

# Investigating the Impact of Coaching for Applying Differentiated Teaching/Learning Based on Success and Adequacy Criteria in Teaching Greek as A Second Language

**Dr. Niki Melanidou**

University of Cyprus, Cyprus

## **Abstract**

This research combines sections which explore aspects of a current issue of a particular value for both the local and international context. It is a case study in which the researcher conducts a four months research in a public secondary school through training and guiding a teacher who teaches Greek as a second language to students of an immigrant background. The researcher undertakes multiple roles, as she is at the same time a researcher, a trainer and a teacher. The aim is to investigate whether the teacher has applied differentiated teaching/learning, how the coaching has assisted her teaching based on criteria of success and adequacy, what the teacher's views on the coaching are, and what the results of the research/coaching to the trainer are. The data was collected through semi-structured interviews, the teacher's observations, the teaching reflections by the researcher and the teacher, and finally, the researcher's diary. Moreover, there are excerpts from the lesson plans related to the findings; the findings are based on patterns and subcategories that emerged during the data analysis. The results of the research are presented based on the four research questions and with reference to points that were differentiated, the characteristics of the students, the way the differentiation was defined, the progress of the students, and the teacher's views about the whole process. After processing and recording the data, the results were obtained with a constant comparative method and thematic analysis. The results showed that the differentiated teaching/learning from the teacher was applied more and more during the guidance/coaching by the researcher; the guidance/training process greatly assisted the teacher, and the teacher strongly expressed her satisfaction for the whole process. The unique characteristics of the teacher affect the final result; therefore, the context influences the phenomenon, while at the same time, the research was beneficial for the trainer as well.

**Keywords:** coaching, differentiation, differentiated teaching and learning, success criteria, adequacy criteria, second language