

# PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

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## **Improving English Language Performance Through the Use of Differentiated Instructions: Case of Arab Ibrahim Middle School in Ain Temouchent**

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*Master's Degree in Didactics and Applied Languages*

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## **Dedications**

I would like to dedicate this work to my darling and beautiful mother, to the woman who always made me keep on going and succeed with my studies; I hope you are proud of me. To my father, the greatest, most loving, and wisest father, your guidance and wisdom have been invaluable throughout my life. I hope you will be proud of me.

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## **Abstract**

Differentiated instruction approach recognizes and embraces the diversity of students in the classroom. It acknowledges that learners have different strengths, weaknesses, and preferences, Instead of using traditional methods; differentiated instruction offers a variety of strategies, materials, and assessments to engage and challenge students at their own level. This study examines the effectiveness of differentiated instruction in enhancing student engagement, academic achievement, and overall learning outcomes; it conducted as a case study with sixty-six pupils and one teacher from a middle school in Ain Temouchent city. Data collection was based on three research instruments, classroom observation, questionnaire administered to pupils and interview conducted for one teacher. The data collected from these instruments were analyzed quantitatively and qualitatively. Results indicate that personalized instructional approaches significantly improve student engagement and performance. Integrating various activities like group work, games, and multimedia resources create a dynamic and interactive classroom atmosphere. These findings provide empirical evidence supporting adaptive teaching methods and underscore the need for flexible teaching practices to accommodate diverse learning styles, thereby informing curriculum development and improving language teaching programs.

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# List of Acronyms

**DI:** Differentiated Instruction

**UK:** United Kingdom

**ICT:** Information and Communication Technology

**EFL:** English as a Foreign Language

# **General Introduction**

## **General Introduction**

At the start of every academic year, primary educators encounter a group of learners in their classrooms, while these learners might belong to the identical level, their proficiencies and capacities exhibit considerable diversity. To cater to the requirements of each student, a lot of educators adopt the pedagogical approach of differentiated instruction. What is more, teaching techniques is highly regarded, Educators' efforts to incorporate beneficial methods are frequently impeded by the assortment of student attributes, including diverse preferences, readiness levels and learning abilities.

Recently, numerous educators have recognized differentiated instruction as an approach to support a greater number of students in varied classroom environments to achieve positive outcomes, they became more responsible and well-prepared to accommodate these variations and adapt their curriculum to address the individual needs of each student. This ensures that every student has an equal opportunity to succeed academically. Therefore, the core objective of the researchers is to assess teachers' and students' perspectives and experiences regarding the integration of differentiated instruction in English language teaching.

In addition, this research sheds light into the utilization of diverse teaching strategies by educators. Thus, it is essential for future investigations to comprehend its scope of influence on students towards English language teaching and learning, in addition to their academic performance. This research seeks to explore the below research questions:

- 1) How do differentiated instructions improve academic performance and outcomes for EFL Classes?
- 2) What are the challenges faced by teachers in implementing differentiated instructions?

In order to achieve favorable results regarding the topic we hypothesize:

1) The use of differentiated instructions in EFL Classes may help to improve language acquisition, increase students' participation and enhance critical thinking skills.

2) Teachers may face challenges in implementing differentiated instructions due to factors such as lack of professional development opportunities, need for additional planning time, and difficulty in adopting materials to different learning styles.

Accordingly, this dissertation is divided into three interrelated chapters; the first chapter is Theoretical Background provides a comprehensive review of the existing literature on differentiated instruction, including its instructional strategies, and best practices that make this approach so effective. The second chapter, however, outlines the research design, data collection methods, and analysis techniques used to investigate the impact of differentiated instruction on student learning performance. Based on the findings from our research, the third chapter presents a detailed analysis of the data collected and offers practical recommendations for educators on implementing differentiated instruction effectively.

# **Chapter One**

## **Literature Review**

## 1.1 Introduction

The current chapter presents the literature that reviews the impact of differentiated instruction on academic performance in English language classes. It starts first by a historical overview, in which we discuss the evolution of differentiated instruction in the field of education and differentiated instruction model. Subsequently, it provides a definition of differentiated instruction. The review also highlights the methods that have been used to differentiate instruction in particular in addition to various strategies of differentiated instruction including compacting curriculum, flexible grouping, tiered assignment and assessment, and peer tutoring. It also explores the benefits of differentiated instruction for both teachers and students. Finally, the study discusses the numerous challenges that teachers encounter while implementing differentiated instruction.

## 1.2. Key Terms of Differentiated Instruction

In this dissertation, we explore the topic of differentiated instruction and its associated terms and concepts. It is important to establish a clear understanding of these terms to ensure a comprehensive analysis of the subject matter. Throughout this study, we define and explain key terms such as readiness, interest, learning profiles, differentiation, bloom's taxonomy, finally homogeneous and heterogeneous grouping. By providing these definitions upfront, we aim to provide a solid foundation for readers to engage with the research and grasp the significance of these concepts.

- **Readiness:** Student readiness refers to their current level of understanding or skill development in a particular topic (Tomlinson, 1999b). To differentiate instruction based on readiness, educators need to evaluate students' prior knowledge and identify what they already know and where they stand in their learning (Ibid, 2001).

- **Interest:** A student's interest involves their natural curiosity and preferred topics, whether specific or broad (Tomlinson, 1999b). Interest refers to the topics, themes, or formats that engage students, fostering motivation and relevance in their learning experiences.
- **Learning profiles:** A learning profile represents the diverse set of preferences and approaches that learners employ when interacting with content, process, and product. This includes a range of factors including preferred modes of intelligence, learning styles, as well as cultural and gender differences.
- **Differentiation:** Differentiation entails adapting instruction to accommodate the diverse learning requirements of all students by adjusting and customizing materials, content, student tasks, and assessments (De Jesus, 2012). It is an instructional strategy aimed at enabling teachers to establish and utilize various pathways for students to grasp the material being taught (Tomlinson & Imbeau, 2012).
- **Bloom's taxonomy:** Developed by Benjamin Bloom (1956), serves as a classification system for cognitive processes. The model offers educators a structured approach to develop lesson plans that progressively elevate students' thinking from basic to sophisticated levels. This progression is delineated through a skill hierarchy, starting from basic knowledge and advancing through understanding, implementation, analysis, combination, and assessment.
- **Homogeneous and heterogeneous groupings:** Homogeneous groupings involve organizing students who possess similar characteristics or abilities into the same group, while heterogeneous groupings, also referred as mixed-ability groupings, involve bringing together students with diverse skill levels or abilities to work together in the classroom.

### 1.3. The History of Differentiated Instructions

The history of differentiation is actually a history of the development of education generally because the rules of differentiation are sustained discoveries approved by professionals from various domains related to education such as philosophy, pedagogy, psychology, biology, and sociology.

Differentiated instruction started as a response to traditional education which neglects the subjectivity of students, the deficiencies of the classroom system and the necessity to nurture talents in evolving times originated from a reflection on traditional education (Yang & Yuan, 2021). In the early days of public education, children of various ages and grades were taught together in one-room schoolhouses, under the instruction of a single teacher. Differentiation is initially implemented in this context by teachers in one-room schoolhouses “had to divide [his or her] time and energy between teaching young children who had never held a book and could not read or write and teaching older, more advanced students with little interest in what the young ones were doing” (Tomlinson, 2000, p. 1).

In this setting, Single educator was accountable for instructing pupils across various grades and skill levels. Singular space, solitary instructor, devoid of technology. In some small villages and other places around the world, the traditional model of one-room-schoolhouses is still found. There are still schools where the teacher has to teach different grades in a single classroom due to the low number of students.

Differentiated instruction originated first in the US. It emerged as a response to the recognition that traditional one-size-fits-all teaching methods were not effectively meeting the needs of all learners. The history of differentiated instruction in the American public school system has truly completed a full cycle since its initial implementation at the nation's inception. It starts with the obligatory need to adapt lessons for students in one-room

schoolhouses during the eighteenth and nineteenth centuries, then in the twentieth century there was a shift towards tracking and ability grouping, before returning to the use of differentiation as a way to accommodate the increasingly diverse student population of the twenty-first century. This philosophy has proven to be fundamental in the history of education.

The creation of the modern United States public education system occurred at the same time as the rise of the American industrial revolution. Afterwards, "The first major transformation in the common public school system since its inception took place during the Progressive period (1890-1920). In the late 19th century, the U.S. economy shifted from a manufacturing to an industrial economy" (Emery, 2007, p. 27) The traditional format of common schools transitioned from small-room educational buildings to larger, multi-room establishments qualified for embracing a larger number of students due to the increasing need for larger facilities. Simultaneously, students began to be separated based on their age and grade level.

The way students were taught in one-room schoolhouses back in the 1700s and 1800s was quite distinct from the methods employed in modern-day-classrooms. At that time the majority of public school students were white and from middle-class backgrounds, making the group relatively homogeneous. Although it remained crucial to adapt teaching methods and differentiate instruction, the primary determinant was the age of the students rather than diverse backgrounds. "As populations grew, and as the separation of children into age groups became commonplace, there were grades where children 'belonged.' After grades were established, children were further divided into schools K-8 and 9-12; groups became K-3, 4-5, 6-8, and high schools, making it more difficult to provide for a fifth-grader eighth-grade classes that were housed across town in a middle school" (Corn, 1999, p. 1). The increase of European migrants at the end of the twentieth century brought further complexities to the concepts of differentiation in education.

As globalization continues to progress, Educational exchanges between countries have grown increasingly common, and there is tendency toward the alignment of educational ideas (Tang, T. H. ,&Song, L. 2020). Following the rise of differentiated teaching in the US, Western developed nations like the UK, Italy, also successively carried out corresponding research, and gradually carried out corresponding research in Asian countries namely South Korea, China. Additionally, African countries like Congo. Furthermore, Australia and other countries have adopted criteria for differentiated teaching to encourage educators to implement differentiated teaching approaches.

Lastly, the idea of differentiated instruction is fully developed. The notion of differentiated instruction started to take distinct form in the book authored by Tomlinson. In her book (Differentiating Instruction for Advanced Learners in the Mixed-Ability Middle School Classroom, 1995), she elucidated the core principles, defining features, and practical applications of this instructional method. Tomlinson's study on differentiated instruction focuses on adapting teaching methods to meet the needs of every learner within a classroom setting.

Differentiation in modern-day classrooms is demanding not just because of the increasing variety among students at unmatched grades, but also due to the stress experienced by students, educators, and administrators to achieve.

“New academic standards, state tests, and accountability requirements represent an effort to ensure that all students are given access to a rigorous curriculum”(Hallinan, 2004, p. 3). The implementation of new academic standards, state tests, and accountability requirements reflects a concerted effort to ensure that all students have access to a rigorous curriculum. These measures aim to establish clear benchmarks for student achievement and hold schools accountable for providing high-quality education. Academic standards outline what students

are expected to know and be able to do at each grade level, providing a framework for curriculum development and instructional planning. State tests serve as a means to assess student progress and determine whether they are meeting these standards, providing valuable feedback for educators and policymakers. Accountability requirements, which may include consequences for schools that consistently underperform, are intended to incentivize schools to improve student outcomes and address disparities in educational opportunities.

#### **1.4. Definition of Differentiated Instruction**

Differentiated Instruction is an approach to teaching designed to suit the unique needs and learners' different conditions (Chen & Chen, 2018). Differentiated instruction is a teaching and learning strategy that addresses the diverse abilities of students within a single classroom. Teachers, taking into account their learners' individual readiness, interests, and learning profiles, have the flexibility to modify different aspects of the curriculum, such as content, process, product, and the learning environment. It begins with the analysis of students' needs and understanding the unique characteristics of each student, as highlighted by Tomlinson, C. A., & Imbeau, M. B. (2010).

Besides, to differentiate instruction means acknowledging the different knowledge, readiness, language, learning preferences, and interests of students it react responsively.

According to Tomlinson (2014), DI is based on the principle that teaching methods should be flexible and curriculum adjusted to accommodate the varied requirements of each student within classrooms. This approach emphasizes the importance of recognizing and valuing the unique strengths, interests, and learning styles of each student. By acknowledging that students learn at different paces and through different modalities, DI encourages teachers to create a learning environment where every student can thrive. It involves tailoring instruction, activities, and assessments to meet students at their individual readiness levels, ensuring that

they are appropriately challenged and supported. Through DI, educators aim to foster a culture of inclusivity and empowerment, where every student feels valued and has the opportunity to succeed.

Pham (2011) states that differentiated instruction enables students to grasp knowledge and comprehend concepts in their most effective and preferred manner. The main objective of differentiated instruction assesses students' readiness levels to promote education for academic success. Teachers may choose direct teaching for low-achieving children and may need extra support whereas self-directed or autonomous learning are more suitable for high-achieving kids.

Differentiated instruction is a versatile instructional approach with the potential to significantly enhance learning outcomes by equipping teachers with the means to effectively cater to a diverse range of students in today's classroom settings. This method acknowledges that students come with varying abilities, backgrounds, and learning styles, and aims to address these differences by providing customized instruction. By offering a variety of learning experiences, materials, and assessments, teachers can meet the individual needs of each student, ensuring that every learner is appropriately challenged and supported. Differentiated instruction encourages educators to be flexible and responsive, adapting their teaching strategies and curriculum to accommodate the diverse needs of their students rather than expecting them to conform to a one-size-fits-all approach.

### 1.5. Model of Differentiated Instruction

Differentiated instruction has been described in various ways as teaching and learning that are student-centered. According to Tomlinson (2000), differentiation involves a teacher who takes into account the individual learning needs of each student when planning lessons ensuring all students have opportunities for success. By recognizing the diversity within the classroom, differentiated instruction identifies individual learners as unique therefore teachers can provide various learning opportunities. It is not only a pedagogical approach, but also encompasses organizing the learning environment to support students' personal growth; it is an approach that aims towards their personal outcome.

The principles of differentiated instruction have been thoroughly refined through empirical research conducted by Tomlinson (1999) and a team of researchers including Brighton, Hertberg, Callahan, Moon, Brimijoin, and Reynolds (2003). Tomlinson based on the review of differentiation literature. it is evident that learner differences( i.e . readiness , interests , learning profile) have a significant impact on how the pedagogical component ( i.e content , process , product ) are planned, when learner differences align with the pedagogical components, it results in enhanced student participation throughout the learning process.

Tomlinson (2014) further emphasizes the importance of applying core classroom principles to meet students' diverse learning needs. Teachers should create respectful tasks, employing flexible grouping strategies, and continuously assessing and adapting instruction.

For successful differentiation, teachers need a comprehensive understanding of their students' readiness levels, interests, and learning profiles. Teachers must be familiar with each student in the classroom on a personal level. Teachers must comprehend how each student in the classroom processes and participates in activities according to their individual needs, ensuring that understanding and meaningful learning occur for every student. As such,

through the means of various modalities, teachers should utilize range of instructional techniques to engage students, which involve a using different methods rates and level of complexity.

### **1.6. Differentiated Instruction and Assessment**

Differentiated instruction is essential in the area of assessment. According to Popham "Educational assessment is a deliberate effort to determine a student's status regarding such variables as the student's knowledge, skills, or attitudes"(2008, p.7)

This indicates that assessments are designed to gather information about what students know, what they can do, and their attitudes towards learning. It emphasizes that assessments are intentional efforts to collect data that can inform teaching and learning practices. By assessing students' knowledge, skills, and attitudes, educators can gain insights into their strengths and areas for improvement, allowing them to tailor instruction to better meet the needs of each student.

A teacher may employ various assessment tools to assist in differentiating instruction. Basically, there are two primary types of assessment, each serving a unique purpose and occurring at different stages of the learning process: Formative assessment occurs continuously throughout the learning process, both before and during, while summative assessment is conducted at the end of significant learning segments or the entire process.

According to Popham, formative assessment is a procedure that "involves the gathering and analysis of assessment-elicited evidence for the purpose of determining when and how to adjust instructional activities or learning tactics in order to achieve learning goals"(2011, p.14)

The formative assessment is not just about evaluating students' performance, but also about using that information to make timely adjustments to teaching methods and tactics. The goal is to ensure that students are progressing toward their learning objectives effectively. By regularly assessing student understanding and adjusting instruction accordingly, teachers can provide targeted support and intervention to help students achieve success. Formative assessment thus serves as a feedback loop that informs and guides teaching practices throughout the learning process.

Pre-assessment, a form of formative assessment, takes place prior to beginning a unit of study. Regardless of whether they are formal or informal, pre-assessments are not graded. They serve purely diagnostic purposes; focus on diagnosing students' needs. The ultimate goal of pre- and formative assessment is to enhance learning outcomes for students. Utilizing formative assessment effectively is essential for teachers to gauge student readiness throughout the educational year. Moreover, Summative assessment is another type of assessment, it is the assessment that takes place at the conclusion of the learning process, and it is usually graded. It aims to gauge a student's mastery of the unit's knowledge, understanding, and skills. Wiggins and McTighe (2011) suggest that summative assessments should be designed prior to instruction.

Assessment serves as a powerful tool in education, allowing teachers to adapt curricula to meet the unique needs of each classroom. By collecting data on students' progress and understanding, teachers can personalize instruction to address areas of strength and areas needing improvement. When assessment is combined with differentiation, it takes the next step in adapting curricula to meet individual learner needs. Differentiated instruction involves adjusting teaching methods, content, and activities to accommodate diverse learning styles, abilities, and interests. This approach ensures that all students receive instruction that is relevant and engaging, leading to improved learning outcomes. By integrating assessment and

differentiation, educators can create a more inclusive and supportive learning environment where every student has the opportunity to succeed.

## **1.7. Methods to Differentiated Instruction**

Differentiated instruction is all about tailoring lessons to meet specific needs, interests, and learning styles of each student. Teachers adjust the following elements to create a more engaging and effective learning experience:

### **1.7.1. Content**

Content refers to what the teacher aims for her students to learn and the materials or methods used to achieve and finish the learning process. Differentiation of lesson content may occur based on students' existing knowledge. The teacher could vary the content and create activities for different student groups, focusing on specific aspects of knowledge and understanding from Bloom's Taxonomy, such as knowledge, comprehension, and application.

Mostly, the content is what the students need to learn and how they can access that information. When teachers approach this is by using Bloom's Taxonomy (A categorization of levels of cognitive activity ranging from basic to advanced thinking skills) and keep the different variables it talks about. When presenting the content, the teacher must consider the individual needs of each child. Every student is distinct and may possess varying learning styles, abilities, and interests.

### **1.7.2. Products**

Products are the methods by which students express and exhibit what they have learned during the lesson. It reflects student understanding and involves providing students with options about how they want to demonstrate their understanding of necessary learning (for

example, produce a puppet show, compose a letter, or create an explained diagram). To differentiate products teachers promote students to demonstrate their learning in diverse ways.

In differentiated instruction, "product" is the final outcome that demonstrates a student's mastery of the learned content. It is not just about presenting what they have understood; it is a way for students to showcase the result of the class. Hence, it also provides an opportunity for the teacher to plan future classes that address the needs and interests of every student in the class.

### **1.7.3. Process**

Process in differentiated instruction refers to the activities students engage in to grasp and master the content. The teacher manages these activities while considering the various learning styles and needs of all students in the class. The activities are designed to capture students' interest and encourage their participation. This approach aims to engage students and make the class more interactive based on their individual needs.

This method refers to the learning activities students engage in and help them develop and apply key skills to understand and master key concepts and information. On the whole, the instructional approach can be differentiated based on how students learn the lesson material, considering their individual learning styles and aligning with performance standards relevant to their different age groups. Here, educators can utilize the concept of Multiple Intelligences to offer diverse learning opportunities to all students within the classroom environment.

### **1.7.4. Learning Environment**

Learning environment is the fourth component in the differentiated instruction equation. It encompasses the atmosphere and ambiance of a classroom, which together create an inclusive

and engaging setting for students. Additionally it includes the physical layout of the classroom and the atmosphere established by the teacher to create a learning environment that encourages mutual support among students.

Learning environment includes both physical and psychological elements that are crucial for optimal learning. It is crucial to have an adaptable classroom setup that includes a variety of furniture and organizations to facilitate both individual and group work. From a psychological standpoint, teachers should prioritize classroom administration techniques that promote a secure and encouraging environment.

A differentiated learning environment fosters a safe and supportive atmosphere for learning. As well as helping students recognize that while some learners thrive by moving around others may do better sitting quietly

## **1.8. Strategies of Differentiated Instruction**

As classrooms become increasingly diverse, Differentiated instruction provides some effective strategies for educators to address the varying needs of their students, enable them to personalize learning experiences and ensure that every student has the chance to succeed.

### **1.8.1. Compacting Curriculum**

Is a differentiated instructional method which provides enrichment materials or opportunities to advanced students who are engaged and have already mastered the majority of the outcomes or objectives of an upcoming lesson.

Compacting curriculum involves evaluating a student's knowledge, skills, and attitudes and offering alternative activities for those who have already mastered the curriculum content.

To achieve this, educators employ methods such as pre-testing fundamental concepts or utilizing performance assessments. Based on their performance, Students who demonstrate their understanding can move to more advanced problem-solving activities, while those who need more instruction can receive targeted teaching. This will help teachers to know how well students can cope with the class work.

Compacting is also ideal for those students who may not engage in an activity knowing all the skills but are quick learners and may not need as much time on certain activities even if they enter an activity with some missing skills but who will need additional material to continue being engaged. These activities can be designed for self-directed learning or take on a mentoring role to help other students who are still working on the main activity.

### **1.8.2. Flexible Grouping**

Flexible grouping is a teaching approach that enables educators to organize students based on their unique needs rather than placing them into rigidly defined ability groups. This method allows teachers to employ a variety of grouping techniques, such as homogenous grouping, where students of similar skill levels work together, or heterogeneous groups that mix abilities and backgrounds for diverse perspectives are categorized together. Grouping strategies can be modified as required, depending on the student's advancement and requirements.

Flexible grouping generally ensures that students are consistently challenged at an appropriate level and prevents their readiness from being seen as fixed. Students should not be confined to a single static group for any subject, as their learning is likely to progress at different rates over time. Even learners who are exceptionally talented can benefit from flexible grouping as well. It gives them the opportunity to collaborate with peers who have similar intellectual abilities, while occasionally by placing them in different groups from time

to time they get experience being leaders and develop their skills even further. Peer-teaching is a powerful approach for team-work.

### **1.8.3. Tiered Assignments and Assessments**

According to Tomlinson (1995), tiered assignments represent a method employed by teachers in diverse classrooms to address individual student needs. Teachers offer different levels of activities adapted to students' prior knowledge, encouraging ongoing progress. Varied approaches are used by student groups to explore key concepts.

Williams (2002) provides the following explanation on her website: Tiered assignments entail providing tasks of similar content but varying complexity, depth, and abstraction, along with differing levels of scaffolding, support, or guidance. Students participate in activities of varying difficulty, all aimed at achieving the same fundamental understanding or goal. Tiered assignments are designed to cater primarily to variations in student readiness and performance levels, enabling students with the opportunity to strive toward a goal or objective at a level that builds upon their existing knowledge and fosters ongoing progress.

### **1.8.4. Peer Tutoring**

Peer-tutoring is a highly effective teaching approach that involves small groups of students, engaging in intense and focused instruction. It allows for active participation and immediate feedback from peers. In peer-tutoring groups, teachers match higher and lower performing learners into pairs, creating tutoring dyads. In this strategy student's work together in small groups, it is an active way that promotes active engagement and cooperation among students, enabling them to learn from their peers. According to Rohrbeck, Ginsburg-Block, Fantuzzo, & Miller (2003), peer tutoring is "systematic, peer-mediated teaching strategies".

Peer tutoring empowers teachers to cater to a diverse classroom of learners, to enhance learning outcomes across various ability levels and subjects (Cohen, Kulik & Kulik, 1982; Cook, Scruggs, Mastropieri, & Casto, 1985; Johnson, Maruyama, Nelson & Skon, 1981).

## **1.9. Benefits of Differentiated Instruction**

Differentiating instruction can be one of the most beneficial pedagogical techniques for teachers to integrate into their classrooms. It is important to acknowledge the significant benefits it offers for both teachers and students.

### **1.9.1 For Students**

Studies have shown that differentiated instruction is beneficial for students across various academic levels, including both high achievers and those facing learning challenges or disabilities. This approach tailors teaching methods and content to meet the diverse needs of students, ensuring that each individual receives instruction that is appropriate for their abilities and learning styles.

When teachers provide students with a range of learning options and strategies to learn the material, this change gets them more motivated and engaged in their own learning process. As a result, this increased engagement often leads to a significant reduction in classroom disciplinary issues. Moreover, incorporating differentiated instruction has been found to boost students' motivation, eagerness to learn calculus, and overall comprehension of the learning material.

Meeting the unique needs of all students during instruction is crucial for their success; differentiated instruction acknowledges and addresses each student's individual needs, creating a more personalized and impactful learning experience.

In particular, one of the most beautiful things education can provide for students is to create a strong sense of community and belonging among students. When teachers implement different instructions, they are able to cultivate this sense of collaboration and community by meeting students at their individual levels and providing them with diverse opportunities to connect and learn from each other.

Motivating low-achieving students is indeed one of the significant benefits of differentiated instruction. Chen & Chen (2018) discovered that learners who were treated with differentiated instruction often achieved higher scores compared to those who did not. Aftab (2016) contends that differentiated instruction plays a significant role in motivating students, particularly those with lower achievement levels in mixed ability classrooms, to actively engage in classroom discussions. It has been argued that when students are treated with different strategies based on their learning styles, they tend to attain higher scores (Tulbure, 2011).

### **1.9.2. For Teachers**

A differentiated teaching approach is one of the most effective instructional methods, allowing educators to evolve their teaching to match the diverse learning styles and abilities of their students. By implementing differentiation in instruction, educators can address specific skill areas, offering additional support or challenges as necessary; as a result it improves student outcomes. Using DI can support teachers in adapting their instructional approaches to accommodate the diverse needs in their classrooms.

Additionally, it enhances effective classroom management, through customizing instruction to manage the individual needs of every student, educators establish a more inclusive and supportive learning environment. This proactive approach helps mitigate behavioral issues and enhances student engagement, facilitating teachers in sustaining a positive and focused

classroom environment. Consequently, differentiated instruction emerges as a valuable tool for teachers in managing their classrooms effectively.

Furthermore, utilizing differentiated instruction allows teachers to effectively address the individual learning requirements of their students, promoting a sense of belonging and accomplishment within the classroom.

According to Tomlinson & Moon (2013), a strong teacher-student relationship is among the key advantages of differentiated learning. In a differentiated classroom, the welcoming and inclusive environment helps create a relaxed atmosphere that fosters positive teacher-student relationships. When students feel welcome and accepted, they can share insights with their teacher about their experiences, readiness, and learning profiles (Ginja& Chen, 2020). With this detail, the teacher has the flexibility to adapt their classroom design built on the students' backgrounds, readiness, and learning profiles.

### **1.10. Challenges of Differentiated Instruction**

While many educators acknowledge the benefits of differentiated instruction and responsive teaching for student learning, they often feel that it is feasible to implement this type in their classrooms (Tomlinson, 2005). Summarizing these challenges may also motivate future teachers to explore further experimentation to enjoy the advantages of differentiated instruction while encountering limited obstacles.

#### **1.10.1 Time Constraints**

The primary obstacle highlighted in previous research is time management, as Differentiated instruction has been noted to require a significant amount of time (Shareefa et al., 2019).

Teachers often face time constraints and feel overwhelmed. Developing different lesson plans, activities, and assessments for each student can be time-consuming. Implementing and evaluating a differentiated classroom, requires additional time and effort from teachers regardless of the effectiveness of the differentiated instruction planned and executed. Furthermore, evaluating each student in a large class poses a challenge for teachers (Danley & Williams, 2020).

Additionally, researchers have acknowledged that modifying and adjusting assessments with differentiated instruction, particularly considering students' readiness, is a time-consuming challenge for teachers. It requires assessing and understanding each student's individual strengths and weaknesses. Moreover, Students may need extra instruction and support to achieve a deeper understanding of the material, which contributes to the time-consuming nature of differentiated instruction. For instance, middle-grade students may require more advanced applications, leading to a longer learning process (Tomlinson, 2014).

### **1.10.2 Lack of Resources**

Lack of resources is the most common barrier for all teachers. The limited budget photocopying was the biggest challenge teachers faced which restricted their ability to create teaching materials that could enhance the implementation of differentiated instruction. These materials such as booklets, cue-cards, handouts and activity tasks were affected by budget constraint, sometimes teachers may struggle to find appropriate resources and materials to support differentiated instruction sometimes those resources are not readily available. It is important for teachers to have access to a variety of materials that can meet the diverse needs of their learners. This lack of resources may create a significant barrier to implementing effective differentiated learning strategies in the classroom.

When schools lack sufficient resources, it has a considerable impact on students' academic performance. Reduced resources may lead to decreasing enrollment, reducing satisfaction, and declining performance in subjects like technology. Furthermore, it can contribute to decreased test scores and heightened stress levels among students.

### **1.10.3 Class Size**

Another significant obstacle in implementing differentiated instruction is class size, encompassing both the quantity of learners within a class and the spatial limitations of the classroom environment (Shareefa et al., 2019).

Implementing differentiated instruction in the classroom can prove challenging, especially when dealing with larger class sizes.

Researchers have claimed that the implementation of differentiated instruction is ineffective due to the high number of students in the classroom (Aldossari, 2018). Consequently, when there are a lot of students in the class it is believed that differentiated instruction might struggle to meet the individual's space and intensity of each student effectively. Furthermore, the presence of a large number of students in a single classroom can hinder the teacher's ability to assist students at the same instant completely.

In a differentiated classroom, the teacher may need to actively circulate to provide support, particularly for hesitant and reserved students. When a classroom is crowded with students, it's hard for the teacher to move around in order to give each student the attention they deserve and help everyone because there's not enough space to move between desks. (Aftab, 2016)

Moreover, the greater the number of students in a class, the more likely there is to be a difference. Hence, to create an excellent differentiated classroom, the teacher should develop various strategies to address students spatially and pedagogically, as an effective

differentiated classroom should take into account each individual's learning environment and ensure equal engagement (Tomlinson, 2000; Tomlinson & Moon, 2013). Exploring practical strategies such as small-group activities, flexible grouping ...etc, can be helpful in overcoming these challenges and building a more comprehensive and successful learning experience for all students.

### **1.11 Conclusion**

In conclusion, the first chapter has dealt with a theoretical background of differentiated instruction. It reviews its historical roots, understanding how it has evolved over time. The current chapter presents the definition of differentiated instruction. Then, it discusses the models of differentiated instruction. Furthermore, It identifies a range of strategies, including flexible grouping, tiered assignments, which empower educators to address individual learning styles and preferences. After that, the chapter examines the methods of differentiated instruction.

Moreover, the present chapter sheds light on the importance of assessment in differentiated instruction. We explored assessment types, such as formative assessments and summative assessments, which allow teachers to gather meaningful data on student progress and adjust instruction accordingly.

The benefits of differentiated instruction became evident as we examined its impact on both students and teachers. Hence, the chapter ends with acknowledging the challenges that educators may encounter when implementing differentiated instruction. The upcoming chapter will explore the various methodologies employed to investigate and analyze the subject matter.

# **Chapter Two**

## **Research**

## **Methodology**

## **2.1 Introduction**

After an extensive literature review about the differentiated instruction. This second chapter is the practical part that discusses in detail the research methods used to conduct this study. It addresses the description of the sample (population), research methodology and the data collection tools which involve a questionnaire, an interview and classroom observation. The chapter ends by examining both validity and reliability. The current study attempts to discover the role of DI in meeting the unique learning needs of fourth year middle school students in English language classrooms which investigate how differentiated instruction can enhance English language skills among middle school students.

## **2.2 Research Approaches**

### **2.2.1 Qualitative Research**

Qualitative research involves methods like participant observation or case studies, aiming to generate narrative, descriptive representation of a particular environment or activity. Sociologists employing these methods often decline positivism and embrace a form of Interactionist sociology. Furthermore, "Qualitative methods are used to understand people's beliefs, experiences, attitudes, behavior, and interactions. It generates non-numerical data" (Pathak, Jena, & Kalra, 2013, p. 1). Qualitative investigation does not aim to establish cause and effect. It focuses instead on understanding meaning, interpretations, and motivations essentially delving into the "why". It usually involves limited participants' samples and employs methods such as interactive workshops, interviews, observation, historical documents, etc

Flick (2014) claimed that, "Qualitative research interested in analyzing subjective meaning or the social production of issues, events, or practices by collecting non-standardized data and analyzing texts and images rather than number and statistics."(p. 542). The Qualitative

research focuses on understanding subjective meanings or the social construction of phenomena by collecting non-standardized data and analyzing texts and images instead of relying on numerical data and statistics. In qualitative research, the emphasis is on exploring the complexities of human experiences, perspectives, and interactions, rather than quantifying them.

Qualitative data can be affected by the researcher's assumptions, biases, or interpretations while understanding and analyzing data could become more challenging or intricate. Berg and Lune (2012) emphasize that, "Qualitative research is a long hard road, with elusive data on one side and stringent requirements for analysis on the other."(p.4). In addition, it can be hard to generalize to large populations or contexts, as it may include a lot of data, codes, themes, or narratives.

Silverman (2010) argues that qualitative research approaches sometimes overlook contextual awareness, emphasizing interpretations and lived realities. For instance, the phenomenological approach aims to reveal, interpret, and comprehend participants' experiences. It focuses on understanding the inner world of participants who could neglect important socio-cultural, historical, or environmental factors that shape their experiences.

### **2.2.2 Quantitative Research**

Quantitative research is the process of gathering and examining numerical data to describe, predict, or manipulate variables of interest. This form of research helps in examining the informal connections between variables, forecasting, and extrapolating findings to broader communities. Quantitative research intends to evaluate a predetermined theory or hypothesis and ultimately determining its validity through the examination of results, either confirming or refuting it.

Quantitative data analysis is employed when researchers want to comprehend datasets across time in order to recognize patterns. This research method is commonly applied in various domains in both natural and social science: psychology, economy, sociology, biology and advertising. Moreover, Bryman (2012) defined quantitative research as, “A research strategy that emphasizes quantification in the collection and analysis of data...”(p.35). It means quantitative research involves quantifying aspects of investigation. This research method seeks to investigate the answers to the questions beginning with how many, how much, to what extent.

Creswell 1994 defined quantitative research as “an inquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers, and analyzed with statistical procedures, in order to determine whether the predictive generalizations of the theory hold true”(p.2). The research is driven by a theory with variables that can be tested; it emphasizes using measurable data, quantifying the information gathered about the social or human problem.

Another limitation of quantitative research as highlighted by Blaikie (2007), positivism cannot explain how social reality is formed and sustained, or how people analyze their actions and others. The positivism research paradigm neglects the general understanding of social occurrences. It also fails to achieve deeper implicit significance and explanations.

The quantitative research paradigm often neglects the experiences and outlooks of respondents, particularly within extremely controlled conditions. This is due to the lack of direct interaction between researchers and participants during data collection. Consequently, the method of attaining data becomes objective. In Gu’s (2015) study, 498 participants were involved in assessing linguistic skills through the distribution of test lets. This indicates that

the study has been incapable of prompting the participants' as there was no direct interaction between the researchers and the participants; they merely distributed the test results.

### **2.2.3 Mixed Methods**

Mixed methods research is a type of research that combines qualitative and quantitative approaches within a single study or a series of studies. It employs sequential, concurrent, or transformative designs to merge the data, results, or insights from both methodologies. Mixed methods research is frequently driven by the necessity to address complex or multifaceted research questions, improve the validity or credibility of the study, or complement and broaden its scope.

Mixed methods research can offer a wide range of benefits to researchers and practitioners aiming to achieve a more comprehensive and nuanced understanding of their research topic. It provides a richer and deeper dataset that can capture the diversity and complexity of the research phenomenon. This allows for triangulation or corroboration of data or results from various sources or methods, enhancing the validity and trustworthiness of the research.

Moreover, it facilitates the examination or explanation of findings from one approach through the data or results obtained from another approach, thus enriching the interpretation and comprehension of the research. Additionally, it can overcome the limitations or gaps of one approach by leveraging the strengths or advantages of another approach, thus enhancing the quality and rigor of the research.

Lastly, it can produce new or innovative insights or perspectives arising from the integration or synthesis of data or results from both approaches, thereby expanding the knowledge or contribution of the research.

## 2.3 Research Design

Research design refers to the strategic framework or structure employed to conduct a research investigation. It encompasses the overarching approach and specific techniques utilized for data collection and analysis. Essentially, the research design outlines the plan that the investigator will follow to explore the central research question, ensuring that the methodology is coherent and aligned with the study's objectives. This comprehensive blueprint not only guides the collection of relevant data but also informs the processes of analysis and interpretation. Similarly, in research design the researcher is thinking about the purpose of his study, who the participants will be, the resources he has and the methods he will use to gather and analyze data.

Overall, it ensures that the information collected is accurate and consistent. Furthermore, a good research design allows for the findings to be generalized beyond specific sample or context studied, increasing the relevance and applicability of the results. Consequently, the research design is a decisive component of the research proposal, as it delineates how the researcher intends to systematically address the main issue of the study, thereby providing a clear roadmap for the entire research endeavor.

### 2.3.1 Case Study

A case study according to Creswell is “an in-depth exploration of a bounded system (e.g. an activity, event, process, or individuals) based on extensive data collection” (Creswell, 2002, p. 485) .That is to say that a case study involves thoroughly examining a specific system or situation, It allows the researcher to collect data in order to gain a deep understanding of the case being studied. Additionally, this approach allows for a detailed and comprehensive analysis of the subject matter.

The present research is a case study of fourth-year pupils in Arab Ibrahim middle school, in the wilaya of Ain Temouchent, Algeria, with the aim of exploring how English language performance can be enhanced through the use of differentiated instruction. The case study approach allows for an in-depth investigation into the effectiveness of differentiated instruction methods tailored to the diverse learning needs of students within this specific educational context. By examining the implementation of differentiated instruction strategies, this study seeks to identify the impact on students' English language skills, including speaking, listening, reading, and writing. Through the analysis of student performance data, observation, questionnaire, and teacher interview, this research aims to provide insights into how differentiated instruction can be utilized to address the challenges of teaching English language in middle school settings and contribute to the improvement of student outcomes in this subject area.

#### **2.4 Sampling**

Sampling is a technique in statistics that involves selecting a predetermined number of observations from a larger population. This method allows researchers to efficiently study and analyze a representative subset of the overall population, thereby making it possible to draw informed conclusions about the larger group without the need to investigate every individual member. By focusing on a smaller, manageable portion of the population, sampling not only reduces the time and resources required for research but also enables more detailed and precise analysis.

The sample of this study consists of sixty six participants who are EFL pupils (males and females) from two classes, in addition to one teacher of English language. The selection of this sample was done through non-probability sampling, a method where participants are chosen in a non-random manner, which allows for a more targeted approach in gathering relevant data specific to the study's focus. The study was carried out in Arab Ibrahim middle

school in Ain Temouchent. This setting was instrumental in observing and understanding the instructions of EFL learning and teaching within a real-world classroom environment.

#### **2.4.1 Pupils' Profile**

The participants in the questionnaire were a diverse group of pupils both males and females, ranging in age from fourteen to sixteen years old who were selected without a particular manner.

The questionnaire was conducted at Arab Ibrahim middle school, they were studying during the academic year 2023/2024, and these pupils had been studying English as a foreign language for four years from first year to fourth year middle school.

#### **2.4.2 Teacher's Profile**

The designated teacher was one teacher from the same middle school; she was the only one who was concerned with the interview. Moreover, the teacher has thirty years of teaching experience, and she is highly experienced, that is why she is responsible for instructing all the fourth year students at the middle school.

The participant for this research was selected based on her extensive experience, outstanding qualifications, and profound understanding of the topic of differentiated instruction. Her significant background in the field, combined with her exceptional credentials, made her an ideal candidate for providing in-depth insights into the subject matter. Her expertise ensured that she could offer a nuanced perspective on the intricacies of differentiated instruction, contributing valuable knowledge and enhancing the overall quality of the research.

### **2.5 Data Collection Instruments**

In the current research, a triangulation method was employed to gather comprehensive data, ensuring a well-rounded understanding of the research topic. This method involves utilizing multiple sources of data, such as surveys, interviews, and observational studies, to examine

the subject from various perspectives. By integrating diverse data sources, triangulation enhances the validity and reliability of the research findings, as it allows for cross-verification and corroboration of information. This multi-faceted approach reduces the potential biases and limitations inherent in relying on a single data source, thereby providing a more robust and credible foundation for drawing conclusions. Overall, the use of triangulation in this research underscores the commitment to methodological rigor and thoroughness in exploring the research questions.

### **2.5.1 The Students' Questionnaire**

Firstly, a questionnaire was piloted to fourth-year pupils as a key research tool aimed at collecting data from participants. This questionnaire comprised a series of questions specifically designed to gather information efficiently and effectively from the students being surveyed. Recognizing the varied abilities and comprehension levels of fourth-year middle school students, the questionnaire featured a combination of closed-ended and open-ended questions. The majority of the questions were closed-ended, providing predefined response options to simplify the answering process for the students, who might otherwise find open-ended questions challenging.

However, to allow for some degree of creativity and personal expression, one open-ended question was included. This question offered students an opportunity to share their thoughts in a more unrestricted format. The overall design of the questionnaire prioritized simplicity and clarity, ensuring that the questions were straightforward and easy to understand. This consideration was particularly important given the potential difficulties students at this educational level might have with more complex or abstract queries. Thus, the careful construction of the questionnaire aimed to balance the need for structured data collection with the opportunity for students to express themselves, facilitating a comprehensive and accessible means of gathering valuable insights from the fourth-year pupils.

### **2.5.2 The Teacher's Interview**

For the interview we conducted with the teacher, we prepared a set of nine questions. The majority of these questions were open-ended, which allowed the teacher to provide detailed answers and share their insights. By using open-ended questions, we aimed to encourage the teacher to elaborate and provide more information. It was a great way to gather in-depth responses and gain a deeper understanding of their perspectives.

The interview was conducted with the teacher right in their classroom. By conducting the interview in their natural environment, it provided a familiar and comfortable setting for the teacher to share their thoughts and experiences. This allowed for a more authentic and insightful conversation.

### **2.5.3 Classroom Observation**

The primary approach employed to gather data for this research was classroom observation. We conducted this by attending four sessions with two different classes taught by the same teacher, dedicating one hour to each session.

During these observations, we closely observed the students' behaviors, interactions, and levels of engagement with differentiated instruction. This allowed us to gather valuable insights into their learning experiences and the overall dynamics within the classroom. To systematically document our findings, we utilized a grid to categorize various criteria alongside detailed written notes. This structured method enabled us to capture comprehensive data, providing a nuanced understanding of the classroom environment and the effectiveness of differentiated instruction practices.

## 2.6 Data Analysis

The mixed methods research design involves utilizing both quantitative and qualitative research approaches in a single study to gain a comprehensive understanding of a research problem.

The mixed method approach is employed when a single research approach (either qualitative or quantitative) is inadequate to tackle the research problem or provide answers to the research questions.

By combining qualitative and quantitative data, a mixed methods approach allows researchers to gain a more comprehensive understanding of the research topic. It provides a deeper insight into the phenomenon being studied. Moreover, using multiple methods help to validate and corroborate findings by triangulating data from different sources; researchers can enhance the credibility and reliability of their results.

Besides, qualitative research focuses on exploring and understanding complex phenomena, it often uses methods such as interviews, observations, and analysis of textual data.

On the other hand, quantitative research involves collecting and analyzing numerical data to examine patterns, relationships, and trends. It often utilizes statistical methods to draw conclusions and make generalizations about a larger population.

In the present research, a triangulation approach was used, by combining different methods namely a questionnaire, interview, and classroom observation. For the questionnaire, the quantitative method was chosen in order to gather data from a larger sample of participants, it allowed the researchers to collect data efficiently and analyze it statistically. In addition to that, the qualitative method was fitted the current research for both interview and classroom observation.

As for the interview, we were able to obtain qualitative data and gain in-depth insights into participants' perspectives, experiences, and opinions. Interview provided an opportunity for

participant to express their thoughts in their own words and allowed for a more nuanced understanding of the research topic. Also, the formal approach used for classroom observation, it allows to gather detailed understanding of perspectives and complexities that may not be easily quantifiable or might be missed with other research methods. The research used in a descriptive way in presenting the results.

## **2.7 Ethical Considerations**

Ethical considerations in research refer to the principles and guidelines that ensure the protection of participants' rights, privacy, and well-being throughout the study. They play a vital role in maintaining the integrity and credibility of the research process. The aim of ethical considerations is to ensure that research is conducted in an ethical and responsible manner, with respect for the dignity and autonomy of participants. It is important to be aware and recognize the significance of ethical considerations as they contribute to the trustworthiness and validity of research findings.

In our work, we always prioritize ethical considerations. We take steps to obtain informed consent from participants, ensuring they fully understand the purpose and procedures of the study. We also ensure that participants' privacy and anonymity are protected, and any personal information is handled securely. Additionally, we strive to minimize any potential harm or discomfort to participants throughout the research process. This includes avoiding physical, psychological, or emotional harm and taking necessary precautions to protect vulnerable populations. By incorporating ethical considerations into our work, we aim to not only produce valuable and valid research outcomes but also uphold the highest standards of integrity and respect for the individuals who contribute to my studies.

## 2.8 Validity and Reliability

In research, validity and reliability are two fundamental concepts that play vital roles in the integrity and credibility of a study's findings. Validity refers to the degree to which a measurement accurately reflects or measures the specific concept that the researcher intends to study. It addresses the question of whether the research truly measures what it purports to measure, ensuring that the results are sound and grounded in reality.

On the other hand, reliability pertains to the consistency and stability of the measurement over time. A reliable measurement yields the same results under consistent conditions, indicating that the findings are repeatable and not due to random errors or fluctuations. High reliability is often a prerequisite for validity because without consistent results, it is difficult to determine whether the measurement is accurate. However, reliability alone does not guarantee validity; a measurement can be consistent without being accurate. Together, validity and reliability are intertwined, as both are essential for ensuring the overall quality and trustworthiness of the research. Accurate and consistent measurements are critical for drawing valid conclusions and for the research to be considered robust and credible.

This research has focused on ensuring the validity and reliability of our work, to achieve this, the researchers employed a combination of questionnaire, interview and classroom observation. By ensuring these tools, we were able to gather dependable and authentic data that accurately reflects the subject of my research. The questionnaire and interview allowed us to directly engage with the participants, gaining data into their perspectives and experiences. Additionally, the classroom observation provided a direct observation of real-life teaching and learning situations. The use of multiple data collection methods enhance the credibility of the findings and strengthen the overall validity and reliability of the work.

## 2.9 Conclusion

The present research is the most important part of the work as it offers objective and thoroughly studied methods and methodology to enhance our understanding of our study case which focuses on the impact of DI on improving English language performance, a deep description of the teacher's interview and students' questionnaire.

This chapter includes the data collection by using mixed instruments which are the interview and the questionnaire. It also showed several tables to demonstrate the findings of the questionnaire. After we have presented a whole chapter on how our research was organized and the methods and the methodology we went through, our third chapter is going to provide our readers with analysis, interpretation, and discussion of the collected data.

# **Chapter Three**

## **Data Analysis and**

## **Interpretation**

### 3.1 Introduction

After presenting and discussing further information regarding the methodology employed in the study, this chapter discusses the data collection methods in differentiated instruction research including a questionnaire, classroom observation and interview. Each technique is discussed and justified. Afterward, it discusses and interprets the findings.

This research design aims to acquire answers to research questions related to employing differentiated instructions in different classrooms.

### 3.2 Results Analysis

#### 3.2.1 Students' Questionnaire Results

##### A/ Section One

**Table 3.1.**Participants' age

Age	Number	Percentage
14	34	51,52%
15	15	22,73%
16	17	25,76%
<b>Total</b>	66	100

The participants have different ages, the data gathered uncovered that (51,52%)students are 14 of age, (22,73%) of them are between fifteen years old and some of them (25,76%) are about 16 of age.

**Table 3.2** Participants' Gender

Gender	Number	Percentage
Male	36	54,55%
Female	30	45,45%
<b>Total</b>	<b>66</b>	<b>100</b>

Table 3.2 shows that most students are male whereas female percentage is less than male, females represent (45, 45%) while (54, 55%) represent males.

## B/ Section Two

**1/ Table 3.3** Participants' Enjoyment of Learning English

Suggestions	Number	Percentage
Yes	63	95,45%
No	3	4,55%
<b>Total</b>	<b>66</b>	<b>100</b>

Participants were asked in order to gather subjective feedback about their personal experience and interest in learning the English language.

Table 3.3 shows that (95, 45%) said "Yes" they enjoy learning English while (4, 55%) of them said "No" they do not enjoy.

For those who said "Yes" they state that they enjoy learning English because it is their favorite language, they like their teacher because she makes them love the language and others said that it is easy and it is an international language.

For those who said “No” they are informed that it is a difficult language and they are not excellent at it.

**2/ Table 3.4** Participants’ Preferred Methods for Learning English

Suggestions	Number	Percentage
Listening skill	10	15,15%
Reading skill	17	25,76%
Other activities	24	36,36%
All skills	15	22,73%
Total	66	100

Participants were asked in order to identify the preferred learning methods of students.

Table 3.4 maintains that (10, 15%) of students claim that they are interested in learning English through listening skill, (25, 76%) others prefer learning through reading skill, while (24, 36%) of them are concerned with learning English through other activities. Whereas (15, 22,73%) of students said that they enjoy English through all skills.

**3/ Table 3.5** Most Effective Methods for Learning English

Suggestions	Number	Percentage
Working in group	53	80,30%
Working alone	13	19,70%
<b>Total</b>	66	100

Participants were asked in order to determine the most effective learning environment for the students. Table 3.5 shows that (53, 80, 30%) of students prefer working in group rather than working alone because they enjoy collaboration that comes from working in group, in the

other hand, (19, 70%) of them choose working alone because they find it easier to focus on the work effectively

**4/ Table 3.6** Impact of Group Work on Classroom Participation

Suggestions	Number	Percentage
Yes	57	86,36%
No	9	13,64%
<b>Total</b>	66	100

Participants were asked in order to assess whether group work encourages active participation among students or not. Table 3.6 demonstrates that the majority of participants (86, 36%) said “Yes”, whereas (13, 64%) of them said “No”.

Working in group creates collaborative environment where individuals feel encourage to participate actively in discussions

**5/ Table 3.7** Effectiveness of Different Activities in English Learning

Suggestions	Number	Percentage
Yes	57	86,36%
No	4	6,06%
Not sure	5	7,58%
<b>Total</b>	66	100

Participants were asked in order to evaluate the effectiveness of diverse teaching activities in enhancing students' learning experiences.

Table 3.7 maintains that most of participants (86, 36%) state that “Yes, they make learning more enjoyable” because they make the learning process more interactive, others (6, 06%) said “No, they don’t make a difference” they do not feel it is enjoyable and effective. In

addition others (7, 58%) said that they are not sure, they may not find these activities beneficial.

**6/ Table 3.8** Comfort Level in English Speaking Post-Vocabulary Games

Suggestions	Number	Percentage
Yes	64	96,97%
No	02	3,03%
<b>Total</b>	66	100

Participants were asked in order to assess the impact of vocabulary games on students' speaking confidence in English. Table 3.8 demonstrates that the majority (96, 97%) feel comfortable speaking English after using vocabulary games while (3, 03%) of participants still do not feel comfortable.

**7/ Table 3.9** Participants' Perspectives on Visual Aids in English Learning

Suggestions	Number	Percentage
Happy	37	56,06%
Stress and sad	11	16,67%
Excited	18	27,27%
<b>Total</b>	66	100

Participants were asked in order to gauge students' emotional responses to the incorporation of visual aids in their English learning environment.

Table 3.9 shows that the majority of respondents (56, 06%) expressing happiness, they find it enjoyable and helpful whereas the minority (16, 67%) feel stress and sad, additionally, (27, 27%) of them feel excited, it is essential to acknowledge that the visual aids enhance learning for everyone.

**8/ Table 3.10** Frequent Improvement of English Skills through Different Activities

Suggestions	Number	Percentage
Every lesson	49	74,24%
Occasionally	13	19,70%
Rarely	04	6,06%
<b>Total</b>	66	100

Participants were asked in order to understand the perceived effectiveness of various activities in enhancing English skills over time.

Table 3.10 demonstrates that the majority of students (74,24%) believe that their skills improve every lesson while a smaller group of (19, 70 %) students feel their skills improve only occasionally whereas (6, 06%) of them feel that their skills improve rarely.

**9/ Table 3.11** Participants' Perspectives on Technology Integration in English Learning

Suggestions	Number	Percentage
Using technology	54	81,82%
Using traditional methods	06	9,09%
Depends on the activity	06	9,09%
<b>Total</b>	66	100

Participants were asked in order to assess students' attitudes toward integrating technology into their English learning experience.

Table 3.11 shows that the majority of participants (81, 82%) love using technology for learning, it provides them with better learning, some of them (9, 09%) prefer traditional methods and (9,09 %) of them choose it depending on the activity.

**10/ Table 3.12** Their Preferred English Learning Activities and Exercises

Suggestions	Number	Percentage
Vocabulary games ,hidden words	30	45,45%
Working in groups , using technology	20	30,30%
Role playing, story telling	16	24,24%
<b>Total</b>	66	100

Participants were asked in order to gather insights into students' preferred learning methods and activities, facilitating the customization of lesson plans to enhance student engagement and learning outcomes.

Table 3.12 indicates the preferred activities among students in English class are vocabulary games and hidden words, with (45, 45%) of students expressing enjoyment. Following closely, (30, 30%) of students prefer working in groups and utilizing technology, while (24,24%)of them enjoy role-playing and storytelling. This highlights a diverse range of preferences, with a significant emphasis on interactive and engaging exercises that promote language learning and skills development.

### 3.2.2 Teacher Interview Results

- **Assessing Teacher's Strategies for Diverse Student Needs**

Teacher was asked in order to evaluate her understanding and implementation of strategies that address the varied learning needs of students. The teacher's affirmative response to using DI indicates that she is aware and likely employs a variety of strategies. She asserted that students have different learning styles, needs, thus using differentiated instruction seeks to address these differences to support student learning and success.

- **Evaluating Teacher's Beliefs on Differentiated vs. Traditional Instruction for Language Skill Enhancement**

Teacher was asked in order to understand her belief in the impact of differentiated instruction on enhancing students' language skills compared to traditional methods. The teacher believes that DI can indeed be more effective than traditional teaching methods in helping students develop their language skills i.e the teacher recognizes the benefits of implementing differentiated instruction to suit the needs of learners.

- **Identifying Assessment Methods in Differentiated Instruction**

Teacher was asked in order to determine the methods for assessing and monitoring student progress within a differentiated instruction framework. The teacher claimed that she relies on multiple assessment methods which help her to gather a view of each student's progress. She said that she regularly assesses student progress through collecting and analyzing student work samples, formative assessment, and ongoing observation.

- **Exploring Tools and Resources for Effective Differentiated Instruction**

Teacher was asked in order to identify the tools and resources utilized to effectively implement differentiated instruction in the classroom. The teacher argued that there are a variety of useful tools and resources that can be utilized to effectively implement differentiated instructions; she stated that she usually depends on using ICT tools which offer

various features and platforms that facilitate the implementation of differentiated instruction therefore, increase student's engagement and motivation.

- **Evaluating the Impact of Differentiated Instruction on English Language Performance**

Teacher was asked in order to evaluate the observed effects and improvements in English language performance resulting from the implementation of differentiated instruction. The teacher's response highlights the positive impact of DI on English language performance; the teacher claimed that using DI enhances language proficiency across all four skills in addition to promotion of critical thinking and problem-solving skills

- **Examining Frequency and Rationale for Differentiated Instruction Techniques**

Teacher was asked in order to examine her understanding of the frequency and underlying reasons for employing differentiated instruction techniques in teaching practice. In the teacher's response, several key points illustrate a comprehensive understanding of DI and its importance in the classroom. Furthermore, the teacher emphasizes that she integrates differentiated instructions on a daily basis to meet the diverse learning needs of her students.

- **Exploring the Impact of Differentiated Instruction on Academic Performance and Educational Outcomes**

Teacher was asked in order to explore her perspective on the ways in which differentiated instruction positively influences academic performance and overall educational outcomes. The response demonstrates a comprehensive understanding of how DI contributes to improve academic performance; it emphasizes the importance of active engagement and collaborative learning in facilitating academic growth and success.

The response articulates how DI promotes the developments of essential skills and mindsets.

- **Identifying Obstacles in Implementing Differentiated Instruction**

Teacher was asked in order to identify the obstacles and difficulties encountered when implementing differentiated instruction. The teacher highlighted three common challenges encountered when applying DI. Each challenge mentioned by the teacher such as limited instructional time, large class sizes, and resource disparities can affect teachers' ability to meet the diverse needs of their students effectively.

- **Exploring Methods for Accommodating Diverse Learning Styles in Differentiated Instruction**

Teacher was asked in order to explore the methods and approaches utilized to accommodate diverse learning styles and abilities within the context of differentiated instruction. The teacher's response reflects the importance of employing a variety of instructional strategies to meet the preferences of students effectively thus maximizing their learning potential within the framework of differentiated instruction. The teacher considered flexible grouping, compacting curriculum, peer tutoring and tiered assignment as effective strategies by incorporating them into their instructional practice. In addition the teacher demonstrates a commitment to creating a dynamic and an inclusive learning environment that promotes equitable access to learning opportunities.

### 3.2.3 The Classroom Observation Results

**Table 3.13** The four Skills

	Criteria	Frequency
Speaking skill	Effective communication with teachers and peers	Always
	Self-esteem improvements	Sometimes
	Effective pronunciation and intonation	Sometimes
Listening skill	Teacher incorporates audio recordings	Always
	Following the instructions and completing assignments accurately related to the listening materials	Often
	Students take notes while listening to a speaker	Always
Reading skill	Teachers incorporates a variety of reading materials to engage students in reading comprehension	Often
	Students understand the meaning of the text they are reading	Always
	Students participate in questions related to the text	Always
Writing skill	Teacher provides writing prompts , worksheet to encourage students written expressions	Sometimes
	Students use appropriate grammar and punctuation	Often
	Well structured sentences	Often

The

table 3.13 shows the grids of classroom observation; it covers various aspects of language skills, including speaking, listening, reading, and writing. In addition, it demonstrates the criteria when pupils and teachers deal with differentiated instructions in English sessions.

For speaking skill, the observation demonstrates that effective communication with teacher and peers always occurs during English sessions in which students can exchange ideas, and

build strong relationships. Self-esteem improvements sometimes happen, and effective pronunciation and intonation are sometimes noted among students in speaking skill.

Concerning listening skill, the teacher consistently integrates audio recordings into their classroom while students always take notes; therefore, they often follow the instructions and respond to questions correctly based on listening materials.

Moreover, in reading skill, teacher often engages students in reading comprehension by incorporating a variety of reading materials, in order to create an environment conducive to understanding. Students always demonstrate understanding of the texts they read which indicate a high level of comprehension. Furthermore, their active participation in questions related to the text consistently observed, emphasizes their engagement and involvement in the reading process.

In observing the writing skill, the teacher occasionally provides writing prompts and worksheets to encourage students' written expression. Students often demonstrate a frequent understanding and application of appropriate grammar and punctuation in their writing. Finally, students often employ well-structured sentences in their writing, showcasing a strong ability to convey ideas logically and cohesively.

**Table 3.14** Analysis of Teaching Dynamics: Technology, Teacher-Student Relationship, and teacher’ explanation

	Criteria	Frequency
<b>Teachers’ explanation</b>	Using simple language and providing step by step instructions	Always
	Using examples and visual aids to enhance the clarity of their explanations	Often
	Implementing variety of activities, differentiated instructions with clear vocabulary	Always
<b>Using technology</b>	Teacher integrates technology which make learning fun and interactive	Sometimes
	Technology facilitate collaboration and communication among students	Always
	Students interact with technology and motivate during the lesson	Always
<b>Teacher-student relationship</b>	Asking questions and indicating a positive teacher-student relationship	Always
	Teacher provides safe space for students to express their opinions and their self freely	Always
	Teacher connect the content to real-world situations and students lives to show them how it relates to their own experiences	Sometimes

The particular table demonstrates the grids of classroom observation in teacher explanation, technology integration and students’ engagement.

First, teacher explanation, when it comes to using simple language and providing step-by-step instructions, the teacher is always effectively communicating with students by breaking down complex concepts into easy to understand language and steps. Then, the teacher is often using visual aids and real-world examples to help students understand concepts better, therefore, enhancing clarity and comprehension. Besides, in implementing a variety of activities, differentiated instruction with clear objectives, the teacher is always differentiating her teaching methods and setting clear vocabulary for each activity which is crucial for student interaction and understanding.

Second, the teacher sometimes incorporates technology into her lessons in a way that engages students and enhances their learning. Additionally, technology tools are effectively used to promote collaboration and communication among students. Whereas, students are always interacting with technology tools during the lesson and their interaction with technology is contributing to their motivation and interest in the lesson being taught.

Third, in the criteria of student engagement, the teacher consistently asks questions which indicate active engagement and encourages students' participation, additionally; positive interactions are highly noted between the teacher and the students. Moreover, the teacher always provides a safe space for expression and responds positively to students' contribution. Lastly, the teacher is sometimes connecting lesson content to real-world situations which enhance student understanding and engagement.

### 3.3 Data Interpretation

Research by Tomlinson and Allan (2000) and Wormeli (2011) has shown that when teachers provide differentiated instruction, students exhibit higher levels of participation, and intrinsic motivation. Numerous studies including this one have highlighted the positive effects of differentiated instruction on students' motivation and engagement. When students feel that their unique learning needs and interests are being addressed, they are more likely to be actively involved in the learning process. Additionally, studies by Anderson and Hidi (2010) have highlighted the importance of providing varied instructional materials, flexible grouping, and individualized support. Their findings reveal that these factors contribute to increased student engagement, which in turn leads to improved academic performance and a more positive attitude towards learning.

The questionnaire, interview, and classroom observation allowed the researchers to gather valuable data about the topic of the impact of DI on students' performance in EFL classrooms. Data analysis permitted to answer the research questions asked in the beginning of the study and to confirm the hypothesis. The results are discussed and presented as follows:

The findings suggest that the majority enjoy learning English, because of the teacher who makes learning enjoyable and promotes a love for the language which can significantly impact students' attitudes. Along with, the preferences for learning methods vary widely among students, some of them prefer learning through listening skills; others prefer learning through listening skills, while other students prefer learning through reading, indicating a preference for written materials such as books, articles, or texts. Many researchers have emphasized the importance of integrating these skills in English language learning. They believe that a balanced approach, where students practice and develop these skills together, leads to a more comprehensive and effective language learning experience.

Working together in a classroom setting has a significant influence and plays a role in assessing how well students are learning.(Hoffman & Rogelberg, 2001).What is more, based on the findings, students prefer learning English through group rather than working alone, they enjoy the collaborative aspect of group work. This indicates that they find value in interacting with their peers and learning from each other. They believe that working in groups helps them learn English more effectively.

Furthermore, working in groups does indeed push students to participate in the classroom; it absolutely creates a collaborative environment where they feel encouraged to participate actively in discussions.

Based on analyzing the findings, researchers found that using various activities in English class, including vocabulary games, makes the learning process more interactive and enjoyable. They give different arguments that the use of diverse and interactive methods enhances their engagement and motivation to learn. As a result, they feel comfortable when speaking English after using vocabulary games which provide opportunities for repeated practice and reinforcement of vocabulary, thus improving fluency and ease of speaking.

The findings indicate that the use of different activities in the English class is generally well-received. The majority of students express happiness, finding it enjoyable and helpful. This suggests that the use of different exercises enhance the learning experience and contribute positively to students' engagement and understanding. Therefore, English skills improve every lesson and sometimes occasionally through these exercises.

According to Gorder (2008) successfully integrating technology is key to improving a classroom. A closer look at the findings indicates that the use of technology in the English class is largely favored by the majority of participants. They express love for using technology for learning, indicating that they find it beneficial and enjoyable. This positive

attitude toward technology likely reflects its capacity to provide interactive and engaging learning experiences, as well as access to a wide range of resources.

The findings of this research indicate that various strategies are recognized and likely implemented to accommodate the diverse learning needs of students. Furthermore, the data reflects a belief in the power of personalized instruction to develop language skills more effectively, demonstrating a commitment to addressing individual student needs through DI compared to traditional teaching methods. This comprehensive approach allows for gathering a holistic view of each student's progress, enabling tailored instruction to meet individual learning needs effectively.

The integration of Information and Communication Technology tools aligns with previous research emphasizing the importance of personalized instruction. By leveraging ICT tools, tailored learning experiences, access to diverse resources, and interactive learning opportunities are facilitated. This approach enhances the effectiveness of differentiated instruction in accommodating diverse student needs and promoting engagement and motivation (Hall, Meyer, & Rose, 2012). Another finding demonstrates that adjusting instruction to individual needs and learning styles fosters not only improvement in language skills but also the development of essential cognitive abilities crucial for success in language learning and beyond.

Teachers typically lack sufficient time allocation, which consequently poses challenges for educators when evaluating each student in a sizable classroom.(Shareefa et al., 2019; Danley & Williams, 2020). Based on the findings of this study, it was shown that the challenges in implementing differentiated instruction (DI) are common issues faced by educators. Limited instructional time, large class sizes, and resource disparities can indeed impact the ability to effectively meet the diverse needs of students.

The outcomes also reveal that a variety of effective strategies can be employed within the framework of differentiated instruction (DI) in addressing diverse learning styles and abilities. By emphasizing the importance of using a range of instructional approaches to meet student preferences effectively, there is an aim to maximize learning potential. Strategies such as flexible grouping, compacting curriculum, peer tutoring, and tiered assignments demonstrate a commitment to catering to diverse student needs.

Gynan and Baker (2011) emphasized the importance of mastering four key language skills in English: speaking, listening, reading, and writing. It is evident that a strong focus on these skills is crucial for effective language learning and development.

The findings reveal the importance of effective communication between the teacher and peers during English sessions, which creates an environment where students can freely exchange ideas and build strong relationships. It is important to see how these interactions not only enhance language proficiency but also contribute to improvements in self-esteem. Additionally, it shows that the teacher's emphasis on listening activities and the use of audio resources effectively support students' development. Another finding shows that the teacher promotes critical thinking by engaging students in reading comprehension activities, and deepens their understanding of the texts.

However, the results highlight several key strategies for effective teaching. Using simple language and step-by-step instructions significantly improves student comprehension of complex concepts.

Evans, C. et al (2009) state that “The Internet provides a wealth of information which can support and extend pupils’ knowledge and skills within English lessons” (p.43). The integration of technology into the lessons not only engages students but also promotes collaboration and communication among them. Another finding demonstrates that fostering a

positive interaction with the teacher encourages student engagement and makes the classroom a safe and inclusive space.

At the beginning of this study, the researchers proposed two hypotheses. The first one indicates that the use of DI in EFL classes may help to improve language acquisition, increase students' participation and enhance critical thinking skills. This hypothesis was proved after data collected were analyzed because the majority of students indicated that the use of DI push them to participate in the classroom.

The second hypothesis posited by the researchers was that the implementation of differentiated instruction techniques, such as materials, flexible grouping, and individual learning tasks may result in promoting students' engagement and motivation leading to improve academic performance and outcomes. The results obtained, following the analysis of collected data have validated this hypothesis, as emphasized by the teacher in her response.

### **3.4 Limitations of the Study**

During the research study, the researchers usually face a set of limitations, and it is essential to acknowledge that no study is perfect. In this research, we encountered specific limitations that influenced the scope and execution of the study. These limitations included limited time and large class size.

Time and classroom size definitely pose some challenges when carrying out questionnaire, interview, and classroom observation. These limitations impacted the amount of time we had to gather data and the number of students we were able to observe and interact with. The class being studied is large, it was more challenging for us to effectively observe and questioned each student.

We had to deal with a big class, it gets tough to observe and talk to everyone. It was hard for us to be everywhere at once. We might miss seeing important things students do or hearing what they have to say.

Additionally, with a larger class, it was harder to establish a comfortable and conducive environment for open discussions and participation, we might not have enough time to talk to each student properly because there were so many of them, moreover, managing a large class size requires considerable time, therefore limited time adds pressure, we could not spend enough time with each student. This meant that we might not understand everything about the class or each student's experience. Consequently, the data collected may affect the accuracy and validity of the study's findings. However it is important to acknowledge these limitations and consider how they may have influenced the outcomes of the research.

### **3.5 Implications**

The findings of this study have several implications for practitioners, and researchers in the field of English language education. Practically, teachers can utilize various differentiated instruction strategies to accommodate the diverse learning needs of students in fourth-year middle school English language classrooms, thereby enhancing overall language performance. School administrators should consider providing professional development opportunities for teachers to deepen their understanding and implementation of DI practices. Theoretically, this study contributes to the understanding of effective DI application in middle school English language teaching, enriching existing literature on the subject. It also underscores the relevance of educational theories, such as constructivism and socio-cultural theory, in informing DI implementation and its impact on language performance. Methodologically, the research methods employed, including classroom observation, teacher interview, and student questionnaire, can serve as a model for future studies exploring DI in English language

education. Recommendations for refining existing methodologies to better measure the effectiveness of DI strategies in improving language performance could also be made.

### **3.6 Suggestions and Recommendations**

To effectively implement differentiated instruction in fourth-year middle school classrooms to improve English language performance, teachers should adopt a student-centered approach that recognizes and accommodates diverse learning needs.

Firstly, they can prioritize and streamline their lesson plans by focusing on key learning objectives and essential skills. By identifying the most crucial concepts, teachers can allocate their time effectively and ensure that all students receive the necessary instruction.

Additionally, teachers can incorporate flexible grouping strategies, such as small group activities or peer collaboration, to maximize the use of limited technology resources. This allows students to work together, share devices, and engage in meaningful discussions that promote deeper understanding.

Also, by incorporating technology into the classroom, teachers can provide students with interactive and engaging learning experiences. Technology can offer various tools and resources that cater to different learning styles and abilities. For example, educational apps, online platforms, and multimedia resources can provide personalized learning opportunities and allow students to work at their own pace.

Moreover, a teacher may use varied instructional materials, in which he/she provides a range of resources such as a mix of texts, videos, interactive resources, and more, he/she can engage students in ways that resonate with them individually. For example, some students may thrive when reading a traditional text, while others may prefer watching a video or engaging with an interactive online resource. When the teacher incorporates these diverse

materials into the lessons, he/she can tap into students' interests and learning styles, making the content more accessible and engaging for all. When students can engage with the material through their preferred medium, they are more likely to connect with it on a meaningful level.

Furthermore, teachers can use alternative resources and materials, such as printed worksheets, manipulative, or hands-on activities, to provide differentiated learning experiences without relying solely on technology. By using a combination of traditional and technology-based instructional methods, teachers can cater to the diverse needs of their students while optimizing the available resources.

Lastly, it is important for teachers to regularly assess student progress and adjust their instruction accordingly, this helps ensure that each student receives the right level of support. This ongoing monitoring allows teachers to identify areas where additional support is needed. By implementing these recommendations, teachers can create an engaging learning environment that promotes student growth and success.

### **3.7 Conclusion**

The last chapter has presented a comprehensive analysis of the data collected through interview, questionnaire, and classroom observation. Through these methods, we have gained valuable knowledge into the implementation of differentiated instructions in the classroom.

Moreover, this chapter has highlighted the limitations of the study, including large class size and limited time. Despite these constraints, the findings presented here lay a solid foundation for the subsequent discussion and offer practical suggestions for incorporating a variety of instructional strategies and providing ongoing feedback and opportunities for reflection, supporting student progress, and encouraging self-directed learning.

The triangulation of these data sources has strengthened the validity of our findings and provided a deeper understanding of differentiated instructions to improve English language performance.

# **General Conclusion**

## **General Conclusion**

The research work seeks to explore the potential of differentiated instruction and examine how DI positively influenced student engagement and motivation when learning English as a second language. Therefore, the investigation carried out within the sample of fourth-year middle school students and one teacher at Arab Ibrahim middle school in order to identify students' perceptions of their own progress and growth in English language learning as a result of differentiated instruction and explore teacher's understanding and knowledge of DI. Consequently, this investigative study included three main chapters.

The first chapter represented theoretical background by means of a series of definitions about the concept of differentiated instruction. The researchers dealt with the historical background of DI, its definition and model. Then, the integration of DI with assessment was examined to underscore its importance in measuring student progress and adjusting instruction accordingly, in addition to the methods and various strategies were discussed to provide a comprehensive understanding of its application in educational settings.

Through a review of literature, it became evident that DI offers numerous benefits for both students and teachers. It fosters a more inclusive learning environment, caters to diverse learning needs, promotes student engagement, and enhances teacher effectiveness. However, despite its advantages, implementing DI comes with its own set of challenges. These include the need for extensive planning, time constraints, resource limitations, and the necessity for ongoing professional development.

As for the methodology chapter, it offered a detailed explanation of the methods utilized to fulfill the triangulation research criteria and gather both qualitative and quantitative valid data to enhance its credibility. The data collection was followed by a thorough qualitative and quantitative analysis.

The final chapter presented the results of data analysis of the information collected through the data collection instruments, which included a questionnaire, interviews and classroom observation. The results were discussed thoroughly, validating the impact of differentiated instruction on the EFL classroom. This analysis involved a forum of interpretation and careful examination of the obtained results, presented in the form of statistical data, tables, and graphs. In light of these findings, the researchers discussed implications and proposed relevant and practical suggestions and limitations aligned with the research inquiry.

In conclusion, this study emphasizes the significance of differentiated instruction as a valuable pedagogical approach in middle school English language education. By addressing students' diverse needs and learning styles, DI has the potential to create more equitable and effective learning environments. However, successful implementation requires careful planning, ongoing support, and a commitment to professional development. Future research should continue to explore innovative strategies and best practices to maximize the benefits of DI in education.

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[http://www.example.com/tiered\\_assignments](http://www.example.com/tiered_assignments)

## Appendices

### Appendix A

#### Students Questionnaire

##### Section one: Personal Information

Gender:    male                          female   

Age: .....

##### Section two: Question Bank

1\_ Do you enjoy learning English?

A\_ Yes                       B\_ No

Why?

.....  
.....

2\_ How do you prefer learning English? Through :

A\_ Listening

B\_ Reading

C\_ Writing

D\_ Other activities ( working in groups , role playing , vocabulary games..... )

3\_ Which method helps you learning English the most?

A\_ Working in groups

B\_ Working alone

4\_ Do you feel that working in groups pushes you to participate in the classroom?

A\_ Yes

B\_ No

5\_ Do you feel that using different activities like storytelling, role playing, vocabulary games.... in English class help you learn better?

A\_ Yes, it makes learning more enjoyable

B\_ No, it doesn't make a difference

C\_ I'm not sure

6\_ Do you feel comfortable when you speaking English after using vocabulary games ?

A\_ Yes

B\_ No

7\_ How do you feel about the use of visual aids ( pictures, videos...) in your English class ?

A\_ Happy

B\_ Stressed

C\_ Enjoyable

D\_ Sad

\_ Excited

8\_ How frequently do you think your English skills have improved through the use of different activities ( vocabulary games , song , storytelling ... ) ?

A\_ Every lesson

B\_ Occasionally

C\_ Rarely

9\_ How do you feel about using technology in English class?

A\_ I love using technology for learning

B\_ I prefer traditional methods

C\_ It depends on the activity

10\_ What types of activities or exercises do you enjoy the most in English?

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

## Appendix B

### Teachers' interview

1\_ Do you use differentiated instructions in your lessons?

A\_ Yes

B\_ No

2\_ Do you believe that differentiated instructions can help students develop their language skills more effectively than traditional teaching methods?

A\_ Yes

B\_ No

3\_ How do you evaluate and observe student progress in your differentiated instructions?

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

4\_ which tools or resources do you find helpful in implementing differentiated instructions?

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

5\_ How do differentiated instructions impacted English language performance in your classroom?

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

6\_ How frequently do you implement differentiated instructions into your classroom? Why?

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

7\_ How do differentiated instructions contribute to improving academic performance and outcomes?

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

8\_ What challenges do you confront when applying differentiated instructions?

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

9\_ What strategies do you employ to address the various learning styles and abilities of your students within a frame work of differentiated instructions?

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

## Summaries

The goal of this thesis is to demonstrate how differentiated instruction can enhance English language skills among middle school students and how can positively influence English language learning experiences and outcomes for students. This study examined the effectiveness of differentiated instruction in improving English language performance using a mixed-methods approach. Data from 66 students' questionnaire, a teacher's interview, and classroom observations showed that personalized teaching methods boosted student engagement, academic performance, and motivation.

الهدف من هذه الأطروحة هو توضيح كيف يمكن للتعليم المتميز أن يعزز مهارات اللغة الإنجليزية بين طلاب المدارس المتوسطة وكيف يمكن أن يؤثر بشكل إيجابي على تجارب ونتائج تعلم اللغة الإنجليزية للطلاب. تناولت هذه الدراسة فعالية التعليم المتميز في تحسين أداء اللغة الإنجليزية باستخدام منهج الأساليب المختلطة. أظهرت البيانات المستمدة من استبيان 66 طالبًا، ومقابلة مع المعلم، وملاحظات الفصل الدراسي، أن أساليب التدريس الشخصية عززت مشاركة الطلاب، والأداء الأكاديمي، والتحفيز

L'objectif de cette thèse est de démontrer comment un enseignement différencié peut améliorer les compétences en anglais chez les élèves du collège et comment peut influencer positivement les expériences et les résultats d'apprentissage de l'anglais pour les élèves. Cette étude a examiné l'efficacité de l'enseignement différencié pour améliorer les performances en anglais en utilisant une approche à méthodes mixtes. Les données d'un questionnaire de 66 étudiants, d'un entretien avec un enseignant et d'observations en classe ont montré que les méthodes d'enseignement personnalisées stimulaient l'engagement, les performances académiques et la motivation des étudiants.