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ESSENTIAL ASPECTS TO CONSIDER FOR THE DEVELOPMENT OF  
AN INSTRUCTIONAL PLANNING TOOL FOR A FOREIGN LANGUAGE CLASS

A MASTER'S THESIS  
SUBMITTED TO THE FACULTY  
OF BETHEL UNIVERSITY

BY  
LUCIA MARMOLEJO JIMÉNEZ

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF MASTER OF ARTS

AUGUST 2020

BETHEL UNIVERSITY

ESSENTIAL ASPECTS TO CONSIDER FOR THE DEVELOPMENT OF  
AN INSTRUCTIONAL PLANNING TOOL FOR A FOREIGN LANGUAGE CLASS

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AUGUST 2020

APPROVED

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## Abstract

Foreign language teachers are the responsible ones for developing multicultural skills in students. These skills are to equip pupils to become more open-minded, empathic, and critical thinkers, something very needed in a globalized world in the 21<sup>st</sup> century. Therefore, there are essential aspects that must be taken into account while planning the instruction. That is why I have developed a digital and printable planning tool that helps and guides educators in the process of designing an effective lesson. It puts together several pedagogical approaches that are organized with a chronological scaffold, it also presents a wide variety of ideas for meaningful learning activities and different choices to select the most appropriate resources. The foundations of this project are the Multicultural Education Approach and the Understanding by Design Model. Its biggest advantage is that even if instructors are not familiar with the educational models introduced in this lesson planner, they will be able to discover and implement new teaching strategies that are researched-based and have proven to be successful.

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## CHAPTER I: INTRODUCTION

“For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future” (Jeremiah 29:11, NIV). This Bible verse should encourage Christian educators to share the same philosophy regarding their students. Just like God designs His plans, teachers should make sure their teaching plans are also designed in a way that will bring prosperity to their students in all aspects: intellectually, physically, spiritually, and materially, as well as a to give them hope for a better future for themselves and their local and global community. Certainly, God has given humans unique gifts, talents, and passions to be put at the service of each other and a teacher must help people discover their gifts and talents to develop them into strengths so they can serve others. Therefore, the calling of a teacher is a huge privilege that entails an equal responsibility.

That is why fulfilling God’s calling in a successful manner requires educators to explore new horizons and to improve their teaching methods. Indeed, many educational models can support educators in this quest. However, the Multicultural Education Approach goes beyond by helping teachers develop their multicultural competences by understanding the cultural paradigms that frame their worldviews as they are carried into all facets of human lives, and at the same time developing those very same skills in their students. Similarly, if teachers become aware of the views they have regarding their students and how they interact with them, they will become mindful of the content that they deliver (Langer de Ramirez, 2006). Additionally, this educational model is designed to “make students and anyone who works with them, aware of the power struggles that pervade society. It also aims to equip them to take action against perceived injustices by providing all participants with the necessary tools to observe, analyze and effect change in society” (Langer de Ramirez, 2006, p. 12). In other words, it can be said that in a classroom that practices multicultural education there are meaningful relationships that are deep enough for the teacher to know each one of

their students in a personal way. The teacher acknowledges them as human beings; the teacher views them as valuable and unique, with different passions, dreams, talents, backgrounds, and infuses them with a growth mindset to make them see themselves with the potential to transform their lives and make great contributions to the society. Additionally, the students will develop critical thinking skills, they will be able to communicate effectively, work collaboratively, become technology literate, and they will have the ability to transfer this knowledge to multiple disciplines. Indeed, they will develop moral values and a character that will help them make ethical decisions that reflect Christian values.

Theoretically, the Multicultural Education curriculum is formed by four approaches (Banks, 1988): the contribution approach, the additive approach, the transformation approach, and the social action approach. Each approach is described as follows:

1. In the contributions approach, teachers might refer to a culture's most popular heroes, holidays, foods, or costumes. This approach often involves the incorporation of special festivals, performances, or celebrations.
2. In the additive approach, literature, concepts, or other themes might be added to the curriculum. The curriculum as such is not changed, only broadened to include more information.
3. In the transformation approach, the structure of the curriculum is changed to allow students to view concepts from different perspectives (e.g., in history or literature).
4. In the social action approach, teachers encourage students to give opinions, make decisions, and take action on a subject. Students take an active role in the curriculum.

Along with a Multicultural Education curriculum, several other strategies can be used to increase the effectiveness of teaching and learning. For example, the Understanding by Design (UbD) model (Wiggins & McTighe, 2008) can be helpful to teach core ideas and develop in students the ability to transfer those ideas to new situations by using brain-

based strategies. As a result, the content of the curriculum will become meaningful to the students and this will allow them to build their understanding around big ideas and essential questions. In addition, learners will have the chance to apply their knowledge and practice transferable skills in new and varied situations.

Another strategy to be considered is the Project-Based Learning (PBL) approach, which allows language teachers, or any other subject teacher, to develop students' creativity and communication skills while using meaningful cultural and authentic contexts. At the same time, this instructional method helps students develop collaborative and critical thinking skills. Indeed, opportunities will arise for students to find links between their own background experiences and the cultural information of the target language to develop solutions for global issues (Kean & Kwe, 2014). Put differently, the PBL approach helps students to have a more globalized perspective of the cultural practices while developing problem-solving skills.

Similarly, the use of the Multiple Intelligences (MI) theory is effective because everyone learns in different ways. Howard Gardner (1983) created the term multiple intelligences, referring to the diversity of intelligences that humans exhibit. These are: linguistic, logical/mathematical, musical, bodily/kinesthetic, special, interpersonal, intrapersonal, naturalist, spiritual/existential, and moral. Unfortunately, current educational systems generally focus on two aspects of intelligence: the linguistic and the logical/mathematical. On top of that, these very same systems "emphasize, praise, and reward students the most for displaying these abilities" (Langer de Ramirez, 2006, p. 51). Ideally, teachers should be expected to address all the intelligences that exist in their classrooms.

Equally useful for effective instruction are the Making Thinking Visible Routines. With them, the students will learn how to convert their ideas into a tangible and visual format; they will develop, not only understanding but also the skills that will allow them to

solve problems, as well as make decisions and form judgments (Ritchhart, 2011). It is important to note that the brain is the organ that God designed for us to be able to communicate with Him and others around us, so that we could have meaningful relationships, as well as to discover His creation. Furthermore, this magnificent part of the human body is the one in charge to help us acquire knowledge and develop skills that will allow us to serve others while using our talents and passions. Educators have the enormous responsibility to understand how the brain works and to teach students how to be lifelong learners; these routines aim to achieve this goal.

Furthermore, “by differentiating instruction, teachers can better ensure that all learners are receiving respectful work, while they address the concepts required by the state content standards and make meaningful academic progress” (Richards & Omdal, 2007, p. 426). When considering the diversity of learners in a classroom, differentiation strategies, specifically tiered assignments, become essential while planning a lesson. Additionally, not only does a diversity of levels and learning styles exist in the classroom but there is also a diversity of cultural backgrounds. Hence, it is relevant to mention that all teachers are language teachers too. Moreover, foreign language teachers are culture teachers, and language is the means to understand the culture of the target language (Langer de Ramirez, 2006). Therefore, a lesson plan that includes all the previously mentioned aspects can contribute greatly to effective content delivery while assuring successful learning experiences for students.

### **Significance of the Cultural Framework**

One of the main factors that create discrepancies in achievement among students is their culture, that is why many cultural factors must be considered while educators plan their instruction. Undeniably, the role that teachers' attitudes and beliefs (cultural background) play in student performance is huge. For example, building resilience and developing a growth mindset is part of educators' duty; teachers must see their students not as they are but as they could be, in part, because this point of view has the potential to provide students with the resources needed to achieve and release their potential by giving them a sense of empowerment (Covey, 2012). That is why an educational model that takes into consideration a multicultural approach is key to raise students' belief that they will be able to achieve their goals. It should also consist of four components (Tomlinson, 2003): (a) building background knowledge, (b) planning, (c) differentiating instructional delivery (context, content, product, and process), and (d) differentiating assessment. A way to assure this is to have a lesson planner that contains all the important aspects that will guarantee effective and meaningful instruction.

According to Tileston and Darling (2008), a teacher's cultural context determines his/her school paradigms. For example, while planning the instruction, it is important to consider the race of the students, since many prejudices, bias, and misunderstandings are based on incorrect concepts and ideas. Educators must present different perspectives, as well as educating students regarding this matter. Culturally-responsive teachers have to use their students' "cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning" (Gay, 2018, p. 36) effective. Therefore, it is crucial to take the time to get to know students in a personal way.

## **CHAPTER II: LITERATURE REVIEW**

### **Essential Aspects to Consider for the Development of a Lesson Planner**

The literature search for this thesis was conducted through ERIC, Educator's Reference Complete, Academic Search Premier, Professional Development Collections, and ProQuest Education Journals. The literature review includes published peer-reviewed journal articles from case studies and empirical studies, as well as a book literature review with a content area focus on Multicultural Education, Language Learning, UbD, MI, Making Thinking Visible Routines, Language Scaffolding Strategies, and PBL. This search also covers a timeline of 30 years (1988-2019). The following were the keywords used for the search: "multicultural education in the foreign language class," "multiculturalism," "UbD and foreign language class," "multiple intelligences strategies," "making visible thinking routines," "brain-based teaching and learning strategies," "PBL in the language class," "language scaffolding" and "tier assignments."

The structure of this chapter consists of four main sections that will explain why the following aspects are essential to consider while developing a lesson planner for a foreign language class. These sections are:

1. Multicultural Education Curriculum and UbD strategies.
2. Children's brain and the Making Thinking Visible Routines.
3. Project-Based Learning and Multiple Intelligences Approach.
4. Differentiated Instruction: Tiered Assignments.

### **Multicultural Education Curriculum and UbD Model**

Many educational models enhance the planning process and help incorporate best practices such as the UbD model, the International Baccalaureate model, and the Multicultural Education Model. All of them are based on a constructivist approach. However, the Multicultural Education model seems to be the most suitable for the creation of an environment that will incorporate a whole-child education approach in a foreign language classroom. In effect, it would be ideal for the whole PK-12 school to practice this educational model, as it provides the foundations for the development of the student's skills required for the 21<sup>st</sup> century including critical thinking skills, effective communicative skills, collaborative working skills, IT skills and abilities to transfer knowledge to multiple disciplines. Additionally, this approach will aid in the development of moral values and a character that will help students to make ethical decisions.

To implement this approach, teachers need to understand the paradigms that frame their worlds because these are carried into all facets of their lives. At the same time, it is helpful to “understand how we view our students, how we interact with them, how we teach, and what we teach” (Langer de Ramirez, 2006, p. 2). Hence, a teacher that acknowledges students as human beings who are valuable and unique, with different passions, dreams, talents, backgrounds, infuses them with a growth mindset to make them see themselves with the potential to transform their lives and make great contributions to society.

Significantly, the first step towards the successful implementation of many of the 21st-century educational models is to get to know the students. An effective way to do this is through observation. According to Ayers (2010), teachers have to become students of their students. Doing this can provide the right information about their attitudes, behaviors, likes, dislikes, and their relationships. Ayers (2010) also points out that “observing a child to understand him is an act of compassion” (Ayers & Ayers, 2010, p. 50). Furthermore, “the

ability to exercise the mind with hope and sureness is linked to the emotional state, the feelings, and affections. When they are disregarded, people will hold back” (Ayers & Ayers, 2010, p. 44). In other words, it will be very hard for the process of learning to take place, unless students are emotionally involved. Educators must know their students to create meaningful relationships and be able to design a curriculum that will be relevant for each one of them.

In particular, the Multicultural Education approach covers all the requirements of the P21 Framework for 21<sup>st</sup> Century Learning. This Framework considers nine subjects that provide the content knowledge to the students. Within those subjects, world languages have an extremely important role in promoting understanding of the content in different disciplines. This subject can help schools move beyond their traditional instruction by supporting a global awareness through the development of ethical values and through the application of economics in real-life situations, as well as an environmental and individual understanding of what is to have a healthy lifestyle; all which will be learned and analyzed through the eyes of different cultures. In this instance, the word culture does not only refer to the race and ethnic differences but about everything that gives an identity to a human (Langer de Ramirez, 2006). When students understand different points of view, they obtain the tools needed to develop critical thinking skills (Cornwell & Stoddard, 2014). Simultaneously, they become empathic, open-minded, and internationally-minded, and their creativity to bring solutions to real-world problems increases greatly (Eshabil & Sabri, 2019). Moreover, the Multicultural Education curriculum is compatible with the P21 Framework which also focuses on the need to prepare students for creativity and innovation, critical thinking and solving problems, effective communication, and collaboration, which are the skills required for the 21<sup>st</sup> century.



Regarding the Multicultural Education approach, Banks (2004), who is referred as the “father” of this model, has proposed four different levels of approach for the creation of a meaningful curriculum: (a) the contributions approach, (b) the additive approach, (c) the transformation approach, and (d) the social action approach. The aim of all of these approaches is to empower students to think critically about hegemonies and the social injustices, as well as preparing them to take action in favor of a positive social change (Banks, 1988).

Another instructional model that is useful in the language acquisition classroom is the UbD. According to Wiggins and McTighe (2008), educators have to teach for understanding, which means that teachers need to teach core ideas and develop in the students the ability to transfer those ideas to new situations by using brain-based teaching strategies. Also, the content of the curriculum should be meaningful to the students. This will allow them to build their understanding around big ideas and essential questions. As a result, the learners will have the chance to apply their knowledge and practice transferable skills in new and varied situations.

Notably, Wiggins and McTighe (2008) developed six facets for their UbD model which are described as follows:

1. In the explanation facet, the students will develop critical thinking.
2. In the interpretation facet, the students will learn to analyze different points of view without bias.
3. In the application facet, the students will learn to transfer knowledge.
4. In the perspective facet, the students will use their critical thinking and researching skills to defend their claims.

5. In the empathy facet, the students will understand that having an “insight from experience is necessary for empathic understanding” (Wiggins & McTighe, 2008, p. 100).
6. In the self-knowledge facet, the students will make up their minds and be able to defend their points of view which will be based on research from different perspectives.

These facets are useful as indicators of understanding and it is important to point out that this framework was intended to be non-hierarchical. But along with the UbD facets, a backward design in the lesson planning process is needed to focus on the learning, not on the teaching; “lessons, units, and courses should be logically inferred from the results sought” (Wiggins & McTighe, 2008, p. 14). In other words, planning should begin with the end in mind. For this reason, the lesson design should also consider the following stages: identifying the desired results by stating what teachers want from their students to understand, determining acceptable evidence and then outlining assessments to determine their understanding, and planning the learning experiences and instruction by choosing activities that will equip students with the required knowledge and skills. Surely, this mentioned process is included in the UbD model where instructors can ask and answer key questions about their learners’ learning such as, how effective is the instruction? or, how to be sure that students are achieving a real understanding of what has been taught? Furthermore, educators need to consider the implementation of strategies that will develop and improve multicultural competencies. Hence, the planning process is key to foster a multicultural environment in a foreign language class.

An effective strategy to achieve this goal is the six facets of the UbD model which is compatible with the four approaches of the Multicultural Education curriculum.

The adaptation of these four approaches and the six facets of the UbD model is presented in Table 1 below.

Table 1

*Understanding by Design (UbD) Facets adapted for a Multicultural Education Curriculum*

Multicultural Education Approaches	Understanding by Design Facets
Contributions Approach: teachers refer to facts.	Explanation: students will develop the ability to answer the questions what, why, and how by using their logic and justifying the connections they have found to support their claims.
Additive Approach: teachers add literature, themes, and/or concepts to the curriculum to provide more detailed information.	Perspective: the students are expected to use their critical thinking, to question and wonder beyond the input. They will make assumptions and will be able to explain the implications of their claims based on their knowledge, at the same time, they should confront alternative theories.
Transformation Approach: At this point, the curriculum is changed to allow students to have different points of view about a certain topic.	<p>Interpretation: meaningful content will help students to go deeper into the topic. At the same time, they will discover and interpret objectively the information that comes from different points of view.</p> <p>Self-Knowledge: the students will be able to recognize their paradigms and why they formed them. Maybe, they will have to question them, and they will be forced to direct themselves towards the truth and what is ethically correct.</p>
Social Action Approach: in this stage, students take an active role in the curriculum by giving ideas, making decisions, and taking action on a subject.	<p>Empathy: students will have the ability to be in “other person’s shoes”. They will sincerely consider other points of view and will become open-minded and caring.</p> <p>Application: students will apply the acquired knowledge effectively in real life and varied situations. The context is a vital piece to make sense of the situation and the skills depend completely on it. The students will learn how to take responsibility for their learning.</p>

As can be seen in the previous table, there is a progression in the curriculum that leads educators step by step in the process of lesson planning. Starting from basic concepts, there is a natural continuation that guides the procedure to the understanding of complex concepts,

stimulating an internal change in students' paradigms that encourages them to take action to bring positive changes to the society.

In addition, teachers will avoid certain problems that can reduce the effectiveness of their instruction such as the content transfer as an objective of a lesson rather than an instrument (Wiggins & McTighe, 2011) and will also avoid the fact that grammatical rules are transferred passively during the lesson without accepting the communication as a tool to learn these rules (Gomleksiz, 2011). Therefore, in recent years there has been an increased tendency to focus on these problems and to take precautions by engaging teachers in lesson design (Yurtseven & Altun, 2017).

In summary, the foundation of the instruction planning should be the four approaches of the Multicultural Education model combined with the six facets of the UbD instructional method. Both will assist foreign language teachers in developing multicultural competencies in students, as well as skills required for the 21<sup>st</sup> century.

### **Children's Brain and the Making Thinking Visible Routines**

Another important aspect to consider while planning a lesson is the understanding of the cognitive process that takes place in the children's brain. Indeed, this magnificent part of the human body is the one in charge of acquiring knowledge and developing a wide variety of skills that are used for critical thinking. Therefore, educators must understand how the brain naturally functions and use this knowledge to effectively help students to learn a foreign language.

Firstly, it must be emphasized that "teaching is the process of guiding and facilitating the formation of neural connections in students' brains" (Wolfe, 2010, p. 132). It is also vital to know that emotions have an essential role during this process; emotions drive attention and attention drives learning (Wolfe, 2010). Hence, it is primordial, not only to understand the way the brain works but also to get to know the students on a personal level, because all children have different physiology, genetics, and backgrounds. Thus, if their emotions need to be touched during the learning process, it is necessary to be familiar with their world. Furthermore, when the students' brains connect a new input with a memory, the process of learning, internalizing, and genuinely learning lexical items (new vocabulary) becomes more effective, so teachers can use student's previous experiences as an instructional tool (Randolph, 2018). In other words, while planning the instruction, educators should consider the way students feel and think to enhance the motivation of the learners so that academic achievement can be increased (Salem, 2017).

Secondly, the brain learns by getting information through experience. Consequently, prior information is vital to react to new information (Wolfe, 2010). In other words, a context is needed. For instance, students get hooked when the lesson starts with something they already know or touches their emotions. On the contrary, if students do not have previous knowledge about the new content, then, they should be provided with an experience that

contains some kind of experience that represents the new input. That way, the brain will be able to make sense of what it will learn. Equally important, after teachers have provided complex experiences, the students need to reflect on their experiences; What they learned? Why should they care? What is the meaning of what they have learned? (Wolfe, 2010).

Subsequently, the process of learning a language is a natural phenomenon. In fact, “all healthy human brains are excellent at learning and using language, and high levels of motivation to learn a foreign language are not required if teaching practices and materials replicate natural learning experiences, and class participation is ensured” (Green, 2016, p. 70). Therefore, an effective instructional tool that teachers can use to foster a natural learning environment is the Making Thinking Visible Routines. Indeed, these routines were purposefully designed to help “teachers to engage students in the learning process” (Gholam, 2018). Furthermore, teachers must know that “language and cognition work together” (Salmon, 2011), and at the same time, this knowledge will encourage educators to “strive to teach for understanding” (Ritchhart, Church, & Morrison, 2011, p. 30).

According to Ritchhart (2011), the creator of the thinking routines, there are eight thinking moves across subjects that serve as the base for the Visible Thinking Routines. These are: (a) close observation and description of what it is seen, (b) building explanations and interpretations, (c) reasoning with evidence, (d) making connections, (e) considering different viewpoints and perspectives, (f) capturing the heart and forming conclusions, (g) wondering and asking questions, (h) lastly, (i) uncovering complexity and going below the surface of things (Ritchhart, 2011). Notably, the nature of these routines supports the thesis that states that “higher forms of mental activities are derived from social and cultural contexts, because these mental processes are adaptive in the sense that the environment plays a critical role in determining whether the bilingual situation will be additive or subtractive” (Salmon, 2011, p. 128). In other words, children’s social interactions will enable them to

have meaningful and appropriate language experiences while acquiring new knowledge that will help them to reflect on their thinking.

Now, learning is a higher cognitive process that takes place in the cerebral cortex (Wolfe, 2010). However, the teenagers' brain is still in development, therefore, they cannot fully: organize multiple tasks, inhibit specific impulses, maintain self-control, set goals and priorities, empathize with others, initiate appropriate behavior, make sound judgments, form strategies, plan and adjust behaviors based on a changing situation, (Wolfe, 2010). For that reason, the Visible Thinking Routines are a powerful aid in the development of children's brain healthily and naturally. At the same time, "when thinking is part of the routine, children become alert to situations that call for thinking, and they build positive attitudes toward thinking and learning as a result" (Salmon, 2008, p. 128). Moreover, the President and Fellows of Harvard College (2006) have found that these routines can promote a "natural language use in the students' first and second language and helps them build vocabulary and practice language skills in different modalities" (Salmon, 2008, p. 129).

Particularly, there are 21 Visible Thinking Routines organized according to their purpose. Each routine has a specific objective and it aims to develop specific types of thinking; teachers are supposed to use them routinely; they are easy to follow (easy to learn and to teach); they can be used in a wide variety of contexts; and they can be used in groups or individually (Salmon, 2008). Another important aspect of these routines is the fact that they can "motivate children to make connections between their cultural-linguistic background and target culture (Salmon, 2008, p. 139). Table 2 below presents the routines according to their category of use (Ritchhart, Church, & Morrison, 2011).

Table 2

*Visible Thinking Routines*

Purpose	Routines
<p>Introducing and exploring new ideas; describing, interpreting, wondering, inferring, activating prior knowledge, planning, uncovering prior knowledge and ideas, questioning, distilling, connection making through metaphors, decision making, uncovering personal reactions, observing details, and building explanations.</p>	<p>See-Think-Wonder. Uses ambiguous or complex visual stimuli.</p> <p>Zoom In. It uses only a part of visual stimuli.</p> <p>Think-Puzzle-Explore. The stimuli are used to direct personal or group inquiry.</p> <p>Chalk Talk. Promotes open-ended discussions.</p> <p>3-2-1 Bridge. Used when students have prior knowledge but instruction will move it in a new direction.</p> <p>Compass Points. Promotes group discussion towards a possible agreement.</p> <p>The Explanation Game. “Focuses on identifying parts and explaining them to build up an understanding of the whole from its parts and their purposes” (Ritchhart, Church, &amp; Morrison, 2011, p. 63).</p>
<p>Synthesizing and organizing new ideas; summarizing, capturing the core idea, uncovering, and organizing prior knowledge to identify connections, inquiry, identifying new ideas, identifying key concepts, considering implications, focusing attention, analyzing, reflecting, and metacognition.</p>	<p>Headlines. It helps to summarize and to find big ideas.</p> <p>CIS: Color, Symbol, Image. None verbal routine that uses visual connections.</p> <p>Generate-Sort-Connect-Elaborate: Concept Maps. “Highlights the thinking steps of making an effective concept map that both organizes and reveals one's thinking” (Ritchhart, Church, &amp; Morrison, 2011, p. 63).</p> <p>Connect-Extend-Challenge. Any kind of stimuli is used to find the key ideas of new input.</p>



	<p>The 4C's connection making, identifying key concepts, raising questions, and considering implications. It helps to identify key points of complex stimuli through group discussion.</p> <p>The Micro Lab Protocol. Promotes reflection and group discussions.</p> <p>I Used to Think..., Now I think... Promotes reflection of a shifted paradigm.</p>
<p>Digging deeper into ideas; reasoning with evidence, perspective talking, monitoring, identifying bias, inquiry, identifying generalizations and theories, making counterarguments, identifying complexities, summarizing.</p>	<p>What Makes You Say That? The question encourages students to provide evidence to support their assertions.</p> <p>Circle of Viewpoints. Promotes the identification of perspectives around a problem or an issue.</p> <p>Step Inside. Stepping into a position and talking or writing from that perspective to gain a deeper understanding of it (Ritchhart, Church, &amp; Morrison, 2011, p. 64).</p> <p>Red Light, Yellow Light. Identifies and questions possible errors in reasoning.</p> <p>Claim-Support-Question. It helps to identify generalizations and theories, reasoning with evidence, and to make counterarguments.</p> <p>Tug-of-War. Stimulates the identification of tension points of an argument or dilemma.</p> <p>Sentence-Phrase-Word. Text-based protocol aimed at eliciting what a reader found important or worthwhile; used with discussion to look at themes and implications (Ritchhart, Church, &amp; Morrison, 2011, p. 64).</p>

It is important to mention that Ritchhart, Church, and Morrison (2011) developed the Thinking Visible Routines with specific steps for setting them up and their own assessment criteria, as well as their uses and variations.

Undoubtedly, these routines provide the students the necessary thinking skills “to connect what they learn with their environment and with the life they live” (Dajani, 2016, p. 12). Among these skills are: comparing, reasoning, analyzing, justifying, interpreting, rationalizing, deducing, and creating in all learning environments, including learning a foreign language (Dajani, 2016). Through these Visible Thinking Routines, students’ thinking becomes visible in the classroom, and teachers can be “informed of their students’ learning journey and look for understandings or misconceptions” (Gholam, 2017, p. 21). Most importantly, the students learn to listen to one another attentively and respectfully, with non-judgemental attitudes that contribute to a safe and caring classroom environment where mistakes are acceptable and encouraged (Gholam, 2017).

Sometimes, teachers might find difficulty in deciding which routine to use. That is why it is necessary to know that the “brain always focuses on certain stimuli over others” (Wolfe, 2010, p. 36). Therefore, knowing what specific parts of the cerebral cortex are activated when the process of learning is taking place will assist teachers in deciding which routine and what kind of stimuli need to be presented according to the objectives of the lesson. For example, if the goal of the activity is to learn and memorize new vocabulary, the temporal lobes should be put in action with the help of auditory stimuli. Differently, if the activity aims to learn cultural traditions that are unknown to the students the occipital lobes should be put in action by using students’ previous knowledge or providing the means for them to have a personal experience about the topic. Table 3 below explains very widely what are the functions of the four different parts of the cerebral cortex; the temporal lobes, the parietal lobes, the frontal lobes, and the occipital lobes.

Table 3

*Functions of the Cerebral Cortex*

Parts of the Cerebral Cortex	Function
Temporal Lobes	Process auditory stimuli and put in action language auditory memory.
Parietal Lobes	Enable the perception of touch and pain, as well as the knowledge of the body's position in relation to space.
Frontal Lobes	Enable sensorimotor processing and cognition. For example, thoughts about the past, making plans for the future, focused attention, reflection, decision making, problem-solving, and engaging in conversations. All these are converted into motor skills and linguistic skills.
Occipital Lobes	Process visual stimuli which do "not become meaningful until the sensory perceptions are matched with previously-stored cognitive associations" (Wolfe, 2010, p. 35).

All the aforementioned functions of the cerebral cortex work harmoniously when teachers use the Visible Thinking Routines. For example, if teachers choose a content within a context that is meaningful to students and that connects to their own lives and experiences, the students will not face the problem of having a fragile knowledge that will not be remembered, just the contrary, they will know when and how to use it (Wolfe, 2010).

Lastly, it is also worth mentioning that the Visible Thinking Routines can be adapted for the first three approaches of the Multicultural Education curriculum. The routines can be distributed within the following approaches according to their purpose as follows:

1. Contribution approach: See Think Wonder, Think Puzzle Explore, Zoom In, 3-2-1 Bridge, Chalk-Talk, Compass Point, and The Explanation Game. These routines will help students to explore new ideas and concepts.
2. Additive approach: Headlines, CSI; Colour, Symbol, Image, Generate-Sort-Connect-Elaborate: Concept Maps, Connect-Extend-Challenge, The 4C's, and The Micro Lab.

These routines will help students to have different perspectives and to make and sustain evidence of their assumptions.

3. Transformation Approach: What makes you say that Circle of Viewpoints, Step Inside, Red light, Yellow light, Claim-Support-Question, Tug-of-War, Sentence-Phrase-Word and I Used to Think... Now I think... These routines will help students to interpret information and to recognize their paradigms and form new ones, if necessary.

In conclusion, if second language students learn how to make their thinking visible, they will develop, not only understanding of the language but also the skills that will allow them to apply critical thinking while studying and understanding the target cultures, as well as taking decisions and form judgments (Ritchhart, Church, & Morrison, 2011). It can also be said that the content of a meaningful curriculum, as well as the use of strategies to make thinking visible in the classroom, will assist the brains of the students to acquire knowledge and language skills, but most importantly, to know when and how to use the acquired information (Wolfe, 2010).

### **Project-Based Learning and Multiple Intelligences**

Language can be interpreted as a tool to express something that comes to mind. In other words, it is a necessary instrument for interaction and communication to convey ideas, thoughts, concepts, and/or feelings (Yusri, 2018). Besides, learning a native or a foreign language is a cognitive process that is done in a socially-oriented manner. Therefore, “culture is a vital component of language learning” (Kean & Kwe, 2014, p. 189). Knowing what to say, to whom, and in what kind of situation, means that the beliefs and values that are present in the different uses of a certain language need to be correctly understood (Kean & Kwe, 2014). Likewise, Tomlinson and Masuhara (2004) state that cultural awareness is obtained through personal experiences, directly by visiting a foreign country or indirectly by listening to music, watching films, and reading literature. Hence, the role of a foreign language teacher is to “help students to develop an interest in who in the target culture did what, where, when and why” (Seelye, 1993, p. 30). In other words, second language teachers should help their students to establish a good connection between the target language and its culture.

Furthermore, educators need to build bridges to close the cultural gaps by identifying and incorporating in their lesson plans cultural items and activities that will help them to understand the target culture. At the same time, this will enable the enrichment of the content “so that the students can function effectively not only in the particular language but also in that society” (Kean & Kwe, 2014, p. 189).

Particularly, non-native teachers have a disadvantage in this regard, especially those who were trained outside the target language countries since they “need assistance in overcoming their shortcomings in the lack of knowledge about the target language culture” (Kean & Kwe, 2014, p. 189). Notably, the Project-Based Learning model is an effective alternative instruction method to teaching culture not only to the students but also to their foreign language teacher” (Kean & Kwe, 2014, p. 196). With the PBL model, educators

organize learning around projects (Thomas, 2000). These projects will immerse both students and teachers, into the rich space of the target culture, and students will be able to collaborate and develop intercultural skills, as well as having the opportunity to effectively integrate technology into the curriculum (Kean & Kwe, 2014). The PBL “also attempts to generate a relationship between the cultural information of the target language with the students’ own background experiences in terms of relating the cultural practice as a solution to an existing global or universal problem” (Kean & Kwe, 2014, p. 189). Besides, the students will be able to recognize how the projects facilitate language knowledge and also the content knowledge as they become more aware of their personal and social issues in their context. When PBL is implemented in the classroom, the students are expected to have more humanistic, tolerant, and friendly attitudes that will empower them to value people’s individuality, personal life, and social conflicts (Torres & Rodríguez, 2017).

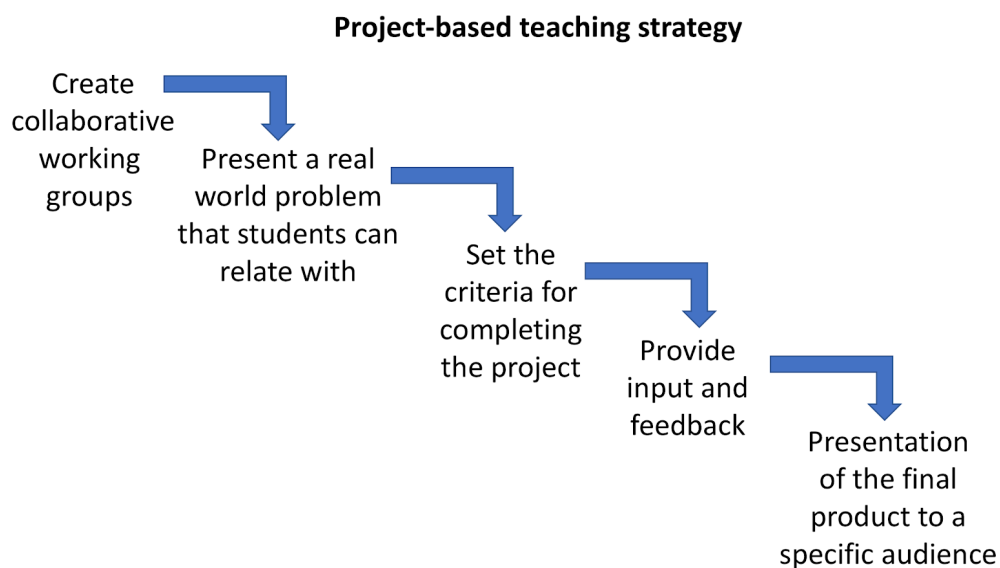
The PBL approach “is a constructivist instructional method that supports students’ learning process through group work and social interaction to solve problems” (Torres & Rodríguez, 2017, p. 59). Thomas (2000) states that this approach incorporates into the lessons complex tasks that result in a realistic product, an authentic event, or a presentation to a certain audience. Thomas (2000) also identified five components for the effective implementation of PBL: (1) Projects are central to the curriculum, (2) Projects are based on questions or problems that lead students to the understanding of the main concepts and principles, (3) Projects encourage students to make a constructive investigation, (4) Projects are student-centered and the activities are led by the learners to some significant degree, and (5) Projects focus on real problems that happen to real people (p. 3-4). In other words, PBL “provides an all-round enriching education where students are inspired to explore, investigate, consider alternatives, understand their world and apply what they learn to real-life experiences” (Kean & Kwe, 2014, p. 190-191). When students are exposed to authentic

learning they will be engaged in real-world problems. The PBL activities will allow them to develop thinking skills and metacognition, as well as a discourse amid a community of learners, which in the end will empower students to make responsible choices.

Setting up a project can be straightforward for both students and teachers. The following visual concept diagram in Figure 1 explains the steps to be taken during the process of setting up a project. “Through such teaching strategy, project-based learning shifts away from teacher-directed learning to more learner-centered learning activities that focus on real-world issues and practices” (Kean & Kwe, 2014, p. 191). As can be seen in the diagram, PBL is based on inquiry strategies that stimulate natural curiosity about situations and issues that affect students’ lives.

Figure 1

*Visual Concept Diagram of the Project-Based Teaching Strategy*



*Note.* Adapted from: <http://www.worksheetlibrary.com/teachingtips/projectbased.html>

According to the previous diagram, the first step is to create collaborative working groups. The collaboration process is an activity where people work together to achieve similar objectives (Hesse, Care, Buder, Sassenberg, & Griffin, 2015). As stated by Bell (2010), students work collaboratively while they are involved in the development of the

project. At the same time, the students also have the opportunity to share and discuss their knowledge and their ideas with each other (Sholihah, 2017). In other words, “Project-Based Learning might promote students’ collaboration skills because it allows learners to work collaboratively in pairs or groups as well” (Kurniawati, Susanto, & Munir, 2019, p. 31).

In the second step, the students are presented with a real issue that relates somehow to the students’ context. This step helps teachers “to create a challenging learning environment that can force students to optimize their cognitive potential in handling learning tasks and solving learning problems” (Kean & Kwe, 2014, p. 196). Here the students will be able to apply the knowledge or deep understanding they have got to their everyday lives or real situations.

During the third stage, the teacher will decide the criteria of evaluation. According to Bondar et al. (2016), the following points could be taken into consideration while developing the criteria for a project: (1) The duration of the event, (2) The area of expertise, and (3) The type of project (e.g. data collection, research project, practice-oriented project, creative project, role-playing, and gaming projects or mixed projects). “The characteristics and features of various types of projects, to identify ways of coordination, deadlines, stages, the number of participants, level of language training of students, etc.” (Bondar et al., 2016, p. 2126) will vary according to the objectives of the project. It is also important to mention that the whole process should be considered for evaluation, not only the final product, that way the meaningful learning that was acquired throughout the activity will not be lost.

The fourth stage aims to provide effective feedback input to the students. This should be done in a timely manner and should stimulate students constantly to demonstrate independence, self-motivation, and responsibility towards their learning (IBO Assessment Criteria Overview). This process will not only help students but also will help teachers to shape the next instructional steps to improve student learning. For this reason, educators can



consider the creation of instructional rubrics that will inform students about their strengths and areas in need of improvement, as well as supporting the development of their critical thinking skills (Miller, Linn, & Gronlund, 2013).

Lastly, the presentation of the final product to a specific audience is the culmination of the project. In this stage, it can be seen how the PBL method “increases autonomous work of students and diversifies foreign language classes, turning them into a research and discussion club where students solve interesting and actual problems that have a practical implementation, taking into account cultural peculiarities and based on intercultural interaction” (Bondar et al., 2016, p. 2132).

An advantage of the PBL approach is that it taps into one of the limitations that foreign-language learners encounter. For example, students living in a country that does not speak the language of instruction “do not have many opportunities to practice speaking other than in the classroom” (Torres & Rodríguez, 2017, p. 59). Therefore, this reduces the chances of improving their oral communicative skills, making students have negative feelings about speaking in a foreign language, mostly because they are not being stimulated to play roles in different contexts to speak for different communicative purposes (Savasci, 2014). The more opportunities the students have to practice the target language, the easier it will be for them to become fluent. Thus, PBL is an effective strategy to increase those chances.

To make PBL even more effective, the use of the Multiple Intelligences (MI) theory could be applied at the same time. Regarding this MI theory, Gardner (1987) defines intelligence as the ability to solve a problem or the ability to create a product that has value in the eyes of a specific society or culture. According to this theory, “humans possess several distinct intelligences that manifest themselves in different skills and abilities. All human beings apply these intelligences to solve problems, invent processes, and create things” (Bas & Beyhan, 2010, p. 367).

Gardner describes nine different intelligences which are described below:

1. Verbal – linguistic intelligence: Gardner (1993) states that this intelligence makes individuals more sensitive to the written and spoken language and easily comprehend and compose language both orally and in writing.
2. Logical/mathematical intelligence: “This intelligence is the ability to calculate and comprehend situations or conditions systematically and logically” (Sener & Cokcaliskan, 2018 p. 126). People who have this intelligence developed easily explore patterns and relationships, can solve problems, and use deductive reasoning (Gardner, 1999).
3. Visual/Spatial intelligence: This intelligence can be described as the “ability to perceive, modifying and creating images” (Sener & Cokcaliskan, 2018 p. 126).
4. Musical intelligence: This intelligence allows individuals to have the ability to identify rhythm, pitch, and to understand the emotional side of the sound (Sener & Cokcaliskan, 2018).
5. Bodily/kinesthetic intelligence: This intelligence is the ability to use the body and its different parts to solve problems or create products (Sener & Cokcaliskan, 2018).
6. Intrapersonal intelligence: Gardner (1999) says that this ability involves understanding one-self, interpreting, and appreciating one’s fee. Also, the individuals with this intelligence developed have “the ability to have self-knowledge and recognize people’s similarities and differences among them” (Sener & Cokcaliskan, 2018 p. 126).
7. Interpersonal intelligence: This intelligence is the ability to recognize another person’s feelings, intentions, emotions beliefs, and desires (Sener & Cokcaliskan, 2018).

8. Naturalistic intelligence: This intelligence requires the ability to identify and differentiate the natural world around people (Sener & Cokcaliskan, 2018 p. 126).
9. Existential intelligence: Gardner (1999) added this intelligence later on and he proposes that this intelligence is the ability to question human existence, the mysteries of life and death, as well as the meaning and purpose of life.

Knowing and understanding all these intelligences will help teachers to improve their students' learning by using different educational techniques. Teachers can, for instance, plan and design a wide variety of activities with varying intelligences so their students can benefit from the instruction they receive.

After pinpointing the intelligences of their students, educators will become aware of the different paths with which they can be more effective in their teaching journey. That is to say, "When identifying the multiple intelligence profiles of learners, teachers are provided with many ideas for designing learning activities tailored to meet learners' needs and potentials. Engaging in such activities promotes the active role of learners who use their unique abilities to demonstrate their learning" (Al-Mahbashi, Noor, & Amir, 2017, p. 189). Therefore, when language teachers consider the different MI types of learners while they plan their lessons, they can assure that everyone will be involved.

An important aspect of using the MI theory is the fact that students will be able to identify their strengths and their weaknesses and learn from them (Sener & Cokcaliskan, 2018). On the contrary, everyone involved in the educational field (i.e., teachers, educators, and curriculum designers) should not be shocked when the pupils do not respond well to classroom activities that are not based on MI theory. For example, Mahmoud and Alarai (2019) found that students demand further explanations and become disengaged or do not involve in classroom interaction. But a teacher who appreciates the MI and incorporates

activities accordingly will potentially enjoy teaching and the positive interactions in a classroom free of boredom and de-motivation.

Finally, Bas and Beyhan (2010) demonstrated in a study that students that were taught by Multiple Intelligences (MI) supported by the PBL model were more successful and had higher motivation levels than those who were educated by the traditional instructional methods. In addition, when students' intelligence modalities are disregarded, they will have difficulty learning (Bas, 2016). Interestingly, a PBL approach combined with the MI theory can assure an effective learning environment where the students can gain self-confidence, be creative, have self-awareness, respect their differences, know their strengths and weaknesses and be able to learn from them (Bas, 2016). This is because "human intelligences are flexible constructs that can be developed through training, practice, and environmental supports" (Al-Mahbashi, Noor, & Amir, 2017 p. 185). Therefore, with the aid of these two instructional tools, educators will be able to understand better how individual differences can be approached, comprehended, and improved to create a successful teaching and learning environment.

## **Differentiated Instruction and Tiered Assignments**

Educators often hear the words differentiation or accommodation in school settings. Hence, it is not a surprise that these topics are becoming an essential part of the teaching practices. But it is important to determine what differentiation means. Differentiation is “a systematic approach to planning curriculum and instruction for academically diverse learners” (Tomlinson, 2005, p. 6). Students are unique persons, individuals who not only bring into the classroom strengths that can be built on but they also have needs to be covered to increase their possibilities of success. It is also important to keep in mind that every child does not understand in the same way or makes the same connections, or does not take the same time to process the information because they all are different. In other words, children have different learning styles, different learning preferences and each has different self-expression (Demos & Foshay, 2009), which means that they need to communicate somehow their personality, feelings, and ideas through art, music or speech.

Research has identified many advantages of differentiated instruction. It can be said that “differentiation is a powerful educational tool for teachers who understand diverse student academic needs, interests, readiness level and respond them positively” (Lavrysh, 2015, p. 59). However, one might wonder why it is not applied in all educational contexts and it seems that the problem is that many educators do not understand or do not see positively the students’ differences. Therefore, they cannot see the necessity of using differentiation strategies. Hawkins (2009) points out three main reasons why this happens. The first one is the lack of teacher confidence, the second is the lack of teacher efficacy and the third is the lack of consistent on-going professional development and personal perseverance. Thus, teachers should be trained to acquire the necessary skills to have the disposition to respond effectively to the diversity of their students’ abilities and background knowledge (Hawkins, 2009).

Research indicates the effectiveness of implementing differentiated instruction. Notably, “the case for differentiating instruction has long been identified as the most logical and fair way to respond to every-increasing students’ cognitive, demographic and racial diversity and their disengagement regarding purposeful learning” (Hawkins, 2009, p. 11). Kern (2009) talks about specific reasons why “instruction in heterogeneously configured classrooms must be differentiated” (p. 83). She states that humans are essentially diverse, that there are gifted learners and there are students who are less able or have disabilities. She also mentions that it is necessary to differentiate because of the nature of the learning process.

Lavrysh (2015), states that there are key differentiation principles to facilitate the success of students which are the flexibility of the teaching mode and an instructional plan based on the students’ differences. Therefore, the use of differentiation strategies should be an important consideration while developing a lesson. In effect, one of those considerations is the level of readiness that each student brings to the classroom. Tomlinson (2003) states that educators have to be flexible enough to meet learners where they are on their learning journey, always promoting the continuation of more difficult tasks without making them feel frustrated.

In this regard, readiness refers to the starting point of each student (Subban, 2006). Unquestionably, the students’ grade levels vary greatly and some students are at their grade level but others may be performing at lower levels, while others might be a year ahead or so. Significantly, Tiered Assignments are a differentiation strategy that specifically helps teachers create and design activities based on the learners’ readiness. In other words, these activities have “the same content or standard with varying levels of support or challenge” (Kern, 2009, p. 83); tiered assignments and lessons aim to “enable students to learn the same skills and content but in different ways” (Lavrysh, 2015, p. 60). This strategy is also helpful when teachers base their instruction on students’ needs assessment. According to Tomlinson

(2005), Tiered Assignments: (a) Help teachers to adjust assessment and instruction, (b) Enable students to learn according to their readiness level, (c) Permit students to work with challenging tasks, (d) Help learners to reinforce or extend concepts and principles, (e) Ensure diversity of tasks based on learning styles, (f) Avoid stress or boredom, and (g) Promote successful learning and increase motivation. Moreover, “as students recognize their strength and weakness, they understand the benefit of differentiation and become more open-minded” (Lavrysh, 2015, p. 59) towards differentiated activities. Indeed, these are some of the benefits of implementing differentiated instruction by using Tiered Assignments, but in addition, teachers can ensure that children will retain information easier and the learning and progress of each child will be easily documented.

To facilitate the implementation of Tiered Assignments, some experts recommend taking into consideration the following aspects; identifying the content standards; identifying the level of students’ readiness; deciding which part of the lesson will be tiered: process, content or outcome; determining what are the needs addressed by the tiered assignment; determining the number of tiers according to the level of readiness; planning the logistics; promoting teacher support at every tier activity; designing appropriate assessments for each tiered assignment (Pierce & Adams, 2004). In other words, it is important to have systematic planning to ensure the effectiveness of Tiered Assignments and teachers must not forget that a clear goal, key concepts, and generalizations will be taught in different pathways to help students to have an understanding of these elements.

Additionally, teachers must pay attention while they form the groups and keep them flexible, and to regroup students if a different Tiered Assignment is implemented (Lavrysh, 20015). “Teachers who differentiate instructions are cognizant of the relationship between assessment and instruction and believe that, when used in concert, learning can occur”

(Demos & Foshay, 2009, p. 26). Thus, a continuous assessment of students' weaknesses and strengths helps teachers to design meaningful differentiated instruction for all learners.

Finally, teachers, indeed, need more training and professional development regarding differentiation. This is important, considering that the possibility of implementing Tiered Assignments in the process of planning the instruction is an effective way of meeting students' needs while offering engaging material and resources, and increasing their motivation and self-confidence when it comes to learning (Lavyrish, 2015). Finally, it can be said that differentiated instruction has the potential to accommodate all learners. Its focus should be on the success of all students and the development of life-long learners; the learning should be about individual growth and progress. Surely, it is time to change educators' mindsets, stop labeling students, and believe that each one of them can learn if they are provided with what they need and the learning is built on the background knowledge that they currently have.

In conclusion, there are essential aspects to consider while planning the instruction. So, creating and using a planning tool that includes all those aspects, is a critical part of effective teaching and learning. First of all, this lesson planner should be based on the Multicultural Education Model because one of the main reasons for discrepancies in students' performance and achievement is their culture. Additionally, this planning tool should incorporate the UbD model, not only because it is compatible with the Multicultural Education Curriculum, but because it will help students to deepen their understanding and help them to develop skills to transfer knowledge to different situations. Another aspect to consider for the development of a lesson planner is how the teenage brain works. Hence, based on that knowledge, the Making Thinking Visible routines (Ritchhart, Church, & Morrison, 2011) are an excellent instructional tool that has the potential to make students lifelong learners. Significantly, if a lesson planner includes a PBL approach as well, the



students will not only become lifelong learners but also will be able to develop critical thinking skills to be used in real-life situations. Another aspect to consider is the individuality of each student, not only their cultural background but also their personality, their multiple intelligences, and their academic performance and level. That is why a lesson planner should include differentiated instruction strategies based on MI preferences and Tiered Assignments. To sum up, educators and students could greatly benefit from a planning tool that includes all the aforementioned aspects.

### CHAPTER III: APPLICATION OF THE RESEARCH

In recent years the field of education has experienced an expansion and a restructure that has made teachers face new challenges such as larger class sizes, diversified student body, not only in terms of cultural background but in terms of motivation and ability. Hence, these changes are making educators reconsider their teaching methods towards a way to implement more effective learning strategies (Cameron, 2009). Particularly, these challenges could be addressed with a planning tool.

Therefore, if a planning tool is to be effective, it should be based on different strategies, models, research, and theories that have already been proved successful. Moreover, they must include differentiation strategies, a variety of learning approaches, and of course, key principles of effective teaching (Cameron, 2009). Another important thing to mention is that planning tools aim to motivate teachers to share and reuse best practices in teaching and learning without requiring them to be experts (Cameron, 2009). In other words, a lesson planner can represent a practical approach when teachers do not have a strong educational background but understand the importance of their teaching role. When sharing this tool, there should be a complete carry-over of the learning design with information in detail about the intended objectives, the context of implementation, and the modeling of the learning experiences (Laurillard & McAndrew, 2002).

Significantly, planning tools should promote good practice and should be able to fit in different pedagogical approaches, acknowledge any discipline's specific skills, they should also encourage critical thinking, practice reflection for both students and teachers, as well as embracing a student-centered instruction (Cameron, 2009). Furthermore, effective planning tools should assist educators to "integrate professional practice with theoretical knowledge and then guide them through the process of reflection on teaching" (Cameron 2009, p. 42-43). Put it this way, the planning tool needs to focus on the elements that should be followed

while guiding teachers through a clear and well-defined structure. According to John (2006), a planning tool ought to include information and details about the students, learning activities, pedagogical models, learning environment, both physical and virtual, besides the learning outcomes and the roles of all the participants.

Notably, an effective lesson planner is that which involves an appropriate sequence of tasks, specific activities, and the lesson's assessment criteria in a logical order. That is why, currently, there are several teams and designers of planning tools that aim "to produce a comprehensive system that utilises a consistent data standard and vocabulary to describe the teaching and learning environment and the different theoretical approaches to learning employed" (Cameron 2009, p. 44).

Toohy (2002) states that much the effectiveness and the creativity of a lesson comes from the learning design. Sharing and reusing the plan of a lesson can save teachers time and effort because they will be exposed to best practice models. New teachers will be provided with scaffolding and mentoring (e.g., this can easily be achieved by documenting the lesson plans in a catalog) and the lesson plans could even inspire experienced educators (Philip & Cameron, 2008). Documenting lesson plans enables teachers to consider a wide variety of options and therefore, be more flexible, apart from assisting them with the evaluation process while they build up confidence in their instruction (Marsh, 2004). That is why, the documentation, the sharing, and the reuse of lesson plans should be an important topic in the school's discussions.

On the contrary, without planning tools, teachers can try this complex and challenging task without having any training, or even worse, they may not have the disposition to develop their teaching skills (Cameron, 2009). According to Heathcote (2006), another obstacle to the implementation of planning tools is the degree of the teacher's pedagogical understanding to make the most out of the available resources. Indeed, many experts are concerned about the

level of knowledge of teachers regarding the principles of learning and how students learn (Ally, 2004).

Notably, planning an effective lesson is not an easy task, and many times, important aspects are forgotten in the process. Therefore, to facilitate educators with the planning procedure, I have created and designed a lesson planner that can be considered as an instructional tool for high school foreign language teachers, however, any P-12 educator could benefit from using it. It is based on the Multicultural Education Approach and the UbD educational model, it also considers how the brain works by including Making Thinking Visible Routines, additionally, it incorporates the Project-Based Learning Approach and the Multiple Intelligences philosophy, as well as Tiered Assignments for differentiation. The reason why all these instructional models were combined in a single lesson planner is that all these approaches are compatible and can be easily adapted. Furthermore, they complement each other.

Significantly, the biggest advantage of this teaching resource is that, even if teachers are not familiar with the previously mentioned models, the lesson planner will guide them and give them ideas to design meaningful and effective lessons.

The template is available for anyone who wants to use the lesson planner and can be found and downloaded for free on the following link:  
<https://drive.google.com/drive/folders/1NfChvUFYk0W9j7LhWU4npWrt4F0MTTvY?usp=s>  
haring. Everything that is needed for its use can be found there: the lesson planner, the Tiered Assignments' arrangements, the PBL teaching strategy, and the link to the Making Thinking Visible Routines. Therefore, no money and no extra resources are needed for its implementation.

The time that educators will need to plan for a lesson using this instructional tool will depend on the complexity of the topic that will be taught. Indeed, one of the main purposes of the lesson planner is to reduce the time that teachers dedicate to planning their instruction.

The sustainability of the lesson planner will be assured by making it a living document that can be upgraded when necessary. Undeniably, the field of education is always changing towards improvement. However, the bases of the lesson planner will not be changed, that is to say, the lesson planner will always be based on a Multicultural Education Model and the Understanding by Design Approach. The reason why is because foreign language teachers must always consider the cultural implications while planning their instruction, for they are the responsible ones to develop students' intercultural skills as well as to help them to become more open-minded and empathic.

Moreover, the benefits are not only for the students but for teachers as well. "The level to which a planning tool can stimulate interest in the process of improving as a teacher and encourage lecturers to modify their practice in small, highly practical ways at an early stage in any program or improvement, will be one of the criteria against which" (Cameron, 2009, p. 43) the effectiveness of the planning tool will be measure.

In short, the lesson planner aims to facilitate educators with their teaching planning by giving ideas and guiding them throughout the implementation of the Multicultural Education Model, as well as helping to apply differentiated instruction. This instructional tool is an effective resource that will assist teachers to develop student's skills so they can apply their knowledge and critical thinking to real-life situations.

## **Lesson Planner Instructions**

The lesson planner was created to be self-explanatory. It consists of 10 pages divided into four parts. It includes two more pages with the tiered assignments' descriptions, the PBL teaching strategy, and a link to the Making Thinking Visible Routines. Each part of the lesson planner corresponds to each of the approaches of the Multicultural Education model and the six stages of the UbD educational model.

Figure 2 below, the Lesson Planner Cover Page, contains the place where teachers can write basic information about themselves and the lesson they will plan. If teachers believe any other information should be included, they can always add extra spaces to suit their needs.

Figure 2

*Lesson Planner's Cover*

## ***Lesson Planner***

*(Based on the Multicultural Education Model, the UbD Approach, the Making Thinking Visible Routines, the PBL Approach, the MI Philosophy and Tier Assignments for a Differentiated Instruction)*

<b><i>Teacher</i></b>	
<b><i>Subject</i></b>	
<b><i>Grade</i></b>	
<b><i>Date</i></b>	
<b><i>Unit</i></b>	
<b><i>Name of the lesson/topic</i></b>	

The following Figure 3, Student Profile, shows a template where teachers can write information about their students. One copy per student is needed. This documentation will be useful in choosing appropriate and meaningful content and will give teachers an idea about their student's likes and interests, along with a good basis to apply differentiated instruction. This information can be gathered by asking students directly and/or through observation. For

example, at the beginning of the year, teachers could have students take a short test to determine their MI. Additionally, this data is also helpful as a starting point to get to know the students at a personal level and allows teachers to connect with them to create meaningful relationships.

Figure 3

*Student Profile*

*Student Profile*

<i>Name</i>	
<i>Nationality</i>	
<i>Language</i>	
<i>Race</i>	
<i>Social Status</i>	
<i>Learning Style</i>	
<i>Personality and Mindset (fixed-growth)</i>	
<i>Personal Interests</i>	
<i>Major Events in Life</i>	
<i>Family Situation</i>	
<i>Multiple Intelligences</i>	
<i>Special Education Labels</i>	
<i>Disabilities</i>	
<i>Musical Talents</i>	
<i>Academic Giftedness</i>	
<i>School Activities</i>	
<i>Notes / Observations</i>	

After the students' information section, the lesson planner is divided into four parts. Each part is based on one of the four approaches of the Multicultural Education Model. Figure 4 below, Contributions Approach, shows the first approach. In this section, teachers need to determine the objectives of the lesson. Once they are written, a list of several options to design a pre-assessment or a formative assessment is presented. This will be useful to determine the student's prior knowledge. Then, notes will be taken to adjust instruction. In the next section, teachers will choose a resource to be used as the hook to introduce the topic or content of the lesson in an attractive way. Many ideas are presented to help teachers decide the best resource. At this point, it is important to consider that the goal of the Contribution Approach is to present basic facts and develop in students the ability to answer questions

logically by justifying their claims with those facts. In this first part, it is indicated that letters in blue are strategies for differentiation. However, teachers are not expected to differentiate in all the indicated stages, it is enough to differentiate in one section only until the teacher becomes more comfortable and knowledgeable in this field.

Figure 4

### *Contributions Approach*

<b>Multicultural Education Curriculum</b>	<b>Lesson Planner</b> <small>(Letters in blue indicate a strategy for differentiation)</small>
<p><b>1. Contribution Approach.</b></p> <p>a) Presentation of facts.</p> <p>b) Students need to develop the ability to answer the questions of what, why, and how by using their logic and justifying the connections they have found to support their claims.</p>	<p><b>1.1. Standards/kudos:</b></p> <div style="border: 1px solid black; height: 30px; margin-bottom: 10px;"></div> <p><b>1.2. Pre-assessment / Formative assessment:</b> responding to journal prompt, creative writing, oral task for a specific audience, traditional assessment, explaining/applying processes, reporting on observations, solving problems, writing explanations or essays, doing demonstrations.</p> <div style="border: 1px solid black; height: 30px; margin-bottom: 10px;"></div> <p><b>1.2.1. Notes / Observations / Instruction Adjustment:</b></p> <div style="border: 1px solid black; height: 40px; margin-bottom: 10px;"></div> <p><b>1.3. Hook / Content:</b> art activity, artifact or model, artwork, images, literary text, non-literary text, audio text, audio-visual text, case study, chart, graph, diagram, comic strip, cartoon, computer software, puzzling situation, paradox, website, dance, music, song, dramatic performance, dramatic reading, demonstration, display of an item(s), moral/ethical dilemma, open-ended question, provocative question, problem statement, scenario, simulation, timeline, survey or research results, riddle, anecdote, story, fable, folktale, myth, metaphor, simile, analogy, poem, quote, slogan, related joke, humorous story.</p> <div style="border: 1px solid black; height: 40px;"></div>

The continuation of the Contributions Approach in the lesson planner is shown below in Figure 5. Continuation of the Contribution Approach. In that section, there is a space for teachers to write the intention of the hook; will it touch students' emotions, memories or, will the students be engaged through sensations? Notably, teachers must never forget that the process of learning that occurs in students' brain is directly connected to a meaningful and relevant input. Without emotions, there is no attention and without attention, there is no learning (Wolfe, 2001). Therefore, the easiest way to get students' attention is through feelings and/or sensations. In the next section, teachers will find a list of Making Thinking Visible Routines that were selected specifically to help students to develop the skills to



answer the questions of what, why, and how by using their logic and the facts that were presented.

Figure 5

*Continuation of the Contributions Approach*

	<p><b>1.3.1 Hook:</b> through sensations, emotions, or physical memories.</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div>
	<p><b>1.3.1.1. Hook:</b> using Making Thinking Visible Routines; See Think Wonder, Think Puzzle Explore, Zoom In, 3-2-1 Bridge, Chalk-Talk, Compass Point, or The Explanation Game.</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div>
	<p><b>1.3.1.2. Making Thinking Visible Routine.</b></p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Steps:</b></p>     <p><b>Assessment:</b></p> </div>

The second level of the multicultural education model is the additive approach which can be seen in Figure 6. below. In this section, teachers will decide what literature sources, themes, and/or concepts need to be presented to provide more detailed information.

Figure 6.

*Additive Approach*

<p><b>2. Additive Approach.</b></p> <p>a) Use of additional literature, themes, and/or concepts to provide more detailed information.</p> <p>b) Students are expected to use their critical thinking, to question and wonder beyond the input.</p> <p>c) Students will make assumptions and will be able to explain the implications of their claims based on their knowledge, at the same time, they should confront alternative theories.</p>	<p><b>2.1. Content delivery:</b> same goal for all, <a href="#">advanced goal for some</a>, <a href="#">modified goal for some</a>.</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div>
	<p><b>2.1.1. Content delivery:</b> same resources, <a href="#">different resources (e.g. leveled)</a>.</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
	<p><b>2.1.2. Conceptualization:</b> using Making Thinking Visible Routines; Headlines, CSI; Color, Symbol, Image, Generate-Sort-Connect-Elaborate: Concept Maps, Connect-Extend-Challenge, The 4C's, The Micro Lab.</p> <p><b>Steps:</b></p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div> <p><b>Assessment:</b></p>
	<p><b>2.2. Optional content delivery process for conceptualization.</b></p> <div style="border: 1px solid black; height: 60px; width: 100%;"></div>

This stage fits the perspective facet of Understanding by Design which supports the development of critical thinking skills. Students will not only need to explain the implications of their claims based on their knowledge but will be able to confront alternative theories and arrive at their conclusions. Therefore, teachers must pay attention to the selection of the resources that will be used to deliver the content. Moreover, this section includes different options to apply a differentiated instruction by choosing an advanced or modified goal for some students and/or to choose different resources according to the student's level.

In this part of the lesson planner, teachers can choose from a list of Making Thinking Visible Thinking Routines (selected specifically to cover the expectations of the Additive Approach). There is also space where teachers can decide and write if they will present and work with the content in a different way other than using a Visible Thinking Routine.

The following section of the lesson planner is dedicated to the Transformation Approach, as shown in Figure 7. below.

Figure 7

*Transformation Approach*

<p><b>3. Transformation Approach.</b></p> <p>a) Different points of view about the studied topic should be presented to the students.</p> <p>b) The use of meaningful content will help students to go deeper into the topic.</p> <p>c) Students are expected to discover and interpret objectively the information that comes from different points of view.</p> <p>d) Students will be able to recognize their paradigms and why they formed them. They may question them and they should direct themselves towards the truth and what is ethically correct.</p>	<p><b>3.1. Direct Instruction / Modelling:</b> single strategy that engages all, <a href="#">more than one learning preference (based on MI)</a>.</p>
	<p><b>3.1.1 Process.</b></p> <p><b>Deductive strategy:</b></p>
	<p><b>Inductive strategy:</b></p>
	<p><b>3.2. Application Activities:</b> same for all, <a href="#">tier by readiness, tier by level of challenge, tier by level of complexity, tier by level of scaffolding, tier by degree of openness, tier by learning preference (based on MI)</a>.</p>
	<p><b>3.2.1. Goals:</b> same goal for all, <a href="#">different goals</a>.</p>

The purpose of this stage is to help students dig deeper into the topic by presenting them with information that comes from different points of view, always making sure that the content is meaningful and relevant to them. Teachers need to remember that the objective of this approach is to develop students' critical thinking skills to move them towards what is true and ethically correct.

In the first section of this approach, teachers can decide if the instruction will be given directly or by modeling a skill by a single strategy that engages all or by more than one learning preference based on the students' MI. Following that the instructor will determine if the teaching process will be deductive or inductive. After the instruction, the students will have the opportunity to practice and apply new concepts and knowledge. In section number 3.2, teachers will decide if they should apply differentiated instruction using tiered assignments.

In Table 4. below, there is a description of what kind of tiered assignments teachers can use and their arrangements. This table is attached to the Lesson Planner and its purpose is to assist and guide teachers who are not familiar with these kinds of differentiation strategies.

Table 4

*Tiered Assignments' Arrangements*

Tiered Assignment	Arrangements
Tiered by readiness	These assignments are arranged according to the level of the students' level of abilities. Usually, tiered by readiness has 3 levels: below grade level, at grade level, and above grade level.
Tier by level of challenge	These assignments are arranged according to different levels of challenge based on Bloom's taxonomy (knowledge, application, comprehension, etc.).
Tiered by level of complexity	These assignments are arranged according to the difficulty of the task. Higher-level students should be given more advanced work, not only more work.
Tiered by level of scaffolding	These assignments are arranged according to the support that students will be given until they can apply knowledge and transform them into skills independently.
Tiered by degree of openness	These assignments allow students to decide how to demonstrate their skills and knowledge by increasing their independence through the openness of the process or product. Students should be allowed to decide what to do and/or how to do it.
Tiered by learning preference based on MI	These assignments are arranged according to the students' MI. The teacher must present choices based on the students' learning preferences based on their MI.

In the following second section of the Transformation Approach Resources and Product, teachers will decide what kind of materials/resources the students will be working with, as well as the final product with the option of differentiating the outcome. The following steps are for teachers to decide the work arrangements (e.g., in groups, individual work). Right after that, a specific list of Making Thinking Visible Routines is presented to provide students with different perspectives on the studied topic. In this part of the lesson

planner, teachers are also presented with a list of ideas to select the most adequate resources or materials for this task. This section can be seen in Figure 8 below. This step is optional.

Figure 8

*Transformation Approach Resources and Product*

	<p><b>3.2.2. Materials / Resources:</b> same materials/resources for the same task, same materials/resources for different tasks, different materials/resources-same task, different materials/resources different tasks.</p> <div data-bbox="391 533 1369 600" style="border: 1px solid black; height: 30px; margin-bottom: 10px;"></div> <p><b>3.2.3. Products:</b> same product for all students or different products matched by needs or learning preferences.</p> <div data-bbox="391 645 1369 952" style="border: 1px solid black; padding: 5px;"> <p><b>Tier One for Most:</b></p>   <p><b>Tier Two for Some:</b></p>   <p><b>Tier Three for Some:</b></p> </div> <p><b>3.2.4. Work Arrangement:</b> individual work, partner work by likeness, small group by likeness.</p> <div data-bbox="391 1008 1369 1052" style="border: 1px solid black; height: 20px; margin-bottom: 10px;"></div> <p><b>3.2.3. Making Thinking Visible Routines Materials/Resources selection to provide different perspectives on the same issue/topic:</b> cultural point of view, ethnic point of view, racial group point of view, political point of view, religious point of view, minorities point of view, etc.</p> <div data-bbox="391 1120 1369 1164" style="border: 1px solid black; height: 20px;"></div>
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In the third section of the Transformation Approach, as shown in Figure 9 below, teachers can set up the Visible Thinking Routine and take notes on students' progress so they can adjust instruction if needed.

Figure 9

*Transformation Approach Routine*

	<p><b>3.2.3.1 Making Thinking Visible Routines:</b> What makes you say that Circle of Viewpoints, Step Inside, Red light, Yellow light, Claim-Support-Question, Tug-of-War, Sentence-Phrase-Word, I used to think... Now I think...</p> <p><b>Routine:</b></p> <p><b>Steps:</b></p> <p><b>Assessment:</b></p> <p><b>Observations / Notes:</b></p>
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In the last section of the lesson planner, the Social Action Approach, teachers are presented with an independent application based on the PBL method. It is important to remember that the objective of this approach is to encourage students to take an active role by giving ideas, making decisions, and taking action specifically about the studied topic. Teachers must help students to develop social skills so they can become more empathic, open-minded, and caring. Through PBL students will be able to apply their knowledge in real-life and varied situations. Instructors must not forget that the context will be vital for this activity because the situation and skills depend completely on it. These components of the lesson planner are shown in Figure 10. below.

Figure 10

*Social Action Approach*

<p><b>4. Social Action Approach.</b></p> <p>a) Students are expected to take an active role in the curriculum by giving ideas, making decisions, and taking action on a subject.</p> <p>b) Students are expected to develop empathy. They will consider sincerely other points of view and will become open-minded and caring.</p> <p>c) Students are expected to apply the acquired knowledge effectively in real life and in varied situations. The context is a vital piece to make sense of the situation and the skills depend completely on it.</p> <p>d) Students will learn how to take responsibility for their learning.</p>	<p><b>4.1. Independent Application using Project Based Learning:</b> same for all, tier by readiness, tier by level of challenge, tier by level of complexity, tier by level of scaffolding, tier by degree of openness, tier by learning preference (based on multiple intelligences).</p> <p>4.1.1. <b>Work Arrangement:</b> individual work, partner work by likeness, small group by likeness (based on MI).</p> <p>4.1.2. <b>Open-ended Driving Question:</b> philosophical or debatable, product-oriented, role-oriented.</p> <p>4.1.4. <b>Products:</b> same product for all students, different products matched by needs or learning preferences.</p> <p><b>Product</b>  <i>Tier One for Most:</i>  <i>Tier Two for Some:</i>  <i>Tier Three for Some:</i></p> <p><b>Purpose</b>  <i>Tier One for Most:</i>  <i>Tier Two for Some:</i>  <i>Tier Three for Some:</i></p> <p><b>Authentic Audience</b>  <i>Tier One for Most:</i>  <i>Tier Two for Some:</i>  <i>Tier Three for Some:</i></p>
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In this section, teachers will decide the project's work arrangement (e.g., individual, partners, group, etc.), as well as the objective of the project by creating a prompt in the form of an open-ended question. Regarding the final product, the instructor will have the option to make use of tiered assignments.

The last section of the Social Action Approach (continuation), is for teachers that decided not to use PBL. They can decide an optional application using tiered assignments or making working arrangements according to the students' choices based on interest. There is a shortlist that gives ideas to design an optional closure activity, as shown in the following Figure 11.

Figure 11

*Social Action Approach Continuation*

	<p><b>4.2. Optional Independent Application:</b> individual work, with a partner, in a small group (based on multiple intelligences), tier by readiness, tier by level of challenge, tier by degree of complexity, tier by level of scaffolding, tier by degree of openness.</p> <input style="width: 100%;" type="text"/>
	<p><b>4.2.1. Student choice based on interest:</b> Tic-Tac-Toe Board, Two-by-Two-Board, Show-and-Tell Board, RAFTS.</p> <input style="width: 100%;" type="text"/>
	<p><b>4.2.2. Process.</b></p> <input style="width: 100%; height: 50px;" type="text"/>
	<p><b>4.3. Closure:</b> activity, question, and answer sharing of products, exit slip, review, critical reflection, question-posing.</p> <input style="width: 100%;" type="text"/>
	<p><b>4.4. Formative Assessment:</b> formal (traditional assessment, performance assessment), informal (quiz, presentation, round table).</p> <input style="width: 100%;" type="text"/>
	<p><b>4.5. Observations / Notes based on formative assessments / Adjustment of Instruction.</b></p> <input style="width: 100%; height: 50px;" type="text"/>

In this section, teachers also have a shortlist of ideas to create a formative assessment, or they could use the final product of the project as a formative assessment tool. In the last part of this section, the data that comes out of the formative assessment will help teachers to make the appropriate adjustments according to their students' needs.

Finally, the last two pages of the lesson planner are dedicated to the description of the tiered assignments' arrangements. This information will be useful to all the educators that are not familiar with this differentiation strategy. The other page includes a diagram that explains the teaching strategy to implement the PBL. Both of the contents in these last two pages are very easy to understand and presented in a very simplified manner.

In conclusion, the lesson planner aims to assist their teaching planning by providing ideas and guiding them throughout the implementation of the Multicultural Education Model, as well as helping them to apply differentiated instruction.



## Lesson Planner Template

# *Lesson Planner*

*(Based on the Multicultural Education Model, the UbD Approach, the Making Thinking Visible Routines, the PBL Approach, the MI Philosophy and Tier Assignments for a Differentiated Instruction)*

<i>Teacher</i>	
<i>Subject</i>	
<i>Grade</i>	
<i>Date</i>	
<i>Unit</i>	
<i>Name of the lesson/topic</i>	

## *Student Profile*

<i>Name</i>	
<i>Nationality</i>	
<i>Language</i>	
<i>Race</i>	
<i>Social Status</i>	
<i>Learning Style</i>	
<i>Personality and Mindset (fixed-growth)</i>	
<i>Personal Interests</i>	
<i>Major Events in Life</i>	
<i>Family Situation</i>	
<i>Multiple Intelligences</i>	
<i>Special Education Labels</i>	
<i>Disabilities</i>	
<i>Musical Talents</i>	
<i>Academic Giftedness</i>	
<i>School Activities</i>	
<i>Notes / Observations</i>	

<b>Multicultural Education Curriculum</b>	<h2 style="margin: 0;">Lesson Planner</h2> <p style="margin: 0; color: blue; font-size: small;">(Letters in blue indicate a strategy for differentiation)</p>
<p data-bbox="215 448 434 517"><b>1. Contributions Approach.</b></p> <p data-bbox="203 596 398 651">a) Presentation of facts.</p> <p data-bbox="203 687 443 959">b) Students need to develop the ability to answer the questions of what, why, and how by using their logic and justifying the connections they have found to support their claims.</p>	<p data-bbox="472 373 721 397"><b>1.1. Standards/kudos:</b></p> <div data-bbox="486 400 2040 528" style="border: 1px solid black; height: 80px; margin-bottom: 10px;"></div> <p data-bbox="472 563 2051 619"><b>1.2. Pre-assessment / Formative assessment:</b> responding to journal prompt, creative writing, oral task for a specific audience, traditional assessment, explaining/applying processes, reporting on observations, solving problems, writing explanations or essays, doing demonstrations.</p> <div data-bbox="486 622 2040 695" style="border: 1px solid black; height: 46px; margin-bottom: 10px;"></div> <p data-bbox="472 730 1072 754"><b>1.2.1. Notes / Observations / Instruction Adjustment:</b></p> <div data-bbox="486 762 2040 922" style="border: 1px solid black; height: 100px; margin-bottom: 10px;"></div> <p data-bbox="472 957 2051 1106"><b>1.3. Hook / Content:</b> art activity, artifact or model, artwork, images, literary text, non-literary text, audio text, audio-visual text, case study, chart, graph, diagram, comic strip, cartoon, computer software, puzzling situation, paradox, website, dance, music, song, dramatic performance, dramatic reading, demonstration, display of an item(s), moral/ethical dilemma, open-ended question, provocative question, problem statement, scenario, simulation, timeline, survey or research results, riddle, anecdote, story, fable, folktale, myth, metaphor, simile, analogy, poem, quote, slogan, related joke, humorous story.</p> <div data-bbox="486 1109 2040 1310" style="border: 1px solid black; height: 126px;"></div>

**1.3.1 Hook:** through sensations, emotions, or physical memories.

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**1.3.1.1. Hook:** using Making Thinking Visible Routines; See Think Wonder, Think Puzzle Explore, Zoom In, 3-2-1 Bridge, Chalk-Talk, Compass Point, or The Explanation Game.

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**1.3.1.2. Making Thinking Visible Routine.**

**Steps:**

**Assessment:**

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<p><b>2. Additive Approach.</b></p> <p>a) Use of additional literature, themes, and/or concepts to provide more detailed information.</p> <p>b) Students are expected to use their critical thinking, to question and wonder beyond the input.</p> <p>c) Students will make assumptions and will be able to explain the implications of their claims based on their knowledge, at the same time, they should confront alternative theories.</p>	<p><b>2.1. Content delivery:</b> same goal for all, <a href="#">advanced goal for some</a>, <a href="#">modified goal for some</a>.</p> <div data-bbox="486 231 2038 359" style="border: 1px solid black; height: 80px;"></div> <p><b>2.1.1. Content delivery:</b> the same resources, <a href="#">different resources (e.g. leveled)</a>.</p> <div data-bbox="486 418 2038 470" style="border: 1px solid black; height: 33px;"></div> <p><b>2.1.2. Conceptualization:</b> using Making Thinking Visible Routines; Headlines, CSI; Color, Symbol, Image, Generate-Sort-Connect-Elaborate: Concept Maps, Connect-Extend-Challenge, The 4C's, The Micro Lab.</p> <div data-bbox="486 561 2038 965" style="border: 1px solid black; padding: 10px;"><p><b>Steps:</b></p>    <p><b>Assessment:</b></p>    </div> <p><b>2.2. Optional content delivery process for conceptualization.</b></p> <div data-bbox="486 1029 2038 1300" style="border: 1px solid black; height: 170px;"></div>
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<p><b>3. Transformation Approach.</b></p> <p>a) Different points of view about the studied topic should be presented to the students.</p> <p>b) The use of meaningful content will help students to go deeper into the topic.</p> <p>c) Students are expected to discover and interpret objectively the information that comes from different points of view.</p> <p>d) Students will be able to recognize their paradigms and why they formed them. They may question them and they should direct themselves towards the truth and what is ethically correct.</p>	<p><b>3.1. Direct Instruction / Modelling:</b> single strategy that engages all, <a href="#">more than one learning preference (based on MI)</a>.</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p><b>3.1.1 Process.</b></p> <p><b>Deductive strategy:</b></p> <div style="border: 1px solid black; height: 130px; width: 100%;"></div> <p><b>Inductive strategy:</b></p> <div style="border: 1px solid black; height: 130px; width: 100%;"></div> <p><b>3.2. Application Activities:</b> same for all, <a href="#">tier by readiness, tier by level of challenge, tier by level of complexity, tier by level of scaffolding, tier by degree of openness, tier by learning preference (based on MI)</a>.</p> <div style="border: 1px solid black; height: 60px; width: 100%;"></div> <p><b>3.2.1. Goals:</b> same goal for all, <a href="#">different goals</a>.</p> <div style="border: 1px solid black; height: 110px; width: 100%;"></div>
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**3.2.2. Materials / Resources:** same materials/resources for the same task, same materials/resources for different tasks, different materials/resources-same task, different materials/resources different tasks.

**3.2.3. Products:** same product for all students or different products matched by needs or learning preferences.

**Tier One for Most:**

**Tier Two for Some:**

**Tier Three for Some:**

**3.2.4. Work Arrangement:** individual work, partner work by likeness, small group by likeness.

**3.2.3. Making Thinking Visible Routines Materials/Resources selection to provide different perspectives on the same issue/topic:** cultural point of view, ethnic point of view, racial group point of view, political point of view, religious point of view, minorities point of view, etc.

**3.2.3.1 Making Thinking Visible Routines:** What makes you say that Circle of Viewpoints, Step Inside, Red light, Yellow light, Claim-Support-Question, Tug-of-War, Sentence-Phrase-Word, I used to think... Now I think...

**Routine:**

**Steps:**

**Assessment:**

**Observations / Notes:**



<p><b>4. Social Action Approach.</b></p> <p>a) Students are expected to take an active role in the curriculum by giving ideas, making decisions, and taking action on a subject.</p> <p>b) Students are expected to develop empathy. They will consider sincerely other points of view and will become open-minded and caring.</p> <p>c) Students are expected to apply the acquired knowledge effectively in real life and varied situations. The context is a vital piece to make sense of the situation and the skills depend completely on it.</p> <p>d) Students will learn how to take responsibility for their learning.</p>	<p><b>4.1. Independent Application using Project-Based Learning:</b> same for all, <a href="#">tier by readiness</a>, <a href="#">tier by level of challenge</a>, <a href="#">tier by level of complexity</a>, <a href="#">tier by level of scaffolding</a>, <a href="#">tier by degree of openness</a>, <a href="#">tier by learning preference</a> (based on multiple intelligences).</p> <div style="border: 1px solid black; height: 25px; margin-bottom: 10px;"></div> <p><b>4.1.1. Work Arrangement:</b> individual work, partner work by likeness, <a href="#">small group by likeness</a> (based on MI).</p> <div style="border: 1px solid black; height: 25px; margin-bottom: 10px;"></div> <p><b>4.1.2. Open-ended Driving Question:</b> philosophical or debatable, product-oriented, role-oriented.</p> <div style="border: 1px solid black; height: 40px; margin-bottom: 10px;"></div> <p><b>4.1.4. Products:</b> same product for all students, <a href="#">different products matched by needs or learning preferences</a>.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p><b>Product</b>  <i>Tier One for Most:</i></p> <p><i>Tier Two for Some:</i></p> <p><i>Tier Three for Some:</i></p> <p><b>Purpose</b>  <i>Tier One for Most:</i></p> <p><i>Tier Two for Some:</i></p> <p><i>Tier Three for Some:</i></p> <p><b>Authentic Audience</b>  <i>Tier One for Most:</i></p> <p><i>Tier Two for Some:</i></p> <p><i>Tier Three for Some:</i></p> </div>
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**4.2. Optional Independent Application:** individual work, with a partner, in a small group (based on multiple intelligences), tier by readiness, tier by level of challenge, tier by degree of complexity, tier by level of scaffolding, tier by degree of openness.

**4.2.1. Student choice based on interest:** Tic-Tac-Toe Board, Two-by-Two-Board, Show-and-Tell Board, RAFTS.

**4.2.2. Process.**

**4.3. Closure:** activity, question, and answer sharing of products, exit slip, review, critical reflection, question-posing.

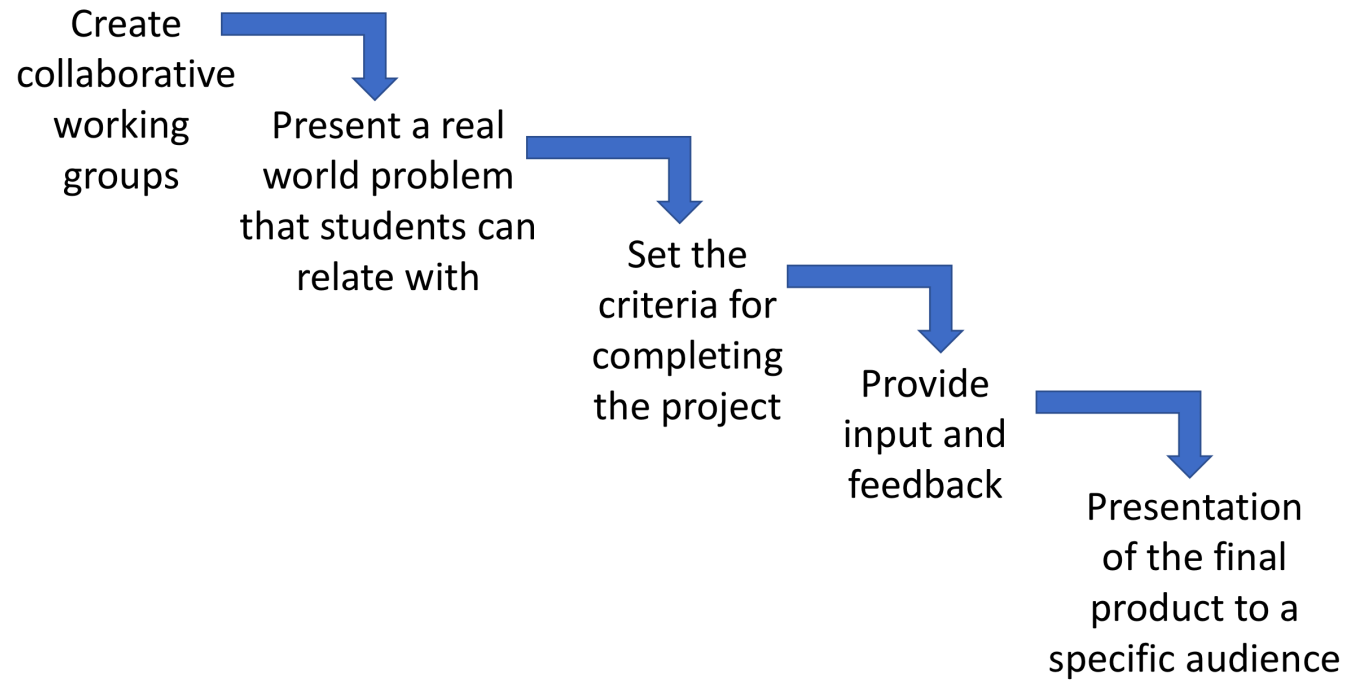
**4.4. Formative Assessment:** formal (traditional assessment, performance assessment), informal (quiz, presentation, round table).

**4.5. Observations / Notes based on formative assessments / Adjustment of Instruction.**

### Tiered Assignments' Arrangements

<i>Tiered Assignments</i>	<i>Arrangement</i>
<i>1. Tiered by readiness</i>	These assignments are arranged according to the level of the students' level of abilities. Usually, tiered by readiness has 3 levels: below grade level, at grade level, and above grade level.
<i>2. Tier by level of challenge</i>	These assignments are arranged according to different levels of challenge based on Bloom's taxonomy (knowledge, application, comprehension, etc.).
<i>3. Tiered by level of complexity</i>	These assignments are arranged according to the difficulty of the task. Higher-level students should be given more advanced work, not only more work.
<i>4. Tiered by level of scaffolding</i>	These assignments are arranged according to the support that students will be given until they are able to apply knowledge and transform it into skills independently.
<i>5. Tiered by degree of openness</i>	These assignments allow students to decide how to demonstrate their skills and knowledge by increasing their independence through the openness of the process or product. Students should be allowed to decide what to do and/or how to do it.
<i>6. Tiered by learning preference based on MI</i>	These assignments are arranged according to the students' MI. The teacher must present choices based on the students' learning preferences in line with their MI.

### Project-based teaching strategy



### Making Thinking Visible Routines

Can be found here: <https://pz.harvard.edu/thinking-routines>

## CHAPTER IV: SUMMARY

Foreign language teachers have an essential role in the development of not only grammatical competences but also multicultural skills in students. These intercultural dimensions should be developed as a natural extension of the knowledge of what is 'appropriate' in a certain language. Therefore, the interaction that takes place between two individuals is not only an exchange of information but an encounter where they see each other as someone that belongs to a certain group. These groups can include ethnicity, race, age, sex, social class, level of education, working position, among others, and they have a tremendous influence on what people say, how it is said, when it is said, what response is expected from each individual, and how the answers are interpreted (Langer de Ramirez, 2006). In other words, social identities are unavoidable in human social interactions. In addition to that, foreign language teachers need to teach sociocultural background codes against teaching only linguistic codes.

Consequently, planning a foreign language lesson, just like any other subject, is a task that requires the consideration of essential aspects. However, if the goal of second language educators is to develop multicultural skills in students, then, a planning tool that includes the most suitable educational models to achieve this purpose could be an effective instrument. This lesson planner should facilitate instruction planning by giving ideas and guiding teachers towards the successful implementation of a Multicultural Education curriculum.

Therefore, I have created a lesson planner that is based on the Multicultural Education Approach and the UbD educational model. It also considers how the brain works by including Making Thinking Visible Routines, incorporating the Project-Based Learning Approach and the Multiple Intelligences philosophy, as well as Tiered Assignments for differentiation. Indeed, the Multicultural Education model will help teachers be aware of the

heavyweight that cultural backgrounds have in human interaction and will guide students through the process of developing intercultural skills.

Therefore, the purpose of this thesis project is to research and present the essential aspects that should be considered for the development of an instructional planning tool for a foreign language class. It also aims to present the design of a lesson planner based on those essential aspects. This thesis is composed of four chapters, each of the chapters dealing with different aspects of the components of the lesson planner and why they have been considered for its creation.

Chapter I is introductory and deals with the necessity of designing purposefully the instruction of a foreign language lesson, and includes a description of the importance of the cultural aspects and their influence in all contexts of human social interactions. It also explains the Multicultural Education model and why it should be the base for a foreign language class. It explains its four approaches and how they help teachers to develop multicultural skills, as well as other skills and abilities required in the 21<sup>st</sup> century. In this chapter, there is an explanation of why other theories and instructional methods should be used to support the effectiveness of the implementation of the Multicultural Education model. These strategies include a broad view of the Visible Thinking Routines, the MI theory, the PBL approach, and Tiered Assignments for differentiation, all supported by a research on how the human brain works. Additionally, this chapter is subdivided into two parts. Part 1 is the introductory part and Part 2 deals in more detail with the significance of the cultural framework.

Chapter II examines each one of the essential aspects to consider for the development of an instructional planning tool. The chapter consists of five parts. Part 1 presents a description of the conducted research, keywords used for the research, and the explanation of the chapter's structure including the seven instructional models, and methods and strategies

that are part of the lesson planner. Part 2 outlines and explains the Multicultural Education model and the UbD approach. This part includes a discussion of how each of these instructional methods can be adapted to each other to empower students to think critically about the hegemonies and social injustices, as well as how these approaches prepare them to take action in favor of a positive social change (Banks, 1988). Part 3 includes the description of how the children's brain works and how the Visible Thinking Routines can help educators to understand the cognitive processes and the role that emotions and experiences have on the processes of learning. This part also presents the connection between brain functions and how the Visible Thinking Routines can enhance students' performance. In this part, a detailed explanation of all the routines can be found, organized categories according to their purpose. Part 4 is dedicated to the description of the PBL model and the MI theory. This part presents the specific aspects that make these two models effective to teach cultural contents, as well as how the students can develop collaborative and intercultural skills. Additionally, an explanation of how to implement the PBL method is given. At the same time, this part describes how teachers can benefit from using the MI approach to present the input using different pathways. Finally, Part 5 addresses the issue of differentiated instruction. This part explains how differentiation can be an essential educational tool for teachers who understand the diversity present in their classroom and understand the academic needs, interests, and levels of readiness of their students (Lavrysh, 2015). This section outlines the significance of having a systematic planning to ensure the effectiveness of Tiered Assignments is presented.

Chapter III is subdivided into three parts and provides an outline of relevant information about the creation of a lesson planner. The first part examines the need for a planning tool, the benefits of a lesson planner, the necessary components of this tool, the sustainability of the project, the cost, the time and the resources needed to implement its use. The second part includes a detailed description of each one of the four components of the

lesson planner and the instructions are explained step by step. In the third part, the template of the lesson planner can be found. It consists of 10 pages and includes the PBL teaching strategy and the arrangements for the Tiered Assignments, as well as the necessary information to implement the Visible Thinking Routines.

Conclusions are drawn in Chapter IV and it is subdivided into four parts. Part 1 summarizes the thesis and its structure. Part 2 describes the professional application of the planning tool and the main aspects that foreign language teachers should consider while planning their instruction. In the third part, the limitations of the research are explained, as well as the implications for future research including positive and negative aspects.



### **Professional Applications**

One of the most important aspects to consider in the field of foreign language education is the teachers' awareness of the essential role that culture has on individuals. An effective second language instructor will help students see the relationship between their own culture and the target culture by making students be interested and feel curious about other people's perspectives, and by creating an environment where communication becomes the means by which individuals are understood and respect each other's attitudes and values.

In the US, for example, there is a big population of diverse students who look for an education. These students have different characteristics in comparison with their peers (e.g., different physical and mental abilities, different ethnic and racial backgrounds, different language, culture, religion, and socioeconomic situation). "Therefore, it is demanded to develop an educational system that addresses diversity" (Alghamdi, 2017), p. 45). In this regard, the importance of implementing a Multicultural Education has many benefits and advantages since it will encourage students to become active participants in society.

Developing multicultural skills in students should be a priority for foreign language teachers. However, many of them are not familiar with any of the educational models that support a multicultural instruction. Even more, there seems to be a resistance of going beyond linguistic instruction to the transmission of anecdotal cultural facts (Alghamdi, 2017). But when teachers are encouraged to think about their practice in a structured manner, they will find that a planning tool is an effective solution that could guide them step by step towards the implementation of effective research-based educational models that will result in the successful and holistic development of multicultural competencies in students. Hence, teachers can benefit from specific instructional methods and strategies such as the Multicultural Education curriculum, the UbD model, the Thinking Visible Routines, the PBL

strategy, the MI theory, and, of course, differentiated instruction using Tiered Assignments.

These components are:

1. The Multicultural Education model aims to create equal opportunities by fostering cultural pluralism that acknowledges differences between different racial, ethnic, and social-class groups (Langer de Ramirez, 2006).
2. The UbD model helps students to learn by actively constructing meaning through well designed experienced-based learning activities. This educational model also considers the fact that students' culture, background, personal experiences, and previous knowledge shape all new learning. Additionally, it helps students to develop skills to transfer knowledge in new situations and different contexts (Wiggins & McTighe, 2008).
3. The Visible Thinking Routines help students to structure ideas and reasoning by using graphic organizers that are simple to use and promote a deeper understanding of the input. These routines are designed to help students to understand how they think and learn, making their thinking visible (Ritchhart, 2011).
4. The PBL model provides students the tools to make them responsible for their own learning by giving them the basis for the way they will interact and work collaboratively with others in their adult lives (Torres & Rodríguez, 2017).
5. The MI theory helps teachers to present the information in different ways. Therefore, students can access the content in multiple ways and improve their learning (Hattie, 2011). This theory also allows students to demonstrate their knowledge and skills in different ways and increases students' engagement and learning. Likewise, teachers are provided with a deeper and more accurate understanding of their students' knowledge and skills (Darling-Hammond, 2010).

6. Tiered Assignments help teachers to implement an effective method of differentiation based on students' needs. This approach also fosters a learning environment for students that struggle to learn different concepts or skills by allowing them to continue learning in normal classroom conditions without feeling discouraged (Fuchs, Fuchs, & Prentice, 2004).

In conclusion, foreign language teachers all around the world need to be aware of the principles that should guide their pedagogy towards the view of culture as language and language as culture. This very process is key to the foundation of understanding cultural differences and personal choice. By doing this, teachers will be enabled to do justice to the diversity in the target culture and the cultures that are present in their classrooms, while remaining essentially language teachers. Finally, even if language teachers are not familiar with the educational models that support a multicultural education, they will be able to find great help in a lesson planner that was designed for this very purpose. This planning tool can be downloaded, printed, or be used digitally in the following link:

<https://drive.google.com/drive/folders/1NfChvUFYk0W9j7LhWU4npWrt4F0MTTvY?usp=s>  
haring

### **Limitations of the Research**

There may be some possible limitations in this research, the first one is that there are no studies and research regarding the implementation of two or more instructional models at the same time in a foreign language class. However, some studies demonstrate the effectiveness of each one of the methods and strategies that were selected for this project, however, there are no studies or resources available for teachers who want to implement them all at once.

Another limitation could have been that the research was guided under the premise that foreign language teachers are culture teachers. Therefore, the data that was not related to the development of multicultural skills was excluded.

There is a major limitation in this study that could be addressed in future research; the question is if the cultural accommodations in instruction could lead to stereotyping which can also lead to new predicaments. This question is important because the results could be counterproductive to the goals of instruction, which include opening students' minds to change and new ideas.

## Conclusion

Planning a lesson is not an easy task. Indeed, during this process, foreign language educators must consider essential aspects that will enable them to implement an effective instruction. Furthermore, an instructional planning tool that considers those essential aspects, will assure students and teachers a successful teaching and learning environment.

The aspects to consider are the following:

1. The cultural framework and how it affects the social interactions among individuals.
2. The development of intercultural skills.
3. The development of collaborative skills.
4. The development of universal values.
5. The development of a lifelong learner profile.
6. The brain's cognitive process of learning.
7. The individual academic, emotional, and social needs.

All these mentioned aspects can be addressed with the following educational models, methods, theories, and strategies: the Multicultural Education model, the UbD method, the Thinking Visible Routines, the PBL approach, the MI theory, and Tiered Assignments for differentiation. Indeed, all these were combined to create a digital and printable planning tool that helps and guides educators in the process of designing an effective lesson. This lesson planner includes pedagogical approaches organized with a chronological scaffold and presents a wide variety of ideas for meaningful learning activities and different choices to select the most appropriate resources.

In conclusion, schools and educational institutions should encourage the implementation of instructional models and strategies to help narrow the achievement gaps between diverse learners, as well as promote solidarity, teamwork, and morality.

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