assessment tasks they found too challenging for their levels. Another study carried out by Leblebicier (2020) revealed that tertiary-level EFL learners had difficulties in academic writing due to a lack of grammar and vocabulary during the implementation of DI. Another barrier to a significant increase in the learners' motivational levels may be the inadequacy of the feedback they received considering that providing learners with feedback can promote positive self-evaluation, leading to increased motivational levels (Bandura, 1997; Dörnyei, 2001). While some participants of the DI group mentioned that they were able to get sufficient feedback during the implementation of the activities, some others expressed their concerns regarding its frequency and quality. According to student opinions and teacher reflections, this could have been caused by a variety of reasons such as the nature of some strategies, time limitations, and the large class size. Moreover, a DI classroom should have some physical and emotional qualities to establish a learning environment where learners focus on learning without distractions (Fox & Hoffman, 2001; Tomlinson & Eidson, 2003). Student and teacher views also show that distractions such as noise during some activities and peers' tendency to avoid contributing to group work were present in the classroom throughout the implementation process. The fact that students' foreign language motivation did not develop at a significant level may also be due to some limitations of the activities. To illustrate, the product/project development activity required them to have a small-group discussion on realistic ideas, which was highlighted as a factor limiting their creativity. Such limitations could have affected their engagement and enjoyment negatively, creating a barrier that increases foreign language motivation (Brown, 2014; Dörnyei, 2001; Nunan, 1999).

On the other hand, most of the students mentioned that they perceived learning English as necessary both for integrative and instrumental reasons, signaling a considerable level of foreign language motivation because both are considered two significant constructs of foreign language motivation (Dörnyei, 1994; Gardner, 1985; Gardner & Lambert, 1972). It was reported that learning English was of great importance for their academic lives and careers as well as their own satisfaction. The students' opinions also demonstrated that the DI-based speaking activities had noteworthy contributions to the development of their foreign language motivation. In this regard, it was underscored that being presented with a variety of options addressing their interests was a motivating aspect of the activities since it helped break the monotony of the content. As Dörnyei (2001) states, breaking the monotony of lessons by varying instruction as much as possible is significant in boosting foreign language motivation. Furthermore, the current study concluded that the students regarded the activities as authentic and meaningful, which had a considerable influence on their levels of motivation. This finding is well-supported by the literature because relevant and meaningful learning experiences are valued both in DI (Tomlinson, 2014; Tomlinson & Eidson, 2003; Tomlinson & Imbeau, 2010) and in the context of EFL (Canale & Swain, 1980; Ellis et al., 2020; Krashen, 1982) with the impact of the constructivism (Brooks & Brooks, 1993). Such personalized experiences are essential in establishing the necessary conditions for language learning as they enhance language learners' motivation (Brown, 2014; Dörnyei, 2001; Krashen, 1982; Nunan, 1999). Recent research has also proven that language learners regard being presented with relevant and meaningful learning experiences as beneficial in motivating them (e.g., Güven, 2023; Meşe, 2021; Rasgen, 2020; Yavuz, 2018). Another important point emphasized by the students and the researcher teacher is that the activities were entertaining, and therefore they were motivating. This finding is in line with a body of research which concluded that enjoyment is one of the main reasons why EFL learners considered DI as a motivating method (e.g., Chen, 2007; Güven, 2023; Sapan, 2021; Şaban, 2020). The students also perceived DI as considerably engaging, and thereby motivating them to learn the target language, which also supports the previous research that investigated the influence of DI on foreign language motivation (e.g., Camacho et al., 2019; Leblebicier, 2020; Sapan, 2021; Şaban, 2020).

In terms of speaking anxiety, the level of decrease in speaking anxiety level of the learners in the DI group was significantly higher than in the non-DI group, which demonstrated that there was a significant impact of the implementation of DI on the learners' speaking anxiety. This finding is in line with Güven's (2023) quasi-experimental study that explored the influence of DI on fifth-grade EFL learners' reading comprehension skills, and affective traits and found a statistically significant impact of DI on reducing foreign language anxiety. In another study carried out by Ismail and Al Allaq (2019), it was concluded that EFL instructors teaching at university perceived DI as effective in reducing language learners' foreign language anxiety, which is also in agreement with the present study. Cheng's (2006) study, however, did not indicate a statistically significant effect of DI on tertiary-level EFL learners' foreign language anxiety, which contradicts the results of the current study. Based on the students' and the researcher teacher's views in the current study, it is evident that students were rather anxious while speaking English at the beginning of the implementation process. This situation is found quite usual considering the fact that speaking is one of the most anxiety-provoking language skills (Horwitz et al., 1986; Kim, 2009; MacIntyre & Gardner, 1991b; Von Wörde, 2003; Young, 1990). However, it was detected that the students' speaking anxiety levels decreased considerably throughout the implementation process. The students were of the opinion that the DI activities had a paramount impact on the reduction of their speaking anxiety levels. They reported that, before the implementation of DI, they were afraid of making mistakes while speaking English and that these mistakes would be judged by others, which resulted in showing some avoidance behaviors from speaking. As mentioned in the relevant literature, such behaviors are caused by several factors like fear of negative evaluation (Watson & Friend, 1969), and pose a threat to learners' 'language ego' (Brown, 2014). Therefore, teacher's guidance is of utmost importance to alleviate learners' foreign language anxiety (Horwitz et al., 1986). Correspondingly, the participants of the current study argued that the teacher's attitude supported them in an affective dimension and prevented avoidance behaviors by engaging them in DI-based speaking activities. In addition to the role of the teacher's approach, it was inferred that the students found the activities relevant to themselves and thereby engaging, which might have affected the reduction in their speaking anxiety levels considerably. As Krashen (1982) suggests, alleviating language anxiety is possible by catering to learners' interests and making them perceive what is taught as important. In this

respect, offering language learners personalized learning experiences by varying instruction for their affective needs is helpful in reducing their anxiety levels, which can be possible through pair work, small group work, instructional games, etc. (Foss & Reitzel, 1988; Young, 1991). The current research is also in line with the literature at this point since the students underscored that DI-based speaking activities were personalized and relevant to them, which increased their engagement in these activities. It was also found that their peers had a major role in their anxiety as they stated that they felt much more comfortable while working with those who had similar levels and decent behaviors towards them. In this sense, DI-based speaking activities with flexible grouping were effective in promoting peer support and preventing peer pressure, which is considered one of the major causes of foreign language speaking anxiety (Horwitz et al., 1986) and in turn, decreasing their willingness to communicate in the target language (MacIntyre & Charos, 1996).

The results also demonstrated that the implementation of DI had a significantly positive impact on the learners' speaking self-efficacy. The students emphasized two main aspects of the DI-based speaking activities that they considered effective in improving their self-efficacy beliefs towards speaking English. The first one is that they were able to see their own improvement with the help of the activities, which encouraged them to talk more in the upcoming tasks. This is well-supported by the literature because 'mastery experiences' are regarded as the strongest source of self-efficacy (Bandura, 1997). Secondly, the students highlighted that the support they received from their peers enabled them to become more confident in speaking English, which is another source of self-efficacy termed as 'verbal persuasion' by Bandura (1997). The students expressed that their peers usually encouraged them to speak and provided each other with positive feedback, which they found quite effective in increasing their speaking self-efficacy levels. Likewise, the teacher's reflections demonstrated that most of the students became more willing to participate in the speaking activities, more confident to talk in front of the others, and less anxious while speaking English throughout the implementation process. This can be seen as an evident result of the differentiated learning environment because DI aims to set a safe and inviting environment where teacher believes in student success and students respect and support each other (Heacox, 2014; Tomlinson, 2014; Tomlinson & Moon, 2013). This finding is also in agreement with the previous studies which revaled that

EFL learners found DI to be influential in increasing their self-efficacy towards different language skills such as academic writing (Leblebicier, 2020), reading (Güven, 2023), and speaking (Chen, 2007).

Apart from these, the students generally had positive opinions on the effects of DI-based speaking activities. They highlighted some contributions of the activities such as broadening their horizons, fostering their creativity, and improving their social skill such as communication and collaboration. Similarly, it was inferred from the reflective journals that the activities were beneficial in facilitating the learners' engagement in the lessons and student-to-student interaction by establishing a positive learning environment. It was also revealed that there were important challenges encountered in the development and implementation phases of the instructional design process. In particular, preparing some of the activities was regarded as considerably demanding by the researcher teacher. This finding is also in line with the previous research that demonstrated similar challenges faced by EFL teachers implementing DI (e.g., Horkel, 2023; Sapan, 2021; Şaban, 2020; Tokatlı, 2022).

In brief, the DI-based speaking activities carried out in the current study had statistically significant effects on preparatory school students' speaking proficiency, speaking anxiety, and speaking self-efficacy. The activities were also regarded as effective in improving their speaking skills and self-efficacy beliefs, and reducing their speaking anxiety. Although there was no statistically significant difference in terms of the variable of foreign language motivation, the students' and the researcher teacher's reflections indicated that the activities had some important motivating aspects for the learners.

5.2. Implications

This section aims to present implications based on the results of the current study. It includes the implications for practice and the implications for further research.

5.2.1. Implications for Practice

- Applications based on DI can be developed by curriculum designers and through these applications, DI can be implemented and evaluated in several disciplines. Effective implementation of DI can be made possible through such systematic

applications involving administrative support rather than practices that are solely based on individual efforts.

- Considering the demanding process of instructional design in DI, EFL coursebooks can be prepared based on the principles of DI in order to enable language teachers to apply DI in their lessons more efficiently.
- As DI aims to address diverse learner needs and assessment is an inseparable part of such an instructional philosophy, assessment of the speaking proficiency can be carried out through a variety of oral performance tasks based on learners' interests, readiness levels, and learning profiles.
- The participants of the current study underlined that they needed differentiated lessons that utilizes digital tools and resources more. Regarding the needs of 'digital natives' in this technological era, more technology-enhanced learning experiences can be applied in DI practices.
- The participants of the study suggested using gamification in DI-based speaking lessons. Considering that an inviting learning environment necessary for effective implementation of DI, activities that involve more gamification can be utilized in DI-based speaking lessons.

5.2.2. Implications for Further Research

- As the development of both speaking skills and the affective skills influencing it is a demanding process, studies involving longer periods of implementation can be conducted in order to detect the retention of the impact on these skills.
- Similar studies can be carried out on larger scales to have a more comprehensive investigation of the impact of DI on speaking proficiency and its contributing factors.
- Due to the limitations related to the curriculum of the institution where the current study was conducted, the impact of DI on the learners' speaking skills was investigated through pre-/post-tests. Besides pre-/post-tests, studies including periodic speaking exams can help reveal the development of speaking skills in time by providing more detailed information.
- Similar studies can evaluate the impact of DI on EFL learners' achievement in terms of different components of the speaking skill such as fluency, pronunciation, grammar, vocabulary, and task fulfillment to gather more comprehensive

information about different aspects of the improvement of the learners' overall speaking skills.

- Similar studies can be carried out to explore the impact of DI on speaking proficiency, foreign language motivation, speaking anxiety, and speaking self-efficacy at different levels of schooling to detect the varying needs of learners and how DI addresses these needs.
- In order to further analyze the challenges related to the implementation of DI, research involving stakeholders of education can be designed.
- Regarding the difficulties faced by preparatory school students' due their lack of vocabulary in certain areas, research focusing on the impact of DI on improving subject-specific vocabulary can be conducted.
- The participants of the current study were of the opinion that they were able to use harder grammatical structures while producing oral utterances during the implementation of DI. In order to further analyze the improvement of language use through DI practices, research focusing on the use of grammar in other main language skills such as reading and writing in DI-based lessons can be carried out.

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APPENDICES

Appendix 1. VAK Learning Styles Questionnaire

Name-Surname:
Date:

Circle or tick the answer that most represents how you generally behave.

1. When I operate new equipment I generally:
   a) read the instructions first
   b) listen to an explanation from someone who has used it before
   c) go ahead and have a go, I can figure it out as I use it

2. When I need directions for travelling I usually:
   a) look at a map
   b) ask for spoken directions
   c) follow my nose and maybe use a compass

3. When I cook a new dish, I like to:
   a) follow a written recipe
   b) call a friend for an explanation
   c) follow my instincts, testing as I cook

4. If I am teaching someone something new, I tend to:
   a) write instructions down for them
   b) give them a verbal explanation
   c) demonstrate first and then let them have a go

5. I tend to say:
   a) watch how I do it
   b) listen to me explain
   c) you have a go

6. During my free time I most enjoy:
   a) going to museums and galleries
   b) listening to music and talking to my friends
   c) playing sport or doing DIY

7. When I go shopping for clothes, I tend to:
   a) imagine what they would look like on
   b) discuss them with the shop staff
   c) try them on and test them out

8. When I am choosing a holiday I usually:

a) read lots of brochures
b) listen to recommendations from friends
c) imagine what it would be like to be there

9. If I was buying a new car, I would:
   a) read reviews in newspapers and magazines
   b) discuss what I need with my friends
   c) test-drive lots of different types

10. When I am learning a new skill, I am most comfortable:
   a) watching what the teacher is doing
   b) talking through with the teacher exactly what I'm supposed to do
   c) giving it a try myself and work it out as I go

11. If I am choosing food off a menu, I tend to:
   a) imagine what the food will look like
   b) talk through the options in my head or with my partner
   c) imagine what the food will taste like

12. When I listen to a band, I can't help:
   a) watching the band members and other people in the audience
   b) listening to the lyrics and the beats
   c) moving in time with the music

13. When I concentrate, I most often:
   a) focus on the words or the pictures in front of me
   b) discuss the problem and the possible solutions in my head
   c) move around a lot, fiddle with pens and pencils and touch things

14. I choose household furnishings because I like:
   a) their colours and how they look
   b) the descriptions the sales-people give me
   c) their textures and what it feels like to touch them

15. My first memory is of:
   a) looking at something
   b) being spoken to
   c) doing something

16. When I am anxious, I:
   a) visualise the worst-case scenarios
   b) talk over in my head what worries me most
   c) can't sit still, fiddle and move around constantly

17. I feel especially connected to other people because of:
   a) how they look
   b) what they say to me
   c) how they make me feel

18. When I have to revise for an exam, I generally:

a) write lots of revision notes and diagrams
b) talk over my notes, alone or with other people
c) imagine making the movement or creating the formula

19. If I am explaining to someone I tend to:
    a) show them what I mean
    b) explain to them in different ways until they understand
    c) encourage them to try and talk them through my idea as they do it

20. I really love:
    a) watching films, photography, looking at art or people watching
    b) listening to music, the radio or talking to friends
    c) taking part in sporting activities, eating fine foods and wines or dancing

21. Most of my free time is spent:
    a) watching television
    b) talking to friends
    c) doing physical activity or making things

22. When I first contact a new person, I usually:
    a) arrange a face to face meeting
    b) talk to them on the telephone
    c) try to get together whilst doing something else, such as an activity or a meal

23. I first notice how people:
    a) look and dress
    b) sound and speak
    c) stand and move

24. If I am angry, I tend to:
    a) keep replaying in my mind what it is that has upset me
    b) raise my voice and tell people how I feel
    c) stamp about, slam doors and physically demonstrate my anger

25. I find it easiest to remember:
    a) faces
    b) names
    c) things I have done

26. I think that you can tell if someone is lying if:
    a) they avoid looking at you
    b) their voices changes
    c) they give me funny vibes

27. When I meet an old friend:
    a) I say “it’s great to see you!”
    b) I say “it’s great to hear from you!”
    c) I give them a hug or a handshake

28. I remember things best by:

a) writing notes or keeping printed details
b) saying them aloud or repeating words and key points in my head
c) doing and practising the activity or imagining it being done

29. If I have to complain about faulty goods, I am most comfortable:
    a) writing a letter
    b) complaining over the phone
    c) taking the item back to the store or posting it to head office

30. I tend to say:
    a) I see what you mean
    b) I hear what you are saying
    c) I know how you feel

Appendix 2. Interest Inventory

Name-Surname:

Date:

1. Rate the following topics according to your interests.

(1 = very interested, 2 = somewhat interested, 3 = not interested)

___ Dance	___ Computers	___ Social Studies
___ Business	___ World Languages	___ Politics/Law
___ Music	___ Drama	___ Sports
___ Writing	___ Math	___ Science

2. Write your favorite…

Book:

Author / Poet:

Movie / TV Series:

Celebrity:

Musician:

TV Show:

3. What are your favorite games or sports?

4. If you could learn about anything you wanted to, what would you choose to learn about? Be specific. (For example: science-fiction writing, meteorology, architecture, Shakespeare, Africa.)

5. What are three things you like to do when you have free time (besides seeing friends)?

6. What clubs, groups, teams, or organizations do you belong to? Include both school activities and those not sponsored by the school.

7. If people were to come to you for information about something you know a lot about, what would the topic be?

8. If you could interview an expert on any subject, what subject would you like to talk to someone about?

9. In school, I prefer to work:

❑ alone

❑ with one other person

❑ in a small group

❑ in a larger group

10. In school, I learn best:

❑ alone

❑ with one other person

❑ in a small group

❑ in a larger group

11. What kind of a learner do you think you are?

12. What helps you learn? (For example, a hands-on activity, reading, taking notes, or reading out loud.)

13. What makes learning more difficult for you? (For example, lectures, lots of writing.)

14. What do you like most in English lessons?

15. What do you dislike most in English lessons?

16. What kind of topics do you think can be interesting in English lessons?

17. What kind of materials do you find engaging in English lessons?

18. What topics do you think are appealing for speaking activities in English lessons

19. What types of speaking activities do you think can be engaging in English lessons?

20. Think of a great teacher you've had. Describe what made this teacher so terrific.

21. What else would you like me to know about you as a learner?

Appendix 3a. Lesson Plan 1 – Learning Centers

LESSON: **Unit/Theme:** **Topic**:	English-speaking The Mind Talking about a mental problem Asking for and giving advice
Method:	Differentiated instruction
Techniques:	Learning centers
Objectives:	- The students will be able to describe several mental issues. - The students will be able to identify the target useful expressions related to asking for and giving advice in English. - The students will be able to prepare a *poster/role-play/podcast* about a mental illness**.** - The students will be able to use the target useful expressions related to asking for and giving advice in their *posters/role-plays/podcasts.*
Tools and Materials:	Projector, laptops, smartphones, worksheets (Appendix 4a, Appendix 4b)
Time:	45 mins. + 45 mins.

Lesson Procedures:

1. **Introduction (15 mins.):** At the beginning of the lesson, the instructor plays a listening track about a dialogue between a therapist and a client, which is approximately 2 minutes long. The students are asked what the roles of the speakers (therapist/client) are in this listening track. After the students identify the roles of the speakers, they are asked to explain which mental problem the therapist and the client are talking about. They list the mental problems they have studied throughout the unit and the ones they already know themselves in order to recall their prior knowledge. Following their answers, it is shared with the students that the focus of the lesson will be mental issues.
2. **Development (45 mins.):**

   10 mins.
   The instructor tells the students that they will listen to the recording again but this time they are supposed to focus on some useful expressions related to asking for/giving advice. Then, the students are asked which expressions they've heard in the recording, and after their answers, they are instructed to match the expressions in the speaking section of the second unit of their coursebook with the appropriate functions.

35 mins.
The teacher explains to the students that people have different learning styles, and these learning styles have a significant impact on learning. He also reminds the students of the VAK Questionnaire that they filled in the first week of the module. According to the results of this questionnaire, students are divided into groups of two or three, each as visual, auditory, and kinesthetic. The worksheets that the researcher teacher has specifically prepared for different *learning styles* (see Appendix 4a and Appendix 4b) are distributed to the groups and the group members are asked to read the instructions in the worksheets carefully (The kinesthetic groups use the coursebook as the activity in the coursebook already includes a role-playing activity suitable for the kinesthetic learners.). The groups are assigned to do the following activities:

Visual Groups: They prepare a poster/infographic (see Appendix 5a for a sample poster prepared by one of the groups) by choosing one of the mental problems in the worksheet or one of their own choices. When they complete their posters, they are expected to present them to their classmates. They are also expected to use the useful expressions covered at the beginning of the lesson to give specific advice to their classmates in their presentations.

Auditory Groups: They prepare podcasts by choosing one of the mental problems from the worksheet or one of their own choices. In the podcasts, one of the students is the podcast host and the other one is the guest. The podcast host asks questions about the problem while the guest is responsible for answering these questions and giving advice. The students are expected to utilize the useful expressions covered in the first part of the lesson. If there are three members in the group, two students are asked to be the guests of the podcast. At the end of the lesson, the students are responsible for presenting their podcast to the whole class.

Kinesthetic Groups: They prepare a role-play which is supposed to be between a therapist and a client. One of the students is expected to be the client who suffers from a mental problem and asks for advice while the other is asking questions and giving advice as the therapist. In groups of three, two clients are also accepted. At the end of the lesson, the students role-play in front of their classmates.

While the students are working in small groups, the instructor walks around the class to observe them, answer their questions, and help them if they need some scaffolding. He also provides some constructive feedback throughout the process.

3. **Conclusion (30 mins.):** In the last part of the lessons, the groups are asked to present what they've prepared one by one. The visual groups have poster presentations, the auditory groups make the audience listen to the podcast (either showing their recording or performing it in front of them), and the kinesthetic groups role-play the conversations they've prepared. The

audience asks questions and gives feedback to the presenting students.
Assessment: The instructor takes notes about the students' performances to use in the reflective journal.

Appendix 3b. Lesson Plan 2 – Interest Centers

LESSON: **Unit/Theme:** **Topic**:	English-speaking Ideas Talking about developing a project or a product
Method:	Differentiated instruction
Techniques:	Interest centers/groups Buzz groups
Objectives:	- The students will be able to identify the problems of their countries. - The students will be able to discuss the problems of their countries and find possible solutions to them. - The students will be able to design a project/product to solve a problem of a country. - The students will be able to present a project/product to their classmates.
Tools and Materials:	Projector, A4 papers, pencils, smartphones, worksheets (Appendix 4c)
Time:	45 mins. + 45 mins.

Lesson Procedures:

1. **Introduction (15 mins.):** At the beginning of the lesson, the instructor writes some words on the board that can point to some problems in various countries (e.g., congestion, pollution, safety, etc.) and asks the students to guess what these words are related to with the aim of grabbing their attention. After the students share their opinions, they are asked to give some examples of other problems. The problems mentioned by the students are also written on the board by the instructor. Then, a short whole-class discussion is held on what solutions have been produced for these problems so far and how these solutions have been developed.

2. **Development (55 mins.):**

   15 mins.
   Buzz groups of two are formed and each student is asked to choose a problem and talk to his/her partner about the problem and its possible solutions for two minutes. While the students are talking to their partners, the instructor walks around the classroom and monitors them. Once the buzz groups finish talking, the instructor asks the volunteer students to share their partners' ideas with the whole class. The instructor provides

constructive feedback on their ideas and encourages the other students to provide some more feedback on the ideas shared.

40 mins.
The instructor explains to the students that each learner has different interests, and these interests can be taken into consideration in learning and reminds them of the *Interest Inventory* that they were given in the first week of the module. The students are divided into groups of five or six according to their interests. As soon as the group members are seated in circles, the worksheets prepared by the researcher teacher based on their interests are distributed to them. The themes in the worksheets are *football, space, business, science,* and *animals*. Each group is supposed to discuss the country's problems or needs related to the theme and choose a significant one to focus on. They make a choice whether to develop a project or a product. After reaching a consensus, group members discuss the project/product they will prepare for the problem they have chosen. The instructor observes the groups and answers the students' questions. They are also expected to sketch their projects/products during/after their discussions within the allocated time.

3. **Conclusion (20 mins):** In the conclusion part of the lesson, the groups are asked to present the projects/products to the other groups demonstrating their sketches (see Appendix 5b for sample student work). After their short presentations, the members of the other groups comment on the project/product of the presenting group members and ask them some questions.

Assessment: The instructor takes notes about the students' performances to use in the reflective journal.

Appendix 3c. Lesson Plan 3 – Layered Curriculum in Learning Menu Format

LESSON: **Unit/Theme:** **Topic**:	English-speaking Business Talking about business and shopping
Method:	Differentiated instruction
Techniques:	Layered curriculum in learning menu format
Objectives:	- The students will be able to explain the working conditions of some occupations or their shopping habits. - The students will be able to solve some problems that can be encountered while shopping or in business life. - The students will be able to analyze the shopping habits or business policies of a country.
Tools and Materials:	Projector, smartphones, worksheets (Appendix 4d, Appendix 4e, Appendix 4f, Appendix 4g), cards, pencils
Time:	45 mins. + 45 mins.

Lesson Procedures:

1. **Introduction (20 mins.):** At the beginning of the lesson, as an attention getter, the instructor tells the students that when they go to a restaurant, they are given a *menu,* and we select what we want but this does not happen in the classroom setting. He directs the question "How would it be if we had the same thing in our lessons?" After receiving some answers from those who want to reply, he shows *a speaking menu* (see Appendix 4d) to the students by projecting it on the board and tells them that they will have the *speaking menu* in this speaking session. The students take a look at the menu to infer what the main themes of the lesson are. After the students share their assumptions, the instructor asks them about their favorite businesspeople, brands, online delivery applications, and online shopping websites and why they like them as warm-up questions. Then, he displays a total of 12 exercises, prepared by the instructor, in the menu and briefly describes them to the students. Eight of these exercises are related to business while the other eight are about shopping as they are the main themes of the unit. The exercises related to these themes are based on students' *interests* (e.g., celebrities, online shopping, political issues) and also *learning styles*.

2. **Development (45 mins.):**

   10 mins.

The instructor asks the students to find a partner to work on the exercises together. After they are seated as pairs, he distributes the menu for each pair. He tells the students that he has the role of a waiter in this context, so they should be 'ordering' what they want. Since it is a *layered curriculum* activity, the students are supposed to start with one of the 'starter' exercises, which represents the *C layer* of Nunley's (2003) *layered curriculum*. In other words, the easiest exercises targeting the levels of *remembering* and *understanding* are presented to the students as starters. The estimated speaking time given to each student in the starter exercises is 2-3 minutes as shown in the speaking menu. When they select their topic, the students raise their hands to 'call the waiter' to take their worksheets. To illustrate, if they select the exercise named 'Nice to meet you.', the instructor gives them some worksheets and cards that let them read the detailed instructions. Each student is also given a card, which they shouldn't show to their partner, with some prompt questions such as *"How often do you go shopping?", "Do you prefer shopping in big stores or small shops?".* With the help of their cards, they ask each other simple questions like that and role-play a conversation on shopping. They are supposed to complete the starter exercises before moving on to the upper layers.

15 mins.
When the students finish their starters, they raise their hands to 'order' the 'main course' exercise they choose to complete. The exercises in *Layer B* address the levels of applying and problem-solving. Similar to the activities in Layer C, the students use the worksheets and cards to ask and answer questions at this level. To illustrate, the ones who choose the exercise titled 'This is the website' show how to use their favorite online shopping websites. Their partners ask them some questions about the online shopping process with the help of the prompt questions written on their cards (e.g., What happens if you buy something wrong? How can we return an item?). The students have 3-5 minutes of speaking time each for the exercises in this layer.

20 mins.
Once the students are done with their 'main course', they 'order' their 'deserts', which represents *Layer A.* As it is the top layer, the exercises in Layer A contain some questions that promote higher-order thinking skills such as analyzing and critical thinking. For example, the students who choose 'International Summit' role-play the presidents of some countries and answer some questions related to business policies like "What do you think ideal working hours should be?", "Should people work from home or go to the office?". Every student is given 5-7 seven minutes for the exercise they select at this level.

The instructor teacher walks around the classroom and observes the students as far as he can throughout the process. He is also busy with distributing the worksheets, cards, etc.

3. **Conclusion (25 mins):** A teacher-led whole-class discussion about the exercises is held at the end of the class. The instructor asks the students some questions about the effectiveness of the exercises, wants them to choose the best and the most difficult ones, offer suggestions, etc. The students comment on the exercises and talk about their own experiences, telling what they have done to their classmates.
Assessment: The instructor takes notes about the students' performances and receives feedback from them in the last part of the class to use in the reflective journal.

Appendix 3d. Lesson Plan 4 – Learning Stations

LESSON: **Unit/Theme:** **Topic**:	English-speaking Social Issues Talking about social issues
Method	Differentiated instruction
Techniques:	Learning stations Heterogenous grouping Brainstorming
Objectives:	- The students will be able to discuss a variety of social issues. - The students will be able to analyze the importance of several social issues by brainstorming. - The students will be able to write at least three slogans about social issues. - The students will be able to prepare a poster about a social issue. - The students will be able to write a short movie or a public ad about a social issue. - The students will be able to compose a song about a social issue.
Tools and Materials:	Worksheets (Appendix 4h, Appendix 4i, Appendix 4j, Appendix 4k), smartphones, projector, A3 papers, A4 papers, colored papers, pencils, colored pencils
Time:	45 mins. + 45 mins.

Lesson Procedures:

1. **Introduction (10 mins.):** In order to grab attention, the seats are previously arranged during the break time and colored papers on which station names (slogan station, songwriting station, public service ad station, and poster station) are written. There are four interconnected stations on the right side of the classroom and another four interconnected stations on the left side. These two groups of stations are independent of each other, so there are eight stations in total, two from each station (slogan, songwriting, public service ad, and poster). Once the students enter the class, the instructor places eight *heterogeneous* groups of three at the stations based on the students' *learning profiles* and *interests*. Then, he projects the worksheets that he prepared for the lesson on the board and asks the students to focus on the visuals showing some sample posters and slogans about social issues. The students infer which social issues the slogans/posters are about. Following their answers, the instructor asks the students to list and define the social issues (e.g., abuse, bullying, mobbing, wage inequality, etc.) covered in this unit as far as they remember. After they share their answers with the whole class, they

are informed that they will be discussing social issues by working at different learning stations in this lesson.

2. **Development (60 mins.):** The instructor instructs the students that they will start working at the station where they are already seated and move on to the next station after 15 minutes and change all the stations at 15-minute intervals. They are expected to leave what they have prepared and the other materials/tools there before changing their seats to go to another station and continue/improve what the previous group has already prepared there. One student from each group is selected as a station chief who is responsible for explaining the group that will work at the station after them and presenting the products at the end of the lesson. Firstly, the students list important social issues and choose one of them at every station. Then, they discuss the importance and details of the issue they selected and *brainstorm* to develop their product. Finally, they start working on their products together. The remaining groups inspect the products and keep working on them in turns. They analyze what has already been done at the station and keep talking about the already chosen social issue with the aim of improving it. At the poster station, the group members prepare a poster introducing a project on a social issue. At the public service ad station, the students work on writing a public service ad or a short movie about a social issue. At the songwriting station, the students try to write a meaningful song about a social issue. Lastly, at the slogan station, the students write at least three slogans that are capable of raising awareness on social issues. While the students are working at the stations, the instructor walks around the stations and observes them. He directs them some questions about the social issues and the products they are working on. He answers their questions and provides them with constructive feedback.

3. **Conclusion (20 mins):** All the products prepared at the stations (see Appendix 5c, Appendix 5d, Appendix 5e, and Appendix 5f for sample student work) are collected and the station chiefs of four interconnected groups are invited to the stage. They present the posters, public-service ads/short movie scenarios, songs, and slogans with the help of the instructor. Those who have worked on the other interconnected four groups ask questions to them, comment on their products, and give them feedback on what they've prepared. After that, the station chiefs of the other four interconnected groups come to the stage, and the same procedures are applied. At the end, the instructor gives feedback to the whole class, summarizes, and ends the lesson.

Assessment: The instructor takes notes about the students' performances and receives feedback from them in the last part of the lesson to use in the reflective journal.

Appendix 3e. Lesson Plan 5 – RAFT

LESSON: **Unit/Theme:** **Topic**:	English-speaking The Environment Talking about raising awareness of environmental issues Types of speeches
Method:	Differentiated instruction
Techniques:	RAFT Think-Pair-Share
Objectives:	- The students will be able to associate the topics related to the environment with the photos that represent them. - The students will be able to express their ideas about a famous speech on climate change. - The students will be able to define *informative, persuasive, entertaining,* and *demonstrative* types of speeches. - The students will be able to complete a RAFT table with the appropriate possible answers. - The students will be able to prepare a 2-3-minute-long speech on an environmental topic.
Tools and Materials:	Projector, pencils, notecards, worksheets (Appendix 4l)
Time:	45 mins. + 45 mins.

Lesson Procedures:

1. **Introduction (10 mins.):** At the beginning of the lesson, the instructor projects six photographs symbolizing some environmental topics on the board to get the students' attention. The students are asked to explain which issue they think each photograph refers to and why they think so. A quick teacher-led whole-class discussion is held on this topic. Then, they are given the worksheet titled "The Stage Is Yours" prepared by the instructor for this week's speaking session and asked to match the photos with the environmental topics specified in Exercise 1.2. After the students complete it, the answers are checked all together by the whole class. The instructor tells them that they will be working on such environmental topics in this lesson.

2. **Development (50 mins.):**

15 mins.
The instructor projects the video of Leonardo DiCaprio's speech about climate change on the board (see Appendix 4m) The volunteer students quickly share their ideas on the video telling whether they like the speech or not and by giving reasons. The instructor provides constructive feedback on the students' replies and asks some follow-up questions that can promote student-to-student interaction. Once they finish sharing their ideas, the instructor tells the students to focus on the tone of the speech this time and shows them some main types of speeches written in Exercise 2.2. Following their answers, they are asked to match the types of speeches with their functions individually. In the end, the instructor gets the students' answers, checks them together with the whole class, and shares the correct ones with them.

15 mins.
The instructor shows the students the sample RAFT table given in Exercise 3.1. and explains the concepts of *"Role", "Audience", "Format"* and *"Topic"*. Following that, a quick *Think-Pair-Share* activity is conducted as follows: They are first asked to look at the sample RAFT table and think about what the possible answers for the missing categories might be individually. For instance, some possible answers for the missing categories in the second row can be "a primary school teacher (*role*)" and "biodiversity (*topic*)" considering that the *format* given in the row is "lesson (informative speech)" and the *audience* is "young learners". They are given three minutes to think about the possible answers, and another three to share their ideas with the partners they choose. After they finish talking, they share their answers with the whole class. The instructor writes the answers to fill in the table on the board.

20 mins.
The students are instructed that they will do a similar RAFT activity to prepare a speech about an environmental issue. They are asked to choose their *role, audience, format,* and *topic* using the table and prompts in Exercise 3.2. They are allowed to choose any topic as long as it is related to the environment. In the preparation phase, they work individually and, if necessary, they prepare small note cards to use during their speeches.

3. **Conclusion (30 mins):**

15 mins.
The students are matched with a partner to deliver their speeches to and give feedback to each other.

15 mins.
The instructor asks the volunteer students to give their speeches to the whole class one by one without telling what their *role, audience, format,* and *topic* are. After the speeches, the other students try to guess them.

Since each speaker's partner in the previous activity already knows the answers, s/he is forewarned to remain silent in this part of the lesson.
Assessment: The instructor takes notes about the students' performances to use in the reflective journal.

Appendix 4a. Learning Centers - Worksheet for Auditory Learners



You are going to create a podcast. Follow the instructions below.

• Search for some psychology podcasts. Listen to them and analyze the common features.

• Choose a mental problem as the topic of your podcast and choose your roles.

• Create a dialogue including the useful expressions in Exercise 2.

• Practice your podcast and perform it for your classmates.

STUDENT A: THE GUEST

You are invited to a podcast to talk about a mental problem. The podcast host will ask you some questions about the problem, you'll inform him/her and give and offer advice to the audience.

STUDENT B: THE PODCAST HOST

You are the host of the podcast. You will host a guest this week. You will ask him/her to inform you about a mental problem and ask him/her for his advice.

PROBLEMS:

- procrastination
- exam anxiety
- jealousy
- anger management
- stress
- depression
- phobia
- heartbreak

Your own ideas... ???

Appendix 4b. Learning Centers - Worksheet for Visual Learners



You are going to give a poster presentation. Follow the instructions below.

• Search for some posters / infographics about mental problems. Go over the posters and analyze the common features.

• Choose a mental problem and prepare a poster / infographic.

• Try to use nice visual aids in your poster / infographic (e.g. eye-catching photos /drawings, shapes, graphs, charts, clear fonts) :







CLEAR FONTS

Appropriate font size should be used for different parts of your poster / infographic.

• Include the useful expressions in Exercise 2 in your speech in order to give your classmates some advice.

• Deliver your presentation.

PROBLEMS:

- procrastination
- exam anxiety
- jealousy
- anger management
- stress
- depression
- phobia
- heartbreak

Your own ideas... ???

Appendix 4c. Interest Centers - Sample Worksheet

SCIENCE

Product / Project



In this task, you are going to create a product or project related to science. Follow the instructions below.

1 Talk to your group members and discuss the problems and needs of the country where you live in terms of scientific studies.

2 Decide whether you are going to design a product or a project to meet the needs of your country with your group members. Choose only one of them.

If you choose product development, go to page 2.
If you choose project development, go to page 3.

3 Try to develop ideas and design a product / project together with your teammates.

4 Tell your product / project to the whole class.

prepared by Çağrı Bilir

A) PRODUCT DEVELOPMENT



*If you choose to develop a **product**, you can talk about the following:*

- **Appearance** (Shape, size, weight, durability, materials?)
- **Function** (What does it do and how does it work?)
- **User-friendliness** (How easy or comfortable is it to use?)
- **Quality** (How well is it made; what materials are used?)
- **Aesthetics** (Is it attractive, why and what makes it so?)
- **Target users** (Who is it for and is it appropriate?)
- **Cost** (How much money does it cost and is it good value for money?)
- **Environment** (Is it environmentally friendly?)
- Your own ideas...

Name of the product:

Sketch / Model

B) PROJECT DEVELOPMENT

*If you choose to develop a **project**, you can talk about the following:*

- **What is your country's problem or need?**
- **How will your project address it?**
- **Who will benefit from it?**
- **How long will it take to develop?**
- **How much will it cost to develop?**
- **What do you need to develop it?** (e.g., equipment, permits, workforce, etc.?)
- **What problems are likely during development?**
- **How will you overcome potential problems?**
- Your own ideas...

Name of the project:

Sketch / Model

Appendix 4d. Layered Curriculum in Learning Menu Format - Speaking Menu



Appendix 4e. Layered Curriculum in Learning Menu Format - Sample Exercise for Layer C

NICE TO MEET YOU!

GOLDEN RULE: DON'T SHOW YOUR CARD TO YOUR PARTNER

Role-play a dialogue between two people who have recently met. They can be two friends from a class, two soccer players, two famous models etc. You start talking about shopping and ask each other some general questions about shopping. Each of you will be given a card to ask some questions to your partner.

- Decide on your characters with your partner and just think about a setting.

Example: Two friends from university meeting in the first day of the school.



- Pick a setting where you'll meet with your partner:

a) theatre
b) football / tennis / basketball camp
c) holiday
d) research lab
e) dance course
f) yoga course
g) fashion show
…. your own ideas

- Each of you will be given a card to help you form the role-playing activity.
- Follow the prompts using the cards given to you.
- Don't show your card to your partner.
- Try to keep an enjoyable and understandable dialogue with your partner using the prompts in your card.

STUDENT A

Name of your character:
Personality Traits:
Job:

- You'll start the conversation. Ask your friend his/her name.
- Referring to where you are, ask your friend what his/her hobbies are.
- Agree with your friend and ask: **"How often do you go shopping?"**
- Answer your friend's question according to your character and **ask him/her the same question.** Then, ask him/her: **"Do you prefer shopping in big stores or small shops?"**
- Tell your friend that you'd like to go shopping together one day and say, "Nice to meet you."

STUDENT B

Name of your character:
Personality Traits:
Job:

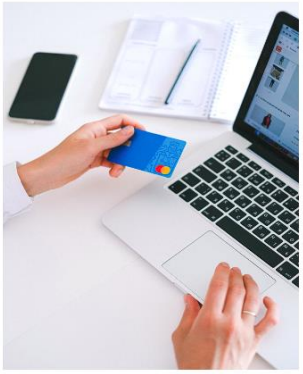
- Your friend will ask you your name. Tell your name and ask him/her where s/he's from.
- Tell your friend your hobbies. Then, tell that you like shopping a lot. **Ask your friend if s/he likes it as well.**
- Answer your friend's question according to your own idea. Then, **ask him/her the same question.** After s/he gives the answer, ask him/her: **"What do you usually buy when you go shopping?"**
- Answer your partner's question and ask him/her the same question.
- Agree with your friend.

Appendix 4f. Layered Curriculum in Learning Menu Format - Sample Exercise for Layer B

THIS IS THE WEBSITE

- Go to your favorite online shopping app/website on your mobile phones and get ready to discuss the questions below while showing the website to your partner:

- **What kind of problems may occur while using this website/app for online shopping?**
- **What happens if you buy something wrong on this website/app?**
- **What should we do to return an item? Show your partner on the website.**
- **How long does refund take to process? Tell your partner about your experiences.**
- **Your own questions...**



Appendix 4g. Layered Curriculum in Learning Menu Format - Sample Exercise for Layer A

THE INTERNATIONAL SUMMIT

- You'll role-play the presidents of some countries in an international summit which is about business.
- The reporters' questions will be on your desk, and you'll answer them one by one.

GOLDEN RULE: TAKE THE REPORTERS' ONE BY ONE. DON'T LOOK AT ALL OF THEM AT THE BEGINNING.

- One of you should pick one of the developed countries below:

a) Switzerland
b) Norway
c) Hong Kong
d) Germany
e) Netherlands
f) Canada



- One of you should pick one of the developing countries below:

a) Argentina
b) Turkey
c) Iran
d) Serbia
e) Poland
f) Libya

- Both presidents should answer all the questions. You can agree or disagree each other and discuss.

REPORTERS' QUESTIONS

- What do you think ideal working hours should be? Why?

- Should people work from home or go to office? Why, why not?

- Is speaking one foreign language enough? Why, why not?

- Is life more difficult for working mothers? Why, why not?

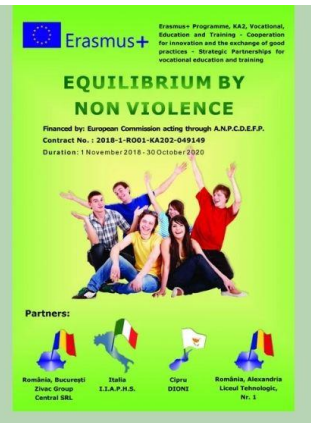
- Is 4-day workweek possible? Why, why not?

- How can you improve the economy of your country?

Appendix 4h. Learning Stations - Worksheet for the Poster Station







POSTER STATION

At this station, you are expected to develop a social project to fight against a social problem and prepare a poster about it.

STEP 1: DECIDE ON THE SOCIAL ISSUE

Choose a social issue to talk about together with your group members. It can be about:

- animal rights, child abuse, bullying / mobbing, wage-inequality, racism, sexism, ageism, ableism, hunger/poverty, wars, *your own ideas...*

STEP 2: DISCUSS THE PROBLEM AS A GROUP

- In order to develop an effective project, you need to discuss the importance of the topic and brainstorm together. You can use strategies like *5W1H, TOP etc.*
- Try to develop a project related to the social problem. Discuss the details of your project with your group members. ***(What is your target, what actions will you take, how will you impress people, how to budget your project etc.)***

STEP 3: PREPARE YOUR POSTER

- Prepare a poster that introduces your project. Your poster may include ***a logo, some information about the project, contact info, symbols, facts, statistics etc.***
- You can use the materials which you can find at the station or canva.com to prepare your poster.

prepared by Çağrı Bilir

Appendix 4i. Learning Stations - Worksheet for the Public Service Ad/Short Movie Station



PUBLIC SERVICE AD / SHORT MOVIE STATION

At this station, you are expected to write and role-play a public service ad or a short movie about a social issue.

STEP 1: DECIDE ON THE SOCIAL ISSUE

Choose a social issue to talk about together with your group members. It can be about:

- drug addiction, animal rights, child abuse, bullying / mobbing, racism, sexism, ageism, ableism, hunger/poverty, wars, *your own ideas...*

STEP 2: DISCUSS THE PROBLEM AS A GROUP

- In order to write a nice scenario, you need to discuss the importance of the topic and brainstorm together. You can use strategies like *5W1H, TOP etc.*
- Try to write a nice scenario discussing the details of your ad / short movie with your group members. ***(Who is your target audience, who are the characters, what is the story, what is your message, how will you impress people etc.)***

STEP 3: ROLE-PLAY YOUR AD / SHORT MOVIE

- Role-play your scenario together with your group members.
- You can use the materials which you can find at the station.

prepared by Çağrı Bilir

Appendix 4j. Learning Stations - Worksheet for the Songwriting Station



SONGWRITING STATION

At this station, you are expected to write a protest song about a social issue.

STEP 1: DECIDE ON THE SOCIAL ISSUE

Choose a social issue to talk about together with your group members. It can be about:

- censorship, violence, bullying / mobbing, racism, sexism, stereotypes and bias in education, wars, *your own ideas...*

STEP 2: DISCUSS THE PROBLEM AS A GROUP

- In order to write a nice song, you need to analyze the importance of the topic and brainstorm together. You can use strategies like *5W1H, TOP etc.*

STEP 3: WRITE YOUR SONG

- Try to write a song with meaningful, rhyming sentences related to the social issue you've selected together with your teammates.

prepared by Çağrı Bilir

Appendix 4k. Learning Stations - Worksheet for the Slogan Station



SLOGAN STATION

At this station, you are expected to create 3 slogans about some important social issues.

STEP 1: DECIDE ON THE SOCIAL ISSUE

Choose 3 important social issues to talk about together with your group members. They can be about:

- racism, sexism, ageism, ableism, censorship, wage inequality, hunger/poverty, wars, *your own ideas...*

STEP 2: DISCUSS THE PROBLEM AS A GROUP

In order to find an appropriate slogan, you need to discuss the importance of the topic and brainstorm together. You can use strategies like *5W1H, TOP etc.*

STEP 3: WRITE YOUR SLOGAN

Discuss what kind of a powerful sentence you can make to impress people. Try to use powerful words. Use the materials at the station to write your slogan.

prepared by Çağrı Bilir

Appendix 4l. RAFT - Worksheet



THE STAGE IS YOURS

EXERCISE 1

1.1. Look at the images below. What do you think each image refers to? Why do you think so?



.....



.....



.....



.....



.....



.....

1.2. Try to match the environmental topics below with the photos in *Exercise 1.1.* Write the letters under the photos.

a. acid rain
b. urban spraw
c. floods
d. natural resources
e. climate change
f. ozone depletion
g. air pollution
h. water pollution
i. noise pollution
j. biodiversity

EXERCISE 2



2.1. Listen to Leonardo DiCaprio's speech on climate change. Did you like the it? Why/why not?

2.2. How do you think the tone of his speech is? Why?
Informative? Persuasive? Entertaining? Demonstrative?

2.3.Look at the functions of some main types of speeches below. Try to match them with the correct ones.

1. informative	a. instructing or informing the audience by demonstrating how to do or understand something, often using visual aids or practical examples
2. persuasive	b. providing the audience with factual information
3. entartaining	c. amusing the audience
4. demonstrative	d. aiming to convince the audience to adopt a specific viewpoint or take a particular action.

EXERCISE 3

3.1. Analyze and complete the R.A.F.T. table which represents *role, audience, format and topic* of some sample speeches.

ROLE	AUDIENCE	FORMAT	TOPIC
A famous actor (Leonardo DiCaprio)			Climate Change
	Young learners	Lesson (Informative speech)	
	Stand-up audience		People who live in urban areas

3.2. You are going to deliver a 2-3-minute-long speech on an environmental topic. Please follow the guidelines and fill in the R.A.F.T. table below.

- **Decide on your <u>ROLE:</u> Who are you?** *An animal rights activist, a musician, a president, a teacher, a soccer player, a scientist, a businessperson…*
- **Decide on your <u>AUDIENCE:</u> Who are you going to deliver your speech to?** *TV audience, officials, businesspeople, scientists, students, children…*
- **Decide on the <u>FORMAT</u> of your speech: What kind of a speech are you going to deliver?** *An informative lecture, a persuasive conference talk, a demonstrative presentation, an entertaining stand-up performance…*
- **Decide on your <u>TOPIC:</u> What are you going to talk about?** Your topic should be related to environment. It can be one of the topics given in Exercise 1.2. or your own idea.

ROLE	AUDIENCE	FORMAT	TOPIC

3.3. Practice your speech by preparing some notecards.

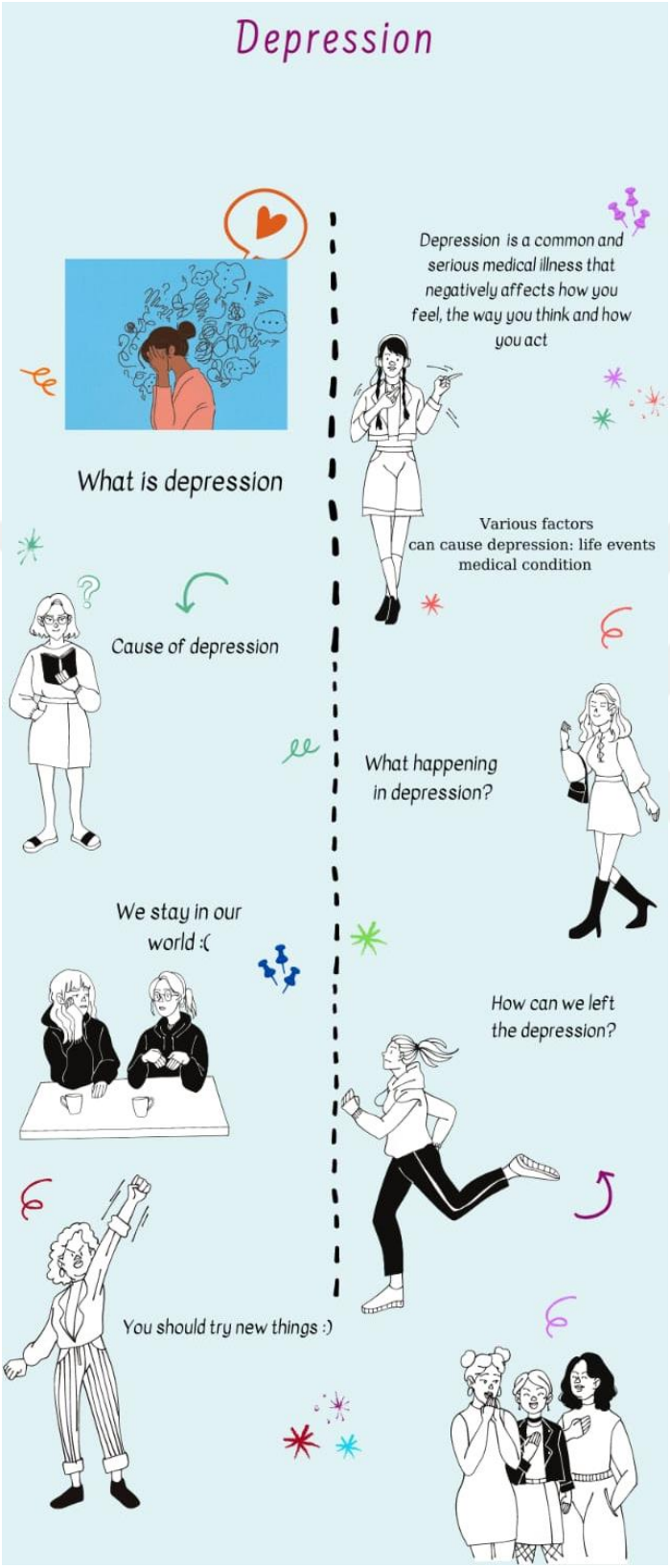
3.4. Deliver your speech to your classmates.

Prepared by Çağrı Bilir

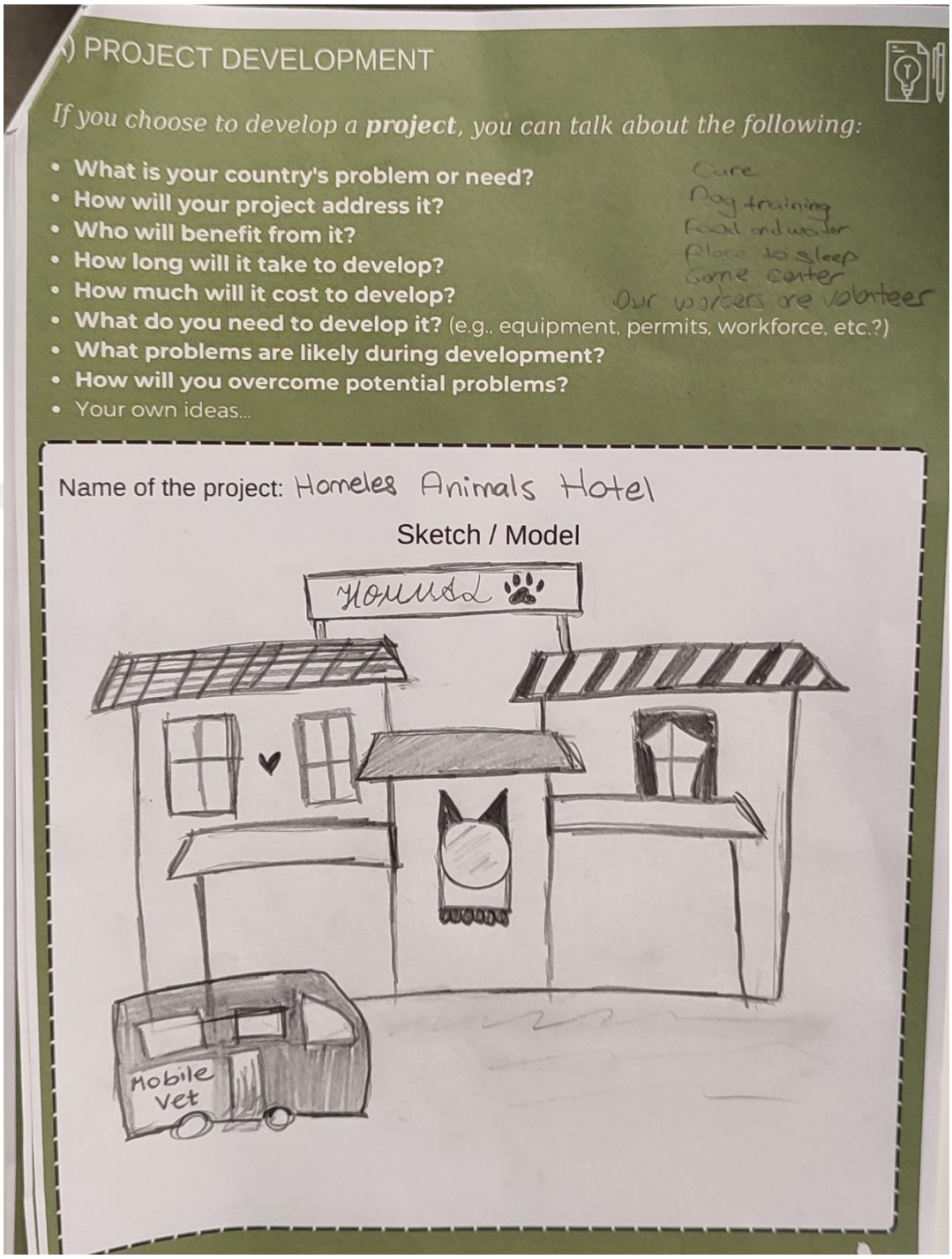
Appendix 4m. RAFT - Video Link

https://www.youtube.com/watch?v=vTyLSr_VCcg.

Appendix 5a. Sample Student Work – Learning Centers



Appendix 5b. Sample Student Work – Interest Centers



) PROJECT DEVELOPMENT

*If you choose to develop a **project**, you can talk about the following:*

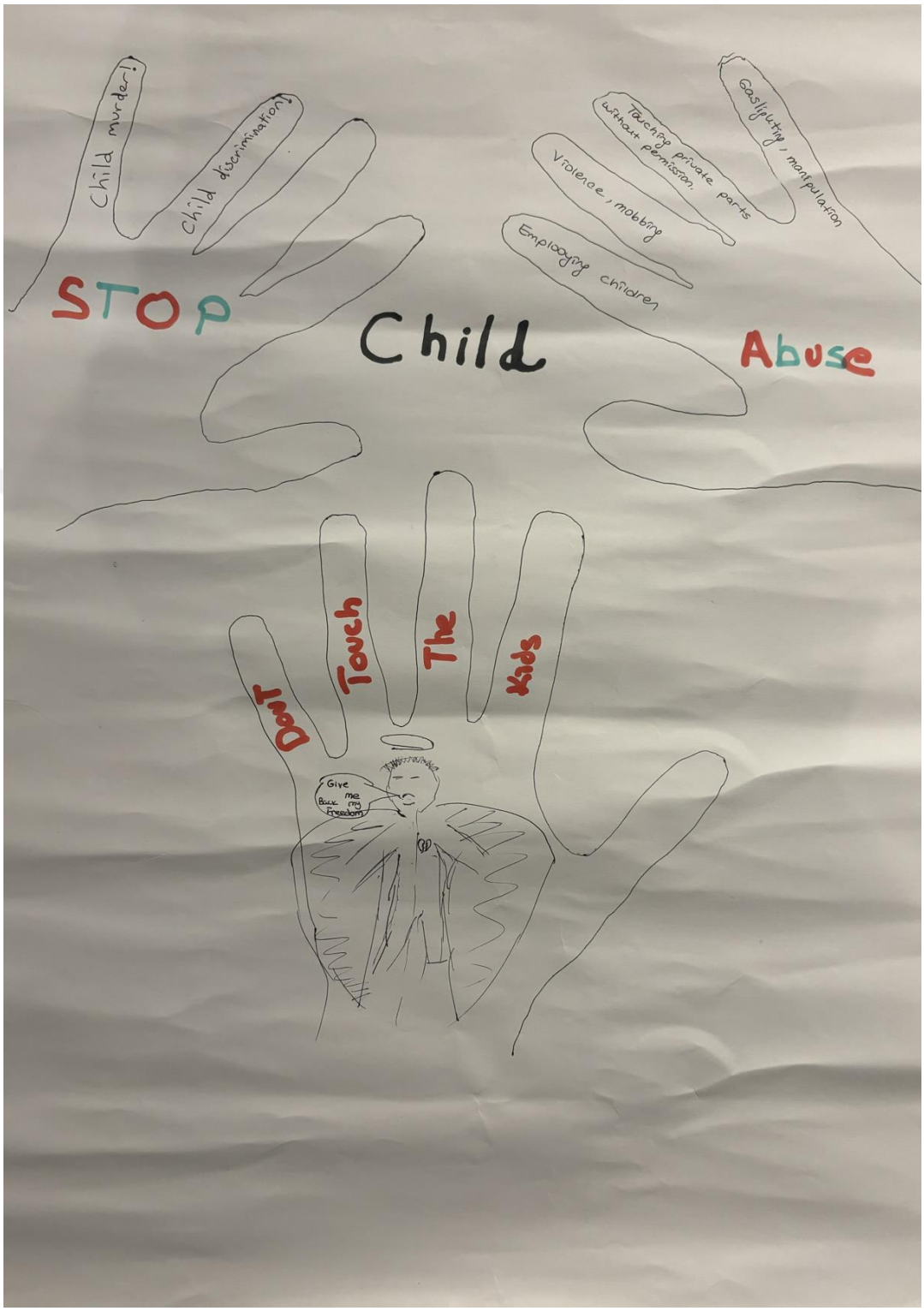
- **What is your country's problem or need?**
- **How will your project address it?**
- **Who will benefit from it?**
- **How long will it take to develop?**
- **How much will it cost to develop?**
- **What do you need to develop it?** (e.g., equipment, permits, workforce, etc.?)
- **What problems are likely during development?**
- **How will you overcome potential problems?**
- Your own ideas...

Care
Dog training
Food and water
Place to sleep
Game center
Our workers are volunteer

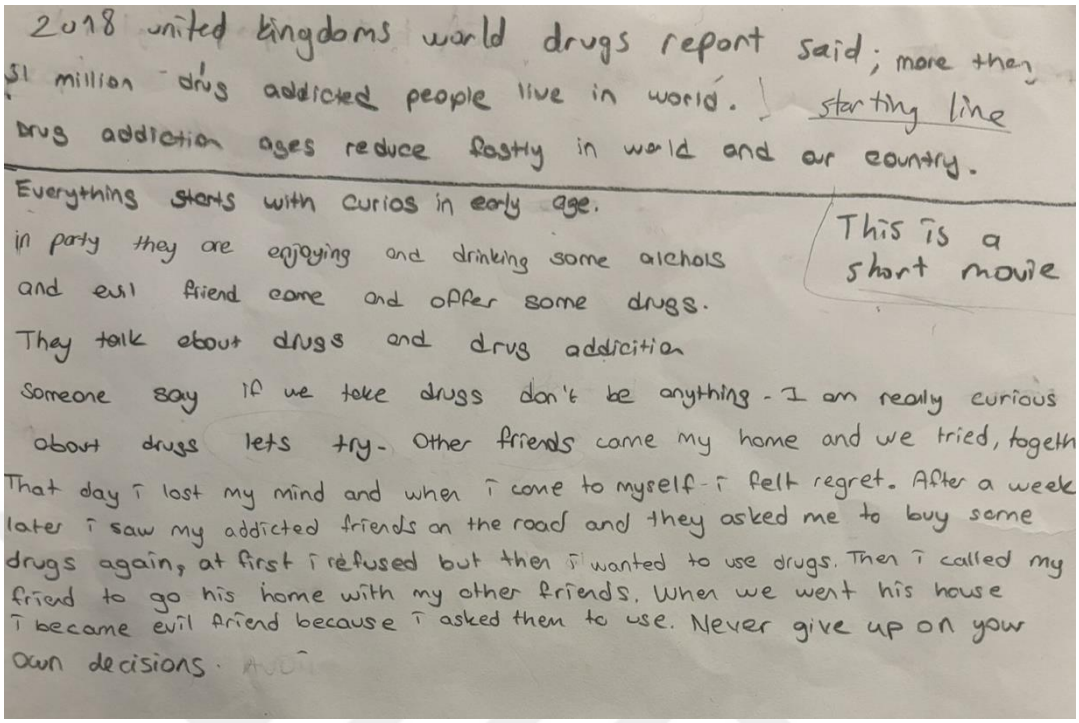
Name of the project: Homeles Animals Hotel

Sketch / Model

Appendix 5c. Sample Student Work – Learning Stations – Poster Station



Appendix 5d. Sample Student Work – Learning Stations – Public Service Ad/Short Movie Station

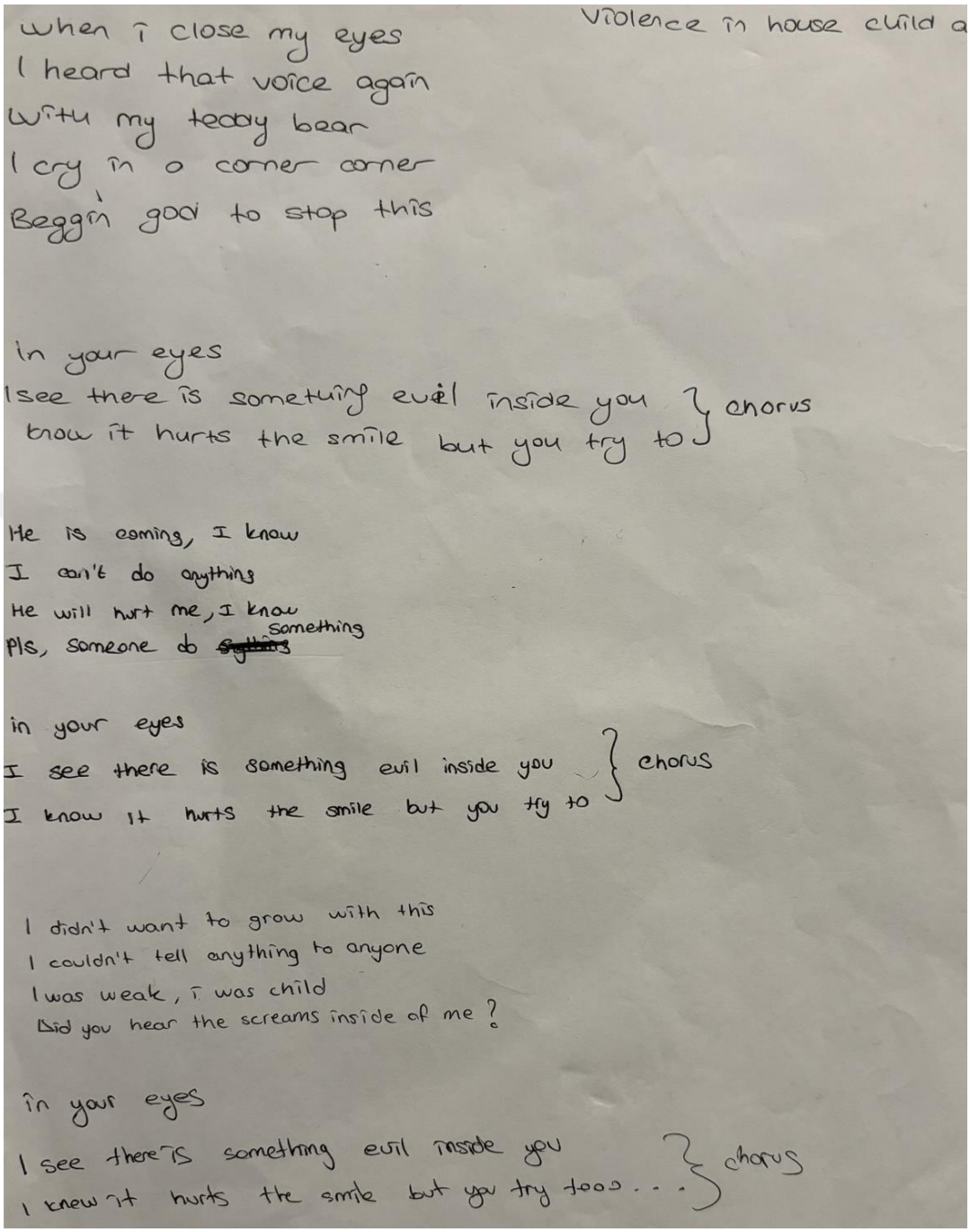


2018 united kingdoms world drugs report said; more then 31 million drug addicted people live in world. starting line drug addiction ages reduce fastly in world and our country.

Everything starts with curios in early age.
in party they are enjoying and drinking some alchols and evil friend come and offer some drugs.
They talk about drugs and drug addicition
Someone say if we take drugs don't be anything - I am really curious about drugs lets try. Other friends come my home and we tried, togeth
That day I lost my mind and when I come to myself - I felt regret. After a week later I saw my addicted friends on the road and they asked me to buy some drugs again, at first I refused but then I wanted to use drugs. Then I called my friend to go his home with my other friends. When we went his house I became evil friend because I asked them to use. Never give up on your own decisions.

This is a short movie

Appendix 5e. Sample Student Work – Learning Stations – Songwriting Station



Violence in house child a

When I close my eyes
I heard that voice again
With my teddy bear
I cry in a corner corner
Beggin' god to stop this

In your eyes
I see there is something evil inside you } chorus
I know it hurts the smile but you try to

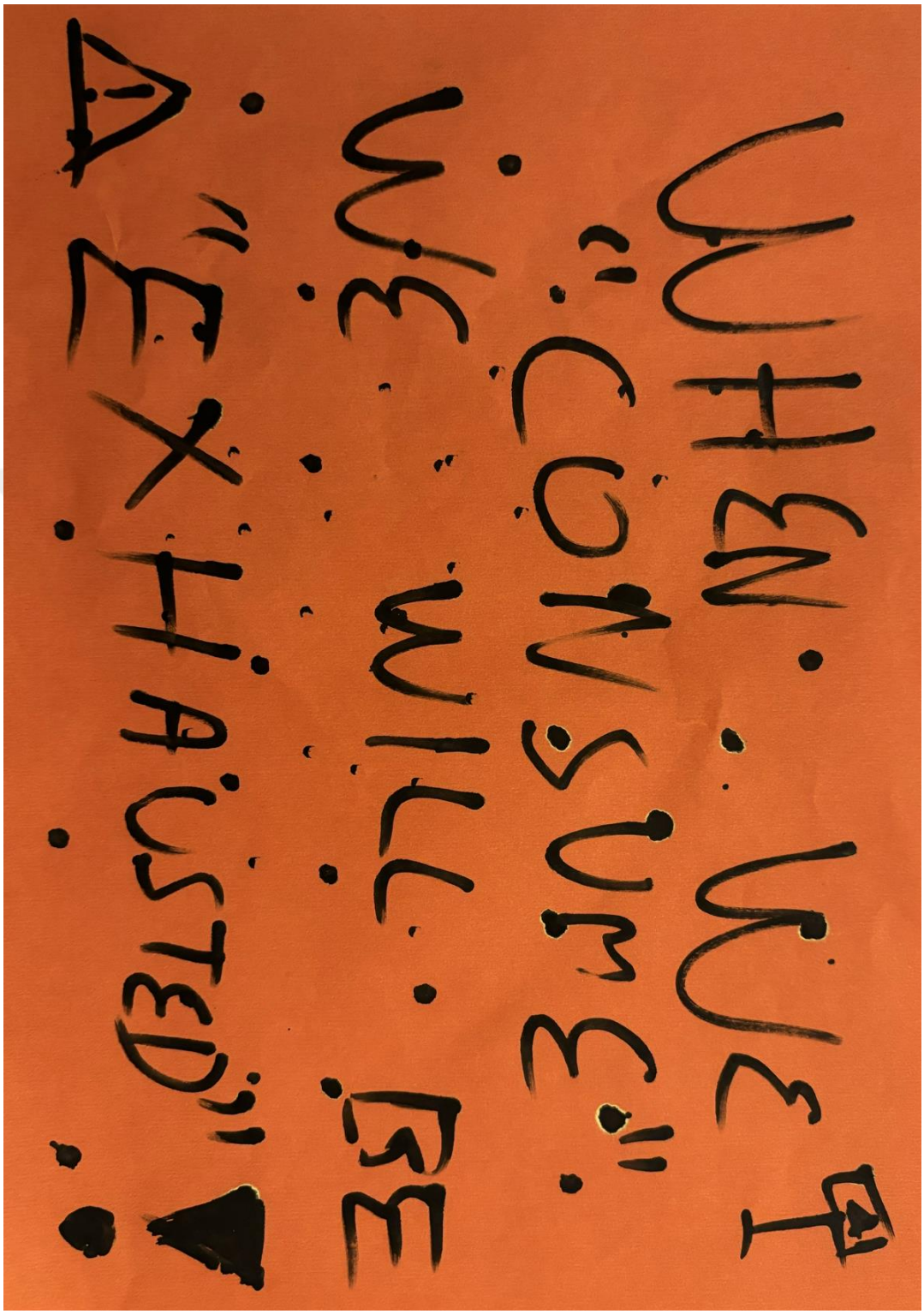
He is coming, I know
I can't do anything
He will hurt me, I know
Pls, someone do ~~anything~~ something

in your eyes
I see there is something evil inside you } chorus
I know it hurts the smile but you try to

I didn't want to grow with this
I couldn't tell anything to anyone
I was weak, I was child
Did you hear the screams inside of me?

in your eyes
I see there is something evil inside you } chorus
I knew it hurts the smile but you try tooo...

Appendix 5f. Sample Student Work – Learning Stations – Slogan Station



Appendix 6. Speaking Proficiency Test Grading Rubric

	TASK	LANGUAGE	VOCABULARY	FLUENCY	DELIVERY
4	- Content meets the requirements of the question. - Content is totally relevant. - Response well-expanded	- Wide range of appropriate structures - No/minor grammatical errors which do not obscure communication	- Wide range of vocabulary - Accurate and appropriate use of vocabulary	- Speech is fluent - No/few hesitations	- No/minor pronunciation errors - Appropriate intonation
3	- Content shows an attempt to fulfil requirements of the question. - Content is mostly relevant. - Response mostly expanded	- Good range of appropriate structures - Few grammatical errors which do not obscure communication	- Good range of vocabulary - Mostly accurate and appropriate use of vocabulary	- Speech is mostly fluent - Occasional hesitations	- Few pronunciation errors - Good intonation
2	- Content shows very little attempt to fulfil requirements of the question. - Content is somewhat relevant. - Response somewhat expanded	- Limited attempt to use appropriate structures - Frequent grammatical errors which sometimes obscure communication	- Limited range of vocabulary - Frequently inaccurate use of vocabulary - Message may be unclear at times due to inappropriate use of vocabulary	- Speech is slow at times - Frequent hesitations	- Frequent pronunciation errors - Inappropriate intonation at times
1	- Content shows almost no attempt to fulfil requirements of the question. - Content is mostly irrelevant. - Response mostly unexpanded	- No attempt to use appropriate structures - Frequent grammatical errors which often obscure communication	- Very limited range of vocabulary - Mostly inaccurate use of vocabulary - Message is frequently obscured by inappropriate use of vocabulary	- Speech is mostly slow and disconnected - Hesitations affect communications	- Frequent pronunciation errors which often obscure communication - Almost no intonation
0	- Content fails to fulfil requirements of the question. - Content is totally irrelevant. - Response not unexpanded	- Serious grammatical errors which totally obscure communication	- Almost no vocabulary - Message is totally obscured due to lack of vocabulary	- No concept of speech - Hesitations obscure communication	- Pronunciation is totally incorrect - No intonation

Appendix 7a. The Motivation/Attitude Questionnaire (English Version)

The Motivation/Attitude Questionnaire

The purpose of this questionnaire is to gather information about your motivational level in learning English as a foreign language. Please read each statement carefully and circle the number that appeals to you most. There are no right or wrong answers of any items in this questionnaire. Thank you for your contribution.

'1' : **Strongly disagree.**

'2' : **Disagree.**

'3': **Not sure.**

'4' : **Agree.**

'5' : **Strongly agree.**

	Strongly Disagree	**Disagree**	**Not Sure**	**Agree**	**Strongly Agree**
1. If I spent a long time abroad, I would make great effort to learn the local language although I could easily get by with what I already know.	1	2	3	4	5
2. I would like to learn as many languages as possible.	1	2	3	4	5
3. After finishing learning English, I'd like to start learning another language.	1	2	3	4	5
4. For me learning a foreign language is a hobby	1	2	3	4	5
5. Sometimes learning a foreign language is a burden for me.	1	2	3	4	5
6. Learning a foreign language is an exciting activity.	1	2	3	4	5
7. I don't like the process of learning a foreign language and I do it only because I need the language.	1	2	3	4	5

language.					
8. Learning a foreign language often gives me a feeling of achievement.	1	2	3	4	5
9. learning a foreign language often makes me happy.	1	2	3	4	5
10. Studying English is important to me because it provides an interesting intellectual activity.	1	2	3	4	5
11. English proficiency is a part of the general culture.	1	2	3	4	5
12. I am learning English to become more educated.	1	2	3	4	5
13. English proficiency is important to me because it allows me to learn about the current intellectual trends of the world, and thus to broaden my view.	1	2	3	4	5
14. English proficiency is indispensable for a Turkish person to be able to live a fulfilling life.	1	2	3	4	5
15. Everybody in Turkey should learn English at least an intermediate level.	1	2	3	4	5
16. The more I learn about the British/Americans, the more I like them.	1	2	3	4	5
17. Most of my favorite artists (e.g., actors, musicians) are either British or American.	1	2	3	4	5
18. Britain and America are among the most exciting countries of the world.	1	2	3	4	5
19. British/American culture is of vital importance in the world nowadays.	1	2	3	4	5
20. If I could speak English well, I could do a more interesting job.	1	2	3	4	5
21. If I could speak English well, I could travel more for official purposes.	1	2	3	4	5
22. I would have financial benefits if I had a good English proficiency.	1	2	3	4	5
23. My colleagues usually know a foreign language at Least at an intermediate level.	1	2	3	4	5

24. My bosses expect me to learn English.	1	2	3	4	5
25. Without knowing English well, I cannot expect a promotion.	1	2	3	4	5
26. The prominent members of my profession know English at least at an intermediate level.	1	2	3	4	5
27. English proficiency is important to me because it is indispensable for establishing an international reputation.	1	2	3	4	5
28. English proficiency is important to me because it will allow me to get to know about various cultures and people.	1	2	3	4	5
29. Studying English is important to me because it offers a new challenge in my life, which would otherwise become a bit monotonous.	1	2	3	4	5
30. It is indispensable for me to take the State language exam in order to achieve a specific goal. (scholarship, degree)	1	2	3	4	5

Appendix 7b. The Motivation/Attitude Questionnaire (Turkish Version

Motivasyon/Tutum Anketi

Bu anketin amacı yabancı dil olarak İngilizce öğreniminize dair motivasyonel düzeyiniz hakkında bilgi toplamaktır. Lütfen her bir cümleyi dikkatlice okuyunuz ve size en çok hitap eden rakamı işaretleyiniz. Anketteki herhangi bir maddenin doğru ya da yanlış bir cevabu bulunmamaktadır. Katkılarınız için teşekkürler**.**

'1' : **Kesinlikle katılmıyorum.**

'2' : **Katılmıyorum.**

'3': **Emin değilim.**

'4' : **Katılıyorum.**

'5' : **Kesinlikle katılıyorum.**

	Kesinlikle Katılmıyorum	**Katılmıyorum**	**Kararsızım**	**Katılıyorum**	**Kesinlikle Katılıyorum**
1. Yurt dışında uzun bir süre yaşamam gerekseydi, İngilizce bilmem yeterli olsa bile bulunduğum ülkede kullanılan ana dili öğrenmeye çalışırdım.	1	2	3	4	5
2. Mümkün olduğunca çok yabancı dil öğrenmek istiyorum.	1	2	3	4	5
3. İngilizce öğrendikten sonra farklı bir dil öğrenmek istiyorum.	1	2	3	4	5
4. Benim için yabancı dil öğrenmek bir hobidir.	1	2	3	4	5

5. Bazen yabancı dil öğrenmenin fazladan bir yük olduğunu düşünürüm.	1	2	3	4	5
6. Yabancı dil öğrenmek heyecan vericidir.	1	2	3	4	5
7. Yabancı dil öğrenmeyi sevmiyorum ve sadece ihtiyacım olduğu için öğreniyorum.	1	2	3	4	5
8. Yabancı dil öğrenmek bana başarı hissi veriyor.	1	2	3	4	5
9. Yabancı dil öğrenmek beni mutlu ediyor.	1	2	3	4	5
10. Farklı bir zihinsel çalışma olduğu için İngilizce öğrenmek benim için önemlidir.	1	2	3	4	5
11. İngilizce yeterliliğe sahip olmak insanın genel kültürünün bir göstergesidir.	1	2	3	4	5
12. Daha eğitimli olmak için İngilizce öğreniyorum.	1	2	3	4	5
13. İngilizce bilmek benim için önemlidir çünkü dünyadaki güncel entellektüel akımlar hakkında bilgi sahibi olmamı sağlıyor ve böylece bakış açımı genişletiyor.	1	2	3	4	5
14. Kaliteli bir yaşam sürebilmek için Türklerin mutlaka İngilizce yeterliliğine sahip olmaları gerekir.	1	2	3	4	5
15. Türkiye'de herkesin en azından orta seviye İngilizce bilmesi /öğrenmesi gerekir.	1	2	3	4	5

16. İngiliz ve Amerikalılar hakkında bir şeyler öğrendikçe, onları daha fazla seviyorum.	1	2	3	4	5
17. Sevdiğim sanatçıların çoğu (aktör, müzisyen...vb.) İngiliz veya Amerikalı.	1	2	3	4	5
18. İngiltere ve Amerika dünyanın en heyecan verici ülkelerindendir.	1	2	3	4	5
19. İngiliz ve Amerikan kültürü şu günlerde dünyada büyük öneme sahiptir.	1	2	3	4	5
20. İngilizce konuşursam, daha iyi bir iş bulabilirim.	1	2	3	4	5
21. İngilizce konuşursam, daha fazla iş seyahatine çıkabilirim.	1	2	3	4	5
22. İngilizce bilmek bana maddi açıdan fayda sağlar.	1	2	3	4	5
23. Gelecekte iş arkadaşlarım yabancı bir dili en azından orta seviyede konuşuyor olacak.	1	2	3	4	5
24. Gelecekte patronum benim İngilizce bilmemi bekleyecek.	1	2	3	4	5
25. Gelecekte işimde terfi edebilmek için İngilizce biliyor olmam gerekecek.	1	2	3	4	5
26. Benim meslek grubumdaki önemli kişiler en azından orta seviyede İngilizce konuşabiliyor.	1	2	3	4	5
27. Gelecekte uluslararası bir itibara sahip olabilmek için İngilizce bilmek benim için önemlidir.	1	2	3	4	5
28. Çeşitli kültürleri ve insanları tanımamı sağlayacağı için İngilizce yeterliliğe sahip olmanın önemli olduğunu düşünüyorum.	1	2	3	4	5

29. Hayatıma anlam katan bir zorluk oluşturduğu için İngilizce öğrenmek benim için önemlidir, böyle olmasaydı hayatım biraz monoton olurdu.	1	2	3	4	5
30. Belirli bir amaca ulaşmak için (diploma ya da burs alabilmek…vb) kesinlikle devletin yaptığı yabancı dil sınavına girmem gerekiyor.	1	2	3	4	5

Appendix 8a. Foreign Language Speaking Anxiety Questionnaire (English Version)

Foreign Language Speaking Anxiety Questionnaire

The purpose of this questionnaire is to gather information about your foreign language speaking anxiety level. Please read each statement carefully and circle the number that appeals to you most. There are no right or wrong answers of any items in this questionnaire. Thank you for your contribution.

'1' : **Strongly disagree.**

'2' : **Disagree.**

'3': **Not sure.**

'4' : **Agree.**

'5' : **Strongly agree.**

	Strongly Disagree	**Disagree**	**Not Sure**	**Agree**	**Strongly Agree**
1. I am never quite sure of myself when I am speaking in English.	1	2	3	4	5
2. I am afraid of making mistakes in English classes.	1	2	3	4	5
3. I tremble when I know that I am going to be called on in English classes.	1	2	3	4	5
4. I get frightened when I don't understand what the teacher is saying in English.	1	2	3	4	5
5. I start to panic when I have to speak without preparation in English classes.	1	2	3	4	5
6. I get embarrassed to volunteer answers in English classes.	1	2	3	4	5

7. I feel nervous while speaking English with native speakers.	1	2	3	4	5
8. I get upset when I don't understand what the teacher is correcting.	1	2	3	4	5
9. I don't feel confident when I speak English in classes.	1	2	3	4	5
10. I am afraid that my English teacher is ready to correct every mistake I make.	1	2	3	4	5
11. I can feel my heart pounding when I am going to be called on in English classes.	1	2	3	4	5
12. I always feel that the other students speak English better than I do.	1	2	3	4	5
13. I feel very self-conscious about speaking English in front of other students	1	2	3	4	5
14. I get nervous and confused when I am speaking in English classes.	1	2	3	4	5
15. I get nervous when I don't understand every word my English teacher says.	1	2	3	4	5
16. I feel overwhelmed by the number of rules I have to learn to speak English.	1	2	3	4	5
17. I am afraid that the other students will laugh at me when I speak English.	1	2	3	4	5
18. I get nervous when the English teacher asks questions which I haven't prepared in advance.	1	2	3	4	5

Appendix 8b. Foreign Language Speaking Anxiety Questionnaire (Turkish Version)

İngilizce Konuşma Kaygısı Anketi

Bu anketin amacı yabancı dil olarak İngilizce konuşmaya dair kaygı düzeyiniz hakkında bilgi toplamaktır. Lütfen her bir cümleyi dikkatlice okuyunuz ve size en çok hitap eden rakamı işaretleyiniz. Anketteki herhangi bir maddenin doğru ya da yanlış bir cevabu bulunmamaktadır. Katkılarınız için teşekkürler.

‘1’ : **Kesinlikle katılmıyorum.**

‘2’ : **Katılmıyorum.**

‘3’: **Emin değilim.**

‘4’ : **Katılıyorum.**

‘5’ : **Kesinlikle katılıyorum.**

	Kesinlikle Katılmıyorum	**Katılmıyorum**	**Kararsızım**	**Katılıyorum**	**Kesinlikle Katılıyorum**
1. İngilizce derslerinde konuşurken asla kendimden emin olamıyorum.	1	2	3	4	5
2. İngilizce derslerinde konuşurken hata yapmaktan korkuyorum	1	2	3	4	5
3. İngilizce derslerinde sıranın bana geleceğini bildiğim zaman çok heyecanlanıyorum.	1	2	3	4	5
4. İngilizce derslerinde öğretmenin ne söylediğini anlamamak beni korkutuyor.	1	2	3	4	5
5. İngilizce derslerinde hazırlıksız konuşmak zorunda kaldığımda panikliyorum.	1	2	3	4	5

6.İngilizce derslerinde sorulan sorulara cevap vermekten çekiniyorum.	1	2	3	4	5
7. Ana dili İngilizce olan insanlarla İngilizce konuşurken kendimi gergin hissediyorum.	1	2	3	4	5
8. Öğretmenin hangi hataları düzelttiğini anlamamak beni endişelendiriyor.	1	2	3	4	5
9. İngilizce derslerinde konuşurken kendime güvenemiyorum.	1	2	3	4	5
10. İngilizce öğretmenimin yaptığım her hatayı düzeltmeye çalışması beni korkutuyor.	1	2	3	4	5
11. İngilizce derslerinde sıra bana geldiğinde kalbimin daha hızlı attığını hissediyorum.	1	2	3	4	5
12. Diğer öğrencilerin daima benden daha iyi İngilizce konuştuklarını düşünüyorum.	1	2	3	4	5
13. Diğer öğrencilerin önünde İngilizce konuşurken kendimi çok tedirgin hissediyorum	1	2	3	4	5
14. İngilizce derslerinde konuşurken hem heyecanlanıyorum hem de kafam karışıyor.	1	2	3	4	5
15. İngilizce öğretmenimin söylediği her kelimeyi anlayamadığım zaman tedirgin oluyorum.	1	2	3	4	5

16. İngilizce konuşmak için öğrenmem gereken kuralların sayısı beni kaygılandırıyor.	1	2	3	4	5
17. İngilizce konuşacağım zaman diğer öğrencilerin bana gülmesinden korkuyorum.	1	2	3	4	5
18. İngilizce öğretmenim cevabına önceden hazırlanmadığım sorular sorduğunda heyecanlanıyorum.	1	2	3	4	5

Appendix 9. English-Speaking Self-Efficacy Scale

The purpose of this scale is to gather information about your perception of your English-speaking self-efficacy level. Please read each statement carefully and circle the number that appeals to you most. There are no right or wrong answers of any items in this questionnaire. Thank you for your contribution.

'1': I cannot do it all.	**'2': I cannot do it.**	**'3': Maybe I cannot do it.**
'4': Maybe I can do it.	**'5': I basically can do it.**	**'6': I can do it.**
'7': I can do it well.		

1	Can you describe your university to other people in English?	1	2	3	4	5	6	7
2	Can you describe the way to the university from the place where you live in English?	1	2	3	4	5	6	7
3	Can you tell a story in English?	1	2	3	4	5	6	7
4	Can you ask your English instructor questions in English?	1	2	3	4	5	6	7
5	Can you introduce your English instructor (to someone else) in English?	1	2	3	4	5	6	7
6	Can you discuss subjects of general interest with your fellow students (in English)?	1	2	3	4	5	6	7
7	Can you answer your English instructor's questions in English?	1	2	3	4	5	6	7
8	Can you introduce yourself in English?	1	2	3	4	5	6	7

Appendix 10. The Final Form of Semi-Structured Interview Schedule

Tarih ve zaman (Başlama ve Bitiş):
Adı ve soyadı:
Cinsiyet:
Yaş:

GİRİŞ

Merhaba, ismim Çağrı Bilir. Farklılaştırılmış öğretim etkinliklerinin üniversite hazırlık sınıfı öğrencilerinin yabancı dil konuşma yeterliliklerine, motivasyonlarına, konuşma kaygılarına ve konuşma öz-yeterliklerine etkilerini incelediğim karma desenli bir araştırma yapıyorum. Bu doğrultuda son beş haftadır B1 modülünde yaptığımız etkinliklere dair görüşlerinizi almak istiyorum. Bu araştırmadan elde edilen bilgilerin sizin ihtiyaçlarınızı belirlemek ve bu ihtiyaçlarınızı gidermek hususunda yardımcı olacağını umuyorum. Ayrıca, elde edilen bilgilerin farklılaştırılmış öğretim yaklaşımına alanyazına katkı sağlayacağını umuyorum. Bu sebeplerden dolayı, farklılaştırılmış öğretim ile ilgili sizin kişisel düşüncelerinize ihtiyacım var.

Başlamadan önce, bazı noktalara açıklık getirmek istiyorum:
Görüşmenin yaklaşık olarak 30 dakikanızı alacağını düşünüyorum.
Bu görüşme boyunca söylediğiniz her şey gizli kalacaktır. Elde edilen bilgiler hiçkimseye iletilmeyecektir ve açıklanan hiçbir bilgi üzerinde isimleriniz belirtilmeyecektir.
Görüşme sırasında istediğiniz zaman soru sormakta ve görüşmeyi sonlandırmakta özgürsünüz.
Başlamadan önce sormak istediğiniz başka bir soru var mı?
İzin verirseniz görüşme sırasındaki konuşmaları kaydetmeyi istiyorum. Bu şekilde, hem zamanı daha etkili kullanabiliriz, hem de görüşmeden sonra cevaplarınızı daha detaylı analiz edebilirim. Herhangi bir rahatsızlık duyduğunuz taktirde kaydı ve görüşme notlarını alabilirsiniz. Görüşme kayıtları sadece araştırmacının erişebileceği bir dosyada muhafaza edilecek ve verilerin analiz edilmesinden sonra silinecektir. Görüşme kayıtları kod isimler ile kaydedilecektir. Sizce de uygun mudur?
Bu araştırmaya katılmayı kabul ettiğiniz ve zaman ayırdığınız için teşekkür ederim.

GENEL SORULAR

Hangi liseden mezun oldunuz?
2a. Bölümünüz nedir?
2b. Neden bu bölümü tercih ettiniz?
3a. Hazırlık bölümünde aldığınız İngilizce derslerinin üniversite hayatınıza faydaları hakkındaki beklentileriniz nelerdir?
3b. Neden?

GÖRÜŞME SORULARI

Sizinle yedi hafta boyunca farklı dil becerini geliştirmeyi amaçlayan “Integrated Skills” derslerini işledik. Genel olarak, işlemiş olduğumuz “Integrated Skills” dersleri hakkındaki düşünceleriniz nelerdir?

Gerçekleştirmiş olduğumuz farklılaştırılmış öğretim etkinleri ile ilgili görüşleriniz nelerdir? (PROMPT: Öğrenme çemberi, istasyon tekniği, basamaklı öğretim tekniği)

ALTQ: En beğendiğiniz farklılaştırılmış öğretim etkinliği hangisiydi? Neden?
ALTQ: En zorlandığınız farklılaştırılmış öğretim etkinliği hangisiydi? Neden?

Sizce gerçekleştirmiş olduğumuz farklılaştırılmış öğretim etkinliklerinin olumlu yönleri nelerdi?
(PROMPT: Anlama düzeyi, motivasyon, derse katılım, sosyal beceriler…)

Sizce gerçekleştirmiş olduğumuz farklılaştırılmış öğretim etkinliklerinin olumsuz yönleri nelerdi? (PROMPT: Gürültü, feedback alamama durumu, zaman alıcı olması vs…)

Farklılaştırılmış öğretim etkinliklerinin gelişiminize katkı sağladığını düşünüyor musunuz?

ALTQ: (Evet ise) Nasıl katkı sağladı?

PROMPT: İngilizce konuşma becerinize katkıları?
PROMPT: Sosyal becerilerinize katkıları?
PROMPT: Duyuşsal becerilerinize katkıları?
PROMPT: Öz-farkındalığınıza katkıları?

ALTQ: (Hayır ise) Neden katkı sağlamadığını düşünüyorsunuz?

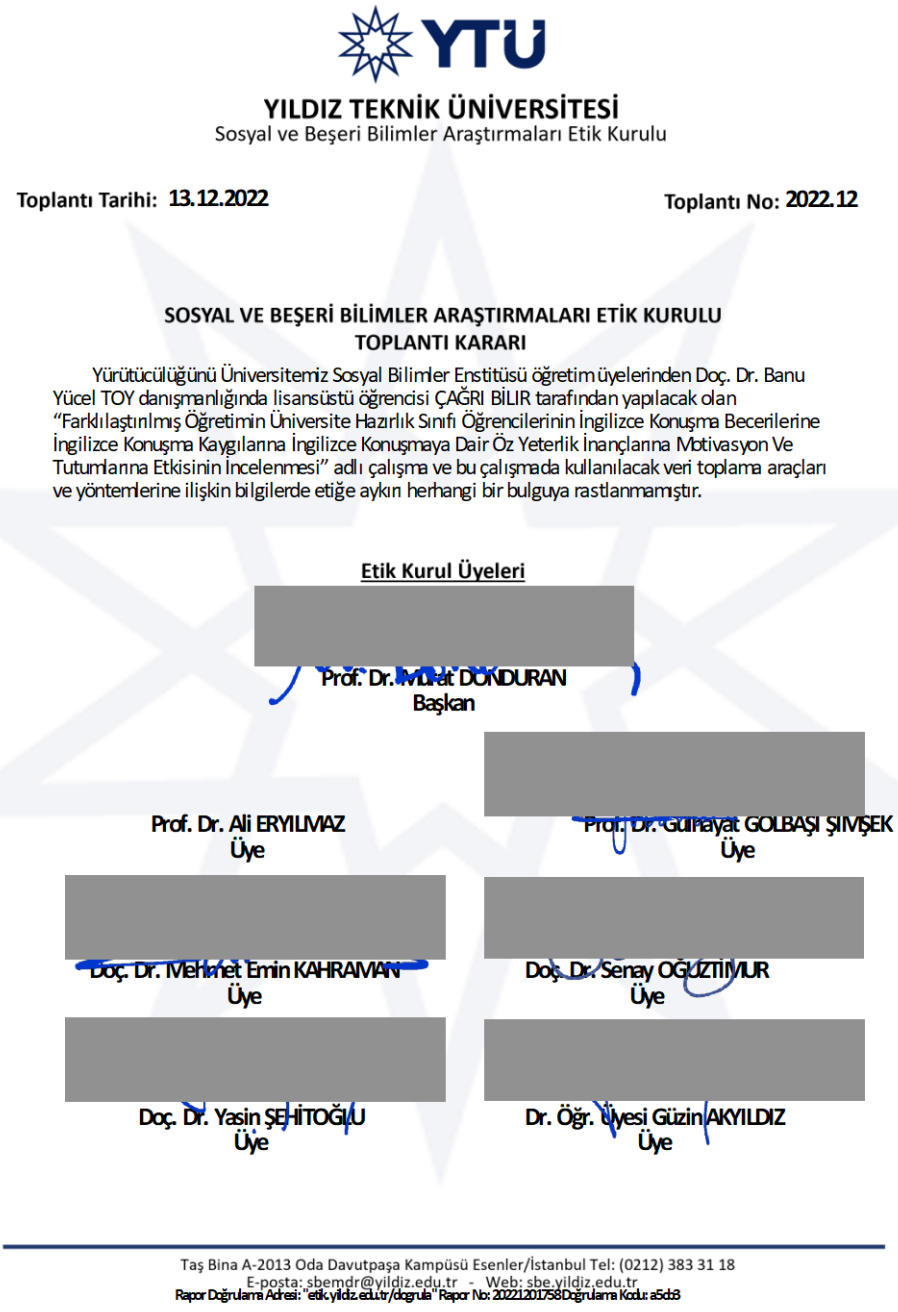
Bu dersin bu şekilde işlenmesini önerir miydiniz?

Bu dersin daha etkili bir biçimde işlenmesi için önerileriniz nelerdir?

8. Eklemek istediğiniz başka bir şey var mı?

Katılımınız için teşekkür ederim.

Appendix 11. Ethics Committee Approval



YILDIZ TEKNİK ÜNİVERSİTESİ
Sosyal ve Beşeri Bilimler Araştırmaları Etik Kurulu

Toplantı Tarihi: 13.12.2022 **Toplantı No:** 2022.12

SOSYAL VE BEŞERİ BİLİMLER ARAŞTIRMALARI ETİK KURULU TOPLANTI KARARI

Yürütücülüğünü Üniversitemiz Sosyal Bilimler Enstitüsü öğretim üyelerinden Doç. Dr. Banu Yücel TOY danışmanlığında lisansüstü öğrencisi ÇAĞRI BİLIR tarafından yapılacak olan "Farklılaştırılmış Öğretimin Üniversite Hazırlık Sınıfı Öğrencilerinin İngilizce Konuşma Becerilerine İngilizce Konuşma Kaygılarına İngilizce Konuşmaya Dair Öz Yeterlik İnançlarına Motivasyon Ve Tutumlarına Etkisinin İncelenmesi" adlı çalışma ve bu çalışmada kullanılacak veri toplama araçları ve yöntemlerine ilişkin bilgilerde etiğe aykırı herhangi bir bulguya rastlanmamıştır.

Etik Kurul Üyeleri

Prof. Dr. Murat DONDURAN
Başkan

Prof. Dr. Ali ERYILMAZ
Üye

Prof. Dr. Gülnayat GOLBAŞI ŞIVŞEK
Üye

Doç. Dr. Mehmet Emin KAHRAMAN
Üye

Doç. Dr. Senay OĞUZTİMUR
Üye

Doç. Dr. Yasin ŞEHİTOĞLU
Üye

Dr. Öğr. Üyesi Güzin AKYILDIZ
Üye

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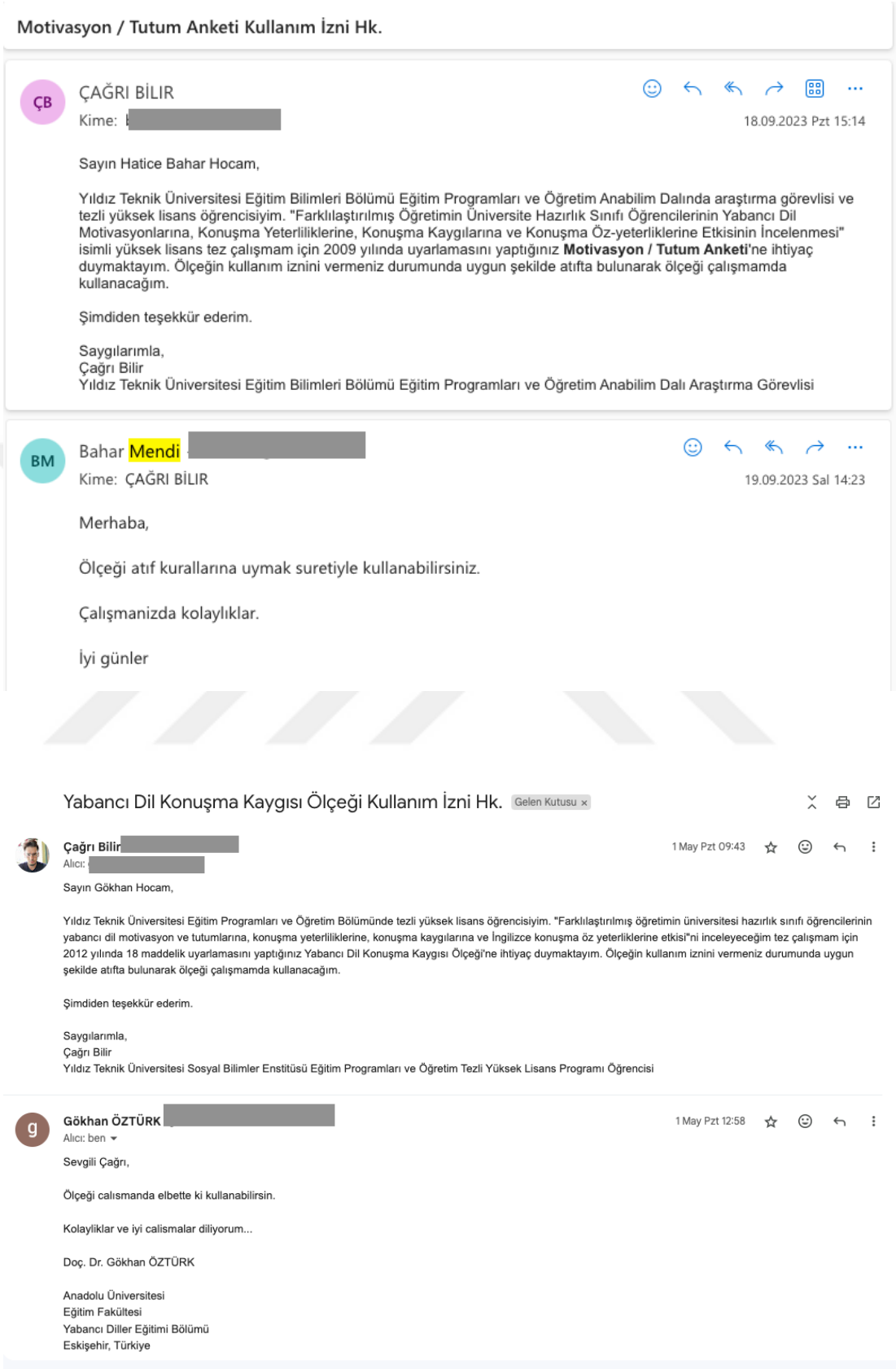
Rapor Doğrulama Adresi: "etik.yildiz.edu.tr/dogrula" Rapor No: 20221201758 Doğrulama Kodu: a5cb3

Appendix 12. Permissions to Use the Scales



Motivasyon / Tutum Anketi Kullanım İzni Hk.

ÇB ÇAĞRI BİLIR

Kime: [redacted]

18.09.2023 Pzt 15:14

Sayın Hatice Bahar Hocam,

Yıldız Teknik Üniversitesi Eğitim Bilimleri Bölümü Eğitim Programları ve Öğretim Anabilim Dalında araştırma görevlisi ve tezli yüksek lisans öğrencisiyim. "Farklılaştırılmış Öğretimin Üniversite Hazırlık Sınıfı Öğrencilerinin Yabancı Dil Motivasyonlarına, Konuşma Yeterliliklerine, Konuşma Kaygılarına ve Konuşma Öz-yeterliklerine Etkisinin İncelenmesi" isimli yüksek lisans tez çalışmam için 2009 yılında uyarlamasını yaptığınız **Motivasyon / Tutum Anketi**'ne ihtiyaç duymaktayım. Ölçeğin kullanım iznini vermeniz durumunda uygun şekilde atıfta bulunarak ölçeği çalışmamda kullanacağım.

Şimdiden teşekkür ederim.

Saygılarımla,
Çağrı Bilir
Yıldız Teknik Üniversitesi Eğitim Bilimleri Bölümü Eğitim Programları ve Öğretim Anabilim Dalı Araştırma Görevlisi

BM Bahar Mendi [redacted]

Kime: ÇAĞRI BİLIR

19.09.2023 Sal 14:23

Merhaba,

Ölçeği atıf kurallarına uymak suretiyle kullanabilirsiniz.

Çalışmanizda kolaylıklar.

İyi günler

Yabancı Dil Konuşma Kaygısı Ölçeği Kullanım İzni Hk. Gelen Kutusu ×

Çağrı Bilir [redacted]

Alıcı: [redacted]

1 May Pzt 09:43

Sayın Gökhan Hocam,

Yıldız Teknik Üniversitesi Eğitim Programları ve Öğretim Bölümünde tezli yüksek lisans öğrencisiyim. "Farklılaştırılmış öğretimin üniversitesi hazırlık sınıfı öğrencilerinin yabancı dil motivasyon ve tutumlarına, konuşma yeterliliklerine, konuşma kaygılarına ve İngilizce konuşma öz yeterliklerine etkisi"ni inceleyeceğim tez çalışmam için 2012 yılında 18 maddelik uyarlamasını yaptığınız Yabancı Dil Konuşma Kaygısı Ölçeği'ne ihtiyaç duymaktayım. Ölçeğin kullanım iznini vermeniz durumunda uygun şekilde atıfta bulunarak ölçeği çalışmamda kullanacağım.

Şimdiden teşekkür ederim.

Saygılarımla,
Çağrı Bilir
Yıldız Teknik Üniversitesi Sosyal Bilimler Enstitüsü Eğitim Programları ve Öğretim Tezli Yüksek Lisans Programı Öğrencisi

g **Gökhan ÖZTÜRK** [redacted]

Alıcı: ben

1 May Pzt 12:58

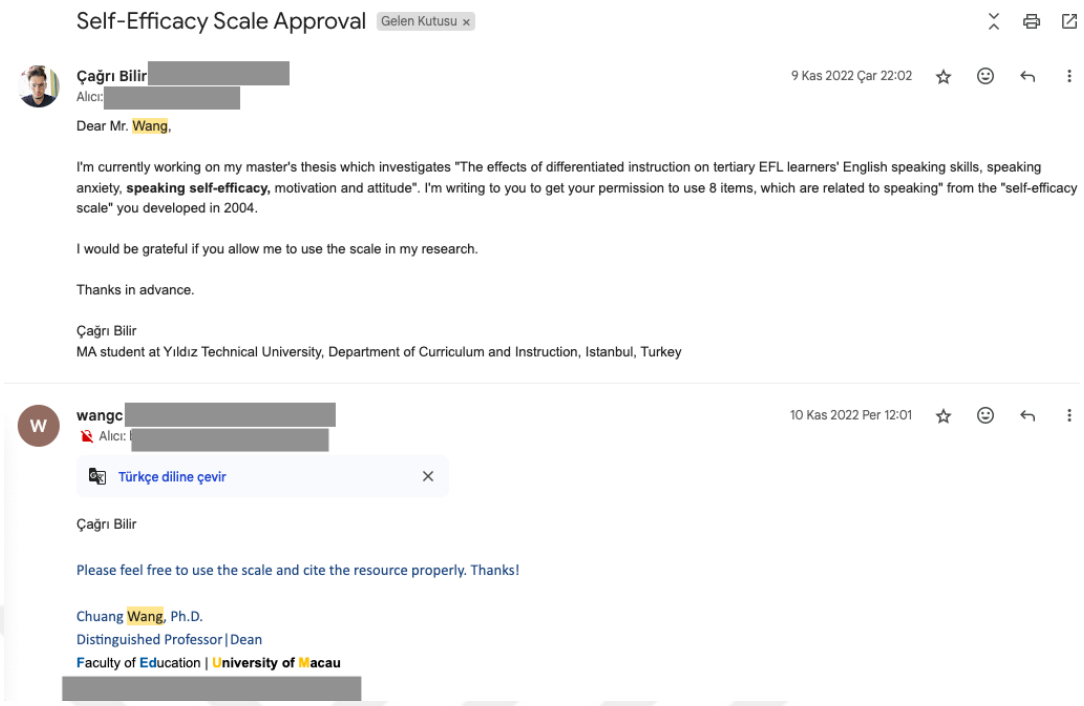
Sevgili Çağrı,

Ölçeği calısmanda elbette ki kullanabilirsin.

Kolayliklar ve iyi calismalar diliyorum...

Doç. Dr. Gökhan ÖZTÜRK

Anadolu Üniversitesi
Eğitim Fakültesi
Yabancı Diller Eğitimi Bölümü
Eskişehir, Türkiye



Self-Efficacy Scale Approval Gelen Kutusu ×

Çağrı Bilir [redacted]
Alıcı: [redacted]

9 Kas 2022 Çar 22:02

Dear Mr. Wang,

I'm currently working on my master's thesis which investigates "The effects of differentiated instruction on tertiary EFL learners' English speaking skills, speaking anxiety, **speaking self-efficacy,** motivation and attitude". I'm writing to you to get your permission to use 8 items, which are related to speaking" from the "self-efficacy scale" you developed in 2004.

I would be grateful if you allow me to use the scale in my research.

Thanks in advance.

Çağrı Bilir
MA student at Yıldız Technical University, Department of Curriculum and Instruction, Istanbul, Turkey

wangc [redacted]
Alıcı: [redacted]

10 Kas 2022 Per 12:01

Türkçe diline çevir ×

Çağrı Bilir

Please feel free to use the scale and cite the resource properly. Thanks!

Chuang Wang, Ph.D.
Distinguished Professor | Dean
Faculty of Education | University of Macau
[redacted]