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Differentiated Learning and Proposed Strategies for Teaching a Foreign Language

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ABSTRACT: *In the classrooms coexist children who have different reflecting intercultural and cultural heterogeneity, with different backgrounds and family expectations, spiritual or educational level, but also changing foci of interest. Heterogeneity affects the degree of readiness of students and the way in which the teacher will differentiate their educational approach. Therefore, the teacher is called upon to adopt differentiated methodological approaches and strategies to ensure a learning environment with equal access of children to foreign language education. This paper suggests differentiated teaching strategies for material enrichment, active and enjoyable participation of all students and immediate feedback.*

KEYWORDS: differentiated learning, strategies, foreign language, multicultural classroom

INTRODUCTION

The challenges of today's multicultural society require redefining the structure of the course and the role of the teacher. It requires a renewal of personal practices, an adoption of teaching frameworks that will accept the student with his/her particularities, will respect and will allow to participate with joy and interest in the teaching process. The need for effective teaching in modern classrooms seems to find its solution through the diversification of teaching and child-centered personalization practices.

Differentiation is an effective way for teachers to offer meaningful instruction delivered around challenging content and designed to meet the needs of students at their appropriate levels and to help them achieve maximum growth (Center for Advanced Student Learning, 2001). Differentiated teaching is, therefore, a flexible and organized adaptation of teaching and learning as it argues that students, even those of the same

age, have differences in learning readiness, interests, learning style, experiences, and their living conditions. These differences are important and determine what they need to learn and how they will learn it effectively. Differentiated teaching is a methodological approach to teaching, and a philosophy for education, a prerequisite for a school for all, for an education for everyone, where teaching is adapted to the different identities of its students. In addition, the foundation for effective learning is the authentic learning opportunities of using the foreign language, the sense of community in the classroom, the connection of the lesson with the experiences and interests of the students. The guidance and support of the teacher is also important, to guide them to learn to work independently, in a declining guidance, in order to improve all their abilities and skills. As teachers become more comfortable using differentiation in the classroom, the positive impact on their students grows (Beam, 2009; Bogen et. al, 2019) Therefore, instead of applying the same way of teaching to all students, the teaching should be modified to meet the different levels of readiness of students, the different ways they learn and their different interests. This means that different ways will be designed in advance to help the student understand and present what they have learned (Τύρου & Μαρκαντωνάκης, 2019; Μαντζαρίδου, 2018; Tomlinson, 2004).

A systematic review of the literature of the possible benefits of differentiated instruction was held by Smale-Jacobse et. al (2019). It is reported that modern classrooms are becoming relatively heterogeneous with students from different cultural and linguistic backgrounds. The idea that learners have different learning needs and thus a one-size-fits-all approach is not sufficient (Subban, 2006) has also been supported, as learners need to develop skills and knowledge at their own level (Schleicher, 2016; Rock et al., 2008). It is considered that the main characteristic of differentiated instruction is that it treats students as separate biographies (Koutselini, 2008). George (2005, cited in Haelermans, 2022) mentions that differentiated instruction in heterogeneous classrooms helps the better preparation for real-life situations, creating new roles and relationships and lead to personally meaningful, transferable, and long-lasting learning. Another research (Ismajli & Imami-Morina, 2018) highlights that several interactive methods (for example active learning, class discussion, group work, issuing required instructions) are used in many schools today. Students show their preference for alternative ways of learning to meet their needs and engage in classroom activities, and they consider that to a high degree the misunderstanding of knowledge depends on how clear the explanation given by the teacher is. On the other hand, there is a professional unpreparedness of the instructors, minimal, suitable, school conditions, as well as many students in the classrooms. Also, the application of differentiated teaching strategies particularly favors students with special needs, clearly providing benefits to all children, parents, and society in general (Morina, 2019).

Haelermans (2022) realized a study and analyzed the effect of group differentiation by students' learning strategies in secondary education. She concluded that differentiated instruction is a promising way "when based on learning strategies on students' performance and parts of self-regulated learning capacities, when controlled for the role

of the teacher". With differentiated interventions in teaching, each student finds opportunities for expression and participation, through actions and activities that meet their needs and abilities. Autonomous work and communication are the goal of every teaching. Thus, the students will be satisfied with the result of their actions and the teacher will strengthen their self-esteem.

As a theoretical background of differential teaching, we will mention the theory of multiple intelligences, the socio-cultural theory of learning, and the theory of the brain (Brain-Based Learning). The theory of multiple intelligences (Gardner, 1983) goes hand in hand with differentiated teaching as the "child-centered" approach proposes various learning paths based on the characteristics of each intelligence. On intelligence individuals acquire new knowledge with their own rules and this must be understood as an autonomous system with its own functions, rules and its own biological bases. Tomlinson (2004) invites teachers to develop different types of intelligence in their students, to understand their students' preferences, and to do things and activities that have value in their culture.
Socio-cultural theory argues that the student's culture and past experiences are crucial to individual interpretation of the world and to the understanding of the lesson. The teacher must know the level of cognitive development of the student and the level of his/her readiness in order to be able to push him/her to move forward, as well as to differentiate the teaching according to one's needs. Here is the Zone of Immediate Development of everyone (Vygotsky, 1986), the point of development where each student can solve problems independently. According to Tomlinson & Kalbfleisch (1998) Brain-Based Learning Theory is important in differentiated learning. It is considered (Tomlinson & Kalbfleisch, 1998) that the student who feels unacceptable or frightened is unlikely to learn. Therefore, the learning environment must be safe and enhance learning. Furthermore, by planning the teaching and considering the readiness of the students, they show interest in the work, fully understand and take an active part in the educational process. The feedback they will receive will help them know where they are, reducing potential stress. Finally, students connect the new information in this way with the previous knowledge (Βασιλειάδου, 2017), otherwise the individual information will be excluded from the brain. The multiple connection opportunities of what students know with the new knowledge, depending on the level of readiness, the needs and the nature of the content they teach, must be provided by the teachers.

Based on the importance of this teaching approach, this study will propose differentiated activities that can be applied to the teaching of foreign languages in a heterogeneous learning environment, which requires material enrichment, active and enjoyable participation of all students, and immediate feedback. In addition, the teaching strategies that will be proposed in this paper can provide opportunities for students to experience the joy of learning and feelings of success after the completion of each learning project, proceeding with their own learning style, rhythm and preferences, their level of readiness, and learning through collaborative processes.

Finally, technological tools can support and enrich the learning process and enable differentiated participation.

Method and Strategies in Differentiated Teaching

The literature mentions strategies and practices that could help the preparation, planning of teaching and the learning process in the foreign language classroom, such as the selection of learning content and activities, work plans, assessment tests, in order to achieve effective management of diversified teaching (Smale-Jacobse, et. al,2019; Morina, 2019; Τύρου & Μαρκαντωνάκης, 2019; Μαντζαρίδου, 2018; Naka, 2017; Tomlinson, 2014; Bender, 2012; Heacox, 2012; Munro, 2012; Tomlinson, & McTighe, 2006). We collected the seven teaching strategies for indicate the differentiation on the classroom.

Learning readiness - language communication skills: It is appropriate, facilitative, and important for teachers to track their students' readiness and ability (e.g., language proficiency level, specific language communication skills) before the lessons begin. A diagnostic test is usually performed to find out about language readiness or written and spoken communication skills. Also, as the language level of some students' changes during the lessons, different activities, learning contents or groups (flexible grouping) can be adapted.

"Restructuring" of the curriculum and syllabus:

The teacher should have the opportunity to adapt the goals, material, learning content and suggested activities to the level of language learning of his students and their learning profile (Τύρου & Μαρκαντωνάκης, 2019). It could slow down or accelerate the pace of meeting course objectives, diversify activities, enrich teaching materials or adapt alternative forms of assessment such as research, or student portfolio.

Student profile:

It is important to select the appropriate thematic areas, learning contents, textual types, methodological approaches, and types of activities that students will engage in, depending on the learning profile of the students, as already mentioned. For example, a theatrical event will help consolidate new knowledge in those with developed kinesthetic intelligence. Listening to a song will make it easier for students to learn better. Using a blueprint will benefit students with developed visual intelligence.

Multimodality:

It is useful and efficient to offer a variety of texts for editing in presentations of new knowledge and in the production of oral and written speech. The choice of textbooks will depend on the level of language proficiency, the learning profile, and the final educational goal. Understanding the message of a poster, understanding a song, listening to audio messages, recording a podcast, or creating a concept map facilitate understanding, respond to different learning styles and bring children in contact with authentic and varied texts.

Scalable tasks:
In order to avoid discouragement and fear of activities, the learning and cognitive "scaffolding" is necessary so that the new knowledge is "built" on the foundations of previous experience, knowledge and ability. For this reason, in differentiated teaching, the activities and exercises must be of scalable difficulty and correspond to the different level of language learning of the students of the same class.

Working in flexible groups:
Differentiated teaching and learning is linked to collaborative learning. Changing members from group to group and roles is a dynamic process. With flexible teams no one stays "stationary", no one gets the "label" for their readiness, and everyone benefits from the cooperation. Students collaborate, even if they have different learning and language readiness, share knowledge, gain confidence, and acquire a culture of participation in learning communities (peer-tutoring and peer learning).

Projects, independent study:
Dealing with projects, based on interests and personal needs, allow the organization and sharing of ideas, understanding of the issues under study, the quality production of their results. Digital environments and tools help in student research, better organization of information, analysis, the final product, time management, offer a scientific way of working.
With differentiated teaching we also have variations on the content, the process and/ or the product.

By *content* we mean the "introduction" of the unit: ideas, concepts, information and facts, i.e., what the student should know and understand as a result of the lesson (Theisen, 2002). To differentiate the content, we focus on the most important and basic elements of the unit, or we need a variety of texts: electronic or printed, simpler or more complex, original documents, etc., or different types of text, such as movies, speakers, audio tracks. A learning center (Center for Advanced Student Learning, 2001), a classroom that contains a collection of materials or activities designed to teach, reinforce, or extend a particular concept or skill, can be used to differentiate the content. The *process* is the way of teaching. Teachers apply a variety of flexible strategies and students find their own sense of content or input. Theisen (1997) cites as an example that when designing a section around sports activities, a teacher could find reading options for three different sports. In differentiation based on the theory of multiple intelligences, one group could practice demonstrating a sport from the target culture as a kinesthetic choice, while another group could work together to design a poster with the rules of the sport as a visual- spatial selection. However, another group could develop a presentation or report on a sport, thus reaching the verbal-linguistic intelligence. Process can also be differentiated by modifying the complexity or abstractness of tasks and by engaging students in critical and creative thinking (Theisen, 2002). A differentiated strategy allows students to choose actions and practice different

skills, or work using different resources, etc. Having flexibility and autonomy in choosing what to do and how to do it, take greater responsibility for their learning. They are responsible for their choices and their time, so that they can develop their skills to a satisfactory degree.

From the variety of ways in which students' understanding will be seen and from the results, a *product* will be produced. Therefore, the alternation of ways "triggers" and a variety of impressive results: we must include in the differential teaching role-plays, research works, multimedia presentations, essays, plays, news shows, posters, songs, graphics, works and tests for house, stories, videos, written assignments, etc.

It is extremely important to understand the concept of diversity within the differentiated classroom, as alternative activities and multiple learning opportunities reinforce this concept, as well as the general acceptance of the whole school community. Also, the conditions of cooperation favor a more effective learning through discussion, critical analysis, joint decision. Therefore, both the interaction and the communication of the students in the target language are achieved. Through their choices of what they will learn and how they will learn it, they express themselves and respond to their different level of language learning. This active learning is also favored by the open-ended activities and the work plans proposed in the authentic foreign language learning environments. It should be emphasized that it is necessary to connect the new knowledge with the pre-existing knowledge and experiences that students have. For all this to make sense for the student and to have effective learning, the new knowledge must be linked not only to language acquisitions that have already taken place in the mother tongue or another language, but also to interesting, up-to-date, and real issues. To achieve this, new teaching methods and alternatives educational tools must be applied to provide opportunities for self-efficacy and learning autonomy.

Another propose was made by qualitative exploratory study for the advantages and challenges of differentiated instruction. As mentioned, differentiated instruction is modifying teaching to suit one, small group, or all learners. So, it is suggested two ways to classify students into differentiated classes. The first one is grouping students by mixed-ability schoolrooms, and the other is to split by streaming (Magableh & Abdullah, 2020*).* The differentiated teaching is more of “another” way of thinking about didactic practice that affects teachers in the approach of teaching, learning, rules in the classroom, teaching time management, curriculum implementation, and assessment of the teaching work (Tomlinson, 2014, cited in Sakellariou, Mitsi, & Konsolas, 2018). “Learning is essential and effective when students explore, use technology, communicate or exchange experiences, in a classroom environment dominated by excitement and security” (Τύρου & Μαρκαντωνάκης, 2019).

Respectively, the evaluation methods must be flexible, e.g., written, oral, descriptive, formative, planned, unpredictable, evaluation through "file", through work plans, etc. The description and analysis of the students' course and the feedback they will receive

during the differential teaching is useful and encouraging to develop their communication skills. The exchange of experiences, cooperation and useful practices between teachers also contribute to this. The digital technology with the features and options it offers and the easier access to it, inside and outside the school, is the appropriate tool for the differentiation of teaching. So, it is facilitated the contact with multimedia and multimodal material of original texts in the foreign language, is favored the multi-sensory approaches, is allowed personal choices and individual learning rhythms, is equipped with ways, and means to enrich their activities, the content of their lesson, the learning processes.

Some of the features of the integration of digital media in differentiated teaching are the collaborative and communication skills that favor the creation of diverse learning communities (such as forums and teleconferencing), the support of learning styles and multisensory learning, for a variety of knowledge acquisition, authentic learning (such as the Internet and educational, constructivist software), providing options for the development of language communication skills (such as multimedia applications and a variety of sources, text types, and activities) privacy and "personalization" for students' self-esteem, and finally, the organization of learning according to the needs and interests of the students themselves (Κουτσουράκη & Μπερκούτης, 2014).

Differentiated teaching in foreign languages

In a diverse classroom the teacher offers a variety of ways to explore curriculum content, a variety of activities or meaning-making processes to understand information and ideas, and a variety of choices through which students can demonstrate or present what they learned (Tomlinson, 1995). It is important to enhance the interest in more effective teaching in second language, so the differentiated instructions exploit the teaching opportunities in order to provide better learning environment (Naka, 2017). With differentiated learning in the foreign language classroom, we offer the opportunity for students' individual needs to lead to a meaningful and successful learning process (Naka, 2017; Heacox, 2012, 2002; Subban, 2006).

Sougari and Mavroudi (2019) proposed some strategies by the relevant bibliography (McCarthy 2017; Huebner 2010; Βαστάκη 2010; Dooley 2009) for maximizing learning outcomes for all students. For example, it is mentioned that “flexible grouping is an important differentiated strategy, as working with different classmates on various tasks enables learners to become aware of their individual strengths and weaknesses, to benefit from their classmates’ talents, as well as to improve their social skills”. In addition, individual work can allow the organization of ideas, time, and energy effectively and instills a sense of achievement for students’ own accomplishments.

Moreover, the differentiation of the content of the lesson can accommodate the needs of students with different levels of attainment, so the ideas or information the students must learn may not be the same for all class members. Similarly, the process of the lesson can be differentiated, and different paths can be followed. Many homework options, additional materials, or project work for early finishers, simultaneous activities, and flexible grouping could constitute some forms of process differentiation. Naturally, the change in teachers' roles could lead to greater motivation and increased responsibility for individual learning.

According to Bender (2012) the learners evidence varying abilities, learning styles and preferences, academic levels, and for this they need the instructions, the directions, the activities, and the options to meet their unique needs. Effective use of differentiation can help to increase student motivation and academic achievement (Konstantinou-Katzi et.al, 2013) or present a positive impact on developing students' reading comprehension skills (Magableh & Abdullah, 2020). As stated in Schleicher (2016), teachers are required to accept diversity in their classrooms and to adapt instruction to their students to their unique and diverse learning needs. The multiplicity in a foreign language classroom is not only the fact that there are many students, but mainly that they are at many different levels of competence (Baker, 2002). When it comes to teaching, one "size" does not suit everyone. The different background of the students and their different needs, direct the teacher in the organization of the lesson in more authentic interactions and engagements with the foreign language.

As presented in Naka (2017) some of the factors that cause diversity in a foreign language classroom are the social and cultural background, in general the position and relationship of the student in society and the family, the education of parents and the importance they attach to the education of their child, the influences of gender, the environment, and the conditions in which they live. Also, learning ability is a factor that motivates learning or a desire to acquire knowledge. Furthermore, an important factor for diversity in the foreign language classroom is the personality of each student, with the ambitions, strengths and weaknesses, problem-solving skills, lack or overconfidence, sense of responsibility, etc. Finally, as we have mentioned, learning styles also influence the way we learn to achieve the goal.

We attempt to propose some strategies for motivating our foreign students because... when differentiated instructional strategies are used, there is more access to learning by more students, more effective use of time, and more evidence of motivated students. The art and science of teaching emerge (Tomlinson, 1999).

Teaching example of Differentiated teaching and learning with the Tiered Lesson
A well-known differentiated teaching technique is Tiered Lesson which allows the course to be organized around the same "How" and "How well". All students are asked to deal with the same topic, however, preparing different assignments with different textual genres and developing different language skills. In other words, the teacher

suggests a task around the same subject area (e.g. school trip) but he/she chooses to assign a different "task" to students with a lower level of language proficiency (e.g. completing activities for the trip or writing an invitation) and a different "action" for students with a higher level of language proficiency (e.g. writing a text that will be published on the class blog where it will be addressed to parents). In a Tiered Lesson, the students with a high level of language proficiency can face open-ended questions, i.e., more abstract action assignments, while those at a lower-level need tasks with very specific results, more closed-ended questions. Students moving to intermediate language skills need a combination of both closed and open-ended questions and actions. All activities should have the same learning value (in terms of communication skills) and interest. Tomlinson (2004) emphasizes group flexibility and even the choice of groups by the students themselves, because in this way they can self-identify within each group but also move in different learning environments.

The activities can be simple and short (for the next lesson) but also more complex and long-term (work plans). For example, if one group creates a video, another group can interview, make a digital poster, or illustrate a story, using vocabulary from the same subject area (Μαντζαρίδου, 2018). In Table 1 we present an example that offers different options of activities on a common theme. Such an approach allows the active participation of students, the choices, the interaction with knowledge, the development of skills but above all the respect for their different needs.

Table 1. Example of Tiered Lesson (cited to Τύρου & Μαρκαντωνάκης, 2019)

Example Tiered Lesson Suggested topic: "Travel" - Any foreign language - Level B1 The context: The students will study the vocabulary of travel / vacation. They will be invited to organize a trip, to suggest destinations, to express preferences, to transfer their personal experiences. They will also explore relevant websites and make choices based on certain criteria, developing 21st century skills (digital, collaborative, critical) and linguistic communication. It is obvious that attempts are made, with different assignments and actions to respect the different needs of students, who actively participate in the learning process, deal with the information and interact with new knowledge.
1 Level Assignment: Your team undertakes to create a digital interactive poster that will be posted on your school's website and will be the "Guide for the Good Behavior of the Good Traveler" (about what to look out for, respect, do as well travels to a foreign country). It will contain 10 rules with actions that are allowed or not allowed to do. For this reason, use phrases such as "Must...", "Must not...", "Take care to...", "Have...", "Do not have..." etc.
2 Level Assignment: The purpose of the group is to create 2 scenarios with conversations between someone who works in a travel agency and someone who is interested in buying a vacation package abroad. These conversation scenarios will be training material for trainee employees who are trained in how to approach a customer who is interested in travel advice in order to choose a destination. For this reason, in the 2 conversations you should anticipate communication circumstances (I ask for information about accommodation, food, travel, visits, prices, etc. and I give information about all this, I suggest something, I give advice to help in a choice, I have a reservation for something, I ask for clarifications for something etc.). Each conversation should lead to a final decision about the travel destination and its details (where, when, how much, how, etc.). The 2 conversations will be recorded using a voice recorder, edited with audio editing software (eg audacity) and posted as a podcast on the class blog.
3 Level Assignment: You have undertaken to create a short digital travel guide for those interested in visiting your city. In this guide you are expected to describe your place, important sights, interesting cultural events, practical information on accommodation and food, etc. The guide should be presented both in terms of design and content so that your city becomes an attractive destination for anyone interested in visiting it. The material that will be used (photos, videos, texts) can be original (you create them) or ready-made that you have found on the internet (in this case the sources will be mentioned necessarily).

So, Tiered Lesson is an example where activities maintain the same focus on the course objectives but provide a variety of access paths or scales to manage information at the language level (Tomlinson, 1999). In other words, the lesson revolves around the same subject for everyone, but the completion of the assignments requires each student to be different in preparation for the use of the target language. Therefore, students with different learning needs work with the same ideas and use the same skills. The teacher

should keep in mind that all activities should have the same learning value and interest for the students, and open and closed questions should be combined.

Teaching example of Differentiated teaching with the Learning Centers

The strategy of differentiated teaching and learning, Learning Centers (Stations) suggests activities of different levels of complexity with different supportive "scaffoldings" from the teacher. These are learning resources that attract students' interest, quickly assess individual needs, and offer opportunities for self-directed differentiated learning. The subject under negotiation is common to all the proposed activities. In order to complete the activities, nevertheless, each student needs different readiness in terms of communication goals, the use of the target language and therefore the level of language learning. In order to differentiate but also to "adapt" the teaching to each student, the actions and activities of the Learning Centers must support the lessons throughout the teacher's teaching, to the whole group of students or in small groups.

Table 2. Example of Learning Centers

(Learning Centers) **Nutrition**
Learning Center 1: Cards are given with photos related to food but also the word written in both native and the target language (these two cards will be a pair). The cards are shuffled, and the student finds the right pairs. A second student checks it, and if they wish they repeat the homework, with less time available. At the end of the activity, an answer sheet with the correct matches is given, useful for the students of low readiness.
Learning Center 2: Utilization of an online cooking show of a local recipe in the target language. A worksheet lists the text the students are listening to and a table of materials to be used. They can use pictures, symbols or words. The Worksheet refers to expressions related to cooking or the recipe and its preparation (in the target language) and the students circle the expressions they hear on the show. They are then asked to explain the specific phrases in the native language.
Learning Center 3: Students watch video clips from various local cuisines and on the Worksheet they answer a comprehension test consisting of closed-ended and open-ended questions.
Learning Center 4: Students are asked to choose dining areas and then 1) write three sentences with a brief description of each dining area, 2) verbally describe to a classmate the types of food included in these areas.
Learning Center 5: Students find on the internet photos of famous chefs and typical dishes of foreign countries and then record in the Worksheet a) a brief presentation of the chef they chose (name, age, nationality, etc.) 2) a brief description of the food (place of origin, materials, method of execution, etc.).
Learning Center 6: Students choose a country and watch online what are the national dishes of that country. Then, they create a graph with comparative percentages of popularity of each specialty in the country they chose and in Greece (they will refer to flavors and specialties are common in both countries).
Learning Center 7: With a video camera and a text in the target language, students prepare a cooking, interview, advertising, personal experience, or food review show. They share roles and undertake a different creation (e.g., one the text / the questions / the slogan, another the music investment, another the videography, etc.)

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In Table 2 Seven Learning Centers are proposed that have been created by the foreign language teacher with different content. Each student selects four of the proposed Learning Centers - four activities - and proceeds to implement them at one's own pace and interests, provided that he/she has completed, each time, the previous activity (without having to follow the order suggested above).

Teaching example of Differentiated teaching and learning with Think-Tac-Toe strategy

The Think-Tac-Toe is based on the strategy of Gardner's Multiple Intelligence theory. The rationale is for students to be able to choose activities and ways that reveal what they have understood. All activities refer to the same subject from a different perspective and nine squares, like a trilogy, identify a task or a student product that is associated with one of Gardner's theory of multiple intelligences. Each student selects three squares and in a certain period completes the action. In Table 3 we have chosen an example that ca be used for a literary text, based on the creative writing approach, in order to be engaged creatively and cultivate a personal relationship with words and how they come together to form a cohesive whole, without depriving them of the joy of other activities, such as storytelling, acting out a fairy tale or painting.

Table 3. Think-Tac-Toe about a literary text / creative writing

Design decorative mask that match a character from the story who drew your attention. Wear them and recite a short monologue based on the text.	Draw a diagram and put the scenes of the story with a gradual evolution of the scenes. Insert short explanatory texts, if necessary.	Plan and represent the development of the story, with the introduction of important facts or suggestions, if necessary.
Create a poster, ad/ or a slogan with the main characters and facts to make the text fun.	Compose an introductory melody or song to prepare listeners and readers for what is to come.	Look for pieces of music that can frame the scenes in the text or the important events being narrated.
"What if…" Change events or scenes in the story to create another plot.	Emphasize in a poem the main characteristics and personality of a protagonist.	Choose and narrate a point of the text that impressed you, enriching it with elements that you would like.

Teaching example of Differentiated teaching and learning with Frayer Model

The Frayer Model is a four-square graphic organizer. In the differentiated classroom the teacher can use it to identify and analyze the meaning of certain words or even their structure. It can be understood even as a scaffold for teaching vocabulary. In the middle

of the graphic, we write the word or a short phrase or an idea. We can even include an image for better word visualization. The four squares are empty and have different characteristics of the word based on the definition given. As attributes we can write synonyms, antonyms, definitions, examples, non-examples, properties, etc.

In the foreign language it helps in the perception of the vocabulary or the difficult concepts, in the exploration of definitions in the target language, in the development and enrichment of the vocabulary, in the use of examples and the separation of ideas into individual characteristics. New technologies can enhance this strategy to give it a playful character for the exchange of ideas and views, for brainstorming, for original summary of course texts and modules, for formulating a research and information, focusing on concepts, and keeping students' attention to the essential issues.

The selected example presented in Table 4 shows the identification, the analysis and the visualization of the concept of living organisms, while in Table 5, presents another approach of Frayer Model. It is used for synthesizing reading texts, as an interesting alternative way of presenting, understanding, and promoting books, texts, stories, etc.

Table 4. A four-square graphic organizer of the Frayer Model

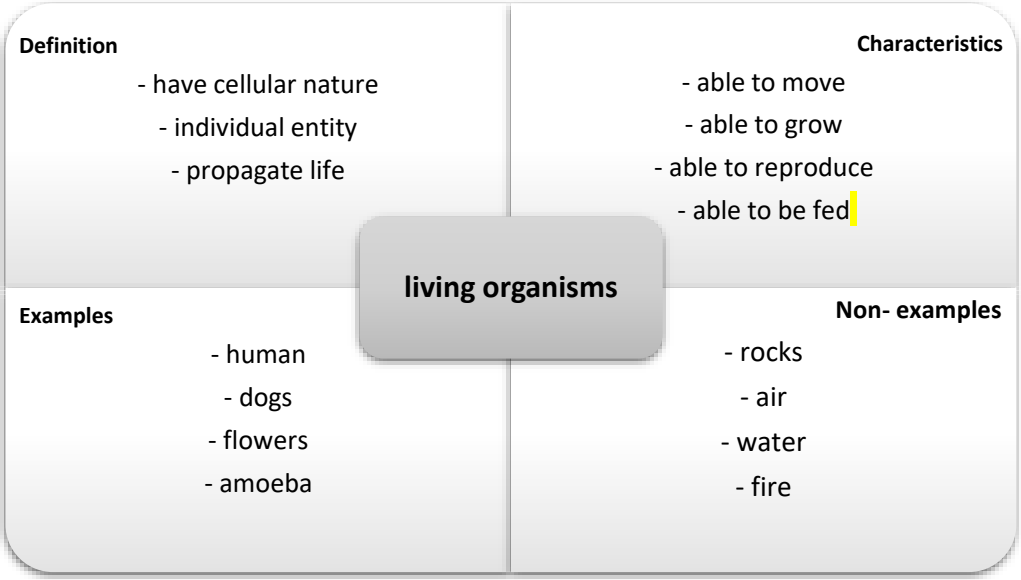

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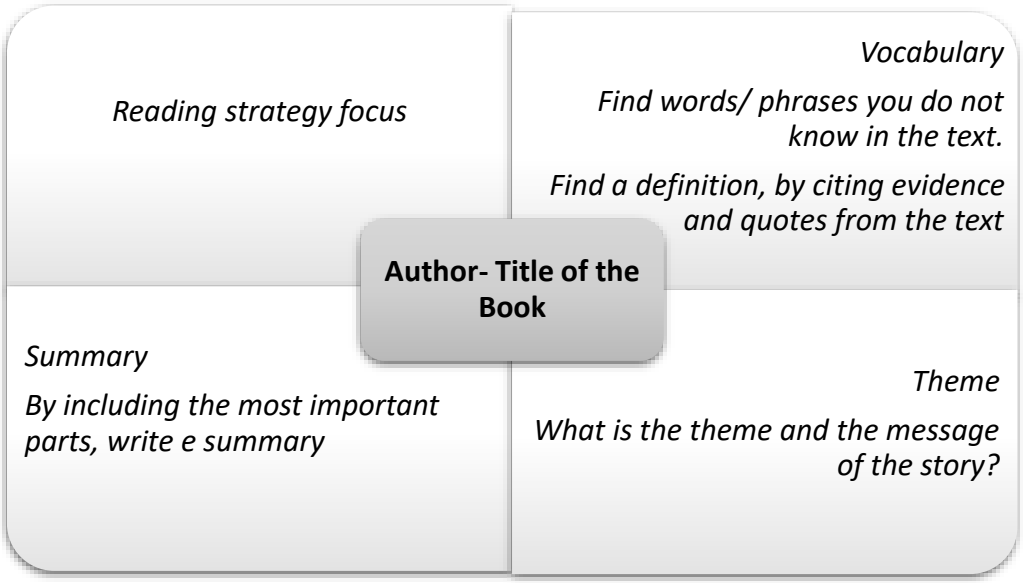
Table 5. Synthesis of reading text with the Frayer Model



Teaching example of Differentiated teaching with Total Physical Response Storytelling (TPRS)

A strategy that is extremely applied in the foreign language course and is based on the coordination of language and physical movement. The vocabulary is accompanied by movements, as mnemonic aids, mainly to help students who have anxiety and inhibitions towards the target language, but also to provide a fun and alternative way of approaching the foreign language and memorization. The teacher uses three steps to make the target language understandable to the students, to gain fluency and accuracy in expression, to learn craftsmanship. Each lesson focuses on three or fewer vocabulary phrases, and teachers focus on teaching and internalizing each sentence before approaching the new material.

In Table 6 there are three main steps in TPRS strategy for the story enrichment in the foreign language, with personalized questions, with sketches, a script, a dramatization, and a variety of representations.

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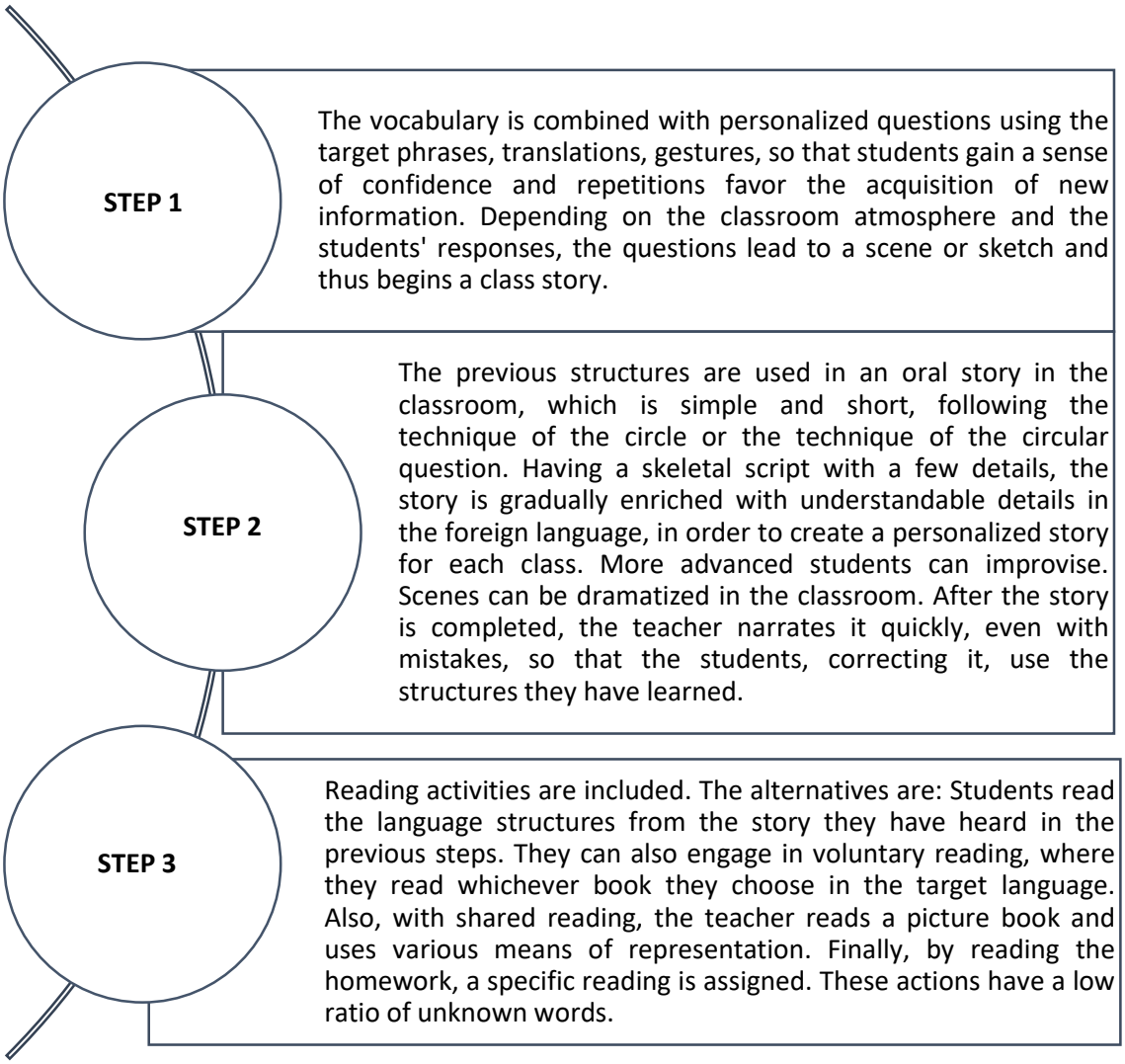
Table 6. Steps for TPRS strategy



A variation of this activity are the "Commands", mainly for the first levels of foreign language learning and for young students. In a simple way the instructions are pronounced by the teacher and executed by the students. The commands start with one word at a time ("Get up", "Write", "Dance", "Jump") and later with complex phrases ("Touch your head with your hand and jump", "Dance fast and sing", "Lie down and walk on the wall", "Get up and run to the door, touch the knob and sit down").

Teaching example of Differentiated teaching with RAFT (Role Audience Format Topic)

The differentiation strategy that emphasizes the fun character of writing. Includes components: Role- Audience- Format- Topic. The students communicate their ideas

clearly in another language, they understand their role as a writer, record details of their narrative in various forms, gain a sense of purpose in their writing and a sense of an audience. They gain a clear picture of expectations from their activity.
The example in Table 7 is based on a visual stimulus, a video without words. A variety of roles and components permit learning motivation, communication skills and a playful and enjoyable participation.

Table 7. Example of RAFT on a video occasion

The selected subject- video is entitled "Way on clouds" (music by Valsamakis) https://youtu.be/78pKxelJgvg			
Role	**Audience**	**Format**	**Topic**
Red Balloon	*Children*	*Fairytale*	*Friendship*
.....	.....	.....	.....
The little boy	*His mother*	*Letter*	*Loneliness*
.....	.....	.....	.....
One of the boys	*Policeman*	*Report*	*Envy*
.....	.....	.....	.....
The other ballons	*Journalist*	*Card*	*Solidarity*

Table 8. Example of writing performances with RAFT strategy

Choose a task and complete the writing performance, using information from any source (Internet, books, texts, videos, etc.), so you presente an authentic assignment			
Role	**Audience**	**Format**	**Topic**
Students who want to travel abroad	*Study abroad organization*	*Application form*	*Apply for a study program*
.....	.....	.....	.....
Lost in the dessert	*Classmates*	*Travel guide*	*Survival tips*
.....	.....	.....	.....
Tourist guide	*Tourist*	*Travel brochure*	*Inspire tourists to come to Greece*

The subject is identified from a text, a narrative, a video, a lecture, a song, etc. Then the students take on a role (lawyer, plant, scientist, statue, star, rain forest, newspaper reporter, etc.) and try to see the topic from a different angle. The audience refers to the one who will read the text (professor, eyewitness, government, teacher, self, water drops, Aristoteles, alcohol, farmer, brain, TV audience, tree, public, sun, author, etc.). The format varies, depending on the text to be written, either as an article for a newspaper or a blog, or as an advertisement, poem, letter, report, graphic organizer, etc. The Topic determines the subject of the text (Gun control, alcoholism, effects of smoking, how to read a graph, life cycle, women's Rights, beautiful places in the Mediterranean, etc.). Another example of this strategy is also presented in Table 8. In this case, the activity asks each student (individually or in groups) to search for authentic material from any source they wish and based on the components to compose his own version, using the foreign language, and enjoying the learning process.

In the multidimensional foreign language classroom, our research and experience lead to a renewal of personal practices, to the adoption of differentiated teaching contexts and to child-centered personalization practices, so that students approach knowledge and come in touch with the foreign language following their particularities, their interests, in opportunities for expression and participation, through actions and activities that respond to their needs and abilities. New roles and relationships can be created and lead to meaningful, personal, transferable, and long-term learning. Decisive guidance, help and support of the teacher to improve all their abilities and skills. The differentiated teaching strategies proposed give students opportunities to feel the joy of learning, the sense of achievement after completing the learning task, following their

own learning style, their own preferences, their level of readiness and learning through collaborative processes. The support of technological tools enriches the learning process, favors alternative activities and multiple learning opportunities, allows differentiated participation and the more general acceptance of the entire school community. Thus, we argue that new teaching methods and alternative, child-centered, educational tools provide opportunities for self-efficacy and learning autonomy.

CONCLUSION

In the context of differentiated teaching and learning, the individual or group involvement of students in activities of multiple levels of difficulty and complexity, invites them and challenges them to an active participation in the learning process, a self-action towards the learning material of the foreign language, which they choose and suit their interests and needs. The playful and fun actions, the declining course of guidance and the necessary reflection on their learning path, allow different ways of approaching knowledge and different fields of its application. Students, in addition to realizing their learning skills, use the language communication skills they have acquired and deal with those in which they have difficulty. Differentiated actions enable them to "learn how to learn" in an educational environment that respects their rhythm, the joy of learning and diversity.

The above strategies can serve as guides and examples for foreign language teachers to adopt and extend if they wish to approach the learning process in a differentiated and alternative way. Students are offered the opportunity to choose which of the tasks and activities suggested by the foreign language teacher will participate and engage in them in a way that facilitates the acquisition of new knowledge. In other words, through a variety of composition of activities (individually, in pairs, in groups) and focusing on the student or a group of students, individual skills are highlighted through collective action. Also, the pre-existing knowledge of the students can be reconstructed, as they will produce new knowledge. When teaching and learning meet their individual levels, students perceive knowledge as an attractive "life tool" and school as meaningful, interesting, and useful. Finally, through didactic teaching practices we can talk about equal opportunities in education, avoiding discrimination and exclusion of students from national, social, and economic backgrounds with low "educational capital".

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