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**The Effectiveness of Differentiated Instruction on Productive
Skills in EFL classes:**
Second Year Level of Secondary Schools of Mostaganem

**Dissertation Submitted in Partial Fulfillment for the Degree of Master in
Didactics and Applied Languages**

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Dedications

I dedicate my humble work to my dear parents especially my mother who was always supporting and encouraging me to reach this level

To my brothers and sisters for their infinite love and support

To my dearest cousin Nihad whom I owe a lot

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Abstract

One of the common problems that cause language production failure is the use of traditional ways of teaching, where pupils are not involved in language use. One possible way to enhance pupils' language production is the use of differentiated instruction technique. The aim of this study is to investigate the application of differentiation technique in secondary schools in Mostaganem, and its impact on pupils' engagement. Moreover, our objective is to raise teachers' awareness concerning the value of teaching methods diversity and the use of this new technique. A mixed methods approach has been chosen to gather qualitative and quantitative data, which includes: classroom observation, teachers' questionnaire and an interview, to confirm and disconfirm our hypotheses. The results show that differentiation technique is effective in productive skills' improvement. However, the lack of students' interest in English language cannot lead to language production enhancement. This study shows the effectiveness of the new technique on productive skills, as it provides solutions to raise learners' interest in English language.

Key words: Differentiated instruction techniques, EFL learning, traditional ways, productive skills, pupils' engagement, teaching methods diversity.

List of Abbreviations

TEFL: Teaching English as a Foreign Language

EFL: English as a Foreign Language

FL: Foreign Language

SL: Second Language

CBE: Competency Based Education

CBA: Competency based Approach

ICT: Information and Communications Technology

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General Introduction

General Introduction

Teaching English as a foreign language (TEFL) was based on the traditional approach where pupils were passive in the classroom, and they used to receive information from teachers without expressing themselves or providing feedback. Although they were getting the input needed for their learning, they were not able to produce the language correctly. One way to enhance pupils' language production was to seek for other approaches where pupils are allowed to use the language in the classroom. In fact, many scholars and researchers have found that competency based approach (CBA) will give the opportunity to pupils to be the core elements in the classroom with the help of teachers, who will guide them to achieve their learning goals. More specifically, teachers will use one technique that belongs to this new approach which is differentiated instruction technique. The objective of this research is to investigate the impact of differentiation technique on the language production of second year pupils of secondary schools of Mostaganem.

The fact that teachers in schools of Mostaganem used to utilize traditional teaching techniques in EFL classes, pupils became weak at English in terms of speaking and writing. Therefore, pupils' preferences and needs were not taken into consideration. For this reason, it was required to work with few secondary schools in Mostaganem, by using classroom observation, questionnaire and interview in order to reply on a series of inquiries which are formulated into the following questions:

1. Do teachers use Differentiated Instruction in teaching, and how do they implement it in classroom practice?
2. Is Differentiated Instruction effective in improving speaking and writing skills?

As provisional answers to these questions, some hypotheses were suggested as follow:

1. It is assumed that teachers who use differentiated instruction technique are likely to plan the lessons and tasks according to their pupils' differences.
2. If the individual pupils' needs and preferences are taken into consideration, the use of differentiated technique can lead to more effective improvement of pupils' productive skills.

Since CBA becomes useful nowadays in the learning and teaching process, by applying one of its principles which is differentiation technique, it is necessary to explore whether or not this technique is applied in EFL classes. Besides, it is needed to explore pupils' extent of

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engagement in learning under differentiation classroom use. Additionally, it is intended to draw teachers' awareness to the value of differentiating teaching methods, and to make them use this technique in TEFL at the level of secondary schools in Mostaganem.

The present study is divided into three chapters. The first chapter is the theoretical part of the research, in which a historical background is provided about the English teaching approaches and techniques. Moreover, it gathers the strategies of differentiated instruction which are used in teaching in general, and in teaching productive skills.

The second chapter is the practical part of the study, which includes the research methodology's structure and data collection tools: classroom observation, questionnaire and interview. This part of the research also describes the tools, population, and it gives an idea about the way in which the data are analyzed.

The last chapter is the analytical part for the data. It analyzes and discusses the results. Also, relevant recommendations and suggestions are given to teachers to consider for the application of differentiated instruction technique in EFL classes in order to improve pupils' language production. Ultimately, the shortcomings that were encountered during the study were mentioned at the end of the chapter.

Chapter One

Literature Review

Chapter One: Literature Review

1. Introduction

The chapter's content is about teaching English in general; thereby, it speaks about the way by which English used to be taught. It attempts to give an idea about teaching the productive skills. Therefore, this theoretical part focuses more on the use of differentiated instruction technique in teaching, and its strategies that were proposed by different scholars. Hence, it shows its advantages and disadvantages in the teaching and learning process.

1.1. Teaching English as a Foreign Language

From many years ago, teaching foreign languages has emerged in Western Europe. English was one of these languages that were taught and learned after witnessing a series of wars and events that contributed in its emergence. According to Broughton et al (1993), among 5000 languages, English language is considered as the most useful language. In other words, English language becomes the center in many fields; as a result, the demand of using English becomes necessary in every domain.

1.1.1. Definition

According to Broughton et al (1993), English is considered as a foreign language in some countries. It is found only in schools, because people do not use it in their daily life. As an international language, English is taught in educational institutions as a subject or as a branch. He also said that adults may choose it as a specialty at the university by aim. These older learners intend either to travel to another country where English is used in order to communicate, or to be able to read English books or journals. Also, there are some workers who learn it in order to use it in their professional life (Broughton et al, 1993). The same point was mentioned by another scholar, where he claimed:

“All around the world, students of all ages are learning to speak English, but their reasons for wanting to study English can differ greatly. Some students, of course, only learn English because it is on the curriculum.” (Harmer, 2007, p. 11)

Here he meant that there are reasons behind learning English, which differ from one person to another. In addition, Harmer (2007) mentioned some countries where people travel and use the language, and he called them the target language community where English is the national language. However, the most important thing that must be kept in mind is that there

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are new concepts and strategies used in the teaching and learning process. In addition to methods that can confront the abilities, needs, learning preferences, academic levels and desires of learners (Majdy El Masry, 2017). More clearly, there are other techniques that must be followed by teachers in order to respect the pupils' needs and differences, such as differentiated instruction technique which is a part of modern teaching approach.

Before moving to the new approach, there are some skills that must be taken into account in teaching English language.

1.1.2. EFL Teaching Skills

In TEFL -Teaching English as a Foreign Language – teachers do not focus only on teaching grammar and vocabulary to achieve the pupils' goal in communication .They have a program, in which, they focus on developing the four skills: Listening, reading, speaking and writing. They are considered as the basic of any language teaching. According to Burns and Siegel (2018), the core of English language teaching is the four skills which are included in the textbooks, where there are sections dedicated to one of these skills.

1.1.2.1. Receptive and Productive skills

Language skills are divided into two types. There are the receptive skills which are listening and reading. They are also called passive skills, because when the pupil is receiving the information –which is in form of sounds and vocabularies – he becomes passive. He does not react; he focuses more on understanding and storing information in his mind (Helgesen, 2003). Later on, the pupil produces what he received in form of writing or speaking (Productive skills).

Furthermore, the productive skills are called active skills. Here the pupil starts to produce the language according to the information he has. He expresses his thoughts in a written form or through speaking. He reflects on what he has heard or what he read. From this point, the relation between the receptive and productive skills becomes clear (Helgesen, 2003).

1.1.2.2. The Interrelation between Receptive and Productive Skills

Learning a foreign language means how to read and write (Helgesen , 2003).For many years ago , people used to have this idea while teaching or learning a new language. Listening and speaking skills did not exist; however, many scholars try to show that listening and speaking skills can complete the two other skills. Helgesen (2003) claimed that listening is an

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active operation of understanding what we hear. When a pupil hears words and sentences, he tries to understand the hidden meaning of these sentences. For this reason, Helgesen said that listening is a purposeful process, where a pupil seeks for a meaning which is needed in his writing and speaking.

Moreover, Bailey (2003) said that people start to learn how to speak by practicing grammatical structures and then they use them while communicating. This can be explained in another way that shows the relation between the four skills. It can be said that through reading and listening, a pupil can learn the grammatical structure and practice it in writing and speaking.

Therefore, enhancing strong listening skills lead to make the pupil good at speaking; because, listening helps him to speak in a clear way (Mohammed Hossain, 2015). In addition, reading can be by choice, each one can read in order to widen his vocabulary. It helps in enhancing speaking, listening and writing (Mohammed Hossain, 2015). For this reason, English teachers always advise their pupils to read a lot in order to have a good language, by focusing on the productive skills.

1.1.2.3. Teaching Speaking Skill

Learning a language without practice will not achieve any progress. Speaking is one of the practices that a pupil has to do in order to achieve fluency. He uses all what he has learned, such as grammar, vocabulary and pronunciation. A lot of people think that speaking in another language is more difficult than the other skills. The reason behind this idea is that when someone is talking to another one, he has to speak right then without taking a pause and think about what he is going to say (Bailey, 2003).

According to Chastain (1998), he claimed that speaking is a productive skill that contains many components like grammar, strategy, sociolinguistics and discourse. According to him, speaking is not only making correct sounds, using suitable vocabularies or getting the constructions correct. To make the idea clearer, speaking is based on repeating and memorizing what it was given by the teacher. Nowadays, the more the pupil is creative and reflective, the more he becomes good at speaking. In this case, he provides new thoughts that may require new concepts, and the teacher has to pay attention to the errors that are made by the pupil while speaking, and try to correct him.

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There are some principles of teaching the speaking skill that are approximately related to the competency based approach (CBA), they are given by Bailey (2003). She said that the difficulties that teachers may face while teaching speaking, can be caused by the language learning contexts. She explained that they have to know the distinction between the two different learning contexts which are: Second language and foreign language. On one hand, Bailey talked about foreign language (FL) context; she said that when pupils want to learn speaking skills, they found it very difficult especially in the FL contexts, because they have very few chances to use the target language outside the classroom. In other words, since the target language is not used in speech, the pupil cannot be a fluent speaker in that language. The more he practices it, the more he achieves progress. On the other hand, she mentioned that some pupils of SL (second language) who grew in another country, they fulfill prominent speaking skills. However, other pupils can develop their speaking skills to a certain degree; but, they still make some errors like in grammar, vocabulary, pronunciation or any other problems that they may have while speaking.

Moreover, Bailey said that teachers should give a chance to their pupils to enhance their fluency and accuracy, by avoiding interruption for the sake of correcting their oral errors. Also, they can do activities that build their students' fluency, and showing them that they are allowed to make mistakes. In addition, she proposed pair and group work practices in the classroom, in order to provide the learners with enough time to speak during the lessons. Furthermore, teachers can plan tasks that include negotiation of meaning, which means, they can ask their pupils to explain or repeat what they said to check if they have got the meaning in the target language or not.

1.1.2.4. Teaching Writing Skill

As a productive skill, writing can be considered as an important skill in any language. Expressing ideas through writing shows how much the pupil has progressed in the target language. Sokolik (2003) defines writing and said that it is both bodily and cerebral act. When Sokolik defined writing as a physical act, here she meant putting words and sentences in their correct forms. On the other hand, the mental act is the creation of ideas, and thinking how to organize and express them in form of sentences and texts. The mental act based on thinking how to make the ideas clear and simple for the readers.

From years ago, pupils used to improve their writings through the use of some rules and principles. The role of the teacher was to connect these bases. As this way, pupils' writings

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were classified according to the grammatical accuracy, the correct organization and the content (M.Sokolik, 2003). Nowadays, teachers still focus on the grammar structure by respecting the rules in writing. In any foreign language (FL) such as English, it is important for pupils to use correct language while writing. For example, English teachers will not grade the pupils' essays only for their content; they will pay more attention to the grammar and the use of vocabularies ...etc. To sum up, writing shows to what extent the pupil is improving his target language.

1.2. Modern Teaching Learning Approach

Nowadays teachers need reflective and critical thinkers in their classes, they like to see their pupils producing the language in the classroom. For this reason, they started following a new approach of teaching.

1.2.1. Modern versus Traditional Way of Teaching

There are some beliefs that were shared by many scholars, which were about seeing the teacher as a core element in the classroom will never enhance learning. Hence, they wanted to see him as a facilitator but not as a source of information. As Rachell (2017) claimed in her article, that teacher-centered approach used to be efficient in learning where the teacher was the one who provides the information without receiving any feedback. These researchers wanted to change this approach and try to give a chance to the pupil to express himself and share the knowledge he has with his classmates (Student-centered learning). As Richards and Rodgers (1986) claimed that there are changes which are made in the language teaching methods through time. According to them, moving from the traditional approach in teaching and learning to the modern one was based on implementing the oral performances in the classroom. It was better than relying only on reading silently or listening to the teacher's reading as they used to do previously.

These changes that were made came up with new approaches. The term approach can be defined as a group of inseparable theories, that deal with the nature of language teaching and learning (Richards & Rodgers, 1986). Therefore, as mentioned in Richards and Rodgers (1986), Anthony (1963) defined this term as a grade at which there are particular hypotheses and beliefs about language and language learning. One of these approaches is Competency based education (CBE) that has been extended at the beginning of the 21 century.

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1.2.1.1. Competency Based Education

Trying to find other approaches in language teaching and learning has extended till the 21 century. One of these approaches is competency-based education. Many scientists and educators have good knowledge about it. Makulovo (2015) mentioned in his article that this approach appeared in 1596. Later on, it appeared and used in United States in the 60s by Benjamin Bloom, in the context of performance-based education which aims at training specialists (Berkaliev et al, 2007, cited in Makulovo, 2015). According to Makulovo, CBE is defined from different perspectives, starting by defining the concept “competence”. According to Eraut (2009), competence is the capability to do a task or to play a particular role in society in order to achieve a good level. While, the term competency is more than having knowledge, it is the ability to use the knowledge, skills, abilities, behaviors and personal characteristics in order to perform a specific work (Singh Chouhan and Srivastava, January, 2014). In other words, it is a capacity to do something successfully, for Example, in language learning, pupils are going to develop their competences in terms of communication or in any other activities.

Concerning CBE, Richards and Rodgers (2001) defined it as a pedagogical movement that gives more importance to the final results in learning. Which means, when teachers use this approach, they focus on the final product that they will get from their pupils – which kind of feedback they will receive. Moreover, as it is cited in Gervais (2016) CBE is defined as:

“A form of education that derives curriculum from an analysis of a prospective or actual role in modern society and that attempt to certify students progress on the basis of demonstrated performance in some or all aspects of that role.” (Riesman, 1979, p.6)

In another meaning, competency-based education seeks for authenticity. Its program is related to the modern society where the pupil builds his knowledge, and he becomes familiar with what he meets in the classroom .Furthermore, CBE aims at changing the pupils and teachers’ turns in the classroom in order to make language learning more efficient (Richards and Rodgers, 2001). In addition, according to Richards and Rodgers (2001), competency based education directs the objectives; as a result, pupils will have an idea about what they are going to learn. In other words, in CBE there is always equivalence between the advanced and the struggling pupils. This approach makes them able to expect what they are going to deal with, as this way; all the kinds of learners can master the content in different ways.

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1.2.1.1.1. The Principles of CBE

Each approach differs from the other one by its principles, which describe the common features found in the most effective competency-based systems. As any approach, CBE has five principles which were mentioned by Waltman (n.d) in his article. He started by the first principle, in which he said that pupils' progression has nothing to do with the age or period. It has to do with the mastery of skills. In CBE, the work that is given to pupils should be a little bit challenging, in order to lead them to think while doing the task. In this case, teachers become facilitators, and try to help their pupils and assess them. The second principle is assessment, it is considered as an important and helpful learning experience for pupils.

Unlike the traditional teaching approach, Waltman (n.d) mentioned that there are two types of assessment in CBE: Formative and summative assessments. The formative assessment did not exist in the traditional approach. It is used frequently in order to check pupils' progression. In addition, direct feedback which is provided in this kind of assessment, can help the pupil to know his weaknesses and try to enhance his performance. However, the summative assessment was previously used, and it is carried out through tests or exams in order to get the final results. The third principle is the transmission of the learning objectives to pupils. As this way, they become aware of their goals. The fourth one, according to Waltman (n.d), competency based education (CBE) requires the application of what pupils have learned inside and outside the classrooms. They need to apply the skills and knowledge in the real world setting. Finally, in CBE, the use of differentiated and personalized techniques is helpful in reaching the learning goals. Using technology can be considered as a facilitator material for learners while differentiating. To sum up, CBE do not assert on the final grades, but it focuses on enhancing the learning process (Waltman, n.d).

1.2.2. Differentiated Instruction

As it is mentioned above, differentiated instruction is one of the principles of CBE approach. It is considered as a technique used in teaching and learning process. Gundlach (2012) mentioned that the beginning of differentiated instruction, started from 1600s. During that period, there were schools with one room (schoolhouses). They were considered as the main component of education. In this setting, there was one teacher who controls one classroom that contains various types of pupils with no technology to help him. As Tomlinson (1999) said that teachers were obliged to spend their time and energy in teaching young children who have never learned, and teaching older learners with less interest. More clearly, since schoolhouses were composed of young and older pupils, it was difficult for teachers to

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control them. They used to spend more time with children, who were beginners, while older pupils may see it as a kind of ignorance or a waste of time. For this reason, they were disinterested in what children used to do.

Later on, there was transition from schoolhouses to grade schools. It was supposed to put children with the same age in the same classroom in these schools, in order to learn the materials with the same steps. In addition to this point, Tomlinson (2001) confirmed this idea by saying that children with the same age are different when it comes to learning. For this reason, educators started differentiating instruction according to the pupils' age. Also, they started differentiating instruction based on the individual pace, as Gundlach (2012) claimed that in early 1889 there was a person who is called Preston Search, who convinced his teachers to build an environment where pupils can be successful at their individual pace. In this sense, Anderson (2007) argued that differentiated instruction comes from beliefs about pupils' differences, learning styles and interests. This means that teachers differentiate according to the pupil's needs and types. He provided that Teachers, who use differentiation, approve that each pupil has his learning style and his own options. This means each pupil is different from the other one, each one has his own way of learning. As Anderson (2007) further explained that teachers may differentiate based on what they know about their pupils, in terms of learning preferences, intelligences, talents and learning styles. They can allow them to work individually or in pair or groups, and use the ongoing assessment. Also, teachers can create individualized lessons, and provide their pupils with many favorable work spaces for different learning preferences.

1.2.2.1. The Key Elements of Differentiated Instruction

In differentiated instruction teachers have to differentiate teaching according to their pupils' readiness, interest and learning profile.

1.2.2.1.1. Pupils' Readiness

Many people think that readiness means the ability to do something. However, Tomlinson and Imbeau (2010, cited in Joseph et al 2013) have clarified that readiness and ability do not have the same meaning. According to them, readiness is a temporary state which is changed regularly as a result of the good quality of teaching. Whereas, ability is a fixed condition that is based on innate trait. The goal of readiness differentiation is to make sure that all pupils are provided with challenging learning experience (Santangelo and Tomlinson, 2009, cited in Joseph et al, 2013). In other words, by differentiation teachers support and guide their pupils to improve their learning. For example, they can differentiate

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based on pupils' readiness by varying the levels of challenge of the materials studied in the class (Anderson, 2007).

1.2.2.1.2. Pupils' Interest

What is meant by pupils' interest is what attracts the pupil's attention, curiosity and involvement (Tomlinson and Imbeau, 2010, cited in Joseph et al 2013). For example, teachers can differentiate based on their pupils' interests, which are: Music, sport, art ...etc. As Joseph et al (2013) said that educators may use differentiation in teaching some skills and materials by relating them with specific interests of pupils in different fields like music, sports...etc.

1.2.2.1.3. Pupils' Learning Profile

Learning profile goes to the nature of the pupil. There are some pupils who prefer to work either in pairs and groups or individually. While, there are others who are visual, kinesthetic, verbal or auditory pupils. In this case, teachers differentiate according to their pupils' profiles, as this way, pupils will have a chance to learn in the way they like (Joseph et al, 2013).

1.2.2.1.4. Learning Styles

As it is cited in Ellington and Benders (2012), Fatt (2000) said that in order to collect information, each person uses his five senses and then he directs it through separate routes which are called representational systems. He further explained that these systems include visual, auditory and kinesthetic types of pupils, and thanks to these systems each individual can show his preference.

Visual pupils prefer to read and observe. Hence, they like to learn by watching movies, pictures and graphs (Fatt, 2000, cited in Ellington and Benders, 2012). In this sense, Cegielski et al (n.d. Cited in Ellington and Benders, 2012) confirmed that visual pupils are able to perform better when they get the suitable materials. On the other hand, auditory people like to hear what is said and make decisions and they prefer lectures, seminars, discussions and tapes (Fatt, 2000, cited in Ellington and Benders, 2012). Furthermore, there are the kinesthetic pupils who prefer to learn by doing something (Fatt, 2000, cited in Ellington and Benders, 2000). It is cited also in Ellington and Benders (2012), what Silver et al (1997) have said about this kind of pupils, where they said that in some professions, kinesthetic pupils would be good at being coaches, counselors, professional athletes or a choreographers.

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1.2.2.1.5. Content

Anderson (2007) said that teachers can use texts, novels or short stories in order to differentiate the content. In this case, educators may differentiate the content also by forming flexible groups, each group uses books or internet as a tool to enhance their understanding and have an idea about the topic.

1.2.2.1.6. Process

When it comes to differentiating the process during a lesson, here it means how pupils are processing and developing their understanding of the concepts, facts and skills. Anderson (2007) provided an example concerning differentiating the process. He said that a teacher can give each group leveled questions according to their readiness skills, which are related to the objective of the lesson. In other words, when pupils are given a task to do, the teacher is going to differentiate the way of doing the practice according to the pupils' types, levels or their learning preferences.

1.2.2.1.7. Product

In differentiation of the product each pupil will be provided with different ways to do the task at the end, in which he reflects his understanding of what he has learned or got from the lesson or the unit (Anderson, 2007).

1.2.2.1.8. Learning Environment

Tomlinson (2003) has suggested differentiating based on the learning environment, where she argued that environment will make pupils look for confirmation, assistance, power, purpose, and challenge in the classroom. More clearly, the learning environment will either motivate pupils to interact in the classroom, or it will stop him. For this reason, teachers have to create positive and supportive atmosphere while differentiating.

1.2.2.2. Differentiated Instructional Strategies

Tomlinson (1999) defined this technique as a process of tailoring instruction to meet pupil's needs by using ongoing assessment, and flexible grouping where pupils support each other. In order to use differentiated instruction in the teaching process, there are some strategies that educators take into account and apply them in classrooms. There are different strategies which are proposed by many scholars. As it is cited in Gentry (2013), Wu (2013) suggested some instructional strategies. The main strategy is working with small groups of

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pupils, each group is composed of 6 to 8 learners, then the teacher ask them individual questions to check their weaknesses and strengths .Another strategy is named learning stations which are areas in the classroom where pupils go to do a particular work .For example, pupils choose a station where to draw a visual representation of theme of a story. In another place, pupils work together; they write and perform a one-act play to assert the theme of the story.

In this sense, Guido (2016) has proposed other strategies. He mentioned the main step that must be taken, which is interviewing pupils .Teachers will ask their pupils about their favorite types of lessons, class activities, learning styles ...and others. In addition, educators can share their experiences in learning; they can speak about their strengths and weaknesses when they were learners. They can explain how they used to review lessons, and which tactics were helpful for them. Guido (2016) has suggested this strategy, because he saw that it will encourage pupils to work with their teachers' advice. Also, it helps to explain to them that not everyone builds skills and process information in the same way. Moreover, educators can use think-pair-share strategy. In which they are going to ask pupils to think individually about a given topic, then they pair them together to discuss their answers .At the end , each pair share their ideas with the others .Guido (2016) also suggested journals; he said that teachers have to give a chance to their pupils to make journals at the end of the session. In which they give summary of the key points that they have learned, or explain how they are going to apply what they have dealt with in real life situations.

1.2.2.3. Pros and Cons of Differentiated Instruction

The use of differentiated instruction creates certain advantages that occur in the classroom, while it may have some disadvantages that may affect the teaching and learning process and even pupils' achievement. On one hand, Lombardo (2015) has mentioned some advantages, where she said that differentiated instruction offers ways which are really helpful for kids. They learn better through visual instruction. Furthermore, since in this technique pupils are allowed to move in the classroom, children can feel comfortable because they are all time active. Besides, in differentiated instruction teachers can be creative in their approach to the curriculum; they find different ways to present its content. Also, pupils are graded on the bases of their own performance, without the feeling of being forced. In this case, they become autonomous and they learn according to their needs and goals.

On the other hand, Lombardo (2015) mentioned the cons of differentiated instruction. According to her, teachers face difficulties while planning the lessons, because they are going

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to plan according to each pupil's type and needs. Another problem that teachers may have is slowing down the educational process. Sometimes educators spend more time with some struggling pupils in order to help them to understand a concept. Hence, teachers may have time management problem, because they are limited by time and their plan may take more than one hour. However, differentiated instruction difficulties do not keep teachers away from it, since it is the most appropriate way to help and motivate pupils.

1.3. Conclusion

The chapter's main purpose is to show the difference between the traditional and the modern approach in the teaching and learning process. It highlights how scholars have defined each approach, and it presents the strategies and techniques that were used in both approaches. Moreover, this chapter focuses more on the modern teaching approach that contains many techniques that contribute in developing the teaching and learning process. One of them is differentiated instruction which is the most helpful way in teaching. In which teachers focus on the pupils' differences and needs and try to adopt different ways according to their learners' types. Hence, it has some strategies that educators can use in the classroom. As any technique or approach, differentiated instruction has its positive side that shows its effectiveness, and the negative one that reveals the difficulties that teachers face in the teaching process. For this reason, teachers have to know how to make balance while using this technique.

Chapter Two

Research Methodology

Chapter Two: Research Methodology

2. Introduction

Since the previous chapter was the theoretical part of the study, which covers how differentiated instruction has taken place in teaching English as a foreign language, this chapter is the practical part of this research. Thereby, it speaks about the methodology followed in the data collection, and the tools that were used in gathering the information needed. These instruments were mentioned and discussed, including: Classroom observation, questionnaire and interview. Moreover, it speaks about the procedures and the participants who were chosen to give an authentic picture for the research.

2.1. Research Background

As it was stated previously, the investigator tried to clarify the difference between the traditional way of teaching and the modern one, by focusing on the differentiated instruction technique. The study was conducted in the secondary schools of Mostaganem. Hence, the researcher has chosen to work with second year level from different branches. The study was started by doing a classroom observation, then, it was carried out by distributing a questionnaire for teachers. Finally, the investigator has finished his work by interviewing other participants from the sample population.

2.2. Research Problem

The main reason behind conducting this study is that the researcher has noticed that nowadays pupils have a common problem in language production. The traditional approach of teaching does not allow pupils to produce language in classrooms; hence, their needs were not taken into account. For this reason, teachers are invited to adopt differentiated instruction in teaching the productive skills namely speaking and writing.

2.3. Research Purposes

The investigator intends to explore whether teachers implement differentiated instruction in teaching, and if pupils are engaged in learning under this technique. Furthermore, the researcher aims to draw teachers' attention to the value of diversity of teaching methods. Finally, this research incites teachers to further differentiated instruction in EFL classes to perfectionize their teaching practice.

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2.4. Populations

As it was stated before, the study was carried out with teachers and second year pupils of secondary schools of Mostaganem, during the academic year 2019-2020.

3. Teachers

The researcher has chosen to work with teachers from different secondary schools in Mostaganem, they were males and females with different ages. More specifically, the investigator has done his observation with two teachers from Mohamed Benahmed Abdelghani secondary school in Mostaganem, and the two other tools (questionnaire and interview) were done with the other teachers who were from different schools in the same region. However, because of the Covid 19 and the terrible conditions that our country has witnessed, the researcher was obliged to carry out the study by distributing the questionnaire and interview online to teachers.

4. Pupils

The selected group of this research is composed of 10 pupils from mathematics branch, 20 pupils from technical mathematics and 28 pupils in the foreign languages class. They were chosen at random from one secondary school of Mohamed Benahmed Abdelghani. The reason behind choosing only second year pupils is that they are aware about their needs, in comparison to first year pupils who are not yet conscious of what and how they want to learn. Regarding third year pupils, they were busy with finishing the program and preparing themselves for the baccalaureate exam. The researcher relied only on observation where he mentioned all the remarks needed about the pupils (see appendix 02).

2.5. Research Methodology

Many questions can be raised concerning a specific topic, which requires activities that must be done in order to find answers. Research is one of the activities that can be done by different people, such as students in higher education. Igwenagu (2016) has defined the term research and said that this procedure is created because of the human's desire and curiosity to understand and solve real world problems. Hence, in order to advance in a study, there is a methodology that must be followed in doing the research. As it is cited in Igwenagu (2016), Irny and Rose (2005) defined methodology as an organized analysis of the methods used in a

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domain of a study. While, research methodology is a group of techniques used in carrying out a study, it is like a guide to how to do a research (Igwenagu, 2016).

Moreover, a good research requires the use of the right approaches and methods to collect the data. There are two approaches that were followed in this research, which are the quantitative and qualitative approaches. The researcher has combined these two approaches based on his objectives. Concerning the quantitative research, Symeou and Prianou (2008) said that in the quantitative research the researcher uses hard data, such as numbers, graphs and statistics. In this research, the investigator relied on questionnaire for teachers in order to gather the number of participants who use differentiated instruction technique, and the number of those who rely on the traditional approach. On the other hand, in the qualitative one, the questions are answered through words, feelings, pictures and body language (Symeou and Prianou, 2008). In this sense, the researcher used two instruments which are the interview and the classroom observation, in order to collect valid data and to look for the different understandings and opinions which are shared by different teachers based on their experiences.

2.6.Procedures of Data Collection

The present study was conducted at the level of secondary schools in Mostaganem. It was carried out with teachers and second year pupils from different branches: foreign languages, mathematics and technical mathematics. The study focuses on two sessions “Speaking and writing sessions”. It took place during the second trimester. The first tool used was observation which was done in Mohamed Benahmed Abdelghani secondary school in Mostaganem, followed by distributing online questionnaire to teachers. After finishing with these two instruments, the interview was conducted online as well with the EFL teachers.

2.7.Data Collection Tools

In order to gather the data needed for this study, different instruments were used, these include: a classroom observation, questionnaire for teachers, and an interview.

2.7.1. Classroom Observation

As it is cited in Kawulich (2012), Marshall and Rosman (1989, p79) defined observation as: “The systematic description of events, behaviors, and artifacts of a social setting.” In other words, when a researcher does his observation, he is going to focus on

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every point and try to describe it in a detailed way. He can focus on events, behaviors and tools. Kawulish (2012) has mentioned that observation is considered as a social sciences method, by which a researcher gathers information about people, procedures and cultures. She added that this instrument is fundamental, because it helps to observe what is really happening.

In this study, classroom observation was used as a first tool in data collection according to the researcher's objective. The investigator wants to valid one of his hypotheses which is about whether or not teachers implement differentiated instruction in teaching, and how they apply it.

2.7.1.1. Description of the Observation

In order to have an idea about the relationship between the teacher and his pupils in the classroom, the researcher has taken the first step in his data collection by doing classroom observation. The investigator focuses more on the possibility of implementing differentiated instruction technique in the classroom, and how it is used in teaching writing and speaking skills. The classroom observation started from February 20th, 2020 until March 11th, 2020. That is, the researcher started observing the classroom practices during the second trimester. It requires nine sessions to observe particular items related to both pupils and teachers. These items include: The way of teachers in differentiation of content, process, product and learning environment (see appendix 1). In addition to the pupils interaction frequency in the classroom practices (see appendix 2).

5. The Teachers' Practices

The observation form consists of four major elements to observe. The first element is the content of the lesson in which the researcher focuses on the methods used by teachers in differentiating the content of the lesson, and he tries to see if they use the same methods in each session or not. The second element is the process where the observer pays attention to the types of exercises and practices which are given to pupils, and see if they are related to their types, levels and learning preferences through their performance. Then, the investigator moves to the final product which helps to check pupils' understanding. In this case, the researcher observes whether or not pupils are allowed to do their tasks and projects in different ways. Finally, the observer draws attention to the learning environment where he focuses on the way of teachers in creating an atmosphere that supports them to interact in the classroom, and makes them feel comfortable.

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6. Pupils Interaction

In order to see how well teachers use differentiated instruction technique in the classroom, the researcher focuses on how pupils are arranged while doing a task and which tools are used in teaching. In addition, the observer draws attention to the type of activities, the degree of participation, and how many times pupils use the mother tongue while participating. Also, the investigator focuses on how well pupils understand their teacher's instructions, and whether or not they are assisted individually while doing a writing activity. Furthermore, the researcher wants to know if the activities are authentic or not, and the extent to which teachers help and support pupils while speaking in English and in giving instructions.

2.7.2. Questionnaire

Bhat (n.d) said that a questionnaire is consisted of a mixture between close-ended and open-ended questions. According to him, open-ended questions are known as long-form ones, because in this kind of questions the participant can express his thoughts freely without being limited. On the other hand, he said that close-ended questions are generally in form of yes/no questions which are used in basic validation. Besides, Bidhan (2010) said that there are different types of questionnaire. The type that was used in the data collection of this research is the quasi-structured questionnaire which contains most of the structured questions and some unstructured ones. To investigate the efficiency of differentiated instruction technique in improving speaking and writing skills, many teachers from different secondary schools were chosen to complete the questionnaire. The aim behind handing this questionnaire is to see if the differentiated instruction technique is used by all the teachers in secondary schools or not, and how they implement it in the classroom. The questionnaire was the second instrument that was opted in the data collection of this study. It is composed of sixteen questions which are divided to four sections in order to gather information from different participants (see appendix 03). Moreover, this questionnaire contains open-ended questions and close-ended ones in order to find appropriate information to the analysis.

2.7.2.1. Description of the Teachers' Questionnaire

The researcher needs some points of view and extra information regarding some particular points, for this reason, he involved open-ended questions, in addition, he thinks about obtaining exact information by adding close-ended questions which are in form of yes/no

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questions and multiple choices by ticking the right box (es). The questionnaire is divided into four sections and each section contains a number of questions (see appendix 3).

The first section is about the participants' personal information to have an idea about their genders and ages. The second section is about the use of a new technique in teaching, more specifically, it is about the use of differentiated instruction technique. The first question aims to know whether participants have an idea about their pupils' learning abilities. Then, in the second question we want to investigate the extent to which teachers differentiate their way of teaching according to their pupils' differences. This question intends to reveal whether they use differentiated instruction technique in the classroom. In the next question, we give some suggested elements that can be differentiated, and teachers are asked to tick the right box (es). These elements include: textbooks, syllabus, teaching techniques and tasks. After that, they have space to add other elements. The last question is divided into two parts; in the first part we try to know whether participants put their pupils in different groups. In the second part, we suggest three types of grouping which are: individual work, pair work and team work. Then, we ask them to indicate the learning purpose of their choice in order to obtain clear and complete answers. Furthermore, since the third section is about the productive skills, we divide it into two parts which are: speaking and writing skills. In speaking skill, we want to know how teachers teach this skill by asking them about the strategies they used in the classroom. In the next question, it was intended to discover which materials are used in teaching this skill, by asking about videos and audiovisual materials. The last question is about pupils' interaction with the materials which are mentioned in the previous question. The aim of this question is to see whether they interact with these materials in order to see the extent to which these materials are efficient. On the other hand, the same question was asked in the part of writing skill, where we try to have an idea about the strategies that are used by participants in teaching writing. The second question aims to explore if they ask their pupils to write from time to time. Then, the next question aims to reveal if they let them choose the topics of their writings, or they guide them to write about a particular topic. After that, the last question was about knowing whether teachers appreciate their pupils' creativity in writing. Finally, we add another question where they justify if they do not give importance to their pupils' creativity.

In the last section, the researcher intends to see the extent to which teachers' techniques affect their relation with their pupils. In question (01) the researcher wants to check if the techniques that are used by each teacher help pupils to interact with them. Moreover, to know

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the extent to which the relationship between teachers and pupils is strong, the researcher asks them whether they receive any feedback from their pupils. Finally, he asks about the kind of feedback which is received from their pupils.

2.7.3. Teachers' Interview

After finishing with the questionnaire, the investigator needs to confirm the answers which are gathered by this instrument. For this reason, we moved to the interview where there is an oral communication between the investigator and the participant (Mathers, Fox and Hun, 2000). Furthermore, an interview is used to gain information from the experiences of the participants; in this case, the interviewer tries to get deeper information about a specific topic (McNamara, 1999, cited in Valenzuela and Shrivastava, n.d).

In other words, when a researcher gathers responses from a questionnaire, he prefers to look for more detailed answers. For this reason, he makes an interview where he can talk to the respondent face to face, and asks further questions. As this way he can have rich data. However, the present situation did not allow the researcher to do face to face interview, for this reason he was obliged to do online interview by distributing the questions to different groups. As far as this research is concerned, the interview is conducted with the same teachers, who have answered the questionnaire, to make it more objective and sound.

2.7.3.1. Description of the Teachers' Interview

The online interview with teachers was the last tool used to go deeper, and get detailed information about the use of differentiated instruction technique in teaching the productive skills. Hence, to see its effectiveness on the pupils' improvement in speaking and writing skills, and to know the kind of feedback teachers receive from their pupils after using this technique. This interview was distributed to the same participants of the questionnaire, who were from secondary schools of Mostaganem. This interview consisted of ten questions which are a combination between close-ended and open-ended questions (see appendix 4).

The researcher intended to know how teachers plan their lessons for pupils with different abilities, by asking them in the first question about the pedagogical elements that are used. After that, the interviewer wanted to make sure whether teachers are using differentiated instruction, by asking at the end of the first question, if differentiated instruction is mentioned among the pedagogical elements. In addition, in the second question the interviewer wanted to check whether teachers use some particular ways according to their pupils' levels, or for all the categories for the same objective. In the next question, the investigator intends to explore

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the strategies followed in differentiated instruction technique. The fourth question, aims to investigate the effectiveness of this technique on the pupils' improvement in speaking and writing. Then, in question (05), the researcher asked about the types of assessments that are used to measure the pupils' enhancement in the productive skills. Furthermore, in order to have an idea about the pupils' interaction, the interviewer asked about their attitudes towards differentiated instruction technique. Therefore, in case some teachers do not follow any technique in teaching, the researcher tried to know whether they thought about any specific way to teach productive skills. After that, the investigator wanted to know which ways they thought about in question (08). In the ninth question, the interviewer asked about the feedback of pupils to see the extent to which the teachers' techniques were effective even if differentiated instruction was among them. Finally, the researcher wanted to gather some opinions about diversity of differentiated instruction as a teaching technique.

2.8.Data Analysis

After describing the data collection tools that were used in this research, each instrument is going to be analyzed in a detailed way.

2.8.1. Classroom Observation

In classroom observation the researcher has taken notes while attending many sessions. The observer mentioned all what he has seen, thereby, he is going to analyze and discuss his notes by talking about all what he has done in the classroom. Moreover, he is going to speak about the teachers' way of teaching by mentioning all their steps, practices and techniques. In addition, he is going to talk about the pupils' participation and interaction with each other and with teachers.

2.8.2. Teachers' Questionnaire

After delivering the questionnaire online, the researcher is going to explain how he did it, and he will talk about the number of participants who have answered his questions. After that, he speaks about the responds of each question, then, he tries to explain them in a simple way.

2.8.3. Teachers' Interview

As it was done with the questionnaire, the interview was also distributed online; as a result, the interviewer is going to explain how he could do this interview. Therefore, the

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researcher speaks about the number of participants who answered his questions, then, he will explain the answers that were provided.

2.9. Conclusion

This chapter gives an idea about the research methodology which was followed in collecting the data needed in the study. Hence, the procedures followed to conduct the study, and the participants who helped in completing the research work. Concerning the data collection tools which were described, there was a combination between the quantitative and qualitative instruments, which include: classroom observation, teachers' questionnaire and interview. At the end, there is explanation of how data collection tools are going to be analyzed.

Chapter Three

Data Analysis and Recommendations

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3. Introduction

In order to have a complete picture of the research topic, this chapter is done to answer the research questions by analyzing the data gathered through the mixed methods approach. Then, the findings are discussed in this part, followed by providing some suggestions and recommendations about the topic. As well, some limitations of the study are mentioned at the end of the chapter.

3.1.Data Analysis

The researcher attempts to analyze the data that were collected from the classroom observation, and the answers that were provided by the participants who contributed in responding the questionnaire and the interview's questions. The researcher tries now to discuss their responses and include only the important questions which are related to the research issues in order to prove or disprove the hypotheses.

3.1.1. Analysis of Classroom Observation

To answer the research question, which is about whether teachers use differentiated instruction technique in teaching and how it is implemented, the investigator had to attend many sessions with two teachers. Therefore, he had to observe how teachers apply this technique in the classroom, and how pupils interact with them. Thereby, the researcher became a participant observer, he took notes and he focused on all the items that must be observed in all sessions.

3.1.1.1. The Teaching practices

The researcher attended his first sessions with mathematics and technical mathematics streams with the same teacher. Since the research topic includes the productive skills, the investigator has tried to focus on the writing sessions and the speaking skill. The first thing that was observed is that the teacher of these two streams did not work a lot with the textbook. She used to bring handouts which are consisted of a text, questions, a task and sometimes pictures. When the teacher was asked about the reason behind working only with handouts, she replied that the textbooks do not deal with the pupils' needs. For this reason, she had to bring other texts and tasks by keeping the same content. Moreover, we have noticed that she always asks her pupils to work in groups when they do a task. For example, in mathematics class, the teacher asked them to work in pairs; because, they were only ten pupils in the

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classroom. On the other hand, she organized the technical mathematics class, which was composed of twenty pupils, in groups and each group is composed of five pupils. However, sometimes the teacher tried to avoid asking the technical mathematics pupils to work in groups; because, they used to make noise and they did not concentrate in their activities. Therefore, the investigator has remarked that the teacher used to try to utilize other materials to do the lesson like the projector; but, she was always provided with useless laptop. The teacher has confirmed this remark by saying that she likes to differentiate from time to time in order to avoid boredom in the class; but, the administration does not provide her with the required materials. In addition, regarding the speaking skill, the researcher has noticed that the teacher tried to relate the content of the lesson with their specialty, in order to increase the proportion of speaking and participation in the classroom. Hence, she used to ask them to read the texts in the handouts, or their writings. On The other hand, during the writing session, we have noticed that the teacher asked the pupils to read the task and discuss the question, after that she explained the instructions. Then, she moved in the classroom and she tried to help them, finally, she asked them to read their paragraphs and they corrected the task together.

Later on, the investigator moved to the class of foreign languages with the second teacher who has taken a classroom, where he put all the materials needed in teaching because of the lack of materials in the school. When the researcher attended with this teacher, he noticed that the educator formed groups and he organized the tables for each group. In writing sessions, the investigator remarked that the teacher asked his pupils to suggest a topic to write about it, however, the type of paragraph should be according to the lesson they dealt with. All the pupils shared their topics, after that, they agreed about one of them and they wrote different thoughts about it. Each group was allowed to use dictionaries and phones; meanwhile, the teacher moved in the classroom to provide them with some ideas and key words. After that, he asked them to share their ideas then they stick them in the gallery board in order to use them in the final project. In the next session, the pupils wrote a paragraph about any topic according to the previous lesson. Then each group presented his speech and the teacher allowed their classmates to ask them any questions. Moreover, throughout all sessions, the teacher kept using the projector and pictures, in addition, he used gestures or he showed objects in order to help them to find the words. Hence, they were allowed from time to time to use words in the mother tongue. Besides, it was remarked that the teacher did not choose to differentiate according to the pupils' types, but, used to do it according to the skills he was dealing with. However, when it comes to tasks, he gave them a chance to do them

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based on their learning styles. Furthermore, he formed the groups according to the pupils' average and in each group there is advanced learners with the struggling ones in order to make balance in the classroom.

3.1.1.2. Pupils' Interaction

Concerning pupils' interaction in the classroom, the same remark was repeated in the three classes. Although the teachers were trying to simplify things, the pupils did not want to participate and the majority preferred to keep silent. However, when we asked the teachers about these passive pupils, they said that these pupils are actually good in writing. On the other hand, in foreign languages stream, when the teacher asked his pupils to read their writings, all the groups participated and they have presented their works. This means that when the teacher creates a safe learning environment and he tries to push his pupils to speak in the classroom, the pupils will be motivated to participate. Additionally, we have noticed that when the pupils were speaking, they were using some words in the mother tongue; meanwhile, they can understand the teachers talk. Besides, the pupils were sometimes assisted and supported individually while doing a writing activity which was authentic, and related to the real life situations. According to our observation, the extent to which teachers were helping and supporting their pupils while speaking or instructing was so large. According to the teachers, they said that they want their pupils to get involved, and they want them to express themselves freely. Furthermore, when we had a talk with the pupils, we have recognized that none of them wanted to be in the field of English in the future. For this reason, they were not participating; because, they were not interested in English language, and some of them see it as a difficult language.

3.1.1.3. Discussion of Observation Results

The classroom observation was helpful to some extent in proving the hypotheses that were previously mentioned in the research. The first one that has been proved is that teachers use differentiated instruction technique in teaching without knowing its name. It was mentioned in the hypothesis that if they implement it in the classroom, they may differentiate according to the pupils differences and types. However, it was difficult for teachers to bring different methods which deals with pupils' preferences. Additionally, when they were asked about the reason, they claimed that they are limited by time and this technique requires energy and time to apply it in the classroom. as well, they were not provided with the materials by the

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administration. Moreover, although they were guided by the program, they were sometimes trying to bring new ways in order to make the pupils involved.

The second hypothesis was about the effectiveness of differentiated instruction technique in the improvement of the productive skills in case pupils' preferences and needs are taken into account. According to the remarks that were taken during the sessions, differentiated instruction technique would be effective if teachers were aware of their pupils' types. Indeed, teachers were aware of their pupils' differences to some extent; but, since their pupils were not interested in the language, they could not force them more to participate and improve their speaking and writing. Moreover the time was not sufficient to deal with all types of pupils. Furthermore, they were doing one activity with the same method for all the pupils, for this reason, not all pupils were responding and participating. Besides, arranging groups and giving one or two chances for pupils to speak or write about a preferred topic, will not contribute in the improvement of the productive skills. As well, the differentiation was not present in all sessions especially with the first teacher. Furthermore, as it was noticed, the pupils were participating; but, they were not speaking fluently or writing correctly despite the good ideas they have. More clearly, they need more sessions for speaking and writing skills, instead of reading and consider sessions.

3.1.2. Analysis of Teachers' Questionnaire

After seeking for the existence of differentiated instruction in our schools and how it is implemented, the use of classroom observation was not sufficient to conclude the percentage of the use of differentiated instruction. For this reason, it was necessary to use and discuss the questionnaire which was posted online in order to get the approximate number of teachers who use differentiated instruction technique, and to know its strategies in teaching the productive skills. After gathering 26 answers for the questionnaire, we have analyzed each section by focusing on the most important questions.

3.1.2.1. Participants' Personal Information

The first section was about the personal information of respondents. The majority of participants, who were interested in the topic of the study and have answered the questions, were females as the table below represents.

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Gender	Number	Percentage
Male	22	84,6%
Female	4	15,4%

Table 3.1. Teachers' Gender

Additionally, the participants were younger as it is represented in the following graph, which shows the different ages of teachers.

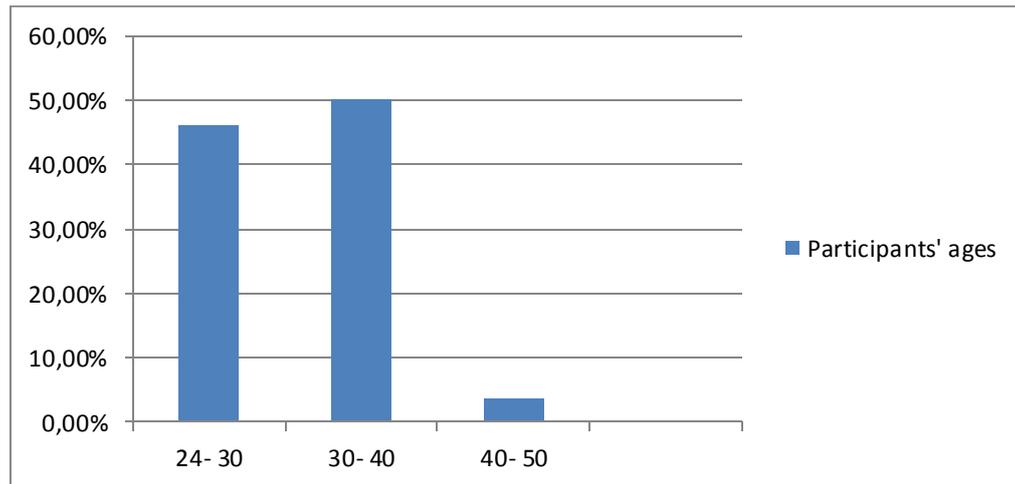


Figure 3.1. Participants' Ages

As it can be seen, the participants' ages are between 24 to 40 years old. 46, 2% represents participants with the age of 24 to 30 years old, on the other hand, 50% of participants are between 30 to 40 years old and only one participant who is between 40 to 50 years old. From these percentages we might be provided with good data; because, the participants are younger and they may have an idea about the differentiated instruction technique since it is integrated in the competency based approach (CBA).

3.1.2.2. The Use of Differentiated Instruction Technique

The second section of the questionnaire was chosen to be analyzed in order to investigate the number of participants who use differentiated instruction technique (see appendix 03). This section includes questions concerning the elements and methods related to this new technique. Hence, through these questions, the researcher can explore whether participants are using differentiated instruction in teaching or not. In this part of the questionnaire, the investigator explores teachers' awareness of pupils' differences (question 1) since it is considered as a first step to apply differentiated instruction technique. The table below represents the participants' answers.

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	Number	Percentage
Yes, of course they have different abilities	24	92, 3%
Yes, they may have different abilities	2	7, 7%

Table 3.2. Teachers' Awareness of pupils' differences

From the table above, we notice that 92, 3% of participants, which represents the large majority, were aware of their pupils' differences, while, 7, 7% of them were not sure if they have pupils with different learning abilities in their classes.

3.1.2.3. Differentiation Extent in Teaching Different Learners

Moreover, the investigator wanted to explore the extent to which teachers differentiate according to the learners' differences (question 02). However, seven of them have not answered correctly about this question, and some of them have ignored it. On the other hand, 19 participants, who were most of them females, have provided some answers where they have explained briefly their ways of differentiation. Therefore, eleven participants claimed that they try to adopt new techniques according to the pupils' needs, levels, learning styles, age, abilities and skills. Also, one participant has added time, which means that whenever a teacher takes into account time management, this means that he/she wants to be organized which is part of differentiated instruction technique. Moreover, one teacher has mentioned that she tries to simplify the lesson and she provides pupils, who did not understand the content, with remedial work or homework. Another participant has stated that she differentiate according to the pupils background without adding extra explanation to make the idea clearer. Additionally, two participants claimed that they use simple examples while doing a lesson, then, they do tasks starting by the easiest to the most difficult ones. However, one of them said that it is a challenging work to differentiate according to the pupils' needs. Therefore, two other participants mentioned that they always use new methods, and they use multiple activities; but, they did not say whether they use them according to pupils' differences or not. On the other hand, one participant said that he follows frameworks for teaching productive skills according to competency based learning approach (CBA). Hence, another one stated that he focuses more on pupils who have less interest in English language, he added that he avoids mechanic tasks like grammar exercises in order to do not make them bored.

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3.1.2.4. Differentiation Elements and The Use of Group Work

Moving to the next two questions from the second section where the investigator looked for the elements involved in differentiation, to see whether or not participants organize groupings in teaching. The following graph shows the elements involved in differentiated instruction technique.

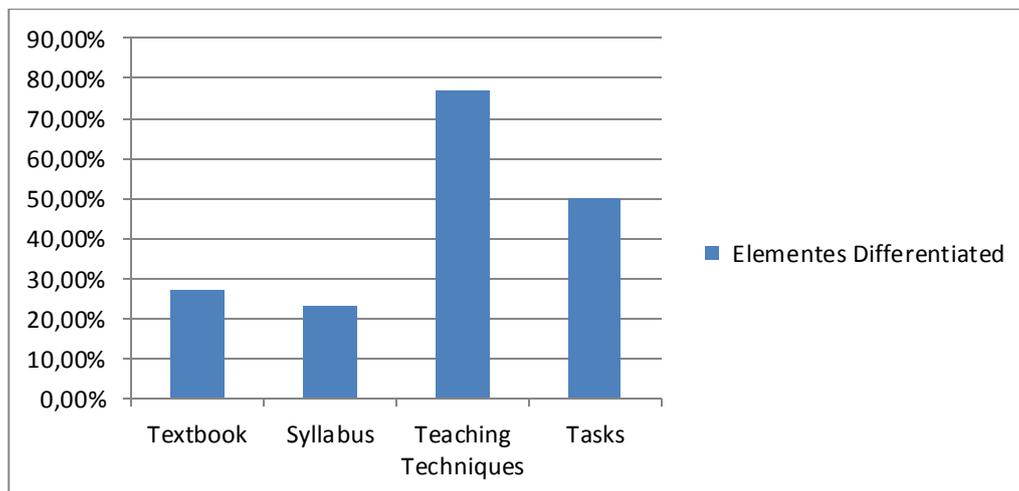


Figure 3.2.Elements Differentiated by Teachers

As it can be observed, each participant has chosen multiple options. The higher percentage (76, 9%) represents the number of participants who use teaching techniques, which means that teachers prefer to bring new methods in the teaching and learning process. In comparison with the syllabus, it gets the lower percentage (23, 1%); because, most of participants prefer to follow the program as it is without adding or omitting anything. On the other hand, other teachers have added other answers; however, they were about the strategies instead of elements, such as: videos, pictures, games, songs, free tasks and extracts from movies. Besides, one respondent has mentioned that she involved all the elements suggested by using her own materials.

After that, we move to grouping, where the researcher wanted to investigate whether or not teachers organize group work, and which types they use in teaching. The following graph represents the participants' responds concerning the group work utilization.

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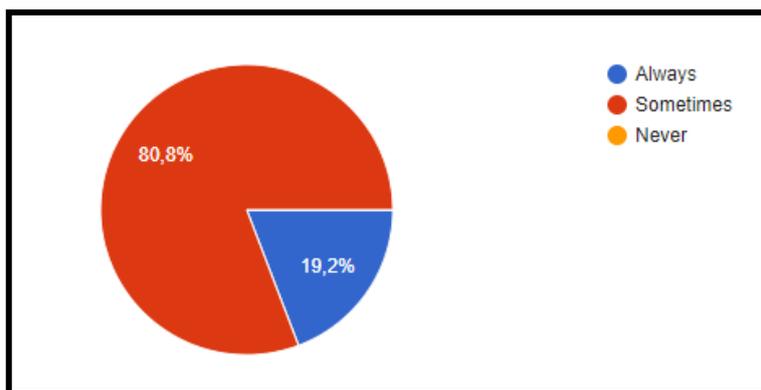


Figure 3.3. The Group Work Use in Teaching

The good side that can be observed in the figure above is that all teachers organize their classes in different grouping. However, not all of them use group work in every session. As it can be noticed 80, 8% of participants, who are not very dependent on group work, they use it from time to time whenever it is needed. While around 20% use group work on a regular basis.

3.1.2.5. Teaching Strategies of Productive Skills

In the third section, the researcher has focused on the most important questions, such as the questions which were about the strategies used in teaching speaking and writing skills. Among 26 participants, only 22 answered this question. Some of them have mentioned that the first thing that must be done is choosing interesting and up to date topics; in addition, activities must be related to real life context. Other teachers have claimed that in teaching the speaking skill, they use audio file and videos, songs with clear lyrics, printed books, pictures to illustrate a situation, and flashcards which are used for difficult words. Furthermore, most participants reported that they ask their pupils to act role plays and read dialogues to enhance their speaking. Additionally, others mentioned that they let their pupils read aloud and share their ideas with their classmates; then, they write them on the board. Hence, some participants stated that they allow their pupils to choose topics to discuss them, and they let them express themselves freely by speaking about their likes and preferences. As well, they ask them to do short presentations and team projects, as they always form groups or pairs. In addition, one participants has suggested that she teaches her pupils communicational strategies, such as asking help from partners when a learner miss a word, translating and describing the meaning, making up new words that have the same meaning. After that, the participants were asked

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about the students' interaction with the materials used in teaching speaking, the answers were as followed:

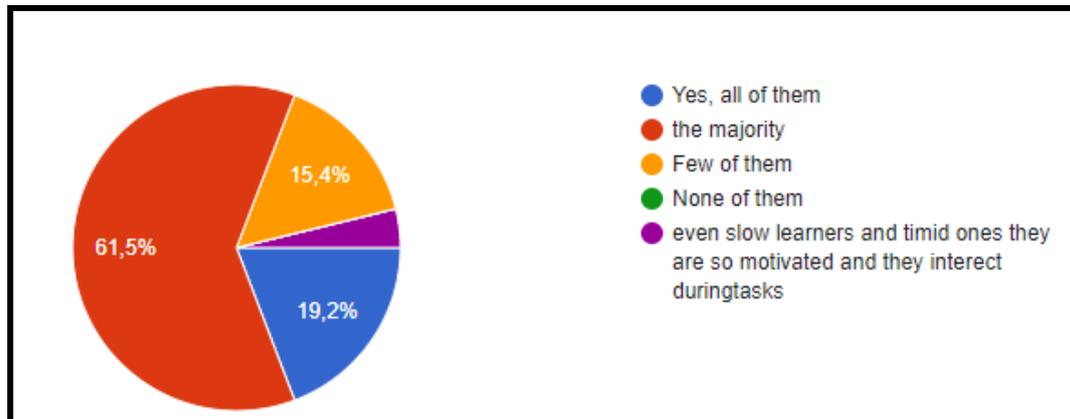


Figure 3.4. Pupils' Interaction with Teachers' Materials

As it can be noticed, 61, 5% of teachers said that the majority of pupils interact with their materials, and one of them has added that even shy learners become so motivated when she used these materials. While, 15, 4% of participants said that few pupils interact with the materials, in comparison with the 19, 2% of participants said that all of learners participate.

On the other hand, in teaching writing, some teachers said that the same strategies of teaching speaking are used in teaching the writing skill. Hence, they mentioned these methods, such as sharing and writing ideas, working in groups, writing about topics they prefer by respecting the content of the lesson. Also, they use pictures; then, they ask their pupils to describe them in a written form. Other participants prefer to do brainstorming, and they follow the three steps in writing which are: pre-writing, while writing and drafting. Besides, they assign homework to practice writing, and some of them do dictation. Moreover, the participants were asked about whether or not they give importance to pupils' creativity in writing, in order to explore the extent to which differentiated instruction technique is used in teaching writing. As a result, the majority answered by yes as the table below represents:

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	Teachers' Number	Percentage
Yes, of course	22	84,6%
Yes, somehow	4	15,4%
No, I don't	0	0

Table 3.3. Teachers' Interest of Pupils' Creativity

From the approximate number of answers that we got from the participants, we could conclude how much teachers appreciate and accept pupils' thoughts. Hence, accepting pupils' ideas is a part of differentiated instruction technique.

3.1.2.6. Teachers- Pupils' Interaction

In the end of the questionnaire (section four), the investigator wanted to reveal the impacts of differentiated instruction technique on the interaction between teachers and their learners. Here we focus more on the feedback received from pupils concerning teachers' technique. Most of participants said that they received positive feedback from their pupils through the use of feedback boxes, and the comments provided at the end of each session.

3.1.2.7. Discussion of Questionnaire Results

The obtained results confirmed what we have observed in the classroom. The results reveal that some teachers under 40 years old follow the differentiated instruction technique in teaching without knowing its actual name. As well, they use it in teaching productive skills by including ICT tools, group work and new methods according to the different learners. However, some of them stated that they face difficulties while differentiation and others have ignored some questions. Thereby, we conclude that despite the challenges that teachers faced while differentiation, they were trying to simplify the content. While, sometimes they avoid using differentiated instruction technique as what it was noticed in classroom observation, and as the other teachers did when they ignored some questions.

3.1.3. Analysis of Teachers' Interview

The analysis of the teachers' interview is done to reveal the effectiveness of differentiated instruction technique on the pupils' language production. The interview was left at the end after doing the classroom observation and submitting the questionnaire for teachers to explore the application of differentiation technique in our schools, and how it is implemented. The reason behind conducting the interview only with teachers is that they are

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more aware of their pupils' progress in learning. Furthermore, some questions are similar to some extent to the questionnaires' ones in order to confirm their answers. As well, the same participants, who have answered the questionnaire, were asked to fill in the written form of the interview (online form). Thereby, the researcher sent the questions to ten teachers, however, only four of them who have responded. In addition, we are going to focus more on the questions that reveal effectiveness of differentiation technique on the productive skills.

The answers of the three first questions (1, 2,3) were all similar to the questionnaires' ones (see appendices 3 and 4). In these questions the researcher intended to investigate the elements considered while planning lessons, the particular ways and strategies followed in teaching different learners. More specifically, one of the teachers insisted that educators should be eclectic. In addition, all participants said that they plan lessons differently, and they use different methods in teaching according to their pupils' levels and differences. Furthermore, the respondents claimed that they simplify the lessons and tasks, and they integrate technology to make all pupils involved. Therefore, they mentioned that they vary tasks and tools, and they use grouping and ICT materials to deal with all the types of pupils. Additionally, question (04) aims at exploring the effect of differentiated instruction technique on the productive skills, by asking whether it pays-back in speaking and writing skills. All teachers replied by yes, and two of them added that whenever a teacher knows how to apply differentiation technique and he could control the classroom, this technique will have a positive effect on the productive skills improvement. In the next question (question 05), the researcher wanted to know the way of teachers in measuring the learners' enhancement in speaking and writing skills by asking about the types of assessment used. Thereby, all interviewees provided the same answer which was using both types (summative and formative assessments). The answers have proved that through the formative assessment they can recognize better whether their pupils have good language or not, for this reason they rely more on this type of assessment. While the summative one is for the final exams. Besides, in the sixth question, educators were asked about pupils' attitude towards differentiation technique, the answers were all positive. They mentioned that their learners become comfortable, receptive, trustful, self-confident and integrated.

Moreover, in questions (07) and (08) we wanted to check in case teachers did not use differentiation technique, which technique they would like to follow. All the answers were: forming groups, doing role plays, games and using ICT materials. This means, they do not know that in both cases they are actually applying differentiated instruction technique without

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recognizing its name. However, they just do not apply their techniques according to pupils' differences. Moving to question (09) where the participants were asked about pupils' feedback regarding their techniques, in case differentiation technique was not used. However, the answers were not satisfying, only one of them who said that it was positive. Besides, one of the participants thought that he answered the same question by saying: "*already answered*". While, one teacher have claimed that her pupils participate while doing tasks, and the other one said that she did not create the techniques and she only adopted it. More clearly, teachers did not try to know the pupils' opinions concerning their techniques. They rely only on what they observe in terms of pupils' participation, as they think that marks and pupils' interaction are sufficient to reveal whether their techniques are effective or not. At the end, we wanted to know the participants' opinions, which were all positive, about differentiation technique. The participants said that differentiation is quite tiring in terms of preparation; but it is helpful in pupils' learning enhancement. Besides, they added that it motivates pupils and make them involved in the classroom, and even shy pupils start participating.

3.1.3.1. Discussion of Interview Results

The teachers' answers in the interview confirmed what they have said in the questionnaire concerning the strategies used; as they said that they take into account the pupils' differences and needs. Additionally, the answers were sufficient to get the final results. When it comes to pupils' attitude it was very satisfying when it was confirmed that differentiated instruction technique makes pupils active and motivated in the classroom.

More importantly, is that all teachers acknowledged that differentiated instruction technique has positive effect on the improvement of speaking and writing skills. Besides, the final results validate the hypothesis which was about the effectiveness of differentiation technique on productive skills improvement.

3.2. Interpretation of Results

Thoroughly, the results have shown that differentiated instruction technique exists in our schools without having an idea about its exact name. Hence, from the analysis of both classroom observation and questionnaire, it was noticed that young teachers, aged between 24 to 40 years old, are more aware of the use of the new techniques like differentiation technique. On the other hand, the use of materials was not for pupils' needs and differences, but, it was used to do not make them bored. For example, while observing participants, one of

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them did not have the materials needed to do the lesson, she continued the course without the data show. When she was asked, she said that she just wanted to use videos to avoid learners from being bored. As well, in classroom observation, another teacher claimed that he does not rely on the pupils differences while in differentiation. The participant added that he differentiates according to the skills they deal with. As some participants claimed in the interview and questionnaire, that it is not easy for them to deal with all the types of pupils; because, it consumes time and energy.

Furthermore, it was revealed that differentiated instruction technique has a strong effect on the pupils' improvement in speaking and writing through the feedback received from pupils. However, pupils' interest should be raised in order to enhance their language production. More clearly, the use of different materials and methods is not sufficient to improve pupils' productive skills. Pupils need to be motivated to like English language as a subject in schools. As well, they need extra sessions of writing and speaking, where they become allowed to use the language.

3.3.Recommendations

After discussing the findings, it was revealed that there are some challenges teachers and pupils are facing while using differentiation technique. For this reason, some solutions are recommended to resolve the problems.

3.3.1. Modifying the Syllabus

Many teachers argued that they cannot differentiate the syllabus, and they prefer to work with it as it is. In fact, in the new approach, making some changes in the program will not affect the lessons' content or the learning progress. We suggest asking pupils about their needs and try to know their different types, during the first sessions, through tests, short questionnaires and others. After that, it is recommended to scan the syllabus and try to keep and replace the extra activities with what pupils need to learn. On the other hand, teachers can inquire their pupils about their weaknesses in some skills or difficulties in particular lessons, then, they try to include them in the syllabus.

3.3.2. Engaging Pupils in Productive Skills

As it was noticed, pupils were not able to speak fluently and write correctly, because of the lack of writing and oral sessions. Since teachers are limited by time and program and they

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cannot add extra hours for productive sessions, they can ask their pupils to provide them with feedback concerning the course or the difficulties they faced, in a written form or orally, after each session. As well, while doing presentations, they allow their pupils to ask their classmates and discuss their topics to enhance their speaking.

3.3.3. Involving Pupils in Topic Choice

When a pupil becomes obliged to write or speak about a topic in which he is not interested, he will not be able to express good ideas. For this reason, it is recommended to let pupils choose topics in oral or writing expressions to share their thoughts.

3.3.4. Making Pupils More Involved

As it was observed, pupils were not interested in English which was not helpful to them to achieve a progress in the language production. In this case, teachers must play an important role to create a safe learning environment, and to make pupils interested and involved. Educators have to know how to treat pupils. More specifically, an educator has to try to be a psychologist before a teacher, he has to integrate the psychological support in teaching especially during the first sessions to motivate his pupils and prepare them for the next trimesters. Hence, a teacher should be friendly with his pupils, and he introduces some humor to make his pupils engaged in learning. As this way the proportion of pupils' interest in English language may increase.

3.4. Limitations of The Study

During this scientific research, some challenges were encountered while collecting the data. It was difficult for the investigator to find a school where he can conduct his study; because, there were some teachers who did not feel comfortable to be observed by a learner. After that, all schools, especially secondary schools in Mostaganem, were closed because of Covid19. As a result, it was needed to collect the data left for the study by using online forms of both questionnaire and interview. However, most teachers either they did not approve to participate or they gave incomplete answers.

3.5. Conclusion

Through this chapter, we could answer the research questions and prove our hypotheses through the analysis and discussion of the findings. Thereby, it was needed to

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provide some suggestions and recommendations concerning the topic. Eventually, it was highlighted the different obstacles and shortcomings that were encountered during data collection, where it was difficult to find participants to contribute in the present study because of the severe conditions that were witnessed in the country. As well, it was needed to rely on online forms to gather the data.

General Conclusion

General Conclusion

In teaching and learning process, especially in teaching English as a foreign language, pupils become the core elements in the classroom. They are highly required to be active and to use the language. However, it was noticed that pupils are still passive with poor English especially in secondary schools because of teachers' traditional techniques. In order to enhance pupils' language and help them to achieve their learning goals, new approaches and techniques became used, and among them the differentiated instruction technique. Some researchers and educators have proved that differentiation technique has contributed to pupils' language production improvement. This technique constructs the pupils' capacities in language learning, as it allows them to produce the language in classrooms.

The research was conducted under three objectives. The principle aim of the study was to investigate the effectiveness of differentiation technique on productive skills improvement. More particularly, the research focused on discovering the existence of this new technique in secondary schools in Mostaganem, and the extent of pupils' engagement in learning under differentiation technique. Besides, the study aimed at drawing teachers' attention to the value of teaching methods diversity.

As it was mentioned previously, the research was composed of three chapters. The first chapter presented the investigators and scholars' definitions regarding the research topic. This chapter was divided into three parts: the first one includes definitions of teaching English as a foreign language (TEFL) and EFL teaching skills that were provided by different scholars. Then, it was provided different types of EFL teaching skills and the relation between them. Also, this part focused on defining the productive skills and presenting their strategies. Furthermore, the second part was devoted for language teaching approaches, where the traditional and the modern approaches were defined and compared. After that, in this part we moved to the main new approach which was CBA, in which it is integrated the new technique: differentiation technique. Eventually, the last part gave information needed to have an idea about the new technique in terms of: main elements of differentiation, strategies and its advantages and disadvantages.

Regarding the way in which the study was conducted, it was described in the second chapter. It was started by presenting the research problem and objectives, to move to participants who included teachers and pupils from different secondary schools of

General Conclusion

Mostaganem. After that, a mixed methods approach was adopted to collect quantitative and qualitative data. This approach was composed of three tools: classroom observation, questionnaire and interview. First, we started by conducting classroom observation to explore the existence of differentiated instruction technique, and the way in which it is applied by teachers. Later on, a questionnaire was submitted online for teachers from different high schools in Mostaganem, in order to obtain more data concerning the existence of differentiation strategies in teaching productive skills. At the end of the work, it was preferable to conduct an online interview with teachers, in order to explore differentiation effectiveness on learners' language production.

Finally, it was needed to analyze and discuss the findings. The researcher started by analyzing and interpreting the data gathered from the classroom observation. Then, the investigator has chosen the most important answers from teachers' questionnaire and interview by illustrating expository figures. At the end, the researcher presented general discussion of the findings followed by some suggestions and recommendations regarding differentiation technique application, and limitations of the study.

After conducting this study, it was proved that differentiated instruction technique was present in our secondary schools without having an idea about its naming. Teachers claimed that they vary tasks and methods to deal with a diversity of pupils with different needs, since they use group work to increase pupils' interaction proportion. As well, it was discovered that this technique had a positive effect on pupils' enhancement in language production; meanwhile, it was a tiring job for teachers. Besides, participants acknowledged that their students became involved in learning under their techniques. They added that their pupils became able to express their thoughts when they could become active in the classroom. Furthermore, it was revealed that pupils' desire for participation has increased; however, language production was not well improved with some pupils. The reason behind this problem was the absence of pupils' motivation in English language, and the lack of productive skills sessions. For this reason some suggestions and recommendations were proposed to resolve this problem.

Hence, the previously mentioned hypotheses have been confirmed. In which, we assumed that teachers who use differentiation technique are likely to plan their lessons and tasks according their students' differences. It was also postulated that if pupils' needs and

General Conclusion

preferences were taken into consideration, the use of this technique can lead to more effective improvement of learners' productive skills.

Ultimately, this research was an attempt to raise teachers' awareness concerning the importance of differentiated instruction technique; because, it helps in increasing pupils' self-esteem and confidence. We hope that our research raises the teachers' attention to the significance of this new technique, and they try to look for other methods to make learners more engaged and improved in English language productive skills.

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Appendices

Appendix (01)

Observation form

Elements of Differentiation	The way of The teacher in Differentiation
Content (methods used by teachers)	
Process (exercises & practices performed by students)	
Product (tests and projects completed by students)	
Learning Environment	

Appendix (02)

	Classroom practice	Interaction Frequency				
1.	During the task, the pupils were arranged in:	a-Group work	b-Pair work	c-Individual work	Other:	
2.	During teaching , the tools used in the classroom	a-Using projector	b-audio records	c-teacher's voice	Other tools:	
3.	The type of activities done in class:	a-Role play	b-drawing	c-writing	d-Doing experiments	e-Doing presentations
4.	The degree of participation:	a-Whole class	b-almost all pupils	c-half the class	d- just a minority	d-no participation
5.	The use of the mother tongue by pupils in classroom interaction	a-Always	b-sometimes	c-rarely	d-never	
6.	How well pupils understood teacher's instructions	a-most of the time	b-sometimes	c-rarely	d-never	Other:
7.	The pupils were individually assisted and supported while doing a writing activity.	a-Yes	b-No	c-somehow	d-not at all	Other:
8.	The activities are authentic and related to real life situations.	a-Yes, related	b-Not related	c-partially	Other :.....	
9.	The degree of teachers help and support while instructing pupils.	a-Yes, to a large extent	b-just enough	c-little help	d-No support	Other
10.	The degree of teachers' help when the students are speaking	a-Yes, to a large extent	b- Just enough	c-little help	d- No support	Other.....

Appendix (03)

Teachers' Questionnaire

This questionnaire is conducted in order to see if there is a new technique that is used in teaching, especially in teaching writing and speaking skills, and how it is used in the classroom. Your cooperation is important and highly recommended. The information you provide will be strictly confidential and used only for the purpose of this study.

Section One: Personal Details

Please tick the right box (es):

- 1- Gender : Male Female
- 2- Age : 24-30 years old 30-40 years old 40-50years old

Section Two: the use of a new technique

1- Do you find that your students have different learning abilities?

- Yes, of course Yes, they may have I don't know

2- To what extent do you differentiate your way of teaching according to your learners' different levels and needs?

.....
.....
.....

3- Your differentiation involves which of the following :

- a. Textbook
- b. Syllabus
- c. Teaching techniques
- d. Tasks

Other:.....
.....
.....

4- Do you organize your class in different grouping?

- Always Sometimes Never

- If yes, which one of the following do you use? Please , indicate the learning purpose of your choice :

- a. Individual work
- b. Pair work
- c. Team work

Other:.....
.....
.....

Section three: Techniques used in teaching productive skills

A. Speaking :

1- What are the strategies that you use in teaching speaking skill?

.....
.....
.....

2- Do you use videos and audiovisual materials in teaching the speaking skill?

Most of the time Sometimes Never

3- Do your students interact with these materials?

Yes, all of them the majority Few of them None of them

B. Writing :

1- What are the strategies that you use in teaching writing skill?

.....
.....
.....

2- Do you ask them to write from time to time?

Yes, most of the time Rarely Never

3- Do you let them choose topics of their writings?

Most of the time rarely only in tests and Exams No, I don't

4- Do you give importance to your students' creativity in writing?

Yes, of course Yes, somehow No, I don't

If No, why?

.....
.....
.....

Section Four: Teacher and students' relationship:

1- Does your technique help your students to interact with you in the classroom?

Yes No

2- Did you receive any feedback from your learners concerning your technique?

Yes No

If yes, how was their feedback?

.....

Thank you for your cooperation

Appendix (04)

Teachers' Interview

This interview is delivered online to investigate a relatively new technique in teaching. It is called Differentiated Instruction, in which teachers try to teach according to different abilities and needs of learners. The purpose is to know how this technique is implemented in teaching productive skills (speaking & writing) and whether it is effective. Your information will remain confidential.

1. What pedagogy elements do you consider when planning lessons to your learners with different abilities and needs? Is the mentioned method among them?
2. Do you use some specific ways according to your pupils' levels? Or do you use the same technique with all the categories? Could you name it, please?
3. What procedures or strategies do you adopt to realize a differentiated instruction to those different learners?
4. Does the use of differentiated instruction pay-back in the productive skills like speaking and writing?
5. How do you measure the difference of the pupils' enhancement in the productive skills? Is it through formative assessment, or summative one or both? Please, explain how?
6. How was the pupils' attitude towards this way of teaching?
7. If you do not use any specific technique, have you thought of other ways to help your pupils improve their speaking and writing skills?
8. (If yes,) What are the ways that you have thought about?
9. How was the feedback of your pupils about "your" technique?
10. What is your opinion about diversity of differentiated instruction as a teaching technique?

Thank you for your cooperation