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The Positive Impacts of Implementing Differentiation Instruction in EFL Mixed-ability Classrooms

Case Study of: Third Year Middle School Pupils During Tutorial Sessions at the Cheikh
Abd El-Hamid Ibn Badis, Khemis-Miliana

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Declaration

We hereby declare that the substance of this dissertation is the result of our investigation due Reference of acknowledgment is made when necessary to the whole of other researchers.

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Dedication

In the Name of Allah, the Most Merciful and the Most
Compassionate

This work is
dedicated to:

My Parents: my dear father and my beloved mother without whom I would
not have been what I am. Thank you, mother and father, for all your
sacrifices.

To my wife and my daughter Roaya

All those who know me and who would be interested in
reading my Dissertation

BILAL

Dedication

At the outset, I thank the almighty Allah for granting me strength and
patience to achieve my interests.

I dedicate this humble work to my dear Parents; whom without their prayers
I could not be the person I am today; for their endless love, encouragement
and support.

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believe in me.

Nadir

Dedication:

In the Name of Allah, the Most Merciful and the Most Compassionate

My Parents: my past away father Benyoucef may Allah blesses his soul and to my beloved mother Fatima without whom I would not have been what I

am. No Thanks can compensate your sacrifices.

To all my family, Sid Ali, Ahmed, Wassila, Ratiba, Karima and

Mohamed.

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Khawla, Ayoub and Moumen.

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All those who know me and who would be interested in reading my

Dissertation

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“Show (thy) gratitude to Allah. Any who is (so) grateful does so to the profit of his own soul:
but if any is ungrateful, verily Allah is free of all wants, Worthy of all praise.”

Surat Luqman (31:12). All praise and glory go to Allah.

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Abstract

Teaching a mixed-ability classroom with one-size-fits-all lesson plan is ineffective in meeting diverse needs of all learners. This study aims to investigate the impacts of implementing differentiated instruction on students' achievement through creating small homogenous groups in tutorial sessions. 129 third year middle school pupils of different English proficiency levels were grouped into three different levels (slow, average, and quick learners) based on a pre-test (diagnostic test) at Abd El Hamid Ben Badis middle school Khemis-Miliana. Both qualitative and quantitative data collection procedures were used to accomplish this research. Post-tests were done to evaluate students' progress after implementing differentiated instruction for six weeks in the second term. A team of three researchers was conducting observation during the implementing phase. Through online questionnaires via Google Form, data were collected from 45 learners and 71 teachers. The results obtained after the training and the different tests showed a positive progress.

Keywords: Differentiated instruction, Implementing, Involvement, Homogenous, Mixed-ability classroom, third year middle school, Tutorial Session

الملخص

ان تدريس تلاميذ ذو قدرات متعددة خلال فصل دراسي مع خطة درس واحدة تناسب الجميع لا يلبي الاحتياجات المتنوعة لجميع المتعلمين. تهدف هذه الدراسة إلى التحقيق في آثار تنفيذ التعليمات المتميزة من خلال إنشاء مجموعات صغيرة متجانسة في الجلسات التعليمية. 129 تلميذا من مختلف مستويات الكفاءة في اللغة الإنجليزية في الصف الثالث الإعدادي في مدرسة عبد الحميد بن باديس الإعدادية خميس مليانة. تم تجميع الطلاب في ثلاثة مستويات مختلفة (بطيئة ومتوسطة وسريعة التعلم) بناءً على الاختبار التمهيدي (اختبار تشخيصي). تم استخدام كل من البيانات النوعية والكمية لإنجاز هذا البحث. تم إجراء الاختبارات التقييمية لتقييم تقدم الطلاب بعد تنفيذ التعليم المتباين لمدة ستة أسابيع في الفصل الثاني من العام الدراسي. فريق مكون من ثلاثة معلمين قاموا بعملية المراقبة خلال هذه المرحلة. بالإضافة إلى الاستبيانات عبر (غوغل فورم) التي تم جمعها من 45 متعلماً و 71 مدرساً. أظهرت النتائج التي تم الحصول عليها بعد التدريب والاختبارات المختلفة تقدماً مقبولاً.

الكلمات الرئيسية: تعليمات متباينة، تنفيذ، مشاركة، متجانسة، قدرة مختلطة، جلسة تعليمية

Le résumé

Enseigner dans une classe à niveaux mixtes avec un plan de cours uniforme est inefficace pour répondre aux besoins diversifiés de tous les apprenants. Cette étude vise à enquêter sur les impacts de la mise en place d'une instruction différenciée en créant de petits groupes homogènes lors de sessions de tutorat. 129 élèves de différents niveaux de compétence en anglais en troisième année du collège Abd El Hamid Ben Badis de Khemis-Miliana. Les élèves ont été regroupés en trois niveaux différents (apprenants lents, moyens et rapides) en fonction d'un pré-test (test diagnostique). Des données qualitatives et quantitatives ont été utilisées pour mener à bien cette recherche. Des post-tests ont été effectués pour évaluer les progrès des élèves après la mise en place de l'Instruction Différenciée pendant six semaines au cours du deuxième trimestre. Une équipe de trois enseignants a mené le processus d'observation au cours de cette phase. Les résultats obtenus après la formation et les différents tests ont montré une progression acceptable.

Mots clés : Instruction différenciée, Mise en place, Implication, Homogène, Niveaux mixtes, Tutoriel

List of Acronyms and Abbreviations

DI: Differentiation Instruction.

EFL: English as a foreign language

HOTS: High Order Thinking Skills

IBL: Inquiry-based Learning

LOTS: Low Order Thinking Skills

PDP: Pre-Skill, During Skill, Post-Skill

PBL: Project-based Learning

PPP: Presentation, Practice, Produce

PPU: Presentation, Practice, Use

SWBAT: Student Will Be Able To.... (For learning objective)

VAKT: Visual, Auditory, Kinesthetic, tactile

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Chapter One

General

Introduction

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1.1- Introduction

This chapter gives an overview on the background of the study, the statement of the problem, the rationale of the study, aims and objectives of the study, the research questions, the hypotheses, the scope of the study, the research methodology and tools, the structure of the dissertation and definition of key terminologies.

1.2- Background of the Study

One of the primary goals of effective teaching is to foster success for all pupils and to help them become self-directed, productive problem-solvers, and creative thinkers. These attributes are necessary to be successful in life, not just at school. As such, schools are expected to provide these opportunities within the curriculum to help students practice and develop these skills (Ireh and Ibeneme, 2011).

However, teachers face the challenging task of meeting standards while addressing the needs of students from many different backgrounds in one classroom. Students come from various socioeconomic backgrounds, different life experiences, interests, ways of learning, and intellectual talents. Learners do not all learn the same thing in the same way on the same day. Consequently, teachers must consider each learner within the learning community based on needs, readiness, preferences, and interests. In order to effectively do this, teachers need to adopt a philosophy that enables them to plan strategically as well as provide a variety of options to successfully reach targeted standards, goals, and objectives. However, a close look at educational institutions may reveal that many instructors teach and assess all pupils in the same way using the same material without paying attention to learners' variance. Then a case can be made for these institutions to transform their programs to reflect the realities of 21st century schools (Chesley & Jordan, 2012)

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In a classroom that utilizes differentiated instruction (DI), student's differences become the most essential factor that must be targeted in teaching and learning process. Differentiation is defined as, "Differentiation refers to a wide variety of teaching techniques and lesson adaptations that educators use to instruct a diverse group of students, with diverse learning needs, in the same course, classroom, or learning environment." (The Glossary of education reform, 2013). Differentiated Instruction allows teachers to do so; meets learners where they are; and offers challenging, appropriate options for them in order to achieve success. Differentiation is a strategy that teachers use to maximize the learning of students by varying instructional strategies to fit the needs of the classroom learners (Tomlinson, 2003).

Emphasizing differentiated instruction should not be merely as an instructional strategy, but rather as a critical teaching and learning philosophy that all prospective teachers should be exposed to in teacher education programs (Ireh & Ibeneme, 2010). This philosophy, according to Tomlinson and Imbeau (2010), is based on the following set of beliefs: (a) that pupils who are the same age use to differ in their readiness to learn, their interests, their styles of learning, their experiences, and their life circumstances; (b) the differences in pupils are significant enough to make a major impact on what pupils need to learn; (c) pupils will learn best when they can make connections between the curriculum and their interests and life experiences; (d) the central job of schools is to maximize the capacity of each child. Contemporary classroom teachers, therefore, will need to develop classroom routines that attend to, rather than ignore learners' variance in readiness, interest and learning profile. To achieve this ideal, educational institutions must put in place systems that support effective teaching and modelling of differentiated instruction. Tomlinson and Imbeau (2010) describe differentiation as "classroom practice with a balanced emphasis on individual pupils and course content." They posit that at the core of the classroom practice, differentiation is the modification of curriculum-related

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elements such as content, process and product, based on pupil readiness, interest, and learning profile.

Differentiation is not at all a new approach. A good illustration of how teachers might differentiate instruction to fit the requirements of all students is the one-room schoolhouse. Differentiated Instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual, diverse needs and differing abilities of pupils in a classroom (Gregory, 2003; Tomlinson, 1999). By its nature, differentiation implies that the purpose of schools should be to maximize the capabilities of all pupils. Differentiated Instruction integrates what we know about constructivist learning theory, learning styles, and brain development with empirical research on influencing factors of learner readiness, interest, and intelligence preferences toward pupils' motivation, engagement, and academic growth within schools (Tomlinson & Allan, 2000). The intent of differentiated instruction is to maximize each pupils' growth and individual success by meeting each pupil where he or she is, and assisting in the learning process. To differentiate instruction is to recognize students' varying background knowledge, readiness, language, preferences in learning, interests, and to react responsively.

The teacher, who entails the key to a successful differentiated instruction, is challenged to facilitate learning for pupils of different readiness level, interests, learning profile (Tomlinson, 2003), socio-economic and cultural capital and psycho-emotional characteristics, all aspects that can affect the construction procedure of new knowledge. Differentiated instruction that was initially suggested as a teaching practice by Tomlinson, (2009) is seen as the modification of the teaching process based on teaching routines that correspond to the wide range of pupils' differences in mixed ability classes.

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Furthermore, differentiation can be defined as the instructive approach by which teachers modify the curriculum, their teaching methods, the educational resources used, the learning activities and the evaluation methods according to and in correspondence with pupils' differentiated needs, in order to maximize the learning opportunities for every student ((Bearne, 1996; Tomlinson, 1999). Differentiation constitutes an innovating, constant reflective procedure of effective teaching and learning that cannot be met by readymade lesson plans. The planning and the instructional choices of a lesson plan based on differentiation can only be used effectively when chosen by the teacher, according to pupils' needs and other personal characteristics (Valiande & Koutselini 2009. Pupils' learning style, their interests, their talents, their skills, their competences and their cultural background will guide the teachers through his final decision concerning the kind of differentiated teaching to be chosen (Hall, 2002).

Moreover, it is a student-centered process that puts a priority reaching effective results in learning by engaging students and providing them challenging tasks that let them feel more interested in learning. (Tomlinson,2001). Additionally, it was stated that "It is an organized, yet flexible way of proactively adjusting teaching and learning to meet students where they are and help all students achieve maximum growth as learners".(Tomlinson,2003). Depending on the previous definitions, differentiation instructions is a method used to achieve student's high standards diverse needs.

Academic achievement is academic performance, it is the achievement results that shows the extent to which teachers or students had achieved or carried out their targets in education or goals upon concentrating on certain activities in an instructive climate (Steinmayret al., 2017). Academic achievement is an endless concern among parents, educators, students, and members of the community. Thus, scholars and researchers are urging incorporating differentiation into instructional practices is a powerful tool that can create a more inclusive and engaging learning environment which supports and improves the academic success of all students, particularly for

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students who may be struggling or disengaged in traditional classroom settings. Furthermore, Kelly (1974) stated that debates or arguments are founded on the urgent requirement to put such slow learners in separate groups in order to take care of such student's needs and provide them. He then inferred that such type of students let teachers get trapped in the problems in mixed ability classes. Moreover, tasks should be suitable to every student according to skills they have mastered, or less achievement will occur, and learning will not take place. (Howard, 1994; Vygotsky, 1962).

1.3- Statement of the Problem

Algerian EFL teachers still use the traditional whole-class instruction and treat all students the same way regardless of their different needs, abilities, and learning styles. This leads to lack of students' motivation, achievements and participation in the foreign language classroom.

The issue we would like to investigate concerns whether the use of Differentiated Instruction has an influence on students achievements in EFL mixed ability classrooms.

1.4- Rational of the Study

The influence of differentiated instruction on academic achievement of EFL learners in mixed ability classrooms was studied worldwide, but not in Algeria. It was studied all over the world by researchers in Math, English, and science classes, but there were not any researches that dealt with this issue in the Algerian contexts. Therefore, the researchers intend to solve this gap in literature by addressing this issue in Algeria including its impact. However, the researchers are going to address this issue in the Algerian contexts by using only one group, which is experimental. Teachers will benefit from this research; it will aid them in improving their teaching methods as well as implementing new strategies that will focus on improving student's learning by ensuring effective results in academic achievement.

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1.5- The Objectives of the Study

The researchers seek to investigate the effects of using differentiation instruction on EFL students' achievements, through creating homogeneous small groups in tutorial sessions on third year middle school at Abd El Hamid Ibn Badis Middle School in Khmis-Milliana, Algeria.

1. To assess the impact of implementing differentiated instruction in middle school EFL mixed abilities classroom on students' academic achievements.
2. To investigate the effects of differentiated instruction on student engagement, motivation, and attitudes towards language learning in middle school EFL mixed abilities classroom.
3. To assess the level of teachers' understanding regarding the effective implementation of differentiated instruction in middle school EFL mixed abilities classrooms.

1.6- Research Questions

The research questions addressed in this study are stated with the consciousness that “good research questions do not necessarily produce good research, but poorly conceived or constructed questions will likely create problems that affect all subsequent stages of a study” (Agee, 2009, p. 431). Hence, this kept us formulating and refining the research questions throughout all the stages of this study.

Therefore, the present study attempts to find answers to the following questions:

1. Does the implementation of differentiated instruction method through small groups work in tutorial sessions lead to improve academic achievements in English as a Foreign Language (EFL) classroom?

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2. Are students in a middle school EFL mixed abilities classroom who receive differentiated instruction more engaged and motivated compared to those in a traditional classroom setting?
3. Do teachers possess a clear understanding of how to effectively implement differentiated instruction in middle school EFL mixed abilities classroom?

Apparently, these research questions aim to define the purpose of the work and to put limits on the researcher's inquiry. They are mainly devoted to clarify the research issue and to guide the study toward the result needed.

1.7- Hypotheses

In order to find answers to the previous questions, the following hypotheses were formulated:

- 1 Using differentiation instruction through small groups work in tutorial sessions will improve students' academic achievement.
- 2 The students in middle school EFL mixed abilities classroom who receive differentiated instruction will demonstrate higher levels of engagement and motivation compared to those in a traditional classroom setting.
- 3 Some teachers may have misconceptions or limited understanding of the effective implementation of differentiated instruction in middle school EFL mixed abilities classrooms.

Through this study, the researchers want to investigate the effects of using differentiation instruction through creating homogeneous small groups in tutorial sessions on third year middle school on students' achievements in English as a foreign language in Abd El Hamid Ibn Badiss Middle School in Khemis-Milliana, Algeria.

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1.8- Significance of the Study

The findings of this study will help EFL teachers to use different learning strategies and tools to meet students' different needs and various abilities in mixed ability classrooms. It may provide practical solutions for educational challenges in Algerian schools regarding learning English as a foreign language or as a second language.

1.9- The Research Methodology and Tools

The mixed methods of this study will be the experimental approach using the pre-test, post-test on the experimental groups, our participants are the third-year middle school graders at Abd El Hamid Ben Badis middle school. The data will be collected using questionnaires (for both learners and teachers), in addition to classroom observations, and achievement tests. The data collected from this study, including questionnaires, classroom observations, and achievement tests, will be analyzed qualitatively. Descriptive statistics such as graphics, table and percentages that will be used to summarize the data and provide an overview of the participants' characteristics, responses, and performance.

1.10- Structure of the Study

This work is divided into six chapters. The first chapter principally introduces the main elements of the research. It presents the general introduction along with the statement of the problem, research questions, hypothesis, research methodology, and the research tools of the study.

The second chapter reviews relevant literature related to our inquiry. Importantly, this chapter aims to provide a significant review of the literature related to the problem under investigation. It provides definitions, theories and models relevant to the fundamental concepts in work. The third chapter elucidates specifically the methodological design involved during the

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investigation. It depicts the method and approach of the research, the data used in the fieldwork, the analysis procedure and the validity and reliability of the work. The fourth chapter presents the fieldwork analysis and results obtained from the study. It mainly analyses the data gathered from each tool, interprets them and reveals results. The fifth chapter attempts to explain and examine the data collected in the preceding chapter, at the end of this chapter; the researchers present some suggestions and recommendations. The last chapter draws conclusions and discusses the main findings gleaned in the fieldwork. It also provides some implications and recommendations for further studies.

1.11- Definitions of Key Terms

We have provided definitions of key terms used and discussed in this work in order to avoid ambiguity

Heterogeneous classroom: The concept of heterogeneity refers to the quality of being diverse. Ur (1998) states that “heterogeneous class is one that has deferent learners in it” (P.302).

Homogeneous classroom: The concept of homogeneity refers to the quality of being similar. A homogeneous classroom thought to be a classroom where students are at the same or similar ability level. According to Fanis (2009), homogeneity refers to grouping learners who are similar in one class.

Differentiated Instruction: differentiated instruction is a teaching technique that takes care of individual differences in the classroom and provides every learner the opportunity to acquire knowledge in diverse ways.

Teaching method: It comprises the principles and methods used for instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these.

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Learning style: The habits of learning that pupils have developed over time.

Academic Performance: This is the level of academic education attainable by an individual at a particular point in time as depicted by the subjects' performance.

Teaching: This is a process of imparting knowledge or the transfer of knowledge from somebody who knows (the teacher) to an individual who does not know (the pupils).

Collaborative Learning: An instruction method in which pupils' work in groups toward a common academic goal.

Academic Achievement: This is known as pupils' outcome in both internal or external examination, test and continuous assessment. A good example is school impromptu test, short exams or oral tests.

Mixed-ability classes: This term is used to describe classes made up of students with different levels of proficiency.

Motivation: is considered as the most important aspect that affects the way and speed people learn in. Typically, it is defined as "the forces that account for the arousal, selection, direction, and continuation of behavior" (Biehler & Snowman, 1997, p.399).

Tutorial Sessions: Is a teaching session given o one student or a small group of students. It is designed to give the teacher a space to engage more actively with the course content. Ministerial circular №1313 published on June 30th, 2013.

ChapterTwo: Literature Review

Chapter Two

Literature Review

Chapter Two: Literature Review

2.1-Introduction

This study investigated the impact of using a differentiated instructional approach on third year pupils' academic achievement at Abd El Hamid Ben Badis middle school in Khemis-Miliana. Therefore, the purpose of this literature review is to investigate and examine the effect of differentiated instruction on student achievement. This literature review seeks to examine the current researches on differentiation instruction and to report the impact of this strategy on student achievement.

2.2- Differentiated Instruction Definitions

Differentiated instruction is a way of teaching that calculates for learners' individual needs and learning styles before designing a lesson plan. Teachers who incorporate differentiated instruction into their classroom may create diverse groups of students by shared interests, assess students' learning through formative assessment, and ongoing assess and adapt lessons to achieve students' best interest.

Differentiated instruction refers to teachers providing their mixed-ability classes with a set of ways to understand content in the class. There are four ways to differentiate instruction which include content, process, product and learning environment. Content refers to different tasks that help students learn new information whereas process refers to various learning styles such as visual or auditory methods. Product, which is the output of the lesson, describes the end result of a project to demonstrate comprehension where learning environment may include a flexible classroom with group work or even online classrooms, and field trip experience.

Tomlinson (2017, p1) clarifies that differentiating instruction means shaking up what goes on in the classroom so that students have multiple options for taking in information, making sense of ideas, and expressing what they learn. In other words, a differentiated classroom provides

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different avenues to acquiring content, to processing or making sense of ideas, and to developing products so that each student can learn effectively. Tomlinson emphasis on Content, Process and Product is fundamental to the theory and practice of differentiated instruction.

2.3- Dimensions and Learners' Characteristics in Differentiated Instructions

Tomlinson (2001) demonstrates, in a differentiated classroom, the teacher proactively plans and carries out varied approaches to content, process, and product in anticipation of and response to student differences in readiness, interest, and learner profile (p.7). This definition shows the different dimensions of differentiated instructions and the learners' characteristics and differences in learning process. According to Tomlinson, the teacher should adjust and tier the three element which are: adjusting the input which is the (1) content, or what the students learn; adjusting the process or how the students learn and understand the content; and the output which the (3) the product where the learners express what they have learned. Joseph S Renzulli & Sally M. Reis (2014, p201) add learning environment differentiate classroom management as a fourth dimension in differentiated instruction in his research

2.4- The Four Dimensions of Differentiated Instruction

2.4.1- Differentiating Content

Margo A. Mastropieri & Thomas E. Scruggs call it as "Differentiating instructional materials" (2018, p126). And it refers sometimes as "Adjusting materials and support for learning concept" (Joni Turville, Linda Allen & Leann Nickelsen, 2013, p3) The content is what the teachers plan to teach or what the students need to learn. In other words, it is "the knowledge, understanding and skills we want students to learn" (Tomlinson & Marcia B. Imbeau, 2010, p.15). Teachers identify the content as what learners should know, understand, and be able todo. Content refers to the input since teachers are providing new data to their

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learners' brains. It is usually introduced to learners through variety of ways after adapting it from a curriculum sent by our national ministry of education; they use textbooks, lectures, videos, audiotapes, and recently through software and online synchronous or asynchronous teaching. However, teachers must know their students through a pre-assessment called diagnostic test in order to tailor the content and differentiate it to suit their learners' abilities. For that purpose, instructors form groups of students according to their interests or on particular topic. They can arrange groups homogenously by ability and assign more difficult tasks to quick students, and more attainable activities to those who are struggling.

2.4.2- Differentiating Process

Mastropieri & Scruggs 2018, p 126, call differentiating process as “differentiating instructional methods” as long as it deals with how learners understand the content. Differentiating the process are instructional methods where learners practice some pedagogical tasks to learn the content. If the process is differentiated, that means those learners are given different means so they can meet the same learning objectives. Some learners might feel and learn better when paired with the right partners in small groups' arrangement. Another example is the use of adjusted assignments, where some struggling students may receive more support, average learners face more challenge, or more complexity for the high achievers in order to meet the same objectives. While differentiating the process of learning, teachers may vary the length of time to each group of learners and adequate times to quick achievers according to their readiness. In this dimension, teachers can use flexible grouping to group and regroup students according to the content, the ability and the interests of learners. Some tasks may need homogenous groups and sometimes heterogeneous ones. That is to say, flexibility in forming homogenous or heterogeneous groups is the key factor to differentiate the learning process effectively. Whereas, small-group instruction when used wisely, such as grouping students by readiness to learn a new set of strategies, by learning preference to increase motivation can have

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a positive and effective outcome for students.” (Richard M. Cash, 2017, p41).Renzulli (1976) .

Demonstrates that:

When I began to examine the assumption that programs for the gifted should be concerned with higher mental process and the logical implication that follows—education for average and slow learners should focus on the lower mental process. I believe that all students should develop their powers of creativity, critical thinking, analysis, evaluation, etc. (p.312).

According to Renzulli (1976), differentiating process helps teachers to develop learners’ skills in problem solving and raise their critical thinking by implementing tasks that respect the HOTS (Higher Order Thinking Skill) for quick learners and the LOTS (Lower Order Thinking Skills) for slow learners of Blooms Taxonomy s. Methods that should be applied in differentiated instruction must be varied from Project-Based Learning (PBL) for struggling and average learners to more challenging approach like Inquiry-Based Learning (IBL) that targets high achievers. What is meant by differentiating process is to make sense and meaning to the previous dimension which is the content.

2.4.3- Differentiating Product

Product is very important part of any lesson that shows what already has been learned and the way students demonstrate their learning. It tends to be tangible from the part of the students such as; written products, speeches, tests, performers, reports, etc. The second importance of a lesson’s product is can be seen on how learners have understood and it permits to teachers to evaluate and assess the previous steps and the lesson as a whole. In assessing all, learners should be assessed on the same standards and tested in the same way on local, states and national test. However, these forms of assessment may not always represent what the students have learned. Students can represent the product of their learning in many ways: what they know, are able to do, and understand. Some students enjoy making presentations while other may want to write about their learning. This is why product differentiation is useful tool

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in the learning process. (Richard M. Cash, D, 2017, pp.45-46). Richard M. Cash, D are criticizing the standard same way learners are assessed due to their ways and abilities to learn and produce what they have learned differently. Some shy learners prefer written product and they are good in it whereas other prefer oral presentations.

To differentiate product, teachers should encourage students to express what they have learned in varied ways either in written or spoken products. They should allow for varied working arrangements i.e., learners who want to work alone in pairs or in small groups. Teachers should provide product assignments at varying degrees of difficulty to match students' readiness. Adjusting product must go along with the capabilities of learners i.e., from simple to complex, from less independent to more independent and from clearly defined to vague problem. Teachers, while assessing learners, should use a wide variety of assessment and not inclusive ones. Tomlinson sees that a synonym for a product is an authentic assessment. (Tomlinson & Imbeau, 2010, p15).

2.4.4- Differentiating the Learning Environment and Classroom Management

The learning environment is the general atmosphere and climate of any classroom. It includes, furniture, lightning, seating arrangements, in which both teachers and learners feel safe and comfortable. An important consideration when managing the differentiated classroom is how the environment is arranged (Fox & Hoffman, 2011, p.93).

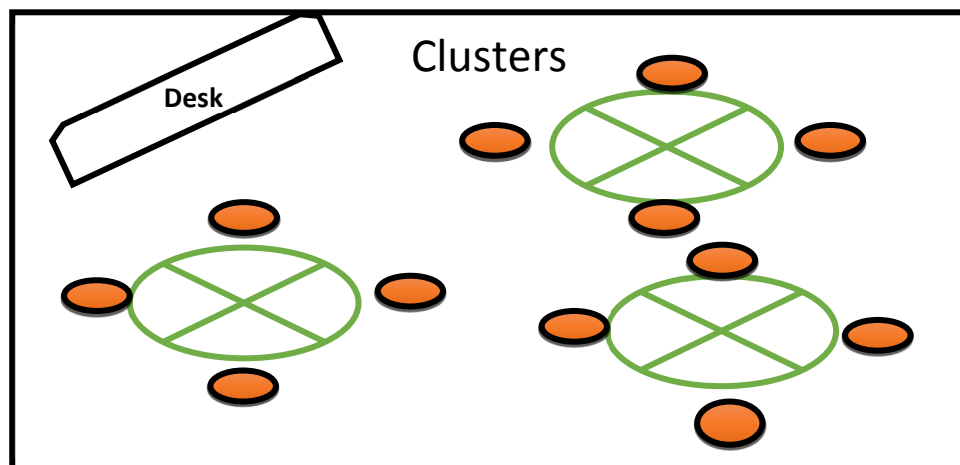
According to Fox & Hoffman (2011), teachers while differentiating the environment should reduce and minimize distractions that prevent learners to engage in the learning process. They should arrange furniture to allow for easy students' movements, especially hyperactive and tactile learners. Teachers should vary the seating arrangement. They can use columns or rows seating which is suitable to the first step of the lesson in a form of presentation or lecture. It is

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also preferable to pair or even individual work. In addition to the first arrangement, cluster-seating arrangement would fit small groups and collaborative work especially in the last step of the lesson i.e., in producing a project or a written product. The U-shaped seating arrangements, some call it horseshoes seating, is becoming more and more fashionable that helps both teachers and learners to be involved in the lesson due to the equity in seating in front of the teacher while he/she is in the center of the classroom. However, “the seating arrangement must be done before the students come to class.” (Fox & Hoffman, 2011, p.94).

The following figures demonstrate the way teacher arranges learners’ seatings in form of clusters. Cluster seating is when learners are seated in groups of 4 to 5 and facing each other. This arrangement allows students to interact with one another and easily work together. (Elaine Biech, 2022, p199-200) (See the below figure)

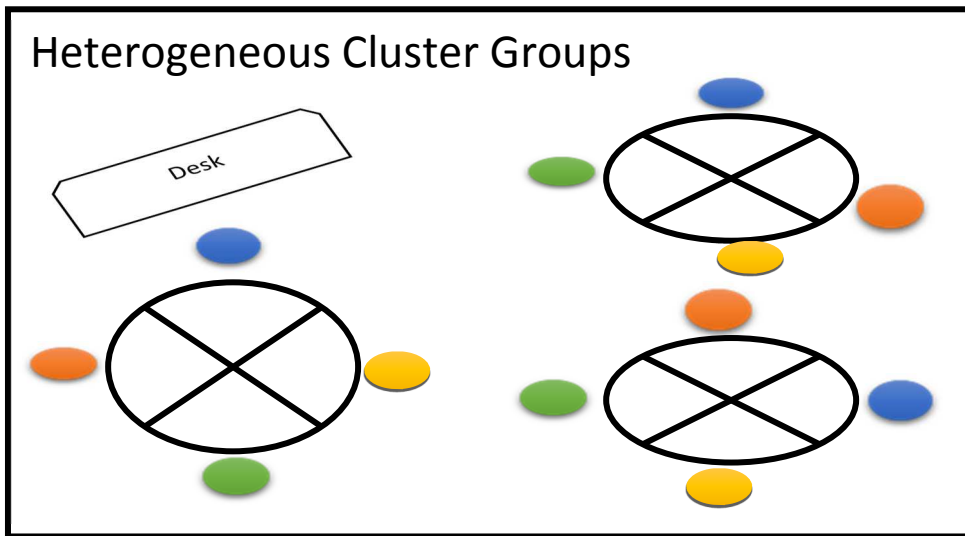
Figure 1. Clusters Seating Arrangement Classroom Layout. (Elaine Biech, 2022)



Heterogeneous grouping is a distributing diverse and different leveled-students (for example, slow learners sit with gifted students) and they are placed in groups from 4 to 5 so that they can apply their skills and abilities more evenly through their cohort. (See the below figure)

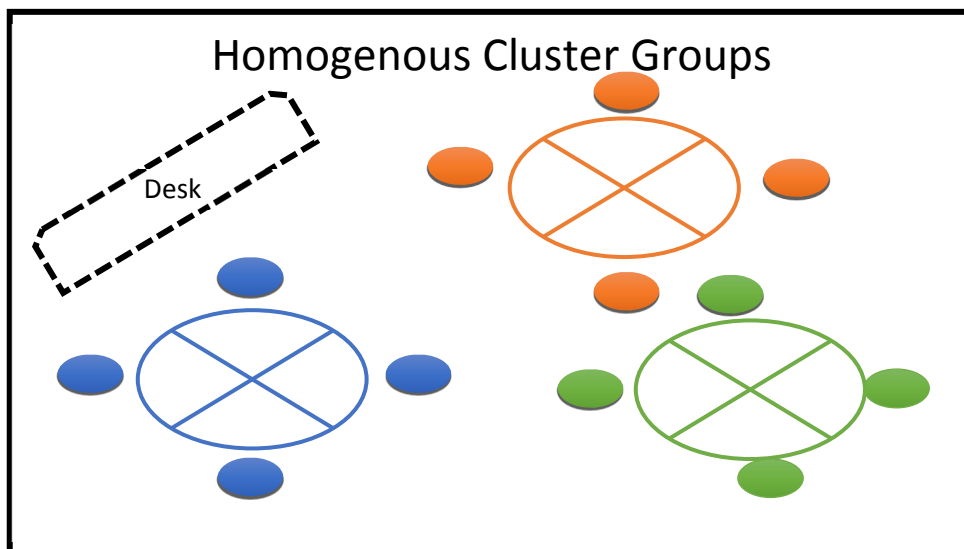
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Figure 2: Differentiation Instruction Heterogeneous Cluster Groups. (Elaine Biech, 2022)



Homogeneous seating arrangement is where students are arranged with the same learning level (usually done by ability levels) (See the below figure)

Figure 3: Differentiation Instruction Homogenous Cluster Groups (Elaine Biech, 2022)



Fox & Hoffman see that sometimes, teachers change the physical environment by planning fieldtrips or by creating virtual classrooms through the web, which in return leads to more

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learners' involvement and engagements and even it motivates slow learners to go further and beyond in the learning process. In general, learning environment can be differentiated according to the learners' learning profile.

2.5- Dimension of Differentiated Instruction to Students

In differentiated instruction, teachers are compelled to take into account student's characteristics, which are readiness, interest and learning profile in order to reinforce the learning process.

2.5.1- Differentiating by Readiness

Readiness is a student current proximity to specified knowledge, understanding, and skills (Tomlinson & Imbeau, 2010, p.16). Which means that ability is quite different from readiness. Teachers can measure learners' readiness through pre- and ongoing assessment to know in depth what learners already know, what they have understood, and what they are able to do. However, readiness differs from learner to another, and instructors need to differentiate to suitable challenge each student at his or her ability and readiness level. Students should acquire knowledge and skills according to their readiness, not too much to incapacitate slow learners or not too less to bored quick learners, in order to keep them competitive and ready for more. Teachers adjust and tailor assignment to different levels and varying tasks difficulties to each level is one example of differentiation by readiness. Differentiation by readiness helps learners to score well and using readiness as a form of differentiation ensures that all students encounter challenge through respectful tasks and build toward achieving or exceeding standards. (Richard M. Cash, D, 2017, p.46).

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2.5.2- Differentiating by Interest

Every learner has a specific interest in something or in many things. Thus, teachers must find out those specific interests within every student. Tomlinson & Imbeau (2010) define interest as: that which engages the attention, curiosity and involvement of a student (p.16) That is to say; when learners are interested in some subjects, they are already motivated to know and learn more about them. Consequently, it enhances the learning outcomes and gets good results. When learners are interested in a subject are already engaged in learning. Because it widens easily and smoothly learners' ability to learn, to stay motivated and to engage with the target lesson.

2.5.3- Differentiating by Learning Preferences:

Due to the fact that we learn differently, teachers must know their students' preferences through pre-assessment and through surveys in order to minimize time and efforts to achieve the learning objectives in a short period of time. The learner's learning profile is a preference for take in, exploring, or expressing content" (Tomlinson & Imbeau 2010, p17). It is related to four major elements. The first one is the learner's gender. It is very important to know that some subjects fit females more than males and vice versa. Boys like action stories while girls prefer detailed and dramatic long ones. The second element is the learner's culture and background. This element is very important to be taken into account by teachers in order to avoid any misunderstanding while teaching some sensitive subjects. The third element is the learner's learning style. Teachers must know deeply if his/her learner likes working alone or collaboratively. Does he/she like noisy atmosphere or just a calm place to think? Does he/she like stay still or moving around? Etc. The last element is the learner's intelligence preference. Learners acquire knowledge and skills by using

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different VAKT strategies (Visual-Auditory-Kinesthetic-Tactile) that why teachers should be keen on the psychology of how learners acquire knowledge.

2.6- Differentiated Assessments

Assessment is the process of gathering information about an individual's skills, knowledge, abilities, and understanding of a particular or topic. Assessments can be served in many shapes as tests, quizzes, essays, projects, observations, and interviews. The general aim of an assessment is to check and evaluate learners' level in mastering of a specific or a set of skills or subject matter.

Assessments' tools and technics are used for lots of purposes; some of them are included in academic, career, and personal growth. In the academic field, assessments are implemented to evaluate a learners' comprehension of a given subject, to set their readiness to move on to the next level and to provide feedback on their progress. Assessments are even implemented in the career settings to evaluate an individual's job qualifications and to determine their ability for advancement. In the personal growth setting, assessments can be realized to evaluate an individual's emotional intelligence, personality, and interests.

There are several types of assessments, each one has its own unique purpose, goal and way of working. Some assessments are standardized that is they are being implemented in a stable and a coordinated manner to all the learners who might be taking the assessment. Other assessments are more subjective, relying on the judgment of the teacher to evaluate the learners' performance. Besides that, some assessments are formative, which means that they are used to provide the on-going feedback and support, while others are summative, meaning that they are used to evaluate the learners' general performance in the classroom at the end of a particular period.

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Assessments can be useful and fruitful in different ways. They can help learners identify their weak spots and where they need to improve, provide motivation for learning, and help individuals set realistic goals. Assessments can also help teachers and even employers make informed decisions about how to support and develop individuals and can provide a basis for accountability and evaluation. Noting that there is a big impact and relation in what concerns the different kinds of assessments and implementing Differentiated instructions, the need of implementing the assessments in a differentiated environment is like a doctor who checks or examines his or her patients in order to give the suitable drugs. The most used Assessments are the Pre-assessment, formal and informal assessments. They are to be explained as following:

2.6.1- Pre-assessment

David Ausubel in his book (1968 p 16) said, "The most important single factor influencing learning is what the student already knows. Ascertain this and teach him accordingly".

Ann Tomlinson suggested that Pre-assessment, also known as diagnostic assessment is an evaluation of students' prior knowledge and skills before even instruction begins. The pre-assessment can be applied and used in many forms, such as surveys, observations, or short quizzes. The major aim of pre-assessment is to help the educators to identify students' strengths as well as weaknesses and to tailor instruction to meet the needs of the different categories of learners.

Pre-assessment is a critical component of differentiated instruction, as it enables teachers to design instruction that is responsive to students' needs. For example, if a pre-assessment reveals that a group of students has a strong understanding of a concept, the teacher can provide enrichment activities to challenge them. On the other hand, if the pre-assessment reveals that some students are struggling with a concept, the teacher can provide additional support to help them catch up.

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2.6.2- Pre-assessing for Learners' Interests and Profiles

Besides the main purpose of the Pre-assessment step which is gathering data about the targeted learners, it can also reveal and spot the light on the learners' profiles and learners' preferences as well. Discovering the learners' interests may permit the teachers to make or create content that fit the learners in order to increase the teacher-learner engagement in the classroom. Pre-assessment interests can be shown in two interpretations, teachers can find and establish a middle ground between his/her learners' interests and the content of the course, English for example can be easily connected to films, documentaries and games. In this step, teachers can talk to the learners and listen to them whilst speaking about their interests and passions.

2.6.3- Formal Assessment

Whereas Formal assessment refers to a structured approach to evaluate learners' learning and progress by standardized or pre-determined measures. As stated by the National Council of Teachers of Mathematics (NCTM, 2014), formal assessments are essential for measuring the extent to which students are meeting specific learning objectives, as well as for monitoring progress over time.

Formal assessments can take a variety of forms, including tests, quizzes, and performance assessments. These assessments are generally used to evaluate student performance against predetermined criteria or standards, such as the national learning standards. According to the National Education Association (NEA, 2016), formal assessments are used to measure student progress, identify areas of strength and weakness, and provide valuable feedback to guide instructional decisions.

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Formal assessment is an important tool for supporting differentiated instruction. It can help teachers identify those strengths, interests, and learning preferences, as well as areas where students are struggling, and adjust instruction to better meet the needs of each student. It is also able to be used to identify those students who are struggling with a particular concept or skill. Teachers here have the ability to use this information in their hands to provide additional support or alternative instruction to those students, while continuing to challenge and extend the learning of those who are performing well. Also, as it provides feedback to the teachers while teaching in general and while implementing differentiating instruction as in our study, it is possible as well to provide the learners themselves and their families suitable feedback towards the course objectives.

2.6.4- Informal Assessment

While formal assessments are an important tool for evaluating student learning, they should be used in conjunction with informal assessments, such as observations and conversations with students, to gain a more complete understanding of each student's learning needs. Effective use of formal assessment can help teachers tailor instruction to meet individual student needs and ensure that all students are making progress towards their learning goal. Tomlinson (2014), a prominent expert on differentiated instruction, defines informal assessment as "any type of ungraded, ongoing assessment that takes place during instruction and provides immediate feedback to teachers and students for instructional adjustments" (p.86). This type of assessment can take many forms, such as classroom discussions, observations, student self-assessments, and teacher check-ins, and is often used to guide instruction, monitor student progress, and adjust teaching strategies to better meet students' needs. Unlike formal assessments, which are typically more structured and often graded, informal assessments are designed to provide ongoing, real-time feedback that can inform

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instruction and support student learning.

2.7- PBL APPROACH VS IBL APPROACH IN DIFFERENTIATION INSTRUCTION

According to Hmelo-Silver, Duncan, and Chinn (2007), Project-based learning (PBL) and Inquiry-based learning (IBL) are both understudy focused instructing philosophies that emphasis on connecting with students in dynamic investigation and critical thinking, however, there are some key differences between the two approaches.

In their book "Project-Based Learning: Differentiating Instruction for the 21st Century", authors William N. Bender and Adam H. Haelle (2016) state that; The creation of a tangible product or outcome, typically a project or a presentation is the primary focus of PBL. The project is intended to be authentic and complex, requiring students to develop a solution to a real-world issue by utilizing knowledge and abilities from multiple subject areas. PBL commonly includes collaboration, and understudies work in groups to finish the project or the assignment.

On the other side according to Dolmans et al (2016) also in a similar way with Savery and Duffy (2015) state that IBL concentrates on Inquiry, investigation and examination. It includes understudies seeking clarification on some current issues, investigating themes, and leading exploration to foster a profound comprehension of a given subject. IBL approach mainly involves and supports understudy decisions and independence, and understudies might function individually or in small gatherings like the clusters seating plan.

2.7.1- PBL in differentiated Instruction

Project-based learning (PBL) has emerged as a powerful instructional approach within the context of differentiated instruction. According to Mohamed Abdulkadir Ahmed and Chong Wen Wang (2016), PBL offers several advantages for slow learners or students with diverse learning needs. Firstly, PBL allows for customized learning experiences, enabling

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individualized instruction that caters to each student's specific requirements and interests. Slow learners can progress at their own pace, receiving additional support and guidance as needed. Secondly, PBL offers a variety of entry points, allowing students to approach projects based on their strengths and interests. This flexibility enables slow learners to engage more fully in the learning experience. Thirdly, PBL projects are designed to be relevant to real-life situations, which enhances the motivation and engagement of slow learners by addressing their existing challenges and concerns. Lastly, PBL promotes collaboration among students, providing opportunities for discussion, clarification, and peer support. This collaborative learning environment can be particularly beneficial for slow learners, fostering their social interactions and offering additional assistance. By incorporating PBL into differentiated instruction, educators can create meaningful learning experiences that meet the unique needs of slow learners, promoting their academic growth and engagement.

2.8- IBL APPROACH IN DIFFERENTIATED INSTRUCTION

According to Hmelo-Silver, Duncan, and Chinn (2007) in their journal, Inquiry-based learning offers a range of benefits for fast learners within the framework of differentiated instruction. Firstly, it stimulates creative thinking and problem solving, appealing to students who enjoy exploring complex issues and generating new ideas. This approach encourages their intellectual curiosity and provides opportunities for critical thinking. Secondly, inquiry-based learning promotes independence and autonomy, which can be empowering for quick learners who may feel bored or constrained by traditional classroom structures. It allows them to take ownership of their learning and pursue topics of interest at their own pace. Moreover, inquiry-based instruction provides authentic learning experiences that are relevant to students' lives and interests. Fast learners are particularly motivated by projects that allow them to investigate real-world issues, making their learning more meaningful and engaging. Lastly, inquiry-based learning fosters collaboration and communication skills as it often involves group work and

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discussions. Fast learners benefit from working with their peers, exchanging ideas, seeking clarification, and providing feedback. These collaborative experiences enhance their social and communication skills while deepening their understanding of the subject matter. By incorporating inquiry-based approaches within differentiated instruction, educators can tap into the strengths and interests of fast learners, promoting their intellectual growth and fostering a love for learning.

2.9- Differentiating Lesson Plans

2.9.1 One-size-fits-all Lesson Plan Usual Design

The three Ps (PPP) is a methodology used by EFL teachers while designing a lesson / lesson plan. The first stands for “Presentation”, the second for “Practice” and the last for “Produce”. This method of teaching consists of three stages.

The first stage is the presentation of an aspect of language in a context that learners are familiar with. It is demonstrated by examples and explained rules and structures. This stage may take from 15 up to 20 minutes time.

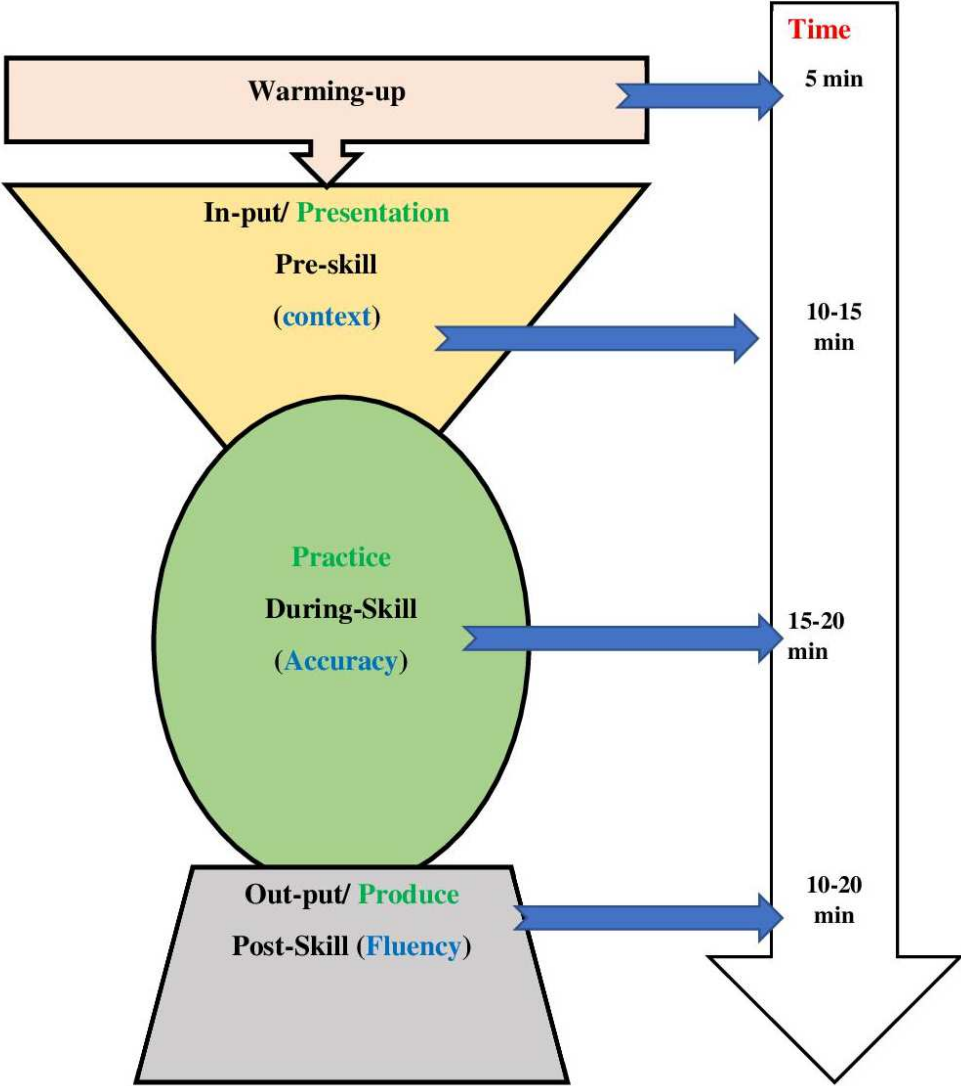
The second stage is practice, where pupils exercise and practice tasks and activities that give them more opportunities to practice the new aspect of language and become familiar with. The teacher designs two tasks, the first one is very controlled while the second one is going to be less controlled. This stage may take from 20 up to 25 minutes time. In this method, practice plays a major role in the whole lesson.

The last stage is production where the learners will use the language in its context, in an exercise set up by the teacher who will be giving less guided assistance. However, he checks his learners and assesses them regularly. In this stage learners show to what extent they have grasp the learnt knowledge and the skills. This stage may take from 15 up to 20 minutes time.

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The following figure shows the usual standards used to design an inclusive lesson plan, starting from warming up that takes around five minutes, followed by the three stages: presentation, practice and produce.

Figure 4: One-size-Fits-all Lesson Plan Usual Design (Jeremy Harmer, 2013, p102)



2.9.2 Differentiated Lesson Plan Design:

In differentiated lesson, the three Ps methodology is still used by EFL teachers while designing a lesson / lesson plan, with the same three stage. However, they are used with more flexibility in matter of time, readiness, process, and assessment.

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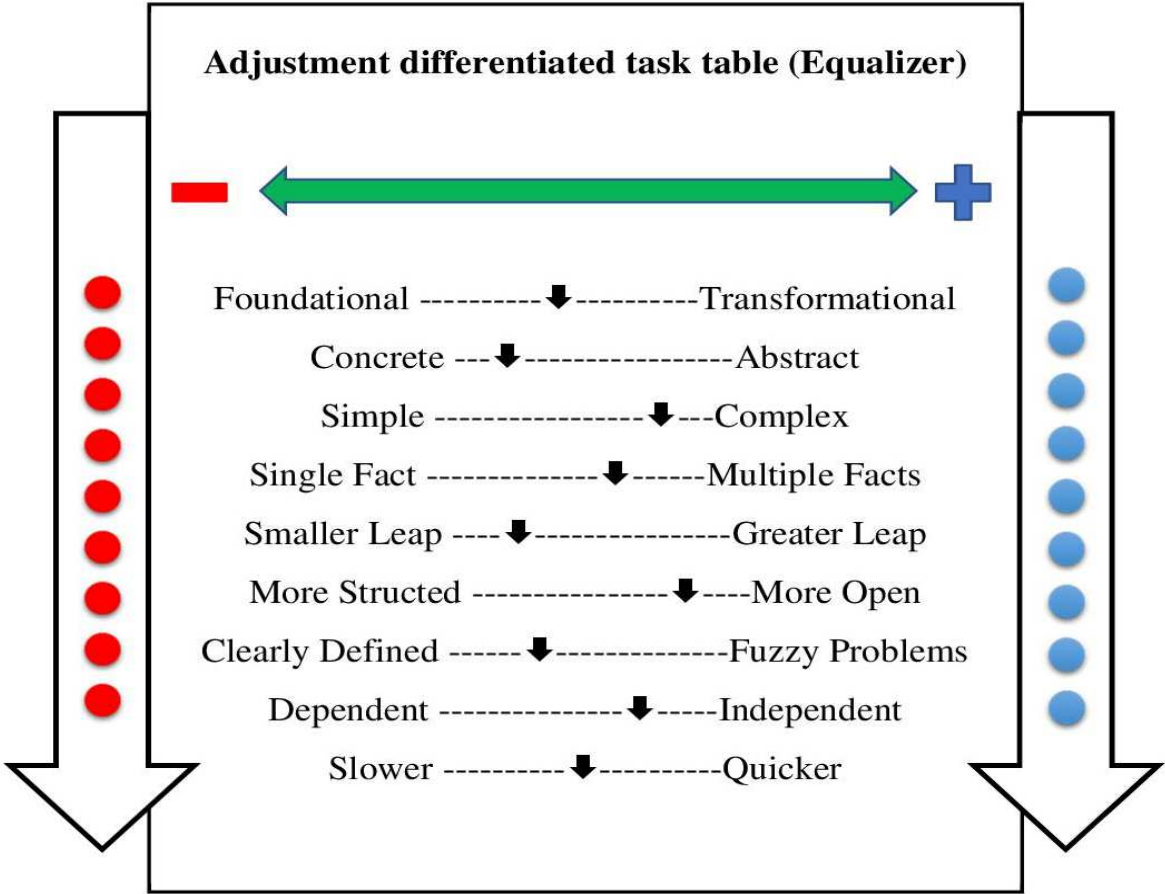
The first stage, which is the presentation of an aspect of language in a context. It is demonstrated by examples and explained rules and structures. This stage may take from 15 up to 20 minutes time. It must not be differentiated.

The second stage is practice. The teacher, in this stage may differentiate and adjust the task according to ability of learners. He may form different groups to facilitate the given task to his students. He might provide more time to those struggling learners.

Therefore, time differs from group to another. Designing differentiated instruction lesson is almost like the use the equalizer buttons on a music CD player. Teacher can tune up or down the buttons to get the best combination of sounds foreach musical piece. However, in a differentiated classroom, tiering the buttons effectively for diverse leveled-students' needs equalize their chances of being appropriately challenged by the materials, tasks, and products in classroom. Teachers tier tasks from simple to complex and from concrete to abstract...etc.(see the below figure 5)

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Figure 5: The Equalizer tasks table in DI (Carol Ann Tomlinson, 2001, p47)

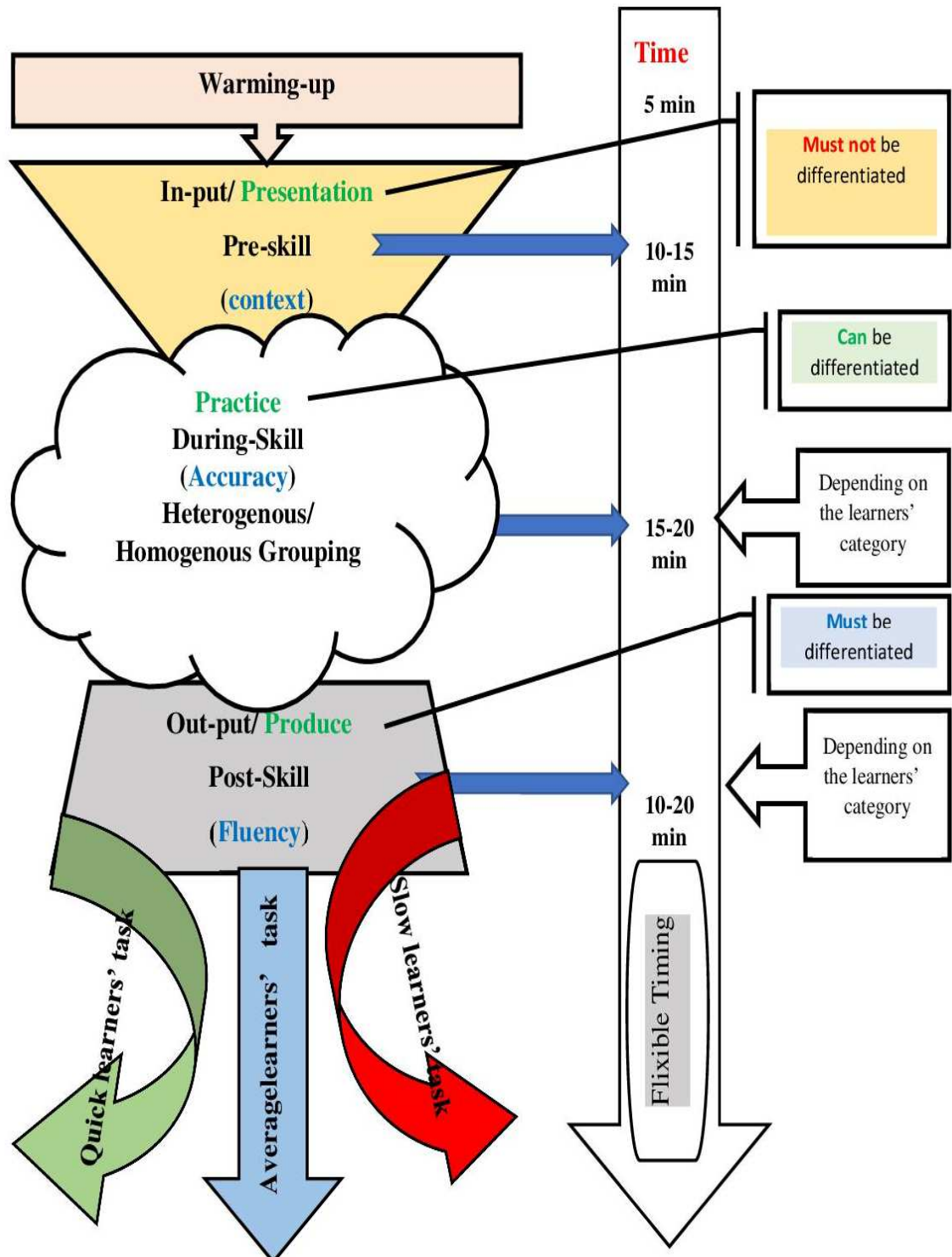


The last stage in differentiated lesson, which is production where the learners will use the language in its context but in different outcomes. Quick learners may choose to produce complex piece of writing and will be giving less guided assistance. However, the slow learners may choose to perform verbal language production, such as plays or role play, individual, pairs or in groups. Time management here, may take longer. Teachers use different assessment ways to evaluate learners. The following figure shows the framework of differentiated lesson/ lesson plan.

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Figure 6: Differentiated Lesson Plan (Carol Ann Tomlinson and Jay

McTighe, 2006, p36)



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2.10- Previous Studies

The topic of differentiated instruction (DI) has been a subject of debate in the field of education. To explore this topic, the researcher plans to review most early studies as well as books, and articles on differentiated instruction published within a specific period between 2015 and 2019.

2.10.1-Previous Studies Related to the Impacts of Differentiated Instruction on Learner's Academic Performance and Achievement:

The effectiveness of differentiated instruction DI in improving students' academic achievements is a contested issue in the field of education. Shareefa (2019) argues that DI should be implemented by all teachers, not just those working with special cases or low achievers, as the benefits in such learning are predictable. Mavidou and Kakana (2019) conducted an experimental study on kindergarten students and found a positive relationship between DI and academic success. However, Kotob and Abadi (2019) and Iterbeke et al. (2019) found that while DI can help low achievers without affecting high achievers' progress. In addition, Pablico (2017) interviewed six teachers who implemented DI and found that they all reported positive outcomes. Stavrou and Koutselini (2016) compared pre- and post-intervention outcomes and found a positive impact of DI on students' learning.

Moreover, a qualitative investigation by Freedman (2015) suggested effective approaches for implementing differentiated instruction in classrooms. The study specifically highlighted direct instruction and student grouping as key strategies for teachers to utilize. However, the most significant finding from the study was related to students' reactions to differentiation. According to Freedman (2015), students displayed higher levels of engagement and enthusiasm for attending and participating in school when exposed to differentiated instruction. This was because the differentiated tasks catered to students' varied interests, skills, and learning

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preferences (Freedman, 2015). The most important result was that students responded positively to differentiation. When students were given tailored tasks (personalizing learning) matching their individual needs, interests, abilities, and learning styles, they showed greater excitement and involvement in school and learning (Freedman, 2015). Similarly, several studies have found that students have positive attitudes and perceptions toward DI because differentiated tasks align with their personal learning preferences and interests (Pablico, 2017; Hapsari et al., 2018). Although some believe differentiation primarily benefits lower achieving students, Kamarudin et al. (2017) found it positively affects high achievers and gifted students as well, due to the fact that challenging and engaging tasks increase motivation and achievement for these students.

Furthermore, Meyad et al. (2014) collected survey data showing that differentiated instruction in classrooms motivates students and improves their learning abilities.

2.10.2- Previous Studies Related to the Implementation of Differentiated Instruction in the Teaching Process

The study conducted by Kamarulzaman et al. (2017) can act as a reference to learn more about differentiation tactics used in classrooms. In mixed ability classes. Similarly, Dijkstra et al. (2017) emphasized the significance of instructors' perspectives and duties. The researchers came to the conclusion through questionnaires and open-ended questions that teachers should have a positive mindset and attitude toward differentiation in order to plan effectively and give children the opportunity to succeed. Furthermore, a study by Khan and Jahan (2017) and Birnie (2015), have demonstrated the value of adopting differentiation in the classroom while reassuring instructors that implementation is difficult but not impossible. In order to refute the misconceptions instructors may have about varied teaching, Birnie (2015) presented a convincing argument in favor of encouraging teachers to differentiate in the classroom. The

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importance of differentiated instruction and personalized teaching strategies in inclusive classrooms was examined by Lindner et al. (2019), who came to the conclusion that the best teaching strategy is to adapt the lesson to the needs of the learners.

2.11- Conclusion

In the light of the above, the studies and articles conducted in the last few years points to a positive relationship between differentiation and students' achievement level. Moreover, implementing DI can be extremely challenging for teachers unwilling to move away from rote learning techniques. However, for teachers who recognize the significant and constructive impact differentiation has on students' learning experiences, it is less daunting and less challenging.

Chapter Three: Research Methodology

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Research Methodology

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3.1- Introduction

A basic theoretical background has been constructed about the influence of differentiation instruction on academic achievement from the previous chapter. The next step of any research design is to move to something more practical. This chapter describes the methods and data collection procedures that are used in carrying out this study under the following subtitles; Research design, study area, participants, research Tools and reliability.

3.2. Research Design

As any research should have a design, the present study is not an exception. Before presenting the plan adopted for this research, it is of a paramount importance to define the research design. According to Selltiz et al (1962), “A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.” (Cited in Kothari; 2004, p.31). To put the research questions and hypotheses into practice, quantitative and qualitative methods (mixed-method) will be suitable for achieving the aim of this research.

3.2.1- Quantitative method

Quantitative method is the dominant research framework in the social sciences. It refers to a set of strategies, techniques and assumptions used to study psychological, social and economic processes through the exploration of numeric patterns. The collection of quantitative information allows researchers to conduct simple to extremely sophisticated statistical analyses that aggregate the data show relationships among the data or compare across aggregated data. Quantitative research emphasises objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques according to

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Babbie(2010).Since the purpose of using quantitative method is to produce objective data that can be clearly communicated through statistics and numbers, it is used in this research to pick out the extent to which teachers take into account learners' differences in terms of style and personality.

3.2.2- Qualitative Method

Qualitative method is research using methods such as participant observation or case studies which result in a narrative, descriptive, account of a setting or a practice. Sociologist using these methods typically rejects positivism and adopts a form of interpreting Sociology. Parkinson & Drislane (2011) claim that it involves the collection and analysis of narratives and/or open-ended observations through methodologies such as interviews focus groups or ethnographies. It is valuable in providing rich descriptions of complex phenomena; tracking unique or unexpected events; illuminating the experience and interpretation of events; conducting initial explorations to develop theories and to generate and even test hypotheses; and moving toward explanations. Moreover, qualitative research aimed at gaining a deep understanding of a specific organization or event, rather than surface description of a large sample of a population. Related to this research, this method is opted for to figure out the different strategies used by teachers to cope with learner's differences in the classroom.

The data must be collected in an organized way and appropriate circumstances to describe, explain or interpret and verify the mentioned purposes above.

3.3- Participants

The Target Population of this Study is Both Teachers and Learners

3.3.1- Learners: 129 students mainly 64 boys and 65 girls from 4 mixed-ability classes in 3rd year level in middle school. Even though these 129 learners share almost the same age and maybe similar goals, their proficiency levels are very distinct. Abilities not only come from

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various social and economic background but also their readiness. 45 pupils responded to the online questionnaire. 51,1 % were females and 48,9 % were males. 84,4% were not repeating the previous third year and 15,6% had repeated the year. Four classes participated in which 37,8% pupils are from 3MS1, 22,2 % from 3MS2, 15,6 % were from 3MS3 and 24,4 % were from 3MS4.

3.3.2- Teachers: 71 teachers from different areas in Algeria voluntary participated in the study to explore their perception about differentiation instruction. With 71.8 % of the respondents being females, and 28.2% being male. Approximately half of the teachers have more than 10 years of experience.

3.4- Research Tools

In the present work, different types of research instruments were selected in order to obtain reliable data. We designed and administered two online questionnaires (for learners and teachers), pre-test, and post-test in addition to classroom observation.

3.4.1- Learners Online Questionnaire

Students' questionnaire is a method of obtaining the opinion of the learners about school curriculum, school atmosphere, teaching methods, etc. the feedback from the learners is intuitive information that can help in major decisions regarding education and students well-fare Kothari (2004:37). Online surveys can be easily distributed to a large number of participants in a short time. Responses can be automatically collected and analyzed using software. Seven multiple-choice questions are included in the learners' online questionnaire via Google form. The researchers created a Facebook page for the students and gave them the link to fill out the questionnaire on google forms, we employed the Arabic language to guarantee comprehension of the questions by all the participants (see appendix). The aim of the first question is to define the learner's gender. The second question is for checking the learning abilities mentioned in Bloom's Taxonomy. The third and fourth questions to show the learners'

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personal profile. The fifth one indicates how learners like to work in classroom, the type of activities they prefer. The last question is to determine the learners' assessment preferences.

3.4.2- Teacher's online questionnaire

Teachers' questionnaire is used to gain insights on how teachers comprehend the implementation of differentiation instruction, and how they address their learners' needs and challenges. It consists of a mixture of closed-ended and open-ended questions. The first questions are devoted to know personal information of teachers concerning their years of experience. The following questions endeavour to determine teachers' current practices in differentiation, and demonstrate their understanding of student diversity (abilities and learning needs), in addition to provide insight into the teachers' teaching approach, and their ability to meet the needs for all learners and create an effective learning environment. The sixth question is one of the most important questions in which the researchers attempt to know which parts of the lesson teachers differentiate. The other questions try to know how often teachers apply differentiated instruction in their Tutorial session plans, and to figure out the teachers' point of view concerning about our under-study method in the teaching process

3.4.3- Classroom observation

One of the researchers is employed as a teacher in Abd El Hamid Ibn Badis School in Khemis-Miliana, accordingly the observation and data collecting will be easier and more accurate, moreover the access of the other observers will be granted. The teacher implements the differentiated instructions in tutorial sessions while the other two researchers observe the environment and the learners' reaction towards the method. The observers focused on clusters' seating plan, the Teacher's Role, and the students' behavior during the implementation of differentiated instruction.

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3.4.4- Pre-test and Post-test

According to Benjamin Bloom, "Tests are instruments for measuring the knowledge, skills, attitudes, and abilities of an individual or a group of individuals. They are designed to provide a systematic and objective evaluation of the performance of individuals across a range of domains, such as academic achievement, aptitude, personality, and vocational interests. Tests can be used for a variety of purposes, including diagnosis, selection, evaluation, and research. They are typically standardized, meaning that the same set of questions or tasks is administered to all participants under similar conditions, and the results are interpreted based on established norms or criteria. "The researchers conducted a pre-test also known as diagnostic test to evaluate the learner's knowledge skills and understanding before implementing differentiation instructions. It provides valuable information about the learners' strengths and weaknesses, which can help the teacher to tailor the instructions to meet their individual needs. After implementing the instructions, the teacher conducts a post-test to determine the learner's progress and measure the effectiveness of differentiation instruction on their academic achievement.

3.5- Reliability

The researchers to ensure reliability of this research, they used multiple data collection methods, including pre- and post-tests, questionnaires, and classroom observations. To ensure consistent administration of the pre- and post-tests, clear instructions (written tests) were given to the participants, accordingly the same assessment method was used for all participants(scores). The questionnaires were designed with clear and direct to the point questions to reduce response bias. In addition, three different researchers to ensure the reliability conducted classroom observations many times.

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3.6- Procedures

The methodology employed in this research involved an experimental approach to investigate the positive impact of implementing differentiated instruction in middle school EFL mixed abilities classrooms. The participants of the study were third-year middle school students from Abd El Hamid Ben Badis middle school. Pre-test and post-test measures were conducted to the experimental group to assess their academic achievement before and after the implementation of differentiated instruction. Data collection involved the use of questionnaires for both students and teachers, classroom observations, and achievement tests. The data collected was analyzed using statistical techniques to determine the effectiveness of differentiated instruction. This accurate methodology allowed for a comprehensive examination of the impact of differentiated instruction on student outcomes in the EFL classrooms in middle school.

3.7- Conclusion

This study is descriptive research that follows the qualitative and quantitative data collection approach to investigate the extent of teacher's awareness about the implementing of differentiation instruction in EFL classes, and the impacts of differentiation instructions on learners' academic achievement.

Chapter Four

Results and Findings

Chapter Four: Results and Findings

4.1- Introduction

The current chapter is devoted to present the data collected. Our research aims to know the outcomes of implementing differentiated instructions in middle school EFL mixed-ability classrooms. Data is collected through three different tools and methods that are a questionnaire for both teachers and learners, pre-test and post-test and classroom observation. The data is analyzed into percentages and the number of the participants for both students and teachers' answers.

4.2 - Analyzing Third Year Middle School (Ben Badis Middle School of Khemis-Milliana) Online Pupil's Questionnaire:

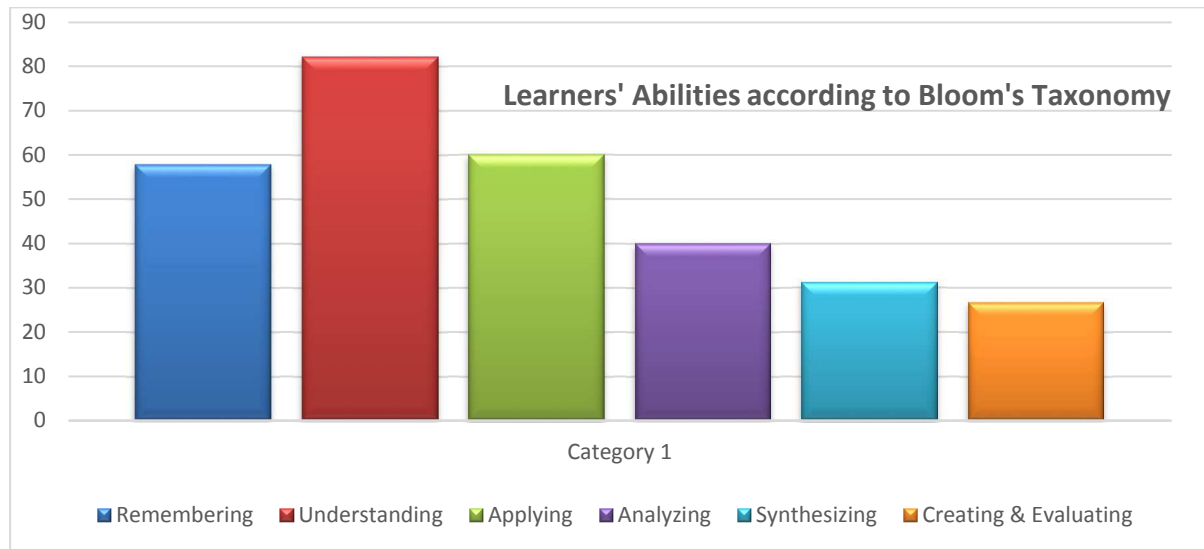
In the online survey (the survey was written in Arabic due to the inability to almost all learners to understand the meaning of the technical ELT vocabulary) which is dedicated to the third-year middle school (Ben Badis Middle School of Khemis-Milliana), only 45 pupils responded among 129 pupils who were part of the study. 51,1 % were females and 48,9 % were males. 84,4% were not repeating the previous third year and 15,6% had repeated the year. Four classes participated in which 37,8% pupils are from 3MS1, 22,2 % from 3MS2, 15,6 % were from 3MS3 and 24,4 % were from 3MS4.

Question 1: What are your capacities as a learner during English lessons?

The aim of this question is to check which the learning abilities mentioned in Bloom's Taxonomy are most used by middle school pupils while learning. After analyzing the learners' capacities through the poll, the results come as follow:

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➤ **Figure 7: Pupils' capacities according to Bloom's Taxonomy**



The data were analyzed using the revised version of Bloom's Taxonomy is an upside-down pyramid, which is divided onto six parts:

Remembering, Understanding, Applying, Analyzing, Synthesizing, and Creating and evaluating. Those stages are divided into two major sections: HOTS and LOTS. LOTS is an acronym of Low Order Thinking Skills, which are: Remembering, Understanding, Applying, and HOTS is High Order Thinking Skills.

Remembering: More than half of the learners who were part of the survey (26 out of 45 pupils which correspond 57, 8%) had mentioned that they have the ability to remember and recall the previous information when needed.

Understanding: the majority of the learners with (37 out of 45 pupils which correspond 82, 2%) had clarified that they are able to understand and recognize the new information through examples and well-prepared presentations from the teacher(s). Understanding in Bloom's Taxonomy is the second step and it is part of the LOTS section which does not need so much capacities to be achieved.

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Applying: Sixty percent of the learners said (27 out of 45 pupils which correspond 60,9 %) said that they are able to apply and practice the new skills and knowledge in resolving the learning problems and activities after remembering the prior knowledge and understanding the new situations during the presentation of the lesson. 60% is very respectful amount among middle school learners and it is very important skill that help learners to go beyond their limits.

Analyzing: Analyzing is the first step of HOTS section. Moreover, it is understood that not all the participants could have it. Eighteen pupils out of 45 which correspond 40% claimed that they are able to enjoy this complex skill. However, 40% is not a bad result after all. It is very acceptable to middle school learners. Analyzing is to break material down into smaller parts and determine how the parts relate to one another.

Synthesizing: It is the fifth level of Bloom's Taxonomy. It occurs when learners go beyond what they have learned, understood, applied, and analyzed, in order to rebuild and develop a product or develop a new method and inventing ideas. Through the online poll only 14 out of 45 pupils which correspond 31,1% who claimed to have this complex skill. It is very understood that learners below 13 years old may not develop this HOTS skill easily.

Creating and Evaluating: It is the sixth, the last step and on the top of Bloom's Taxonomy pyramid. Moreover, it is not given to everybody. As in the previous step, only 12 out of 45 pupils which correspond 26,7% who claimed to achieve this very complex skill. It is putting all the previous skills and knowledge together in innovative way and judge, evaluate or even criticize the whole product. This skill is only for higher achievers and usually for learners beyond 16 years old.

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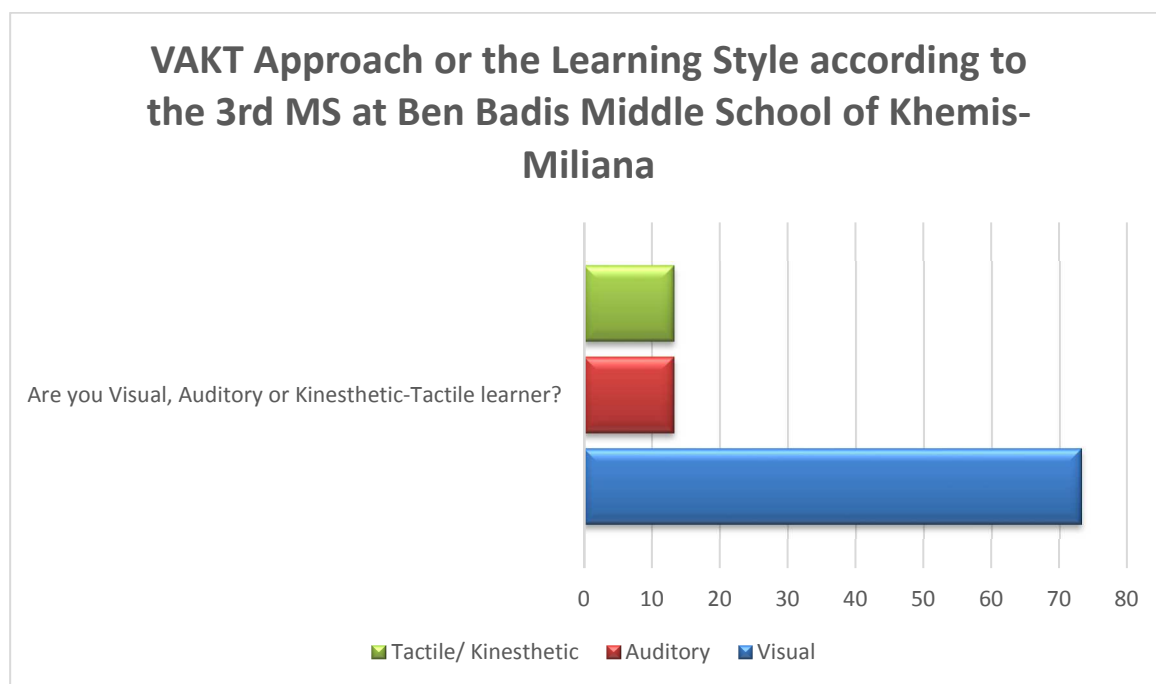
4.2.1-The VAKT Approach or Pupils' Learning Styles

It is known that all human beings use the five senses to acquire new skills and knowledge. Human beings enjoy visual, auditory, tactile/ Kinesthetic, olfactory and gustatory senses. However, in learning a language we need only the first three ones.

Question 2: What senses do you prefer (or suit your feeling) to use while learning English?

The purpose of this question is to recognize and classify the learners according to their VAKT learning styles.

➤ Figure 8: Learners' VAKT Learning Style



Concerning visual learners, almost eighty percent of those who took the poll (73,3%) appeared to be visual learners. It is quite normal to have this amount due to the fact that the majority of human beings learn and acquire new knowledge using this ability. It is a sense that dominates the rest of five senses. However, it cannot work alone and independently from the rest of the five senses. The almost three-fourth of participants claimed to learn and receive the information

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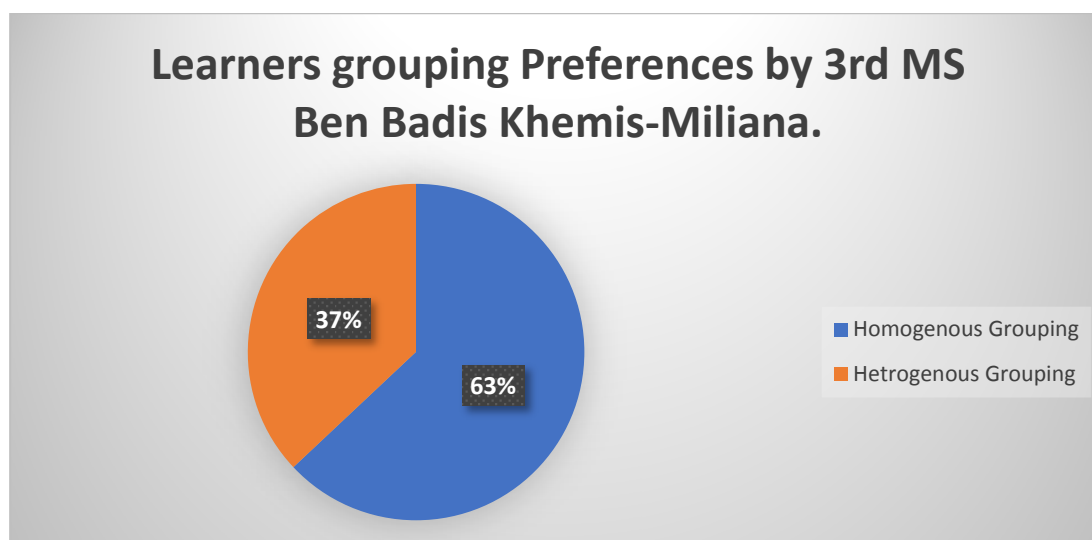
through observing and remembering in forms of pictures memorized in their minds. The second major part of learners are “auditory learners” in which 13.3% of the participants mentioned that they learn and acquire the data through remembering information in forms of sound memories and they are good listeners. They need a calm atmosphere in classroom to concentrate and understand in better ways. The do not like kinesthetic learners who appeared to them as agitated and turbulent pupils. The last category is “tactile and/or kinesthetic learners”: 13.3% of the participants said that they learn through touching objects and moving around the class to comprehend the task. They feel bored easily when the lesson is full of abstract meanings and they find it difficult to understand what they have to do unless they make hard contact with the subject. They are fewer learners but they should not be left behind.

4.2.2- Learners’ Grouping Preferences

Question 3: Which group do you prefer work in?

The goal of this question is to know what kind of grouping style learners prefer (homogenous or heterogeneous). The following graph demonstrates the survey results followed by analyzing the data.

Figure 9: Learners grouping Preferences by 3rd MS Ben Badis Khemis-Miliana.



Chapter Four: Results and Findings

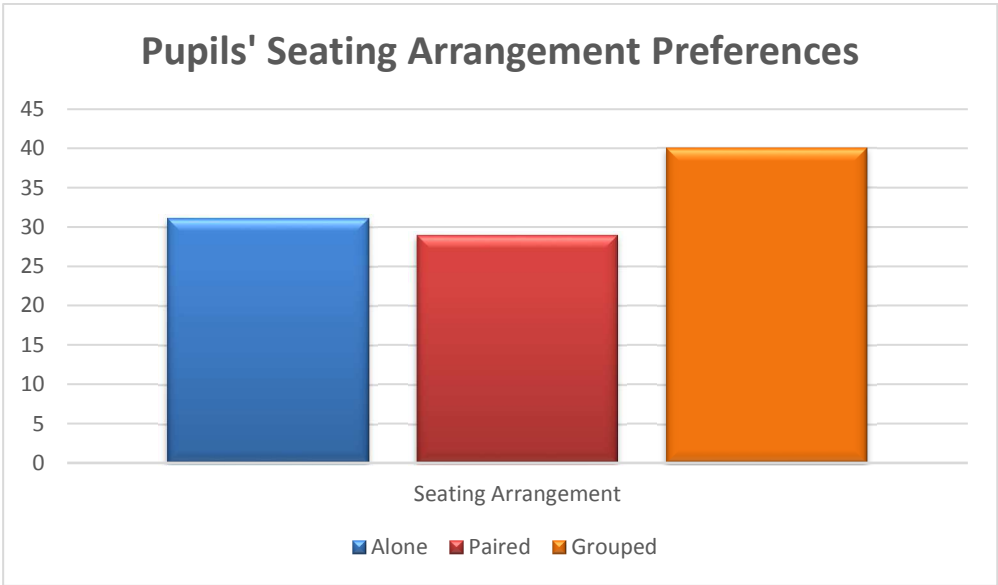
Majority of the pupils who participated in the poll (62, 2%) were in favour of homogenous grouping and only 37,8% had chosen heterogeneous grouping. While interviewing the majority of the pupils, they said that learning in homogenous groups helped them practicing equally the given tasks, and the tasks were attainable. They felt more involved, engaged with the lessons, and understood the assignments in a better and new way. However, those who had chosen heterogeneous groups said that they have learned better in mixed-ability groups because they are shy learners and they could not ask for more explanation in public. Therefore, they took advantage to ask the quick learners (leaders of the groups) to explain the difficult points.

4.2.3- Pupils' Seating Arrangement Preferences

Question 4: As a learner, which seating arrangement that suits you well?

The objective of this question is to check learners’ seating arrangement preferences (Alone, paired or in groups). The next graph shows different seating arrangements pupils preferred followed by analysis.

Figure 10: Seating Arrangement Preference



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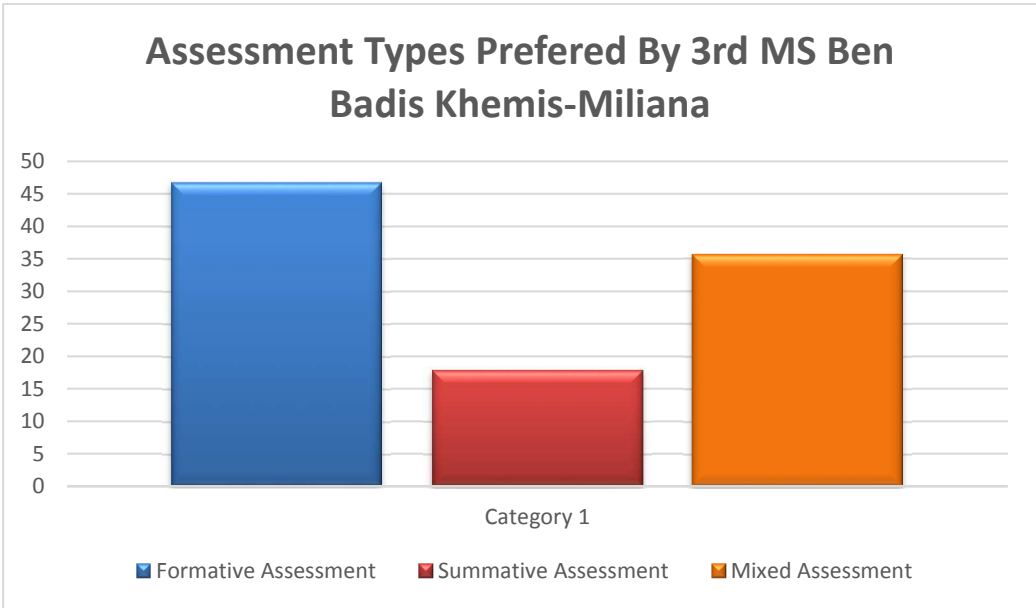
About third of the participants (31, 1% to be more exact) had declared that seating alone is very helpful to learn better. Those are usually quick learners who said, through the poll, that they do not trust the other learners and prefer competitive and solo works. Forty percent 40% said that they preferred to work in groups and in a cooperative way to understand the tasks better. They believe that everyone completes the others. This category works better in projects and groups performance. The last category which corresponds 28, 9 % of the participants preferred to work in pairs. They trust only one partner. They are shy and they do not talk too much to other learners. They prefer peer assessment in order not to be embarrassed.

4.2.4- Assessment Types Preferred By 3rd MS Ben BadisKhemis-Miliana

Question 5: What kind of assessment do you prefer?

The objective of this question is to know what kind of assessment learners feel comfortable. The following figure demonstrates the different types of assessment are mostly liked by learners followed by analyzing the data.

Figure 11: What type of assessment suits the learners?



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Only 17, 8% of the participants preferred summative assessment after a cycle of learning either a month for tests or a term for exams. They usually are quick learners who prefer this type of assessment because they believe to score well in comparison to other categories. However, about 46,7% of the participants preferred only formative and ongoing assessment which deal with projects and homework due to the fact that they feel anxious during exams and may not score well. This category is usually the slow learners who do not develop their self-confidence. The last category which corresponds 35,6% of the participants preferred a mixed-testing. They believe that in order to score acceptably they should work during the learning sessions as well as in exams to compensate any shortcomings that would happen.

4.3- The Analysis of Teachers' Online Questionnaire

In the online survey which was dedicated to teachers from various regions across Algeria. We received responses from 71 teachers, with 71.8 % of the respondents being females, and 28.2% being male .in term of school affiliation, approximately 85.9% of respondent were from public schools while 7 % were from private schools and 7 % from both.

Question 1- How long have been in teaching? (Teaching experience).

This question aims to find out the teacher's years of teaching experience and provide a valuable information about their qualification. This can give an indication of how experienced the teachers are in implementing differentiation instruction.

Regarding teaching experience, nearly half of the teachers with the estimate of 46.5% claimed that they have more than 10 years of experience. Moreover, Teachers with 5 to 10 years of experience who represent a significant proportion of (33.8 %) are also competent but may need some guidance to improve their practices. However, about one fifth (19.7 %) who have less than 5 years of experience.

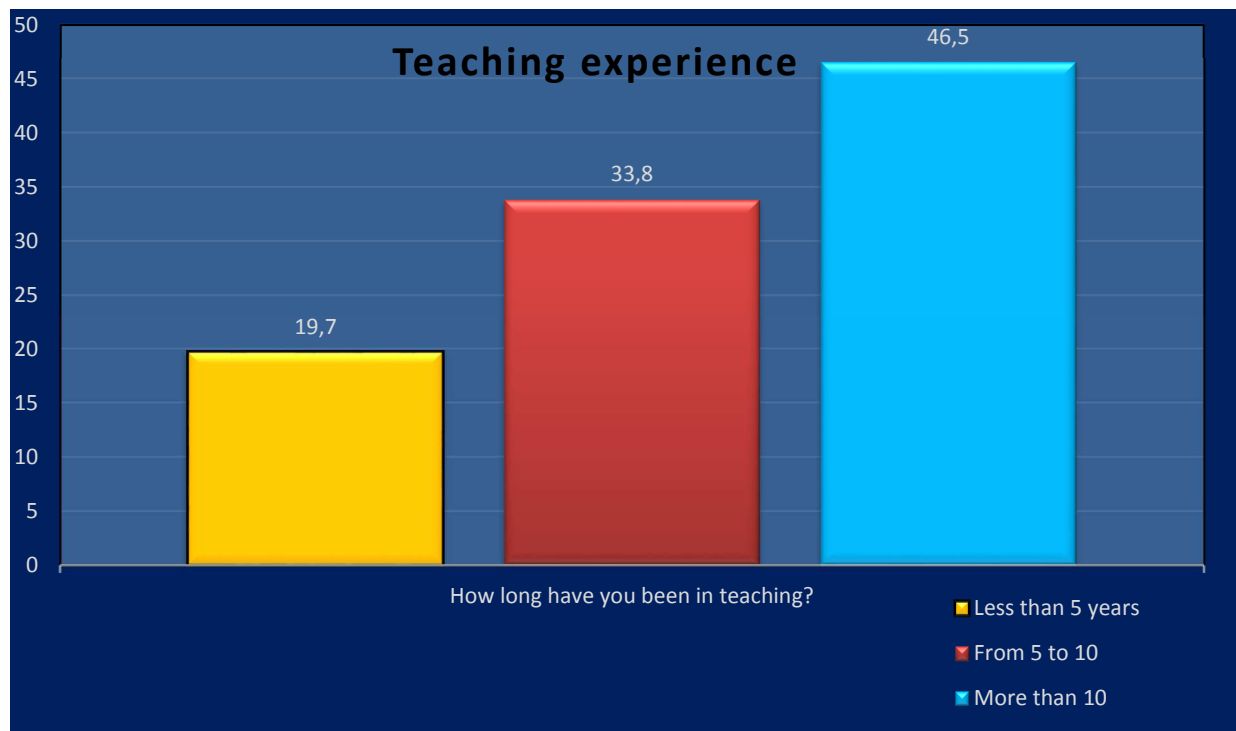
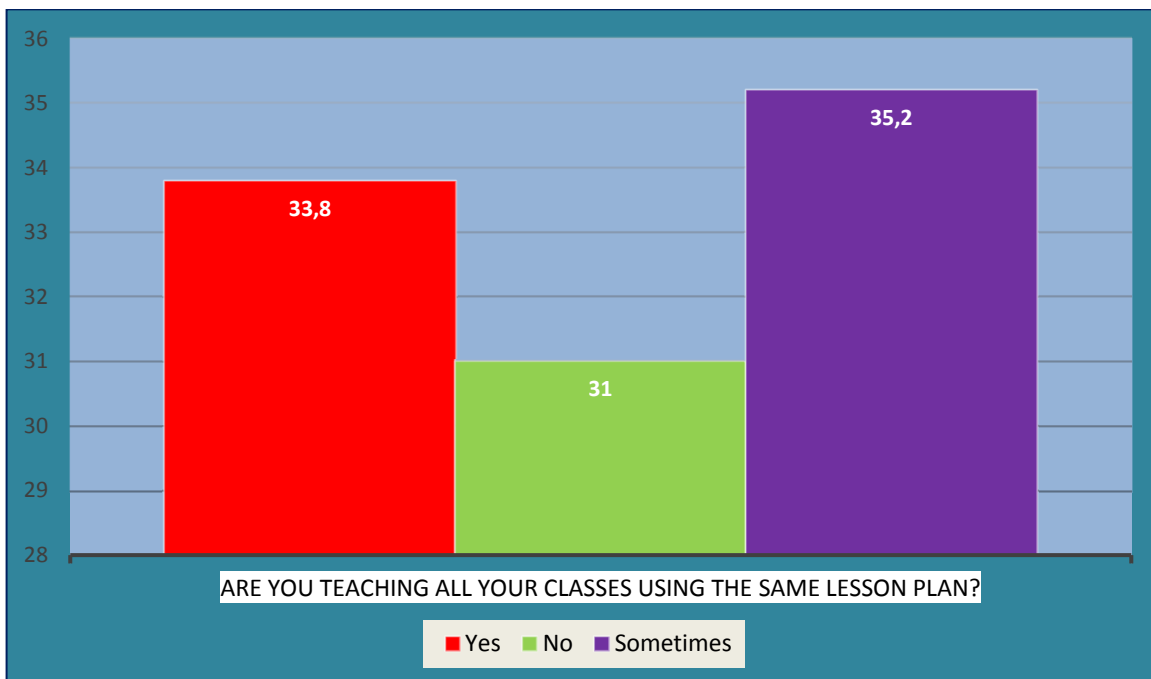


Figure12: Teaching Experience

Question 2 - Are you teaching all your classes using the same lesson plan?

This question aims to determine teachers' current practices in differentiation, and demonstrate their understanding of student diversity (abilities and learning needs). In addition to provide insight into the teachers' teaching approach, their ability to meet the needs for all learners and create an effective learning environment. From the responses we received, more than one third (33.8%) of the teachers reported using different lesson plans (no answer for using the same lesson plan), which suggest that they may be making an effort to tailor their instruction to better meet the needs of their students. Moreover, 35.2% of the teachers stated sometimes implement D I, indicating that it is not a universal practice among all teachers. Nevertheless 31% (yes answer) of teachers use the same lesson plan for all classes.

Figure 13: teaching classes using the same lesson plan.

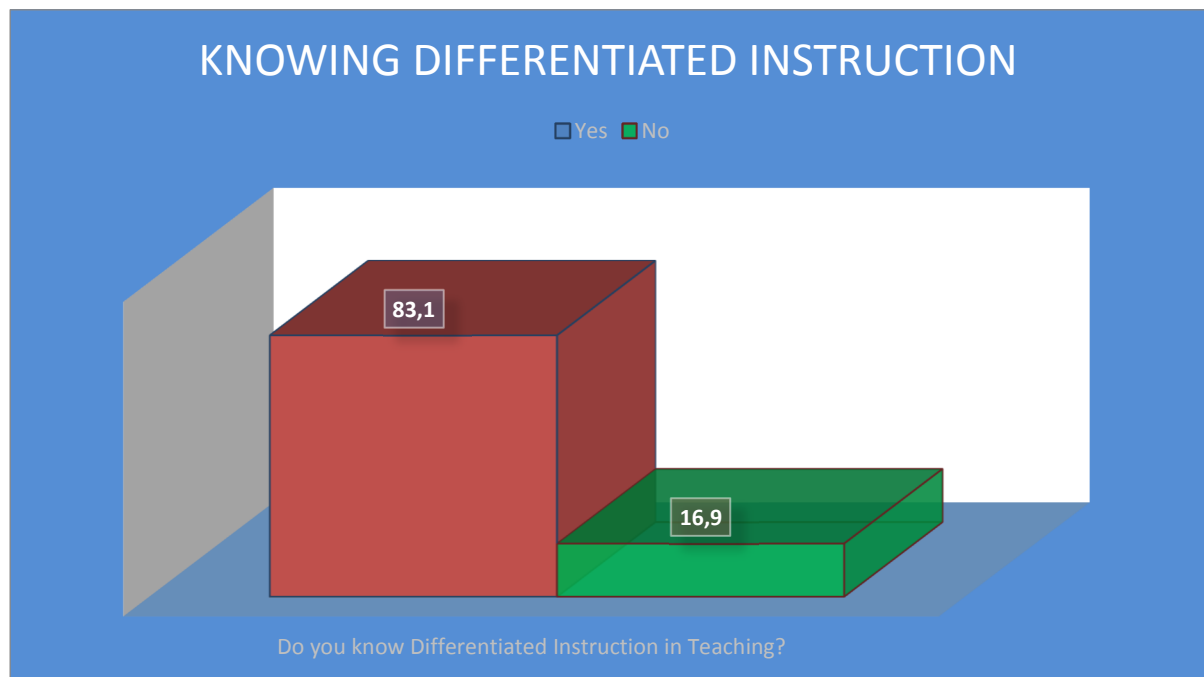


Question 3: Do you know differentiated Instruction in ELT Teaching?

The present question aims to determine if teachers are familiar with the concept of differentiation instruction. Therefore, their knowledge about differentiation techniques can influence their implementation in the classroom.

The vast majority of teachers surveyed, with the estimate of 83.1 %, claimed that they know about differentiation instruction. Yet, 16.9 % of them still do not know about it, this highlights the importance of professional development programs to raise all teachers' awareness of differentiation instruction, its importance, strategies, and methods of implementation. The following diagram demonstrates the above results.

Figure 14: Knowing Differentiated Instruction



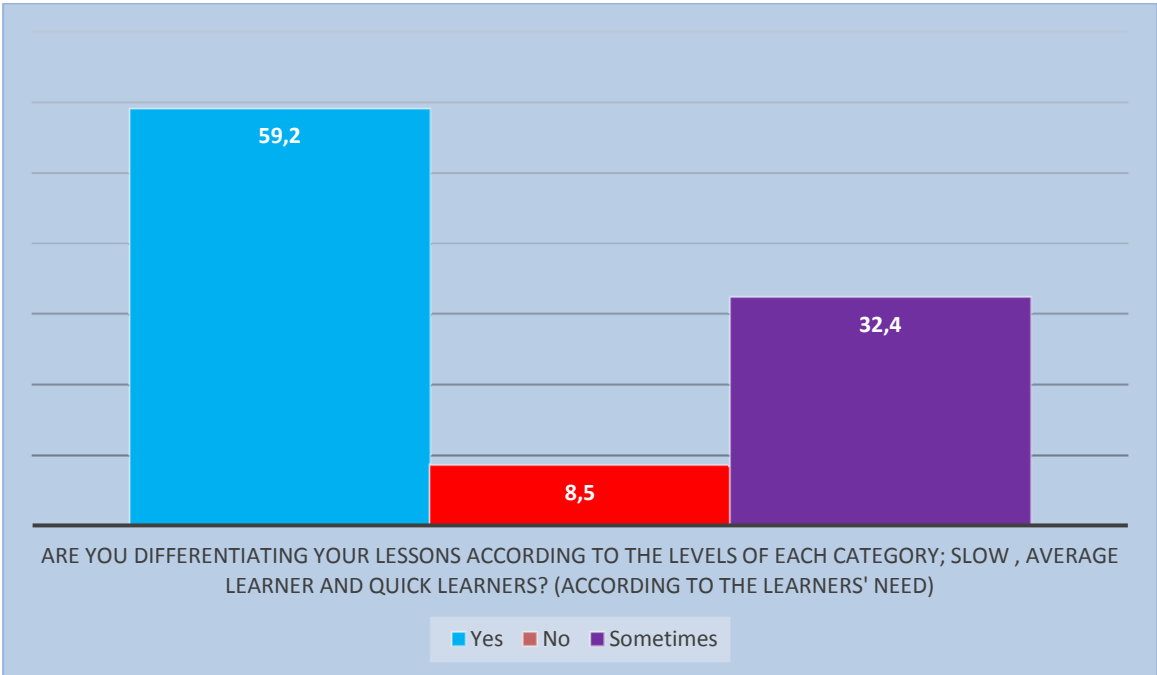
Question 4: Are you differentiating your lessons according to each levelled-category? (Slow Learners, Average Learners and Quick Learners)? (According to the learners' need)

The current question intends to find out to what extent differentiation is implemented, and if teachers are aware of the importance of differentiation in meeting their students' diverse needs.

From the following graph, the majority of teachers with the rate of 59.2 % differentiate instruction based on students' abilities and needs. This directly determines that they are tailoring Instruction to meet individual needs of their students, including their abilities. While 32.4 % answered they sometimes implement D I, which means that they use this approach occasionally. Differentiation approach is a flexible approach that can5 be applied in different ways. The remaining with 8.5 % claimed that they do not differentiate.

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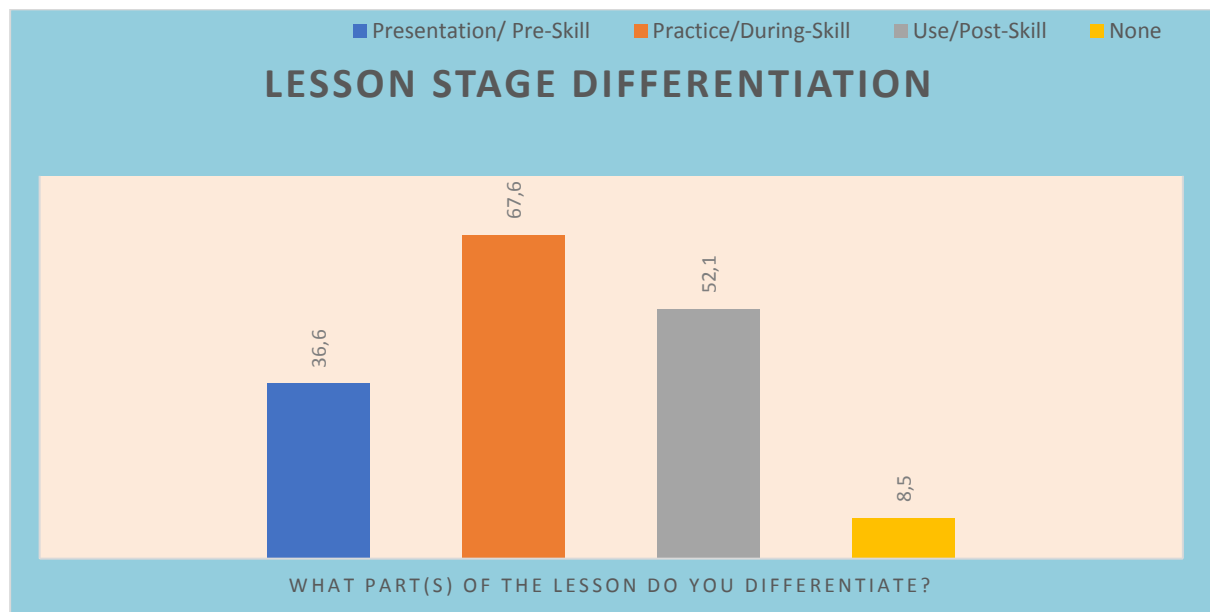
Figure 15: Differentiating Lessons According to the levels of Each Category



Question 5: What parts of the lesson do you differentiate?

The aim of this question is to ensure that all students in a classroom, regardless of their backgrounds, abilities, and learning styles, have access to the same curriculum and learning objectives.

Figure 16: Teachers' Lesson Part(s) in Using Differentiated Instruction.

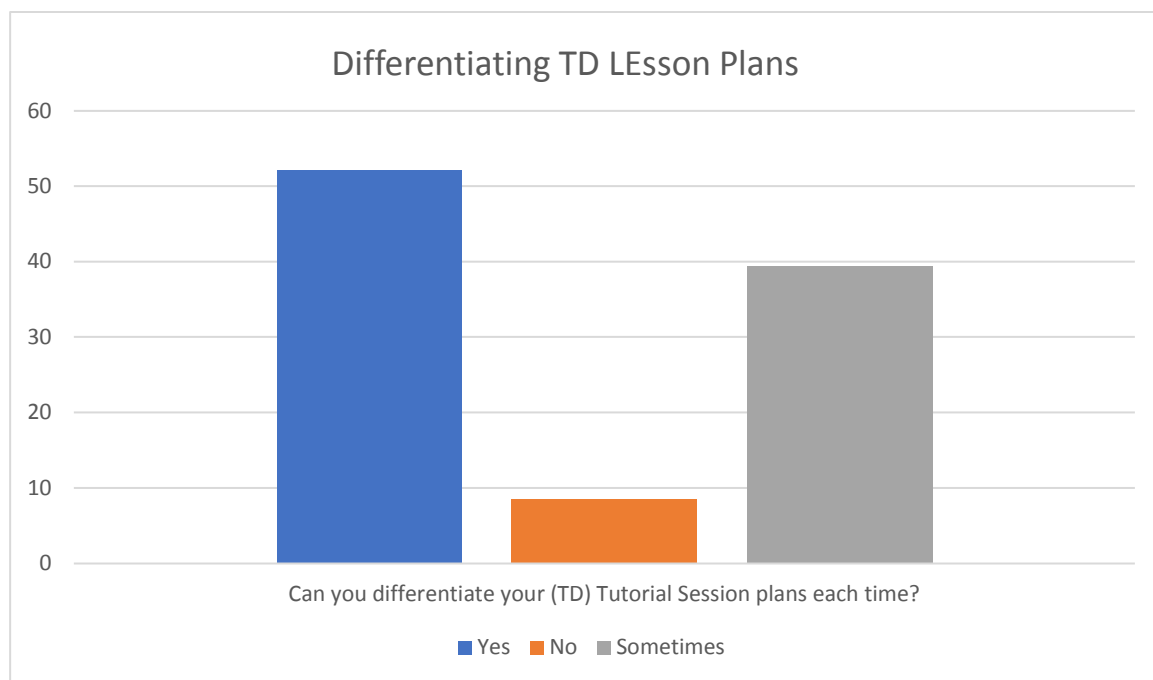


From this graph, we notice that the majority of the English teachers 67.6 prefer implementing differentiated instruction in practice/during skill part. Around Fifty-two percent implement it in post-skill part. More than thirty-six percent use it only during presentation part. Whereas eight percent represented in yellow do not differentiate at all.

Question 6: Can you differentiate your Lesson Plan in (TD) Tutorial Session in each time?

By this question we attempt to know how often teachers apply differentiated instruction in their Tutorial session plans.

Figure 17: The Teachers' Frequency in Differentiating Lesson Plan in Tutorial Sessions.



From their responses, it is demonstrated that more than fifty-two of the teachers do differentiate their tutorial session plans. Less than 40 teachers claimed the frequency of this use as sometimes. In the other hand less than 10 teachers do not differentiate tutorial session plans.

Question 7: What is your opinion about implementing differentiated Instruction in teaching? Are you for or against? And “Why”?

The current question intends to figure out the teachers’ point of view concerning about our under-study method in the teaching process, also to find out whether they validated it or not and to know the reason behind their answers.

After analyzing the data from the online questionnaire, it is clear that the majority of teachers are in favor of implementing differentiated instruction in EFL mixed ability classrooms. The responses indicate that teachers believe that differentiation can lead to better outcomes for students, particularly in terms of academic achievement.

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Teachers who are in favor of differentiation believe that it allows them to meet the different needs of their students and provide individualized instruction. They also believe that it can lead to increased student engagement and motivation, which in turn can contribute to improve academic performance.

4.4- Analyzing and Comparing Results: Pre-Test, Post-Test and Ongoing Assessment

Analyzing and comparing the results of different stage of assessments (diagnostic test, summative and ongoing assessments) would show if the study gets any progress of implementing a homogenous differentiated instruction on the learners' learning process.

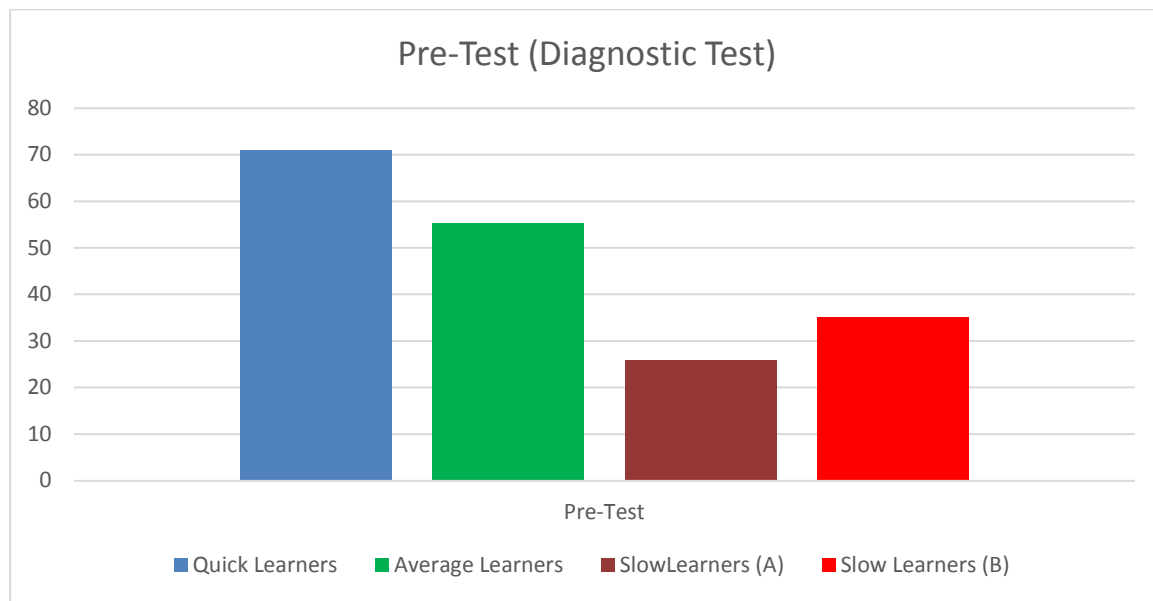
4.4.1- The Pre-Test Data Analysis.

- The purpose of conducting a pre-test is to show the learners' exact level and categorizing pupils into quick, average and slow learners' homogeneous groups before initiating the strategies of differentiated instruction. The pre-test took its place in the first trimester.

	Quick Ls	Average Ls	Slow Ls (A)	Slow Ls (B)
Learner 1	15.08/20	12.25/20	06.16/20	08.33/20
Learner 2	14.66/20	11.33/20	05.11/20	06.94/20
Learner 3	13.25/20	11.00/20	06.27/20	08.38/20
Learner 4	13.66/20	10.66/20	03.11/20	04. 50/20
Learner 5		10.00/20		
Total average	14.16	11.04	05.16	7.03

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Table.1 Pre-Test Marks, General Average and Percentage



Quick Learners: 70.85% Classroom Total Average: 7.41
 Average Learners: 55.3% Success Percentage: 23.53%
 Slow Learners (A): 25.85%
 Slow Learners (B): 35.18%

Figure 18: Pre-Test (Diagnostic Test)

The diagram above shows the different results of four groups. Quick achievers in the blue bar (four pupils) attained about 71%, which indicate their good readiness for the next step. The green bar shows the result of the average learners (five pupils). Fifty-five percent shows that they are ranking in a middle position as average students. The last two bars (brown (A) and red (B)) show the level of the slow learners’ groups. The slow learners (A) (Four pupils) attained about 26% of result which is equal to one-fourth ¼ capacities of prior knowledge. It is very low level and they are the weakest of all the groups. The last slow learners (B) attained 35% of results. This group hangs in balance between average learners and very slow learners.

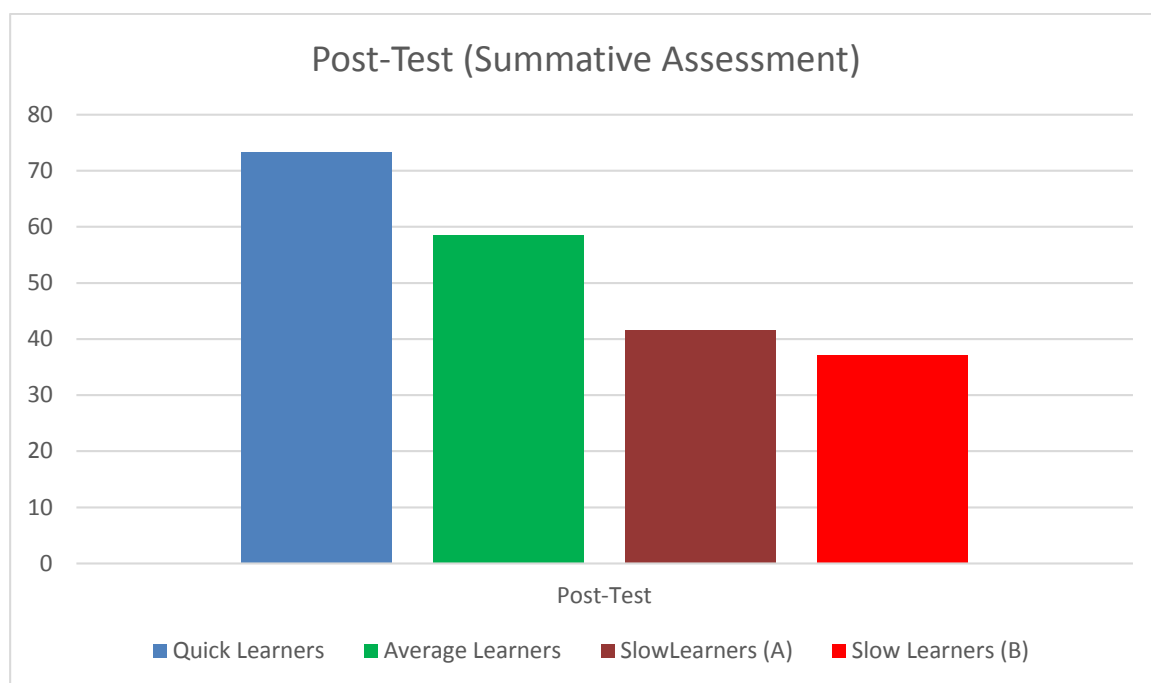
4.4.2- The Post-Test Data Analysis:

Table.2 Post Test Marks, General Average and Percentage.

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	Quick Ls	Average Ls	Slow Ls (A)	Slow Ls (B)
Learner 1	13.88/20	13.72/20	07.33/20	07.75/20
Learner 2	17.55/20	07.61/20	07.91/20	07.75/20
Learner 3	13.16/20	11.77/20	08.91/20	07.08/20
Learner 4	14.11/20	12.55/20	09.08/20	07.08/20
Learner 5		12.88/20		
Total average	14.68	11.70	08.31	7.42

Figure 19: Post-Test (Summative Assessment)



Quick Learners: 73.4%
 Average Learners: 58.5%
 Slow Learners (A): 41.55%
 Slow Learners (B): 37.1%

Classroom Total Average: 7.82
 Success Percentage: 28.12%

The purpose of conducting a post-test is to know the progress of the student after a period of using the differentiated instruction. The results of post-test show some little enhancements of all four homogenous groups. The post-test took its place in the second trimester during the holy month of Ramadan in which the session was reduced only to 45 minutes and the learners’

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negative behavior during this sacred month did not help to have remarkable results. The learners came sleepy and lazy after staying up late all the night. However, the above diagram shows that all groups progressed in six weeks training. The quick learners added about 3 points in which they attained 73.4%. The average learners progressed by adding 3 points in which they got 58.5%. The slow learners (A) scored well in comparison of the pre-test. They attained 41.55% with more than 15 additional points from the previous pre-test. They ranked as the third group with this remarkable progress. The last group of slow learners (B) added almost 2 points of progress that bring them closer to almost 40%.

4.4.3- The Ongoing Assessment in Comparison with the post-test Analysis:

The ongoing assessment mark consists of four major factors in which each one is out of five points:

- Learners' behavior and good conducted discipline in addition to their regular presence in English sessions wearing on the required pinafores (blue for males and pink for girls).
- Trimestral project (Second term project was designing a Pictionary about endangered animals in Ain Defla district in which learners write a fact file about each species next to each animal picture) in a group of no more than 4 pupils.
- The neatness and the organization of learners' copy books....
- Learners' participation during the lessons, plus their answering back homework and assignments.

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Table.3 Ongoing Assessment.

	Quick Ls	Average Ls	Slow Ls (A)	Slow Ls (B)
Learner 1	18/20	17/20	11/20	8/20
Learner 2	18/20	15/20	14/20	12/20
Learner 3	19/20	14/20	12/20	13/20
Learner 4	17/20	15/20	11/20	11/20
Learner 5		16/20		
Total average	18	15.4	12	11

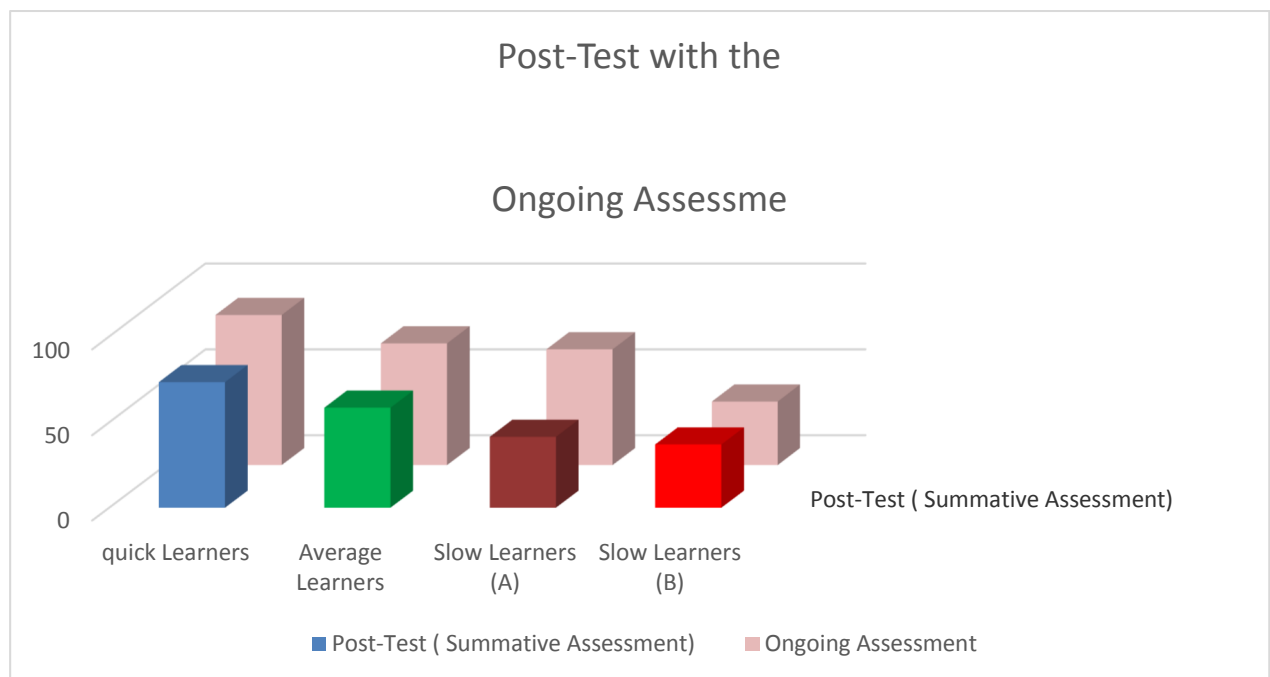


Figure 20: Post-Test with ongoing Assessment

Quick Learners: 73.4% ongoing assessment: 87.5%
 Average Learners: 58.5% ongoing assessment: 71%
 Slow Learners (A): 41.55% ongoing assessment: 67.5%
 Slow Learners (B): 37.1% ongoing assessment: 60%

Classroom Total Average: 7.82
 Success Percentage: 28.12%

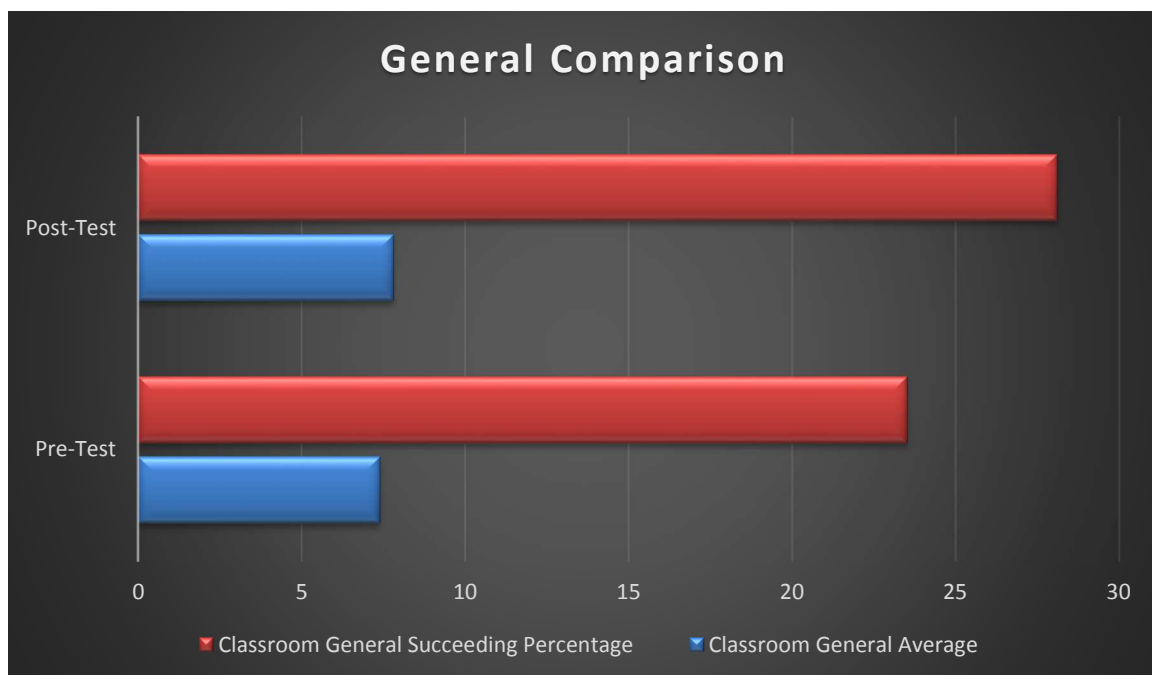
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The purpose of demonstrating the Ongoing Assessment in a diagram is to show how much the formative assessment (ongoing or the continuous assessment) helps all learners in general and the slow learners in particular to increase their final mark alongside with the summative assessment (post-test). The marks of the ongoing assessment are collected during the whole trimester through designing and editing trimestral projects, the effective ongoing participation in lessons, solving homework, being present regularly during the lessons, respecting the internal regulation of the school, writing weekly articles and other activities related to occasional performances. The ongoing assessment keeps the learners in touch with the educational and learning processes that serve the objective learning during the whole trimester

4.4.4- Global Results /General Classroom Average & General Classroom Succeeding Percentage

The following results show how much learners enhanced their marks after conducting the six-week training using differentiated instruction and a post-test right after.

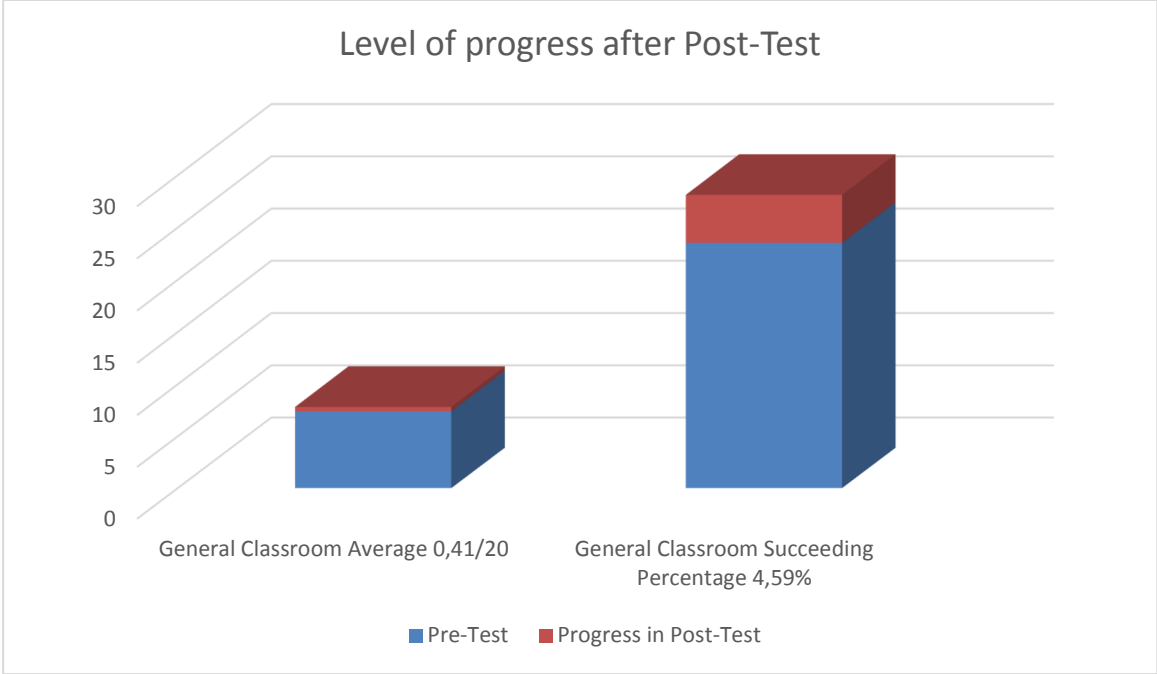
Figure 21: Pre-Test Vs Post-Test



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4.4.5- The Progress in General Classroom Average and Succeeding Percentage:

Figure 22: Level of progress after post-Test.



The objective of the above diagrams is to show the difference between the post-test and the pre-test in matter of positive progress with the additional help provided by the ongoing assessment to enhance the productivity and outcome of the learners and this the ultimate goal of the whole study and research. The General Classroom Average increased by 0,41 in training of 6 weeks only. The progress would be raised little more with little more time taken into consideration the impact of personalizing and individualizing teaching in all sessions and not only in tutorial sessions.

The General Classroom Succeeding percentage shows growth of 4,59%. Even if it seems low but it reflects an overall positive development on the learners' grades.

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4.5- General Observations During Implementing Differentiated Instruction for the Third-Year Graders in Tutorial Sessions

The study examined fifteen learners using Clusters' seating plan, which involved four groups categorized as two groups of slow learners, one group of average learners, and one group of quick learners. The groups were mixed genders and included both male and female learners. The study focused on implementing differentiated instruction to cater to the diverse learning needs of each group. The seating plan played a crucial role in organizing the learners and providing them with opportunities to collaborate and communicate effectively. The differentiation of content, process, product, and classroom management was implemented during the pre-skill, practice, and post-skill parts of the lesson. These observations demonstrate the importance of implementing differentiated instruction to create an active and collaborative learning environment that caters to the diverse needs of all learners.

4.5.1- Observing the Seating Plan:

During the implementation of differentiated instruction, the seating plan played a significant role in the success of the lesson. The use of Clusters' seating plan was found to be useful, as it allowed for the formation of groups based on learners' abilities. It was observed that when giving instructions, all learners should face the teacher to ensure that they are engaged and focused. Learners who sat with their backs to the teacher were found to be less engaged and more likely to be distracted. Therefore, it is important to consider the seating arrangement and ensure that it supports the differentiated instruction approach. By utilizing an effective seating plan, teachers can create a conducive learning environment that fosters engagement and active participation among all learners.

Chapter Four: Results and Findings

4.5.2- Observing the Teacher's Role(s):

In implementing differentiated instruction, the teacher plays a crucial role in guiding and directing the learners towards achieving their learning objectives. The teacher in this study explained the given tasks for each group, taking into consideration the learners' level of understanding. Moreover, the timing of explaining the given tasks differed from group to group, with less time given to the quick learners. The slow learners' groups tried to ask the other groups about some vocabularies, demonstrating a cooperative learning environment. The language used to explain the given tasks varied depending on the group, with English used for the quick learners, a mix of English-Arabic for the average learners, and mostly Arabic for the slow learners. These variations in the teacher's role show the effectiveness of differentiated instruction, as it caters to the diverse learning needs of the learners in the class.

4.5.3- Observing Learners' Behavior:

Observing students' behavior during a differentiated instruction class revealed several positive and active behaviors. One of the main findings is the collaboration and communication among learners within the same level groups. This interaction enabled students to work together and divide tasks among them based on their abilities, which created a mutual understanding and helped each other to complete the tasks. Additionally, learners showed a fast and instant reaction to the teacher's instructions and guidance, which increased their engagement and participation. The class environment was active and noisy, filled with speaking and discussions. However, the observation also revealed a lack of communication in a mixed-gender group of average learners. This finding indicates that the teacher needs to provide specific strategies to promote communication among students in mixed-gender groups and maintain an inclusive classroom environment. Overall, these behaviours demonstrated the positive impact of

Chapter Four: Results and Findings

implementing differentiated instruction in the classroom, as it increased students' collaboration, engagement, and active learning.

4.6- Conclusion

The focus of this chapter has been on the data analysis gathered from both questionnaires (learners and teachers). Pre-test and post-test in addition to classroom observation. Implementing differentiated instruction especially in middle schools where teachers have the opportunity to apply it during tutorial sessions would help the learners to score well either in summative or formative assessments for all learners' categories in general and the slow learners in particular.

The findings will be discussed, the researchers will answer the research questions, and finally, some suggestions and recommendations are given to both teachers and learners.

Chapter Five: DISCUSSION OF THE FINDINGS

**Chapter Five Discussion of
the Findings**

Chapter Five: Discussion of the Findings

5.1- Introduction

The researchers attempted to explain and examine the data collected in the preceding chapter. As for this chapter, it covers the analysis and discussion of the results of both teachers and learners' questionnaires and the researchers' in-classroom observations plus the exhibition of the different learners' scores and outcomes. In addition, at the end of this chapter, the researchers will present some suggestions and recommendations. Accordingly, that brings us to spot the light on the hypothesis we conducted our research on to be well guessed since the method of differentiated instruction has worked and achieved the improvement of the learners' boost in academic achievement and the learning engagement and motivation. In addition, the learners showed positive attitudes toward the method through demonstrating higher motivation and engagement than they used to.

5.2- Interpretation of the Online Learners' Questionnaire

Based on the results obtained from the learners' answers about their capacities in acquiring the information using the Bloom's taxonomy in the classroom, it shows that most of the learners have been categorized as LOTS since they have chosen understanding, applying and remembering as their capacities to acquire the language. Moreover, the rest few learners have been categorized as HOTS because they have chosen the other three capacities in the Blooms' taxonomy, the graphic shows few learners that use analyzing, synthesizing and creating/evaluating. The positive aspect in this diagram is that there are some learners with the highest order thinking ability which is creating and evaluating the content.

Besides the learners' capacities in acquiring the language, within the same classroom, students vary in their own learning styles. Based on the diagram numbers we found that a very large number of students are visual learners, which means they prefer to learn through watching and

Chapter Five: Discussion of the Findings

observing the content of the lesson. Whereas a minority of the learners are divided equally into, two styles which are auditory and tactile that shows these few learners prefer engaging with the content through listening to music, songs and melodies (auditory) while the other half prefer to learn through touching and moving around the class.

The data collected from the poll about learners grouping preferences, indicates that the majority of the learners prefer homogenous grouping, while the others chose heterogeneous grouping. It shows that the pupils who prefer homogenous grouping like to practice tasks equally and achieve attainable goals and it means they feel more engaged and involved in the lessons and gaining a better understanding of the assignments. On the other hand, those who preferred heterogeneous grouping they tend to learn better in mixed-ability groups. This data suggests that there may be different opinions among learners regarding grouping styles, with some favouring a more homogeneous approach while others benefit from mixed-ability groups. It is important for teachers to take into account the preferences of their students and utilize a variety of grouping styles to accommodate their learning needs.

The purpose of the study (seating arrangement) was to determine learners' seating arrangement preferences. The findings reveal that a respecting number of the participants preferred to work alone, citing the benefits of being able to focus better and not having to rely on other learners. Obviously, the participants were mostly comprised of quick learners who preferred competitive and solo work. On the other hand, the majority of the participants preferred to work in groups and cooperatively to understand tasks better, believing that everyone completes each other's strengths. In addition, a dissent amount of our sample preferred to sit in pairs since they care about working in small groups of two pupils no more (differentiated instruction allows pairs).

The findings of this study aimed to investigate learners' preferences towards different types of assessments. The data shows that only a small percentage (17.8%) of participants preferred

Chapter Five: Discussion of the Findings

summative assessments after a cycle of learning. This category is dominated by quick learners who believe that they will score well in comparison to their peers. On the other hand, a significant percentage (46.7%) of learners preferred ongoing and formative assessments such as projects and homework. This category comprises learners who feel anxious during exams and are not confident about scoring well. They believe that ongoing assessments help them understand the material better and improve their performance. A noticeable number of participants (35.6%) preferred mixed-testing, where they can work on projects and homework throughout the learning cycle and also take exams to compensate for any shortcomings. These findings suggest that a one-size-fits-all approach to assessment may not be effective for all learners, and educators should consider incorporating a variety of assessment methods to serve to the diverse needs and preferences of the learners.

5.3- Interpretation of on-line Teachers' Questionnaire

The researchers found from the findings of the questionnaire that most teachers (around 80%) have more than five years of experience in teaching EFL, indicating their familiarity with mixed-ability classrooms. This may also indicate they have enough experience to implement differentiation instruction especially nearly half of the teachers with the estimate of 46.5% claimed that they have more than 10 years of experience. However, about one fifth who have less than 5 years of experience, they may face challenges in differentiation and need more guidance and training to improve their practices.

Regarding the second question, it is encouraging seeing that the majority of teachers (65.2%) are not using the same lesson plan for all their classes, either by sometimes or always differentiating instruction. Moreover, the vast majority of teachers know about differentiation instruction (83.1 %). This is a sign that teachers are already aware of the benefits of

Chapter Five: Discussion of the Findings

implementing differentiation in their classroom, at the same time they are aware of their learners' different abilities in the classroom and they seek to know them.

Moreover, speaking about the practical part the results show that most teachers prefer to implement differentiation instruction during practice and post-skill parts. However, some teachers still only differentiate in the presentation stage. This indicates that there is a gap between understanding differentiation and implementing it effectively among the Algerian teachers. While many teachers grasp the idea of differentiation, some may lack knowledge on how to differentiate instruction in a meaningful way for students with diverse abilities. This also suggests that there may be some resistance or challenges to implement D I in some contexts. Yet a proper training and guidance on differentiation strategies could help address this divide. Concerning the last question, the responses indicate that the majority of teachers believe that differentiation leads to better outcomes for students, particularly in terms of academic achievement. Teachers are in favor of differentiation believing that it allows them to meet the different needs of their students and provide individualized instruction. They also believe that it leads to increased student engagement and motivation, which in turn contributes to improve the students' academic performance. Additionally, the questionnaire results show that there is already some awareness and willingness to use the approach among teachers despite the challenges. By providing additional support and resources for teachers, it may be possible to further increase the effectiveness of differentiation instruction and improve student achievement in these contexts.

5.4- Interpretation of the Different Assessments Applied on Learners during the Study

The pre-test analysis shows where the starting point on which the teacher begins his practical study. This diagnostic assessment is considered as a fertile platform and very informative ground for the instructor to know deeply his learners in mater of learning

Chapter Five: Discussion of the Findings

preferences and their exact categories, their strength and weaknesses points. The finding results helped the teacher to divide the learners onto four homogenous-leveled categories; one for quick achievers, another one for average learners and the last two ones are for slow learners. Pupils, during the period of the training, enjoyed different formative assessments in each session. They worked in groups in collaboration, and they practice one lesson dedicated to reading skill and another one for reviewing grammar of the whole trimester. They generally scored well. After six weeks of the training by using differentiated instruction with homogenous grouping, the researchers applied one summative assessment to check pupils' progress and development. The results were not immense however; there was a general progress in the trained groups. One slow learners' group (B) had made a quantum leap with more than 15 points, almost reaching a level of average learners with 40% success. The general classroom moved up with 0,41 just in few weeks and the percentage of overall success added around 5 points. Even though, the study did not last for long, the little progress shows a promising future for this flexible approach whenever it is used.

5.5 Conclusion

The discussion of the findings chapter of this research highlights the positive impact of implementing differentiated instruction in EFL mixed abilities classrooms. The study revealed that personalized approaches in teaching and learning resulted in improved academic achievement, increased student engagement and motivation, reduced achievement gaps, and positive attitudes towards language learning. Furthermore, the collaborative nature of differentiated instruction fostered the development of collaboration and communication skills among students. These findings support the effectiveness of differentiated instruction in creating a conducive and inclusive learning environment that caters to the diverse needs of students.

Chapter Six: GENERAL CONCLUSION AND RECOMMENDATIONS

Chapter Six
General Conclusion
and
Recommendations

Chapter Six: General Conclusion and Recommendations

6.1- Introduction

This dissertation about the implementation of differentiated instruction in a mixed-ability classroom has exhibited significant potential in addressing the different needs of learners and promoting inclusive and effective teaching and learning. Through the use of various strategies such as flexible grouping, varied instructional materials, and differentiated assessments, teachers can tailor their instruction to meet the unique strengths, interests, and learning styles of individual students.

This research studies have indicated that differentiated instruction can lead to improve academic achievement, increase student engagement, and positive attitudes towards the learning process. By recognizing the different learning needs and abilities of students, teachers create a supportive and inclusive learning environment that boosts success for all learners.

The successful implementation of differentiated instruction requires careful planning, ongoing assessment, and continuous professional development for teachers. It is important for educators to have a deep understanding of their students' abilities, interests, and learning profiles, as well as access to appropriate instructional resources and materials.

In conclusion, differentiated instruction holds great potentials to maximize student-learning outcomes in mixed-ability classrooms. By embracing this approach, teachers can create an environment that values and supports the diverse strengths and needs of every learner, necessarily leading to improve academic performance and a positive educational experience for all students.

The findings of the research on the positive impact of differentiated instruction in middle school EFL mixed abilities classes; our sample has shown several positive outcomes. Students in the differentiated instruction grouping exhibited a remarkable level of academic achievement. This can be attributed to the personalized approaches employed, which effectively fed individual learning needs. Differentiated instruction increased student engagement and motivation by providing varied and relevant learning experiences tailored to students' interests and abilities. As a result, students demonstrated greater excitement and active participation in the learning

Chapter Six: General Conclusion and Recommendations

process. Additionally, implementing differentiated instruction strategies helped to reduce achievement gaps among students with different proficiency levels. By addressing individual learning needs and offering appropriate support, personalized approaches contributed to a more equitable learning environment. Moreover, students in the differentiated instruction groups exhibited positive attitudes towards language learning, as they experienced a noteworthy success, and engagement. Finally, the collaborative nature of differentiated instruction facilitated the development of students' collaboration and communication skills among the one level group, as they actively engaged in collaborative learning opportunities. In addition, our study showed a misconception that concerns the correct way of implementing differentiated instructions in middle school EFL mixed-abilities classrooms by the teachers at the three different stages of the lessons as it has been guessed in the hypothesis section.

Overall, the research findings spot the light on the benefits of differentiated instruction in promoting academic achievement, student engagement, attitude towards learning, collaboration skills in middle school EFL mixed abilities classes and on the misconceptions of the teachers in implementing the method at the correct different stages of the lesson.

6.2- General Recommendations

The study's findings indicate that differentiated instruction has an advantageous impact on student learning, making it a recommended approach for educators. However, teachers should participate in professional development and receive training on how to effectively implement differentiated instruction to avoid being intimidated or feeling overwhelmed by its complexity. Teachers' attitudes towards this approach can also affect student learning outcomes. While differentiated instruction has been proved to be beneficial for both students and teachers, some teachers may face difficulties in its implementation. Therefore, additional support, more assistance and direction are necessary to ensure effective implementation. Furthermore,

Chapter Six: General Conclusion and Recommendations

researchers need to conduct more studies to address questions about why some teachers may resist differentiated instruction and how to maximize its effectiveness. In conclusion, while differentiated instruction is a promising approach, it requires an investment in training and research to realize its full potential.

6.2.1- Recommendations for Teachers

For an effective implementation of differentiated instruction approach in a mixed-ability classroom, teachers should consider some recommendations. It is crucial for teachers to gain a deep understanding of their students' diverse needs by conducting student assessments, observing, and maintaining open communication with students. Also, utilize flexible grouping strategies, provide ongoing feedback and support, continuously assess and adjust instruction, collaborate with colleagues, and engage in professional development. These practices will help in creating a supportive and inclusive learning environment that meets the needs of all students' learning goals.

6.2.2- Recommendations for Learners

Learners should engage affectively the classroom activities, discussions and tasks. Learners should embrace in-group collaboration and mutual assisting in order to benefit from each other's capacities and learning styles.

6.3- Limitation of the Study for Future Recommendations:

Several limitations arise from the methodology and scope of the current study, it could have been more accomplished and reliable if these issues were handled better.

1. Time: the given time for this research was short in comparison of the importance and the complexity of this study.
2. The learners' sample: we faced a shortage of the participants in the learners' online survey, because the majority of them were not familiar with the use of Google Form.

Chapter Six: General Conclusion and Recommendations

6.4- Future research Recommendation

Based on the finding of the current study, this phase aims to identify potential gaps in teaching and to suggest possible paths for future research that may contribute to the development of the field of education. We recommend conducting comparative studies to investigate the effectiveness of heterogeneous and homogeneous grouping forms on improving students' achievements. In addition, using technology to facilitate implementing differentiation is another area that needs further exploration. It is also worthwhile to conduct research on using differentiation instruction in teaching learners with special needs (learners with disabilities). We also recommend investigating differentiation in designing lessons and lesson plans and standardizing them according to our national curriculum. Conducting such research can help overcome challenges that face teachers during the implementation of differentiation instruction.

6.5- Conclusion

The research supports the notion that differentiated instruction is an effective strategy for meeting the diverse needs of students and promoting inclusive education. However, it is crucial to ensure that teachers possess a clear understanding of how to effectively implement differentiated instruction. Further research and professional development opportunities are recommended to enhance teachers' knowledge and skills in this area. By implementing differentiated instruction in EFL classrooms, educators can create a supportive and engaging learning environment that maximizes the potential of all students.

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Appendices

Appendix A

Al-Sheikh Abd Hamid Ibn Badis Middle School  Khemis-Miliana  Time: 1 hour
 Full name: Level: 3rd MS ①②③④

English Diagnostic Test

Abu Yusuf al-Kindi , was an Arab Muslim philosopher, mathematician and physician and he is considered as the "father of Arab philosophy". §1

This great and famous Arab scholar was born in *Kufa* in 801 during the Islamic golden age and educated in *Baghdad*. He became a prominent figure in the "House of Wisdom", and a number of Abbasid Caliphs appointed him to supervise the translation of Greek scientific and philosophical texts into the Arabic language. He was writing hundreds of original articles in logic and psychology while he was studying

medicine, pharmacology and mathematics. §2

In the field of mathematics, *al-Kindi* played an important role in introducing Indian numerals to the Islamic world, and their further development into Arabic numerals along with *Al-Khwarizmi* which eventually was adopted by the rest of the world but his main contribution in the Islamic heritage was introducing philosophy with Islamic views. §3



He died in 873 Ad, *Bagdad* during the reign of Abbasid Caliphate. §4

Adopted from: <https://en.wikipedia.org/wiki/Al-Kindi>

READING COMPREHENSION: (7pts)

Task1: I fill in the following table with information from the text. (3pts)

name	Dates/place of birth and death	Fields of study	Achievements
Abu Yusuf al-Kindi

Task2: I answer the following questions. (2pts)

- a. Who appointed him in the "House of Wisdom"?
 >
- b. Did he introduce the Indian numerals into Arabic alone?
 >

Task3: I find in the text Synonyms and antonyms to the followings: (2pts)

Well-known §2 = The rule §4 =
 Died §2 ≠ Little §2 ≠

MASTERY OF LANGUAGE: (7pts) _____

Task1: I supply the punctuation and capital letters where necessary. (2pts)

belgacem haba is an algerian inventor

.....

Task2: I combine the pairs with the correct relative pronouns: Who / which. (3pts)

❶ The House of Wisdom is a facility. ❷ This facility was considered as a university.

.....

❶ Ibn Sina was a great physician. ❷ A physician contributed in modern medicine.

.....

Task3: I write the following words in the right box according to their final pronunciations. (2pts)

Played – hoped – introducing – educated

/-t/	/-d/	/-id/	/-ɪ/
.....

SITUATION OF INTEGRATION: (6pts) _____

My teacher of English asked me to talk about a well-known and prominent figure in the Islamic golden Age. I use the following cues to write a biography about Ibn al-Nafis.

Name: Aladdin Abu al-Hassan known as Ibn al- Nafis
Birth: 1213 Damascus, Syria.
Death: December 17th, 1288, Cairo Egypt.
Field of study: medicine, surgery, philosophy and Islamic studies.
Books: “Al- Shamil fi al-Tibb” and “Nature of Human” ...
Discoveries: the functioning of pulmonary circulation.

.....

Appendix B

Al-Sheikh Abd Hamid Ibn Badis Middle School  Khemis-Miliana  Time: 1 hour

Full name: Level: 3rd MS ①②③④

Post-Assessment

During the 1930's, the colonized Algeria had witnessed the birth of an important association which was among the first signs of its independence. It was named "Association of Algerian Muslim Ulema". This latter was founded by a group of eminent scholars, but the first founding father was Abd al-Hamid Ben Badis who was born on December 4th, 1889 in Constantine. §1



He memorized Quran at the age of 13 and he learned at al-Zeitouna University in Tunis. Al-Cheikh Ben Badis was an Algerian educator, an Islamic reformer, a highly recognized scholar and a figurehead of cultural nationalism. He helped to raise the awareness of Algerian politicians which led to declare the war of independence against the French in 1954 through his association. Ben Badis published several journals and newspapers but the "Chihab" was the most influential one. This great scholar defended the Algerian cultural heritage from being demolished by the French. He retaught Arabic and set the right pillars of Islam back on Algeria. §2

Al-Cheikh Abd al-Hamid Ben Badis died on April 16th, 1940 after suffering from diabetes but his death became a national celebration of "Day of Knowledge" in Algeria that accredited his major support for the freedom of his nation. §3

Written By: Your teacher Mr. Redhouane LAABIDI

READING COMPREHENSION: (7pts) _____

Task1: I write "true", "false" and "not mentioned" next each statement. (3pts)

- a. Ben Badis founded many newspapers. (.....)
- b. He leaned Islamic studies in Saudi Arabia. (.....)
- c. He helped the French to get their independence from the Algerians. (.....)

Task2: I answer the following questions. (2pts)

- Did Ben Badis help in the Algerian war of Independence?
➤
- What or who do the underline words in the text refer to?
Who:
Which:

Task3: I find in the text Synonyms and antonyms to the followings: (2pts)

Teacher §2 = Many §2 =

Birth §3 ≠ Before §3 ≠

MASTERY OF LANGUAGE: (7pts) _____

Task1: I reorder the following words to get correct sentences. (2pts)

writing /living/ Ibn /was his/ he /famous /while /was/ Algeria /in. /Khalidoun/ book/

.....

the /years/,/ he /Mecca/ later/ on/. / Three/ pilgrimage/ went/ to

.....

Task2:I rewrite the following sentences using the suitable tense . (3pts)

While Ben Badis (**to found**) Islamic Schools in Algeria, al-Arbi Tebssi (**to write**) many articles in al-Bassaer Magazine.

.....

Al-Bachir al-Ibrahimi (**to witness**) Algeria’s Day of Independence.

.....

Task3: I write the following words in the right box according to their final pronunciations. (2pts)

laughed – viewed – introduced – ended

/-t/	/-d/	/-id/
.....

SITUATION OF INTEGRATION: (6pts) _____

Choose one of the followings:

❶ My teacher of English asked me to talk about an Algerian and prominent figure during the war of independence. I use the following cues to write a biography about Al-Bachir al-Ibrahimi.

Name: Mohamed al-Bachir al-Ibrahimi
Birth: June 14th, 1889 Bordj Bou Arreridj
Death: May 25th, 1965 Sétif.
Studies: He learned Arabic & Islamic studies in Medina, Saudi Arabia 1911
Jobs: poet, writer (al-Bassaer magazine), teacher, Imam
Field of study: Poetry, Islamic Studies
Achievements: “Founding father of the Association of Algerian Muslim Ulema” with Ben Badis.

❷ Sum up the above text in no more than 6 lines (45 words)

.....

Appendix C

Tutorial Session as practical stage to obtain Master degree 2022-2023

Target: 3rd year middle school

Classes: 3ms1, 3ms2, 3ms3 and 3ms4

Seating Arrangement: Clusters- **working groups:** group work pair individual

Grouping forms: Homogenous **Approach:** PBL /IBL collaborative learning with ongoing assessment **PDP Lesson**

Place: al-Cheikh Abd al-Hamid Ibn Badis Middle School

Teacher in charge: [REDACTED]

SWBAT: know the different types of pollution in matter of vocabulary and ideas in both domain (Spoken/Written)

I read the text carefully then I do the tasks that follow according to my group number:

Pollution

Pollution is a human phenomenon that brought disastrous changes in our environment. It has several types in which three of them are very known; soil, water and air pollutions. The first type is soil pollution. It is known also by soil contamination. It refers to the degradation of land due to the presence of harmful chemicals that destroy human, animals and plant habitats. §1

TYPES OF POLLUTION



1 Air pollution | 2 Water pollution | 3 Soil pollution

The second kind of pollution is the water pollution. It occurs when toxic pollutants are introduced into water bodies such as dams,

rivers and seas. It usually happens through improper sewage treatments. Water pollution would harm and destroy all marine lives and it effects human life later. §2

The last type is air pollution. Air pollution is caused by the huge number of cars and manufactures emitted smoke. It increases temperature and droughts all over the globe. As humans, we can choose clean land to live, we can choose safe and clean water to drink and cook. However, we cannot choose a clean air to breathe when the atmosphere is polluted. It is said that air pollution is the most dangerous type ever because it destroys the whole planet in a hasty way. Thus, we must stop polluting the environment. We must raise awareness of the bad pollution effects on humans, animals and plants. We must act now, quickly and together! §3

Written by Mr Redhouane LAABIDI

UNDERSTANDING THE TEXT: _____

Task 1: I find in the text **synonyms** to the following. (to all Groups)

Happens = opt = kinds =
Named = Many =

Task 2: I find in the text **antonyms** to the followings. (to all Groups)

Alone ≠ illtreated ≠ To die ≠
Absence ≠ start≠

PRACTICE READING: _____

Task 3: I answer the following questions: (for group ① and ②)

- What are the different types of pollutions mentioned in the text?
- Does the text mention all pollution types?
- Which types is the most threatening?
- Does pollution harm only animals and plants habitats?
- How should we act to reduce pollution?
- Must we act alone?

Task 4: I match the ideas with its appropriate paragraphs. (For group ③ only)

Paragraph § ① air pollution and immediate act to protect earth.

Paragraph § ② the danger of water pollution upon the living things.

Paragraph § ③ Defining pollution and soil contamination

WRITTEN PRODUCTION: _____

Group ③ : Slow learners

Sum up the text in no more than five sentences

Group ②: Average learners

Write a paragraph in which you describe the soil pollution in *Khemis-Miliana*.

Use the following cues:

Improper treatment of litter and the lack of waste bins in the town.

Bad citizenship behaviour (people don't respect garbage-throwing time. / Throwing trash everywhere/ people use several and dangerous chemical while cleaning/ manufactures don't respect the law...

Group ①: Quick achievers

Design a brochure in which you talk about the serious changes that hit our environment in the last decades. Use the following cues:

- Planet temperature on the rise and global warming.
- Air pollution that causes greenhouse effects.
- Desertification extension and droughts in many places.
- Lack of precipitations

Appendix D

Tutorial Session as practical stage to obtain Master degree 2022-2023

Target: 3rd year middle school **Teacher in charge:** Mr Redhouane LAABIDI

Classes: 3ms1, 3ms2, 3ms3 and 3ms4 **Lesson Plan:** for class: 3ms Group:

Seating Arrangement: Clusters- Number of the learners in each cohort:

Grouping forms: Homogenous **working groups:** group work pair individual

Approach: PBL ... collaborative learning with ongoing assessment/ **PDP Lesson**

Place: al-Cheikh Abd al-Hamid Ibn Badis Middle School

SWBAT: know the different types of pollution in matter of vocabulary and ideas in both domain (Spoken/Written)

Time	Parts of the lesson	Quick achievers	Average learners	Slow learners	Method	Blooms Taxonomy
	Groups	Group ❶	Group ❷	Group ❸ :		
3'	Warming up:	Teacher greets Ls and remind them to previous lessons about litter			PBL	LOTS
10'	Understanding the text:	Task 1: I find in the text synonyms to the following. (To all Groups) Assessment: Formative assessment. Task 2: I find in the text antonyms to the followings. (To all Groups) Assessment: Formative assessment.			PBL	LOTS
20'	Practice reading	Task 3: I answer the following questions: (for group ❶ and ❷) Assessment: Formative assessment.		Task 4: I match the ideas with its appropriate paragraphs. (For group ❸ only)	PBL ❸ IBL ❶ and ❷	LOTS HOTS
20'	Written production	Design a brochure in which you talk about the serious changes that hit our environment in the last decades. Use the following cues: <ul style="list-style-type: none"> Planet temperature on the rise and global warming. Air pollution that causes greenhouse effects. Desertification extension and droughts in many places. Lack of precipitations	Write a paragraph in which you describe the soil pollution in <i>Khemis-Miliana</i> . Use the following cues: <ul style="list-style-type: none"> Improper treatment of litter and the lack of waste bins in the town. Bad citizenship behaviour (people don't respect garbage-throwing time. / Throwing trash everywhere/ people use several and dangerous chemical while cleaning/ manufactures don't respect the law... 	Sum up the text in no more than five sentences	PBL ❸ and ❷ IBL ❶	LOTS HOTS
		Assessment: Formative assessment and as partially in continuous marks (no more than out of five)				

Appendix E

-----Tutorial Session as practical stage to obtain Master degree 2022-2023-----

Target: 3rd year middle school

Classes: 3ms1, 3ms2, 3ms3 and 3ms4

Seating Arrangement: Clusters- **working groups:** group work pair individual

Grouping forms: Homogenous **Approach:** PBL /IBL collaborative learning with **ongoing assessment** (Part of Ls' Portfolio) **Lesson:** Language Resources / Practice **PPU Lesson**

Place: al-Cheikh Abd al-Hamid Ibn Badis Middle School

Teacher in charge: [REDACTED]

Tiering and Adjustment: In matter of time and in task explaining language

Task 1: I turn the following statement into the imperative

- You must follow the instructions blindly.
➤
- You mustn't talk to your classmates in exams.
➤
- You must not listen to them.
➤

Task 2: I put: "**Because, As/Therefore, So**" in the appropriate gaps. I do the necessary changes.

I work hard..... I earn so much money.

I earn so much money..... I work hard.

I revised my lessons well..... I get very good marks.

I get very good marks..... I revised my lessons well

Task 3: I match statement with their appropriate language function:

You should stop eat fat and sugar.

He must start working in this market.

We mustn't play video games during exams.

❶ Prohibition

❷ Mild obligation

❸ Strong Obligation

Task 4: I put the verbs in brackets into the present perfect.

She (see)that movie.

I (play)football for two hours.

We (write)this lesson.

The UNESCO (inscribe)the polar bears in the red list since 2008.

I (not see)the atlas cedar for a long time.

Appendix F

-----Tutorial Session as practical stage to obtain Master degree 2022-2023-----

Target: 3rd year middle school

Classes: 3ms1, 3ms2, 3ms3 and 3ms4 **Lesson Plan:** for class: 3ms Group:

Seating Arrangement: Clusters- Number of the learners in each cohort:

Grouping forms: Homogenous **working groups:** group work pair individual

Approach: PBL ... collaborative learning with ongoing assessment (Part of Ls' Portfolio)

Place: al-Cheikh Abd al-Hamid Ibn Badis Middle School/ **PPU Lesson**

Teacher in charge: Mr Redhouane LAABIDI

SWABAT: Review all the grammatical rules in practice of the third trimester

time	Parts of the lesson	Quick achievers	Average learners	Slow learners	Method	Blooms Taxono
Groups		Group ①	Group ②	Group ③ :		
3'	Warming up:	Teacher greets Ls and remind them to previous lessons protecting weak animals and our environment				
10'	Presentation:	Task 1: I turn the following statement into the imperative. (To all Groups)				
		Assessment: Formative assessment.				
		G① Ls are restricted in time/ T explains the task in English. G② Flexibility in time. / T explains the task in English & may in L1. G③ More time is given to Ls/ T explains the task in L1			IBL	HOTS
					PBL	LOTS
					PBL	LOTS
20'	Practice	Task 2: I put: Because, As/Therefore, So in the appropriate gaps. I do the necessary changes. Task 3: I match statement with their appropriate language function: (Prohibition/Mild Obligation/ Strong Obligation) Assessment: Formative assessment.			PBL ③	LOTS
		G① Ls are restricted in time/ T explains the task in English. G② Flexibility in time. / T explains the task in English & may in L1. G③ More time is given to Ls/ T explains the task in L1			IBL ① and ②	HOTS
20'	Use	Task 4: I put the verbs in brackets into the present perfect . Assessment: Formative assessment.			PBL ③ and ②	LOTS
		G① Ls are restricted in time/ T explains the task in English. G② Flexibility in time. / T explains the task in English & may in L1. G③ More time is given to Ls/ T explains the task in L1			IBL ①	HOTS

Appendix G

استبيان خاص لتلاميذ السنة الثالثة متوسط خاص بالتدريس المتميز

هل أنت تلميذ: ذكر أنثى معيد غير معيد

تقسيمات بلوم:

كتلميذ أثناء درس اللغة الانجليزية تستطيع أن:

التذكر الفهم التطبيق التحليل التركيب الابداع والتقويم

كتلميذ أثناء درس اللغة الانجليزية تحب أن تدرس اللغة الإنجليزية عن طريق:

المشاهدة البصرية المشاهدة البصرية والسمعية اللمس والحركة

كتلميذ أثناء التعلم تحب أن تدرس:

وحيدا بشكل ثنائي مع زميل مع مجموعة صغيرة مع مجموعة كبيرة

كتلميذ أثناء التعلم تحب أن تدرس اللغة الإنجليزية في مجموعة:

تلاميذ بنفس المستوى تلاميذ ذوي مستوى متعدد

كتلميذ أثناء التعلم تحب أن تدرس اللغة الإنجليزية في مجموعة وتجب على

تمارين:

ذات مستوى واحد لجميع التلاميذ ذات مستويات متعددة حسب مستوى التلميذ

ما نوع التقويمات التي تحب:

التقويمات المستمرة أثناء الدروس

التقويمات الشهرية كالفرض والاختبار

التقويمات المختلطة (تقويم مستمر وفروض)

• The online learners' questionnaire link:

https://docs.google.com/forms/d/1dFwjZgst1kIsNi8TMMvUeTuR1_96ZnOZrjf9Y0VsYcc/edit#responses

Appendix H

Master Degree Survey about **Differentiated instruction** in Algerian Middle Schools
This survey aims to collect some data about the use of **differentiation** in Algerian middle schools by middle school teachers.

Differentiation **means tailoring or adjusting instruction to meet individual needs**.
Whether teachers differentiate content, process, products, or the learning environment ...

Your personal information won't be shared and stays **anonymous**.
Thank you in advance.

- Are you: Male Female
 - Are you: Teaching in private school? Teaching in public school? Both.
 - How long have been in teaching? (Teaching experience)
Less than 5 years. From 5 to 10 years. More than 10 years in teaching.
 - Your classes are:
Less than 30 pupils per class (Less crowded)
More than 30. (Overcrowded)
 - Are you using lesson plans while teaching?
Yes. No. Sometimes.
 - Are you teaching all your classes using the **same lesson plan**?
Yes. No. Sometimes.
 - Do you know differentiated Instruction in Teaching?
Yes. No. First time I heard about it.
 - Are you differentiating your lessons according to the levels of each category; **Slow Learner, Average Learners and Quick Learners**? (According to the learners' need)
Yes. No. Sometimes.
 - What parts of the lesson do you differentiate?
Presentation / Pre-Skill
Practice / During-Skill
Use/ Post-Skill
None of the above
 - Can you differentiate your lesson plans in each lesson?
Yes. No. Sometimes.
- Can you differentiate your (TD) Tutorial Session plans in each time?
Yes. No. Sometimes.
- Your opinion about implementing **differentiated Instruction** in teaching.
Are for or against? And "Why"?

- **The online teachers' questionnaire link:**

https://docs.google.com/forms/d/1DQkFW_y7SxTHovt6Y11PbHFjjDrTTbxGbSSCpW1pMfA/edit?usp=drivesdk

Forming Sub-groups using Blooms' Taxonomy and learning styles VAKT

Appendix I

General observations sheet during implementing differentiated instruction for the third year graders in tutorial sessions:

- The examined candidates: fifteen learner
- The seating plan: clusters' seating plan
- The number of groups: four
- The categories of the groups examined: two slow groups of slow learners one group of Average learners, and one group of quick learners
- The gender of the examined learners: both males and females – the groups are mixed genders

1-The seating plan

- clusters' seating plan is useful
- All learners should face the teacher when giving instructions
- The learners that sit with their backs to the teacher are not following

2-The teacher's role:

- The teacher explains the given tasks for each group
- the timing of explaining the given tasks differs from a group to another (less minutes with the quick learners)
- Slow learners' groups tried to ask the other groups (average and quick) about some vocabularies
- The language used in order to explain the given tasks does differ from a group to another
- The way the teacher explained some vocabularies differs (English with the quick learners, a mixed of English-Arabic for with the average learners and mostly Arabic with the slow learners)

3-students' behavior

- there is a collaboration and communication within the one level groups
- dividing tasks among the students (mutual understanding and helping)
- Fast and instant reaction toward the teacher's instructions
- Active learning environment (noise, speaking, discussions ...)
- Observing of a lack of communication in a mixed gender group (at the average learners' group)

Appendix J

Ibn Badis Middle School-Level 3rd MS: Class: ①② ③④ Group: ①② Date:

Group : 1 HOTS  LOTS

Group : ① Quick Learners	Group : ② Average Learners	Group : ③ Slow Learners
..... V | A | KT	..... V | A | KT	..... V | A | KT
..... V | A | KT	..... V | A | KT	..... V | A | KT
..... V | A | KT	..... V | A | KT	..... V | A | KT
..... V | A | KT	..... V | A | KT	..... V | A | KT
..... V | A | KT	..... V | A | KT	..... V | A | KT

Group : 2 HOTS  LOTS

Group : ① Quick Learners	Group : ② Average Learners	Group : ③ Slow Learners
..... V | A | KT	..... V | A | KT	..... V | A | KT
..... V | A | KT	..... V | A | KT	..... V | A | KT
..... V | A | KT	..... V | A | KT	..... V | A | KT
..... V | A | KT	..... V | A | KT	..... V | A | KT
..... V | A | KT	..... V | A | KT	..... V | A | KT