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Teachers' Perceptions of Differentiated Instruction:

Case of Third year EFL Level at the University of Tlemcen.

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Presented by:

Bouchra CHERIF

Supervised by:

Prof. A. BELMEKKI

Co-supervisor:

Dr. F. HADDAM

Board of examiners:

Dr. R. DJENNANE
Prof. A. BELMEKKI
Dr. F. HADDAM
Ms. F. ADDER

MCA Chairman
Professor Supervisor
MCA Co-supervisor
MAA Examiner

University of Tlemcen
University of Tlemcen
University of Tlemcen
University of Tlemcen

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Dedication

To the most precious people to my heart: to the ones who gave birth, meaning, and love to my life, to the persons who gave me strength, encouragement and hope:

To my dear father and beloved mother I dedicate this work

To all my sisters and my brother.

To all my friends.

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Abstract

Considering *differentiated Instruction* as an approach in teaching through which educators anticipate and respond to their students' needs, the purpose of this study was to explore teachers' understanding of differentiated instruction and their perceptions of their ability to implement it. Therefore, this research work is a case-study on both teachers and third-year EFL students at the department of English at the University of Tlemcen. Two instruments were used in collecting data; teachers' survey and students' questionnaire. Moreover, quantitative and qualitative approaches were used to analyse the obtained results. It revealed that remarkable differences were noticed in the level of understanding among teachers, as it indicated that teachers are not really able to implement such an approach, and thus accommodate their learners' differences.

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List of Acronyms

LMD: Licence Master Doctorat

EFL: English as a Foreign Language

DI: Differentiated Instruction

VAK: Visual, Auditory , kinesthetic

General Introduction

General Introduction

Today's classrooms are more and more becoming culturally and linguistically diverse settings. The fact that each student is considered unique, teachers are facing challenges in meeting the needs of all learners.

Consequently, there is a need for an effective instructional approach to assist teachers in meeting curricula and standards demands to attend the learning needs of all students; thus, *Differentiated Instruction* is regarded as an effective approach to meet the diverse academic needs of learners.

The present work attempts at giving a bird-eye view on teachers' understanding and implementation of *Differentiated Instruction* so that the researcher is able to uncover and underpin their beliefs to provide the appropriate changes in their classrooms. This investigation begs the following research questions:

- 1/ In what ways EFL teachers understand the concept of *DI*?
- 2/ Do EFL teachers implement the components of *DI* to meet their learners' differences?
- 3/ How can EFL teachers better design instruction to accommodate these differences?

To find reliable replies to the above research questions, the following hypotheses spring, as follows:

- 1/ EFL teachers may have different levels of understanding about *DI* concepts.
- 2/ EFL teachers' responses may vary in terms of implementation.
- 3/ EFL teachers may better respond to their students' needs by using *DI*.

General Introduction

This work is divided into three chapters. The first chapter is the theoretical background; it consists of definitions of *DI*, the ways curriculum can be differentiated, its principles and the strategies that should be implemented to respond to learners' differences. The second chapter describes research methodology; it is concerned with collecting data of the case-study through teachers' survey and students' questionnaire; then analysing and interpreting the results. The last chapter tries to provide some suggestions and recommendations which may help teachers to move from the traditional patterns of teaching to more effective ones.

Chapter One
Differentiated Instruction

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1.1. Introduction

This chapter aims at providing a back-ground about the topic, it focuses on information about what *DI* is, the ways curriculum can be differentiated, its principles and the strategies that should be implemented according to learners' differences.

1.2. The Differentiated Instructional Approach

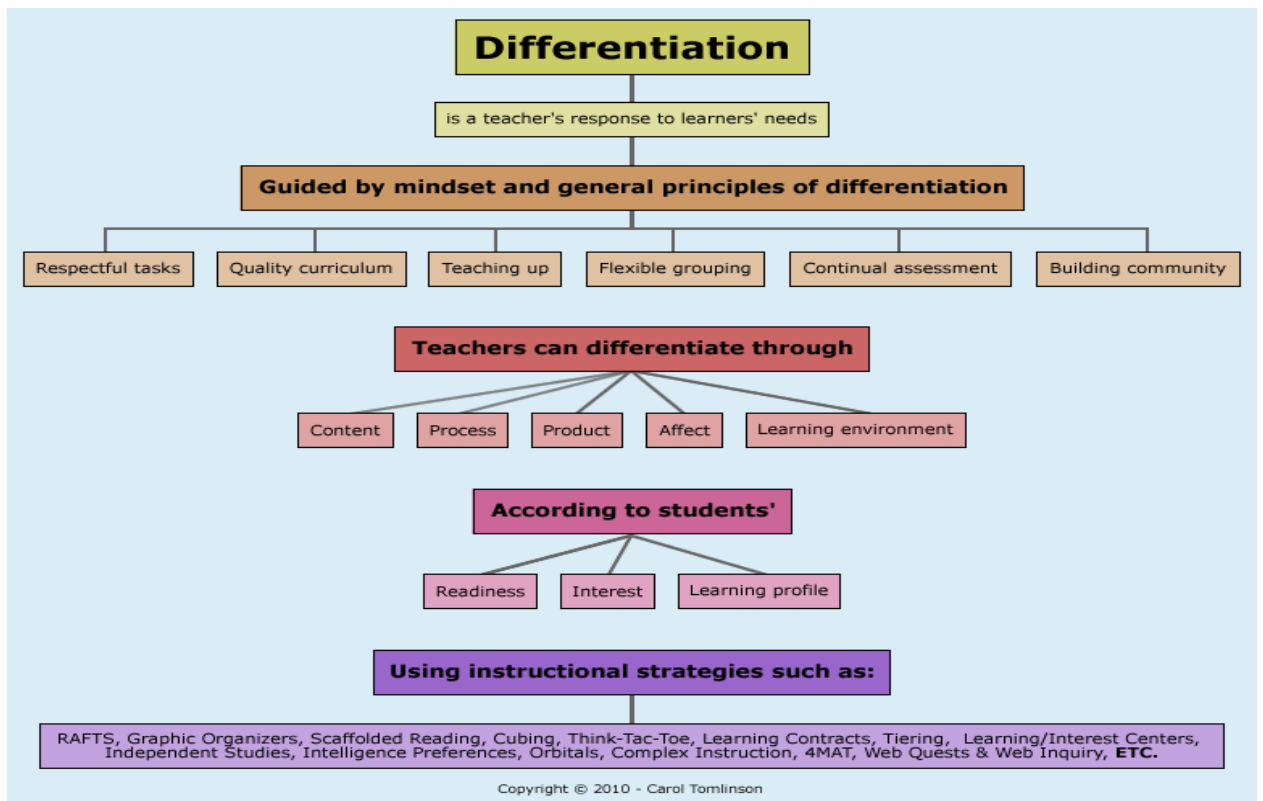
Differentiated instruction (for short "*DI*") is an approach to teaching based on designing curriculum and teaching methods to best reach the needs of all students in a heterogeneous setting. The most notable researcher in the field of *Differentiated Instruction* is Carol Ann Tomlinson; she describes *DI* as:

A way of thinking about teaching and learning that advocates beginning where individuals are rather than with a prescribed plan of action, which ignores student readiness, interest and learning profile.....it is a way of thinking that challenges how educators typically envision assessment, teaching, learning, classroom, use of the time and curriculum.

(1999, p.108)

Tomlinson (2000a) further claimed that differentiation is not a strategy but rather a common sense approach to teaching with the goal of meeting the needs of all learners. As an approach, *DI* is a way of thinking about learners, the learning and teaching process. In a differentiated classroom, the teacher starts where the student is, not the front of curriculum. Teachers should accept that learners differ in important ways. Thus, they must engage their students in instruction through different learning Modalities by modifying the content, process and product according to the students' ability. The goal of this approach is to meet the students' needs in each area by offering them various ways to learn. Tomlinson has created

the following chart which is a concept map of effective differentiation; it unpacks the concept of differentiation by summarizing its main elements and goals, and the relationship among these interrelated elements.



DI is often confused with individualized instruction; however, it is not the same thing. Kitao (1994) claimed that in individualized instructional model “*Teachers often tried to provide different objectives, methods of learning, materials, and pacing for each and every student*” (p. 167).

From a management view point that model of instruction could devolve into a nightmare for the teacher. No one deny that the two approaches support the individuality of student; however, *DI* is more comprehensive. It is more manageable for teachers because they do not prepare something different for each student; rather, “*it focuses on meaningful learning or powerful ideas for all students*” (Tomlinson 2001, P.2). The teacher provides same objectives for groups of learners

and designs several activity options, not one for each student; instead of isolated tasks, the teacher may work with whole class, small groups, individuals, or a combination of all three.

1.2.1. Learning Environment

In a differentiated classroom, an effective teacher provides a conducive climate for better learning environment. The learning environment involves routines, arrangement of the classroom and the climate or mood which exists between the student and teacher. It is one of the most important aspects which lead to an effective differentiated classroom. It consists of flexibility and provision of support and challenge for all students. Chamberlin and Powers (2010) emphasize that teachers can vary the classroom environment in regard to seating arrangements, accessible placement of materials and resources, but also taking care of lighting, different group settings and the noise level.

Differentiated teachers are generally observed to be more mindful of their learners' ideas; using positive energy and match more humor; aiming as well as for joyful learning and willingly sharing themselves with their different types of students. Teachers in differentiated classrooms have high expectations for all learners as well as themselves (Tomlinson & Edison, 2003). Therefore, a differentiated classroom takes "maximum effort to achieve maximum potential" (p. 8). Best learning environments should involve motivation, independence, and creativity. To create such environments, teachers should support creative thinking, encourage students' to believe in themselves so that they feel more confident.

1.2.2. Teacher Responsibility

A new kind of fairness is created throughout differentiation by not treating everyone the same but each learner should receive what he needs to achieve success in learning. The differentiated teacher takes responsibility for knowing his or her students, and has a keen awareness of how teaching and learning occur (Tomlinson and McTighe, 2006). The main purpose of teacher's differentiation is ensuring that learners "*grow as much as they possibly can each day, each week and throughout*

the year” (Tomlinson, 1999, p.2). Moreover, the teacher insures that his students are supplied with different opportunities for working in various instructional formats. In order to foster students' achievements educators should ensure that each learner has a clear understanding of what needs to be learned in order to succeed with each lesson.

1.3. Differentiation of Curriculum

The issue of creating a differentiated classroom is overcome when teachers can adapt curricular elements which are content, process, and product according to students' characteristics.

1.3.1. Content

It refers to what is being taught, it focuses on what students do or are expected to know. To differentiate content, teachers should modify the curriculum that students are supposed to learn according to their levels of interest, readiness and learning profile because students came with different knowledge, skills and backgrounds; thus, teachers cannot assume that all students can start at the same place and continue at the same pace. Consequently, content's modifications are made when necessary to help both advanced and struggling learners.

Differentiating content can mean for example, “ *giving students different kinds of materials, such as simple and advanced texts, also audiotapes, DVD, or offering student to do something outside the classroom, for example going on a field trip to experience something*”(Blaz 2006, p.9-10). The challenging point in differentiating the content is ensuring that the instructional goal remains central, whatever are the types of activities or approaches designed that's why it is more recommendable to change the methods to access the students instead of changing the content. However “sometimes when students are at very different levels, it's almost necessary to change the content itself” (Tomlinson and Imbeau, 2010, p. 15).

1.3.2. Process

Another area of differentiation that can be modified is the process which is a synonym for classroom activities. It refers to the way students will understand and make sense of the content. Tomlinson and Imbeau (2010) use the word sense-making activities to describe *“the process and emphasize that activities that students do in the classroom should help the students”* own *“the content, make sense of it and see how it is useful outside the classroom”*.

Tomlinson claimed that the Process can be differentiated through open-ended tasks, as described by kobelin (2009, p.13), *“open - ended tasks are those that have no single answer and/or no single method to determine an answer”*.

Process can be adapted according to student’s characteristics of readiness, interest, and learning profiles. For example, adapting process according to student readiness by giving a student more time to complete an activity, by student interest by provide them with a choice in the learning activity they wish to complete, by learning profiles by allowing them to work independently or with small groups. By providing learners with several ways to understand the content makes use of differentiating process.

1.3.3. Product

Product relies on what students have learned and how extending knowledge to other lessons or projects. Tomlinson and strictland claimed that products refers to *“the summative assessments of student learning over a period of time”* (2005, p 8). Students demonstrate their understanding of the content by applying what they have learned in creating a product. It could be a project, an assignment or an assessment. However, it is important to clearly explain what is expected for each assignment. For instance, a reading goal might be about approaches by illustrating from the text; some students may be skilled at video graph and make a representation with an oral explanation, still another may be skilled at writing essay, while another give a

speech. All these products require the students understanding and they are respectful tasks; however, if the target for the student is to write a well constructed essay, the product must be an essay.

Differentiation of product does not mean that students are getting an easy work to pass; it is a mean to discover the true knowledge a student walks away with and can apply to other areas of their life. To differentiate product

Teachers can vary the levels of complexity, use flexible grouping for projects, develop rubrics based on expectations and learner needs, make connexions with student interests, allow students to use a range of media and formats to express their knowledge, provide opportunities for independent inquiries, and provide a wide range of product formats.

(Tomlinson and Strickland, 2005, p. 12)

1.4. Differentiating by student differences

The previous examples dealt with ways that teachers can differentiate the learning process; however, they are also supposed to differentiate curriculum according to students' characteristics which are readiness, interest and learning profile.

1.4.1. Readiness

Readiness refers to where the learner was at in terms of an understanding or skill. Tomlinson and Imbeau (2010) claimed that readiness is not a synonym for ability, and the two terms should not be used interchangeably. For them, readiness suggests a temporary condition that should change regularly as a result of high-quality teaching; whereas ability refers to a fixed state based on some form of innate or inborn trait. Readiness is concerned with the level of understanding or skill in which the learner was at. Hall (2009) defined it as an "*evaluation of the students' prior knowledge ,and current skill level*" (p.2). Tomlinson (2001) to differentiate

by student readiness teachers should assess their students' prior knowledge and determine what they knew and where they were at. Therefore, teachers can use this information to differentiate curriculum. To determine the level of readiness, assessment must occur so that teachers increase their awareness about what already students know and if they may have any misconceptions regarding a topic. Readiness is related to Vygotsky's Zone of Proximal Development (ZPD) theory. ZPD has been defined as:

The distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers.

(Vygotsky, 1978,p.86)

The goal of ZPD is not giving students tasks which are too difficult or too easy but a one which is closely over their current level. ZPD takes place between what a student do with assistance and what he can do alone. It is the process of development between the two stages. Differentiating by readiness pushes the student to go over their level and provides him with "support in bridging the gap between the known and unknown" (Tomlinson, 2001, p.45).

1.4.2. Interest

Student interest refers to "that which engages the attention, curiosity, and involvement of a student" (Tomlinson & Imbeau, 2010, p.16). The student interest is related to those topics which engage them in learning, motivate them and create a sense of curiosity towards learning. When a task is interesting and exciting students are more closely to be engaged. Moreover, their motivation increases to learn when they are passionate about the topics they study. There were three basic goals of identifying students' interest: It allowed the student to form connections between personal life and learning, it enabled the student to utilize the familiar, and it fostered intrinsic motivation to learn (Tomlinson, 2001). Thames and Reeves-

kazelskis (1992) found that allowing students to choose their own reading material helped to create a positive attitude toward reading through “*a strong sense of personal involvement with the textual material*” (p. 14).

1.4.3. Learning Profile

Learning profile is referred to learning style, a way in which student learns best. Differentiating by learning profile aims at helping students to know the ways in which they learn best, and prefer to deal with content, process and product. Learning profile includes learning styles and intelligence preferences.

Learning styles are an essential preference to learning profile. The learning styles focus on how different individuals process information across content areas, emphasize thought as vital component of learning, and recognize the role of cognitive and affective processes in learning, depending on our insights into motivation (Silver, 1997).

The (VAK) Learning Styles model is widely used to classify the common ways people learn; it stands for visual, auditory and kinesthetic. Visual learners retain data better when it is presented in pictures, videos, books, graphs and other visually stimulating presentations. Auditory learners prefer listening to what is being presented, for example, listening to stories rather than reading it; it is easy for them to remember things they hear rather than they see. Kinesthetic learners learn best through a hands-on approach, they like to physically try the things they are learning about. Some learners display a strong preference for only one learning styles, while others use all of them in equal measure. Educators should provide their learners with information in their preferred learning style or at least in a mixture of all the styles which make them able to assimilate it much easier. However, the most required one is a combination of all three of these which means that the teacher should make an effort to provide materials for all the styles.

The theory of multiple intelligences is based on the work of American psychologist Howard Gardner. He defines an intelligence *“as a biopsychological potential to process information in certain kinds of ways, in order to solve problems or create products that are valued in one or more cultural settings”*. Gardner’s framework encompasses the following: linguistic, logical-mathematical, musical, spatial, bodily kinesthetic, interpersonal and intrapersonal. Gardner (1993) contends that everyone has at least some of the seven intelligences in various combinations and strengths. The theory of multiple intelligences explains the ways in which learners process the world and demonstrate strengths, and that there is not one way of being smart but different ways. Taking into consideration students’ intelligences would help to underpin their understanding and influence their attitude to learn.

1.5. Principles of Differentiation

Differentiated Instruction is guided by several principles which direct teacher’s management in the classroom.

Guideline one. The starting point for differentiation is that the focus is on the essentials; that is teachers should set clear learning goal for all students, the emphasis is on key-concepts and generalization to ensure that all of them make connexion to the topic.

Guideline two. The teacher attends to student differences; as some students are good in manipulating numbers, others with telling stories and making their friends happy, still others struggle with reading or writing, all of them struggle in something but they are good in others. Students accept the reality that they are not alike; they are not searching for sameness but for respect. Tomlinson (1999) said that *“In a differentiated classroom, the teacher unconditionally accepts students as they are, and she expects them to become all they can be”* (p 10). A teacher should create a safe and comfortable learning environment for his students in which they feel that they are allowed to express their differences freely.

Guideline three. Assessment and instruction are inseparable. Assessment is a part of differentiation and both should occur throughout instruction. It is a tool more than a test to gather information about learners.

Guideline four. All students participate in respectful work. Comprehension is an essential goal for all learners. While, some student gets the idea quickly, others need a review of the material that has been taught. Tomlinson (1999) asserts that the teacher should “*offer all students tasks that look and are equally interesting, equally important and equally engaging*” (p.12). Struggling learners should not have a low level task which do not make them think.

Guideline five. The teacher and students collaborate in learning “*teachers are the chief architects of learning, but students should assist with the design and building*” (Tomlinson, 1996, p.12). Teachers’ first concern is to know what create essential learning, to prescribe, to diagnose and differ tasks based on a variety of purposes. Students should integrate with teachers in the process of differentiation to create a successful environment, by informing them about the level of difficulties in their tasks.

Guideline six. The teacher balances group and individual norms. He should know and understand both the individual and group norms. An effective teacher should never try to make all his learners alike or comparing them to others because they are different. Every one has something special and teachers’ job is making them focusing on their abilities within the learning process the most that they can. “*Every player plays from his or her competencies not from a sense of deficiency*” (Tomlinson, 1996, p.13).

Guideline seven. The teacher and students work together flexibly. A teacher should use different strategies, sometimes by giving the choice for students to choose the group or working independently and sometimes it is up to him to decide according to their levels of interest, readiness and learning profile. The goal of flexibility was to ensure that every learner was being addressed with appropriate

tasks, to ensure the development of understanding and skills related to the topics being covered (Tomlinson, 1999).

1.6. Differentiated Instructional Strategies

A wide range of differentiation strategies exist, but some are more common than others. These are curriculum compacting, learning contracts, literature circles, tiered assignment and flexible grouping.

1.6.1. Curriculum Compacting

Curriculum compacting is a strategy which is specifically designed to allow the advanced learners making best use of their learning time. The aim of using this strategy is to assess what students has already know and what they still need to master, in order to eliminate the content that is already known. Tomlinson (1999, 2001) stated that compacting consists of three stages. In the first stage, student's knowledge and skill level is assessed to establish existing knowledge in the concept or skills under consideration. The second stage that is designing instruction is based on assessment; the plan helps the teacher to know the level of mastery and gives a clear overview about how gaps in learning will be filled. For example, a student may need extra practice that can be accomplished as homework or to join peers for a portion of a lesson. The third stage, teachers and students collaborate in creating activities that are challenging and meaningful to the necessary elements of the study, which can be a different subject from the compacted or mastered one.

1.6.2. Learning Contracts

Cosgrove (1992) describes learning centers as areas in the classroom where students engage in activities that reinforce specific skills or information in *"interesting, meaningful, relevant, and social contexts"* (p. 1). Learning contracts starts with an agreement between the student and the teacher. It provides

opportunity for student to work in an independent level under the supervision of the teacher. The teacher and students are collaborators in learning and both of them share responsibility. This strategy gives student opportunities to choose conditions for learning. Learning contracts makes clear what the student is expected to learn, ensures that he uses the skills in context, names conditions during the duration of the contract, puts positive and negative consequences in place for the boundaries of the work, makes clear the criteria for work to be successfully completed, and is signed by the teacher and students (Tomlinson, 1999).

1.6.3. Literature Circles

According to Harvey (1994) "*Literature circles are small temporary discussion groups who have chosen to read the same story, poem, article or book*"(p.13). It is a good strategy for differentiation since it provides students an opportunity to demonstrate their interests in several areas. Students are provided with different choices to select any book they feel interested in reading in relation to their needs. Although literature groups are worthwhile, preparing students to participate in it requires time and patience, because the texts chosen for literature circles should be on students' independent reading level (Yellin, Jones and Devries, 2008). This strategy lends itself to the role that student readiness plays in differentiated instruction.

1.6.4. Tiered Assignment

It is a strategy in which the teacher has to set a clear goal in designing a respectful work for his learners. The work is equally engaging and interesting at different degrees of difficulty according to students' readiness. Tiered assignments could be designed on students interests or learning profiles. With the use of tiered assignments, students are less likely to be over challenged or bored with an assignment thereby promoting student learning (Tomlinson, 2001).

1.6.5. Flexible Grouping

Flexible grouping is hallmark of differentiation. In a differentiated classroom the teacher is aware that a lesson may not be relevant to the whole class. Thus, flexibility requires for a teacher to group and regroup students so that providing them with opportunities to interact with their peers. The lesson should be delivered sometimes to the whole group, sometimes in heterogeneous and homogeneous groups or to individuals. *“It is the purposeful reordering of students into working groups to ensure that all students work with a wide variety of classmates in a wide range of contexts during a relatively short span of classroom time” (Mitchell and Hobson, 2005, p. 8).* To promote success for a variety of groups, students need the provision of clear directions, good training and support to work well in a group setting. In this regard students are going to respond to the content and benefit from their peers ideas.

1.7. Assessment and Differentiation

A classroom’s assessment aims at helping teachers in taking decisions by collecting, synthesizing and interpreting students’ information. These help them in understanding their students, realizing their needs and cover the process of teaching and learning. A classroom assessment varies into three categories which are pre-assessment, formative and summative assessment.

1.7.1. Pre-assessment

Pre- or diagnostic assessment helps determining students’ starting point with learning targets as well as with prerequisite knowledge, understanding, and skills that are essential to continued progress in a content sequence (Tomlinson, 2003). This process feed teachers with the necessary information about their students and if there is any misconception. Thus, a teacher is not going to provide information that is already known by students.

1.7.2. Formative Assessment

It is also called ongoing assessment. It is related to a variety of methods used by teachers in order to evaluate students’ comprehension, needs and their progress

during a course or unit. It serves also at identifying problems students are facing in learning skills. Examples of formative assessment are “*ungraded quizzes, oral questioning, teacher observations, draft work, think alouds, student constructed concept maps, learning logs and portfolio reviews*” (McTighe and O’Connor, 2005, p.12). Consequently, teachers who utilize formative assessment make adjustments during instruction to better assist student understanding and integration of new knowledge (Moon, 2005; Garesis, 2007).

1.7.3. Summative Assessment

Summative assessment has a different goal than formative assessment. It provides the teacher with information about the mastery level of student, which can be used as a pre-assessment in the next unit. Summative assessments typically occur at the end of a lesson or unit and are used to evaluate instruction (Moon, 2005).

Formative and summative assessment was provided by Robert Stake (cited in Earl, 2003), who described formative assessment as taking place when a cook tastes the soup and summative assessment when the *guests* taste the soup. In the former, the goal is adjustment while there is still time to adjust; in the latter, there is a finality that accompanies judgment; thus, effective assessment drives instruction which “*maximizes teaching time, streamlines instruction, and facilitates learning for all students*” (Brimijon, Marquissee and Tomlinson, 2003, p. 73).

1.8. Conclusion

Differentiated Instruction is an approach to teaching in which educators anticipate and respond to students’ needs. Teachers can differentiate instruction by varying what is learned, how it is learned or how learning is demonstrated according to learners’ differences. Differentiated Instruction is guided by several principles, assessments and a set of strategies which provide learners with opportunities to show their learning.

Chapter Two:
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2.1. Introduction

The present chapter deals with the experimental part of the study. It aims at investigating and gaining a better understanding about teachers' perception of *DI*. It provides a description of the research design, the setting, the sample population, teachers' and learners' profiles. It also comprises the description of research instruments used, namely a survey for teachers and a questionnaire for students.

2.2. Research Design

Selecting a research method is one of the main stages in conducting any research study. In this work, the researcher opted a case study approach. Yin (1984:23) defines the case study as “*An empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident, and in which multiple sources of evidence are used.*” Therefore, this case study method works out to uncover the multiple facets of the phenomenon being studied. To analyze the survey and the questionnaire, the researchers depended on a mixture of data analysis methods notably quantitative and qualitative approaches. In this vein, Dornyei claims that (2007:268) “*the analysis of data should proceed independently for the quantitative and qualitative phases and mixing should occur only at the final interpretation stage.*” As far as this study is concerned, the quantitative approach dominated this study which is almost appropriate when the purpose is to explore and create a detailed description of the phenomenon.

2.3. Site of Research

This research study took place at Department of English at Aboubakr Belkaid University, Tlemcen. The purpose of this study is to explore teachers' understanding and implementation of *DI*.

2.4. Research Participants

The informants of this study were EFL students and teachers enrolled in third year LMD at the University of Tlemcen.

2.4.1. Teachers' Profile

This sample consists of fifteen teachers who teach third year LMD students, most of them held the doctorate degree in TEFL, and Sociolinguistics. they were chosen randomly to complete a survey.

2.4.2. Students' Profile

The number of Third-year LMD students is probably 500 students in the English department. However, only fifty students in the English department were asked to take part in this research.

2.5. Research Instruments

Any research work is based on various research tools. In this work, the researcher has opted for two research instruments which were designed to gather data from both teachers and students using a survey and a questionnaire.

2.5.1. Survey

A survey research study was given to collect opinions and knowing teachers' perceptions and beliefs of *DI*. Groves et al (2009:2) claimed that "*A survey is a systematic method for gathering information from (a sample of) entities for the purpose of constructing quantitative descriptors of the attributes of the larger population of which the entities are members.*" A quantitative approach is considered to be the appropriate one in collecting information anonymously in a non-threatening manner. The survey consisted of six sections; each section consists of a set of questions that used a four-point Likert scale (labeled not important, somewhat important, fairly important, very important) with questions regarding teachers level of understanding about Tomlinson's components of *DI*.

2.5.2. The questionnaire

Questionnaires are among the most commonly used instruments due to its usefulness in collecting a big number of data in a short amount of time. In this context, Brown (2001 :6) defines it as being “*Any written instrument that presents respondents with series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.*” The aim behind using this tool is to cognize students overall impression about the teaching and learning process and if teachers implement the concepts of *DI*.

2.6. Data Analysis Procedures

This section includes the analysis of the data collected from the research Instruments stated above.

2.6.1. Teachers’ Survey Analysis

In order to achieve the expected outcomes, a survey was devoted to fifteen (15) EFL teachers from different specialties at Tlemcen University. The teachers are requested to fill up this survey concerning their understanding about *Differentiated Instruction*. It consists of fifteen (15) questions which are divided into seven (07) sections and all the questions are multiple choice questions.

Section One: Students’ Interest

- **Question one: Relating students’ interest and can relate it to instruction**
 - ✓ **Not important**
 - ✓ **Somewhat important**
 - ✓ **Fairly important**
 - ✓ **Very important**

This question is designed to discover the importance of knowing individual students’ interest and relating it to instruction. The results are as follow: (6%) of the whole sample choose ‘somewhat important’, (27%) of the respondents choose ‘fairly important’, (67%) of them choose ‘very important’ and (0%) for the option ‘not important’. The results are displayed in the following figure 2.1 :

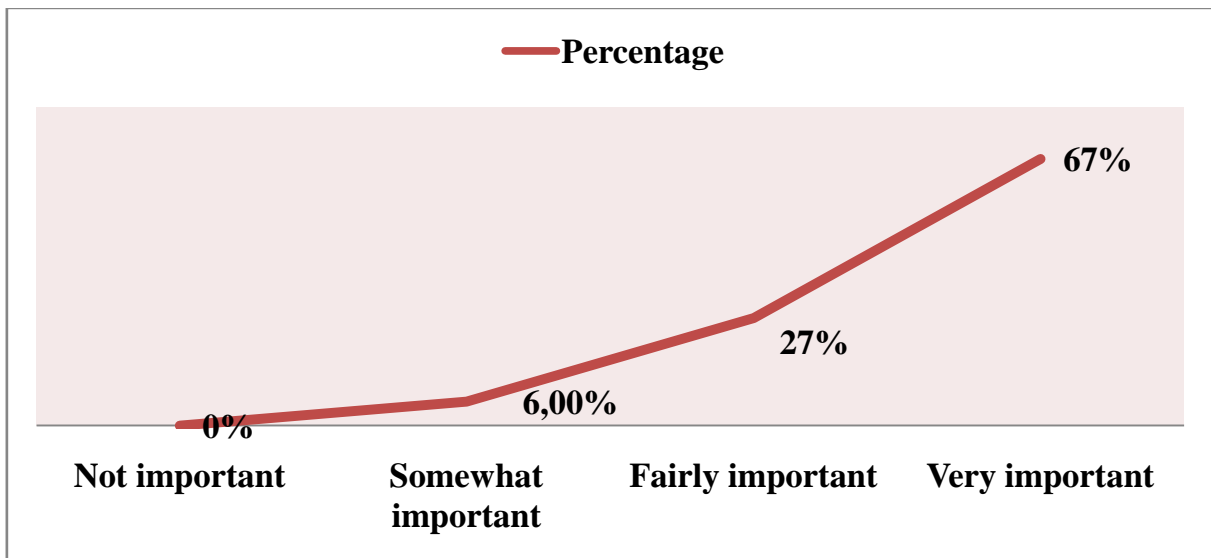


Figure 2.1. Relating Students' Interest to Instruction

The results obtained indicate that knowing each student's interest and relate it to instruction is very important in both the teaching and learning process.

- **Question two: I consider my students' differences**
 - ✓ **Not important**
 - ✓ **Somewhat important**
 - ✓ **Fairly important**
 - ✓ **Very important**

By asking this question, the researcher seeks to know the teachers' consideration of their students' differences. (12) of the informants choose 'very important', (02) choose 'somewhat important' and only one (01) choose 'fairly important'. The following figure justifies the results:

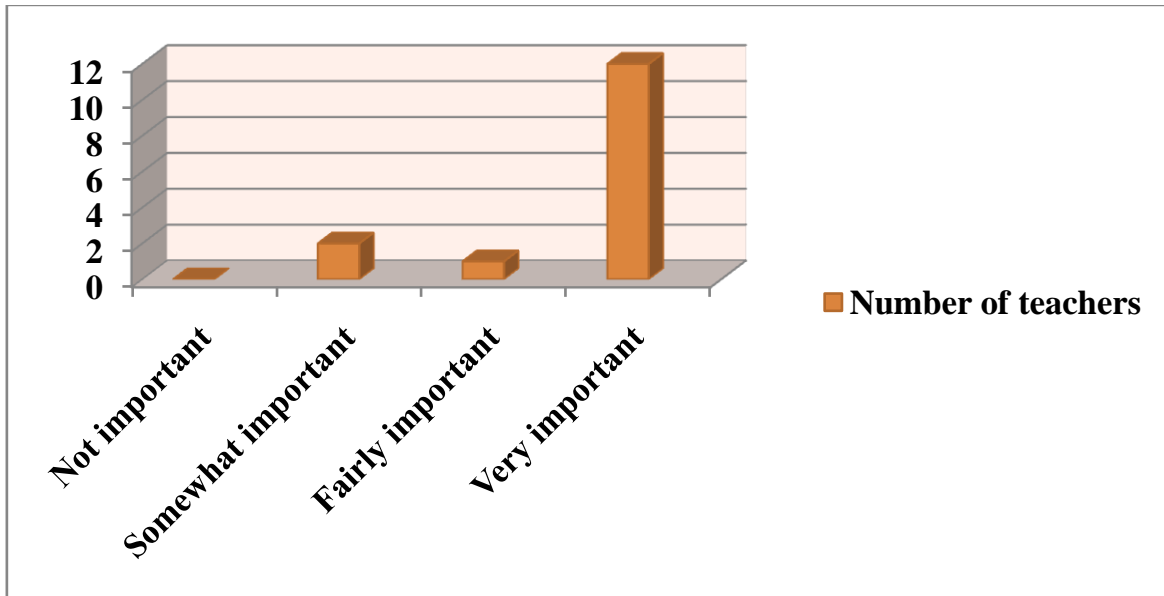


Figure 2.2. Teachers Consideration of Students' Differences

This implies that considering students' differences is very crucial in the teaching process.

- **Question three: I am aware of student's learning weaknesses and difficulties**
 - ✓ **Not important**
 - ✓ **Somewhat important**
 - ✓ **Fairly important**
 - ✓ **Very important**

This question aims at demonstrating teachers' awareness about students' learning weaknesses and difficulties. The majority of participants (80%) claim that it is important to be aware about students' learning difficulties and weaknesses, and the rest are in between fairly important and not important. The following figure sums up the outcomes:

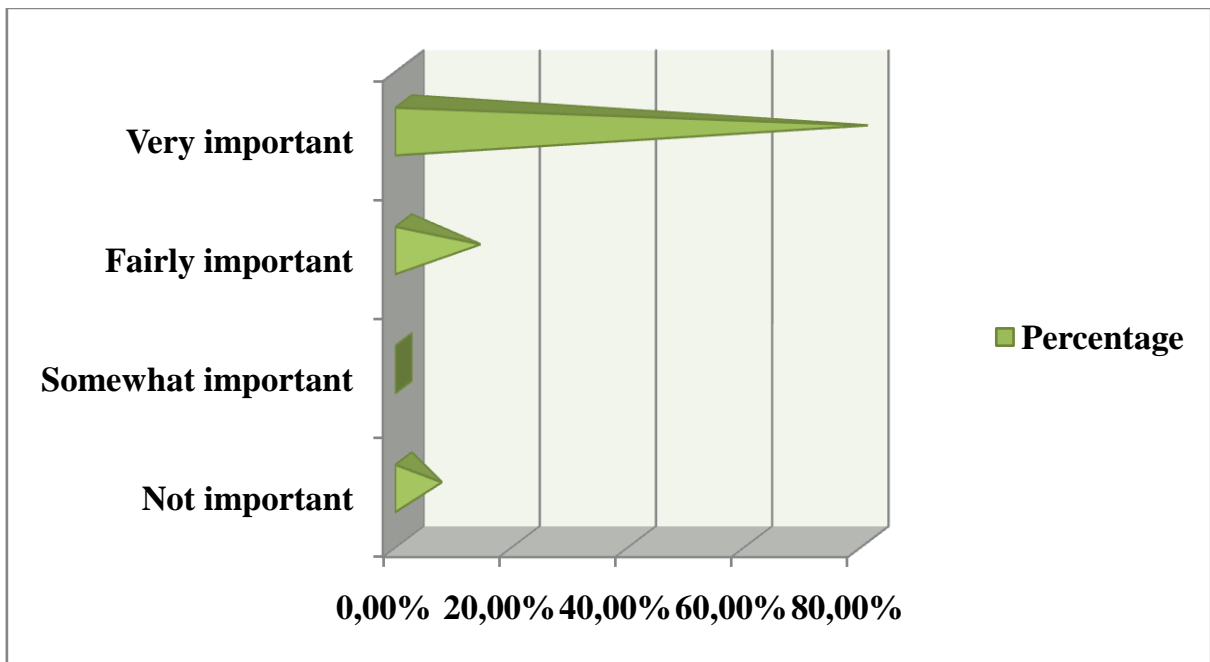


Figure 2.3. Teachers’ Awareness of Students’ Learning Difficulties and Weaknesses

The results obtained show that being aware of students’ learning difficulties and weaknesses is very important to differentiate instruction.

Section Two: Assessment

- **Question four: I pre-assess students before instructing**
 - ✓ **Not important**
 - ✓ **Somewhat important**
 - ✓ **Fairly important**
 - ✓ **Very important**

By asking this question, the researcher tries to know if teachers consider pre-assessment important before instruction or not. The results show that the majority of teachers (54%) claim that pre-assessing students before instruction is very important. (13%) claim that it is somewhat important and (33%) claim it is fairly important. The results are represented in the following figure:

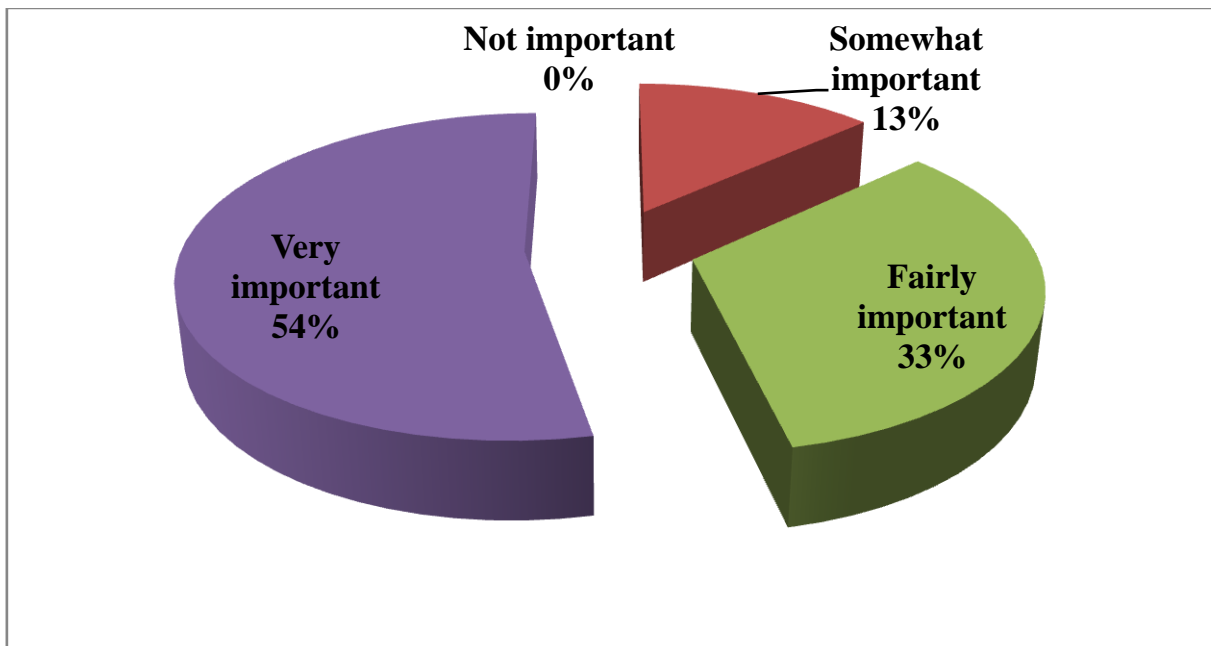


Figure 2.4. The significance of Pre-Assessment

Evidently, the data gathered indicate that pre-assessing students before instruction is very essential and important because it gives the teacher feedback about students' needs.

- **Question five: I pre-assess readiness to adjust the lesson (each student works towards their highest potential)**
 - ✓ **Not important**
 - ✓ **Somewhat important**
 - ✓ **Fairly important**
 - ✓ **Very important**

This question is designed to discover the teachers' pre- assessment of students' readiness in order to adjust the lecture. Ten (10) teachers replied by 'very important', four (04) of them replied by 'somewhat important' and only one (01) teacher replied by 'fairly important'. The following figure summarizes the data gathered:

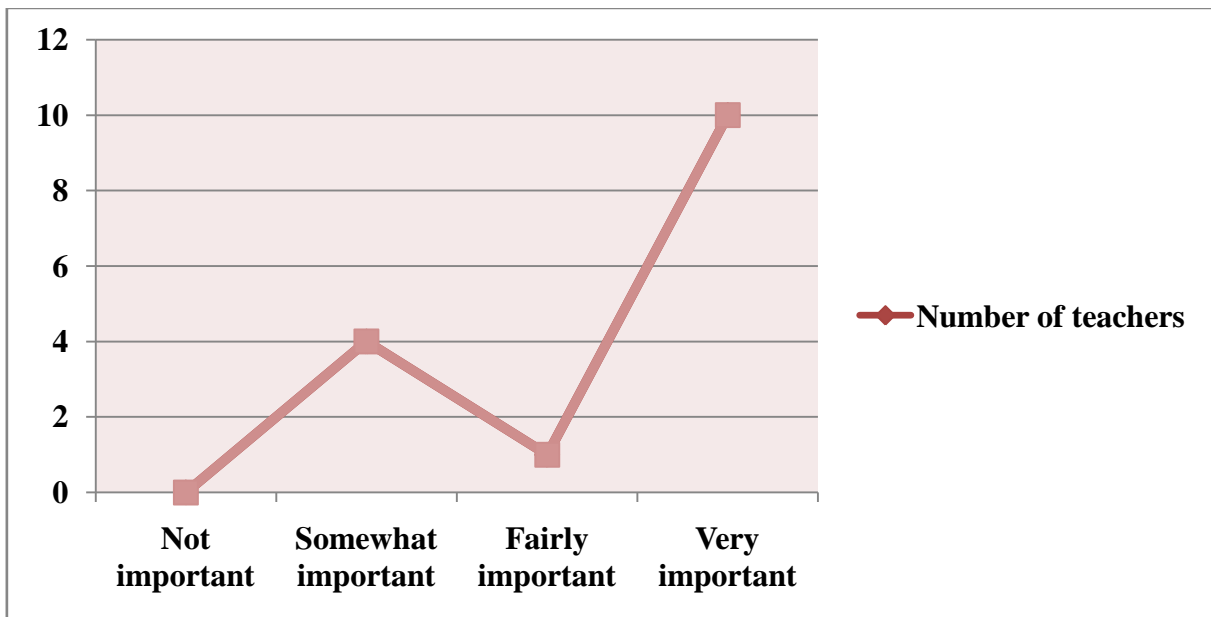


Figure 2.5. The Adjustment of Lessons based on students' readiness

This can be interpreted in the following way, most of teachers consider pre-assessing students' readiness as beneficial and fruitful.

➤ **Question six: I assess during the unit to gauge understanding**

- ✓ **Not important**
- ✓ **Somewhat important**
- ✓ **Fairly important**
- ✓ **Very important**

The researcher asks this question to see how much teachers assume the significance of assessment during the unit. The majority of participants (54%) choose 'very important', (20%) choose 'fairly important' and (13%) choose 'somewhat important', while only (13%) choose 'not important'. The figure below clarifies the outcomes:

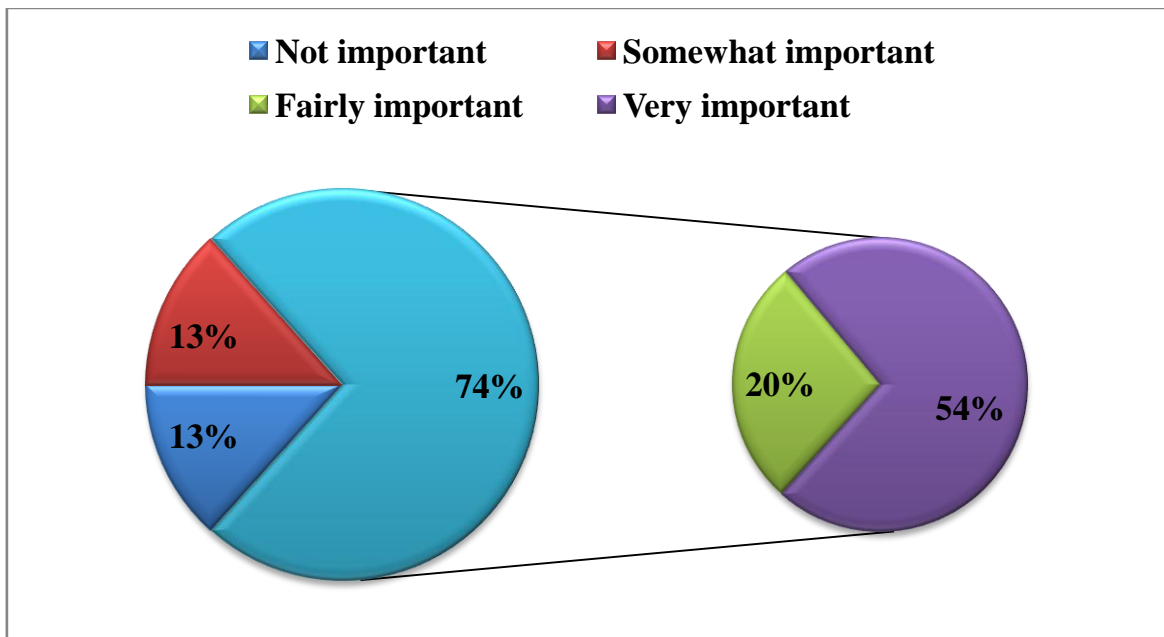


Figure 2.6. Teachers' Assessment during the Unit

This implies that assessing students during the unit help the teacher to gauge understanding.

- **Question seven: I assess at the end of the lesson to determine knowledge and skills acquisition**
 - ✓ **Not important**
 - ✓ **Somewhat important**
 - ✓ **Fairly important**
 - ✓ **Very important**

In this question, the researcher tries to attempt teachers' assessment at the end of the lesson to determine knowledge and acquisition. Most of participants (11) choose 'very important', (03) choose 'fairly important' and only one teacher (01) chooses 'somewhat important'. The results obtained are displayed in the following figure:

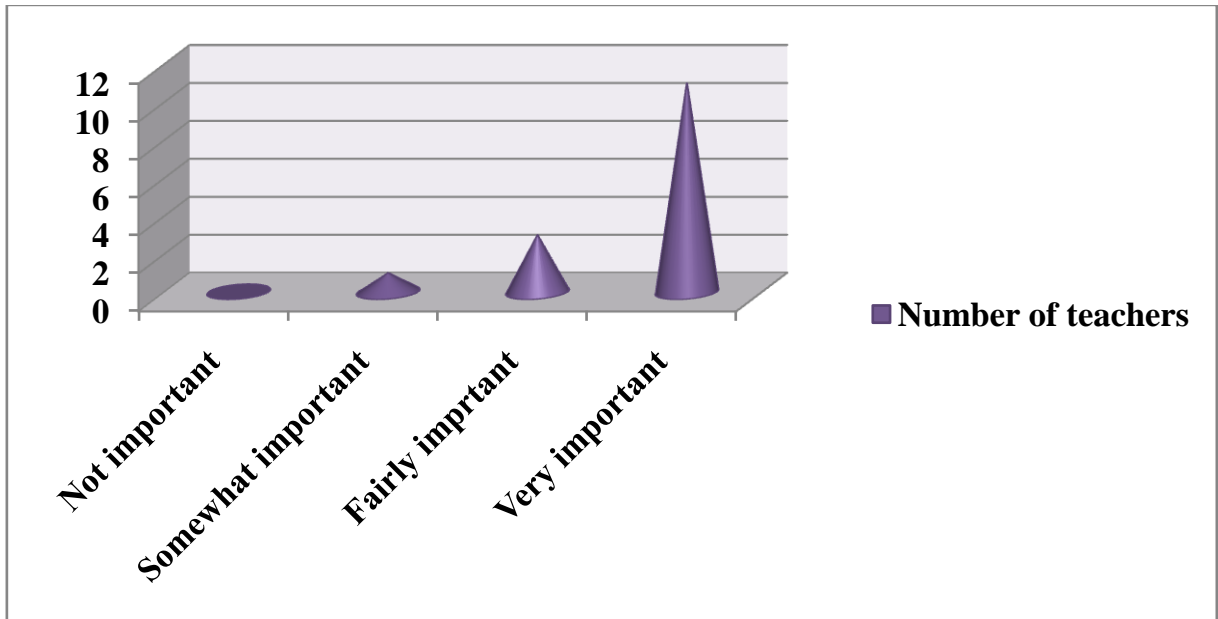


Figure 2.7. Teachers' Assessment at the End of the Lesson

This might be interpreted that assessing students at the end of the lesson help the teachers to have feedback about their students' level and needs.

Section three: lesson planning

- **Question eight: my teaching practices match the needs of students**
 - ✓ **Not important**
 - ✓ **Somewhat important**
 - ✓ **Fairly important**
 - ✓ **Very important**

Asking this question helps the researcher to know the importance of matching the teaching practices with the needs of students. (08) Teachers claim that it is 'very important' and (07) teachers claim that it is 'fairly important'. The following figure 2. Justifies the results:

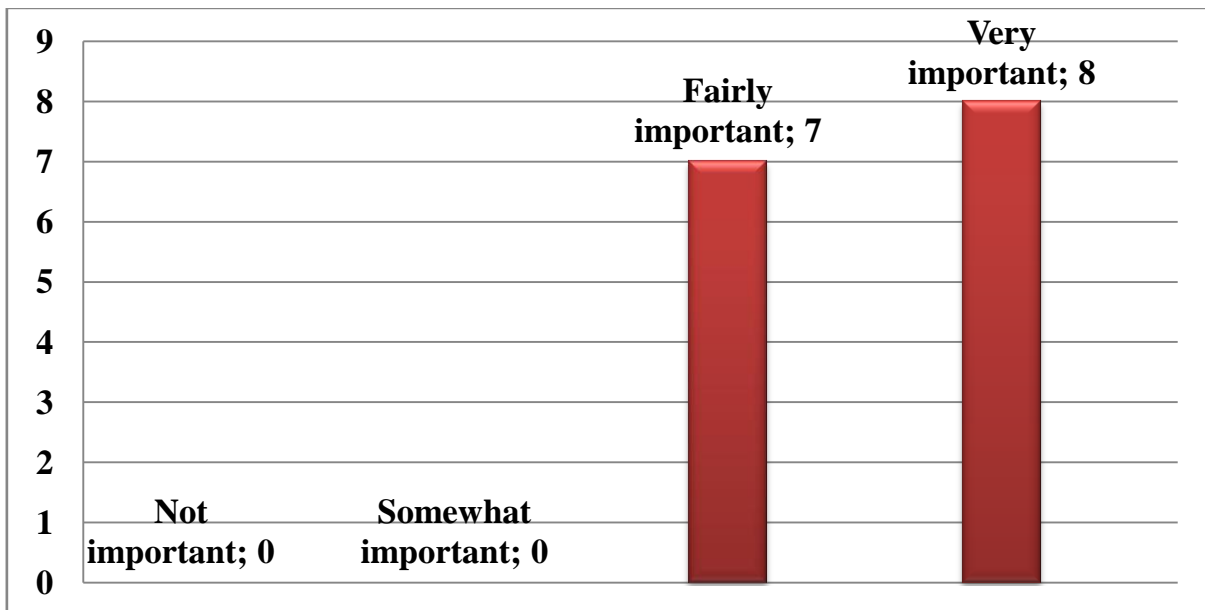


Figure 2.8. Teaching Practices Match the Students' Needs

The results indicate that matching the teaching practices with students' needs give teachers an opportunity to know what to teach.

- **Question nine: I provide a variety of activities that align with the learning objectives to address student interest and learning styles**
 - ✓ **Not important**
 - ✓ **Somewhat important**
 - ✓ **Fairly important**
 - ✓ **Very important**

In this question, the researcher seeks to know the importance of providing a variety of activities in order to align the learning objective to address students' interest and learning styles. (07) Teachers choose 'very important', (06) of them choose 'fairly important' and the rest choose 'somewhat important'. The following table shows the results:

Table 2.1. The Importance of Matching Teaching Practices with Students’ Needs

Importance	Number of teachers
Not important	0
Somewhat important	2
Fairly important	6
Very important	7

The results obtained show that differentiating activities is essential to provide teachers an overview about their students’ interest and learning styles. Thus, this helps them to know and respond more to their learners’ needs.

Section four: content

- **Question ten: the curriculum is Based on Major concepts and generalization**
 - ✓ **Not important**
 - ✓ **Somewhat important**
 - ✓ **Fairly important**
 - ✓ **Very important**

From asking this question, the researcher tries to know the importance of the curriculum in terms of content. The majority of informants (09) say that it is ‘very important’ and the rest (06) are between ‘fairly important’ and ‘somewhat important’. The figure below displays results:

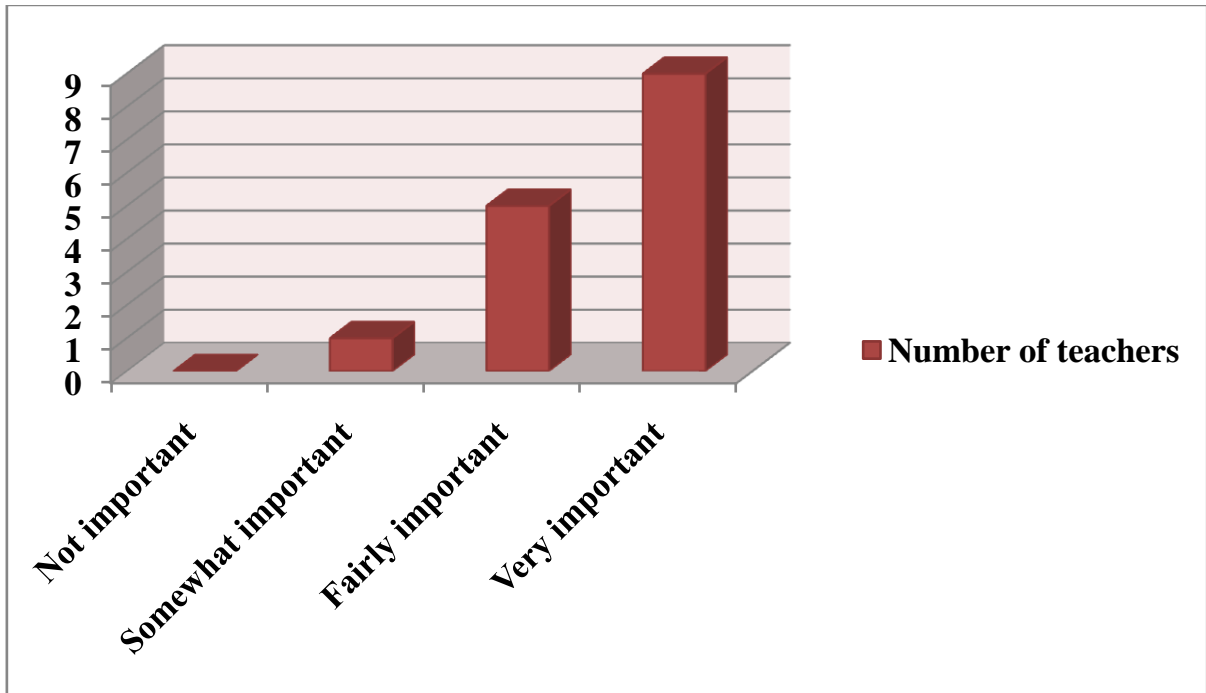


Figure 2.9. Curriculum is Based on Major Concepts and Generalization

This implies that the majority of informants believe that their practices should be based on major concepts and generalization.

- **Question eleven: I clearly articulate what I want students to know, understand and be able to practice**
 - ✓ **Not important**
 - ✓ **Somewhat important**
 - ✓ **Fairly important**
 - ✓ **Very important**

By asking this question, the researcher strives to know if teachers believe that taking students' wants and necessities is important. The results are summarized in the following figure:

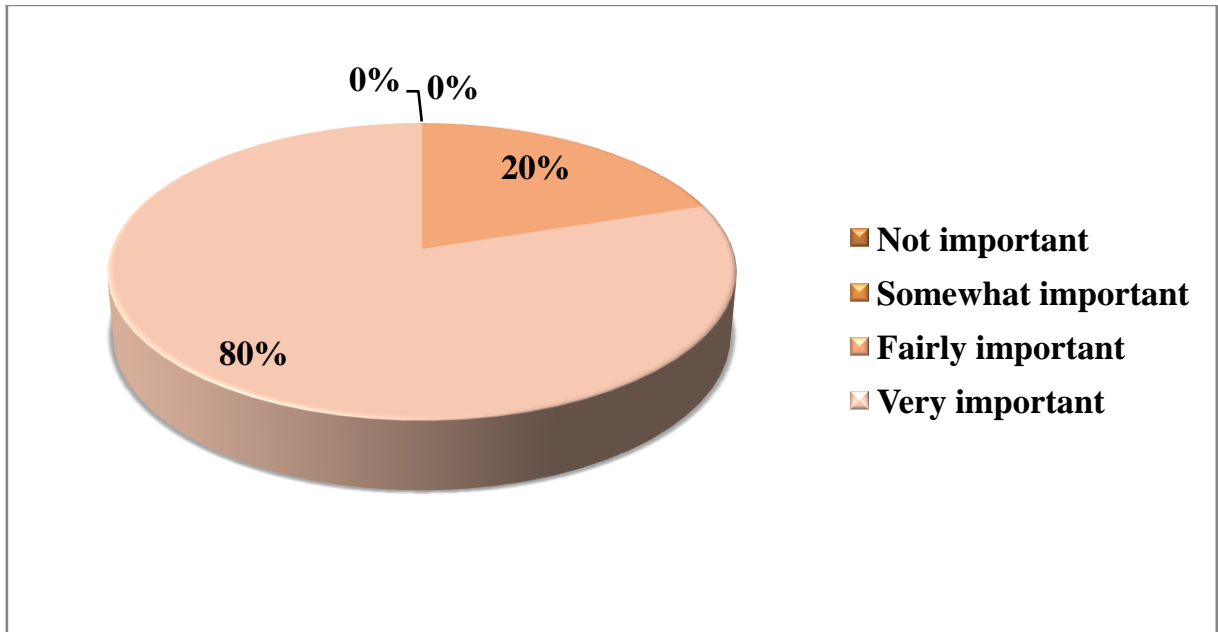


Figure 2.10. Articulating the Teaching Practices according to Students’ Wants and Necessities

The obtained answers allowed the researcher to understand that teachers think that they should have the ability to articulate their practices according to their students’ level.

Section five: Process

- **Question twelve: I group students for learning activities based on readiness, interest, and/or learning preferences**
 - ✓ **Not important**
 - ✓ **Somewhat important**
 - ✓ **Fairly important**
 - ✓ **Very important**

In this question the researcher seeks to know the importance of collaborative work for learning based on students’ interest, readiness and /learning preferences. The majority of teachers (40) replied by ‘very important’, (34%) of the respondents replied by ‘fairly important’ and (20%) of them replied by ‘somewhat important’. However, only (6%) from the whole population replied by ‘not important’. The following table presents the expected outcomes:

Table 2.2. Importance of Group Work for Learning Activities

Importance	Absolute frequency of teachers	Relative frequency of teachers
Not important	1	6%
Somewhat important	3	20%
Fairly important	5	34%
Very important	6	40%

From the results obtained, the researcher understand that using group work in teaching based on students wants, willingness is very important because collaborative work is a good technique or strategy to exchange ideas.

- **Question thirteen: the classroom environment is structured to support a variety of activities including group and/or individual work.**
 - ✓ **Not important**
 - ✓ **Somewhat important**
 - ✓ **Fairly important**
 - ✓ **Very important**

Concerning this question the researcher aims to investigate whether the classroom environment should be organized to support different activities including group and/or group work. (54%) of the respondents answered with ‘very important’, (40%) are between ‘fairly important’ and ‘somewhat important’. While, only (6%) of the whole sample answered with ‘not important’. The following figure clarifies the main results:

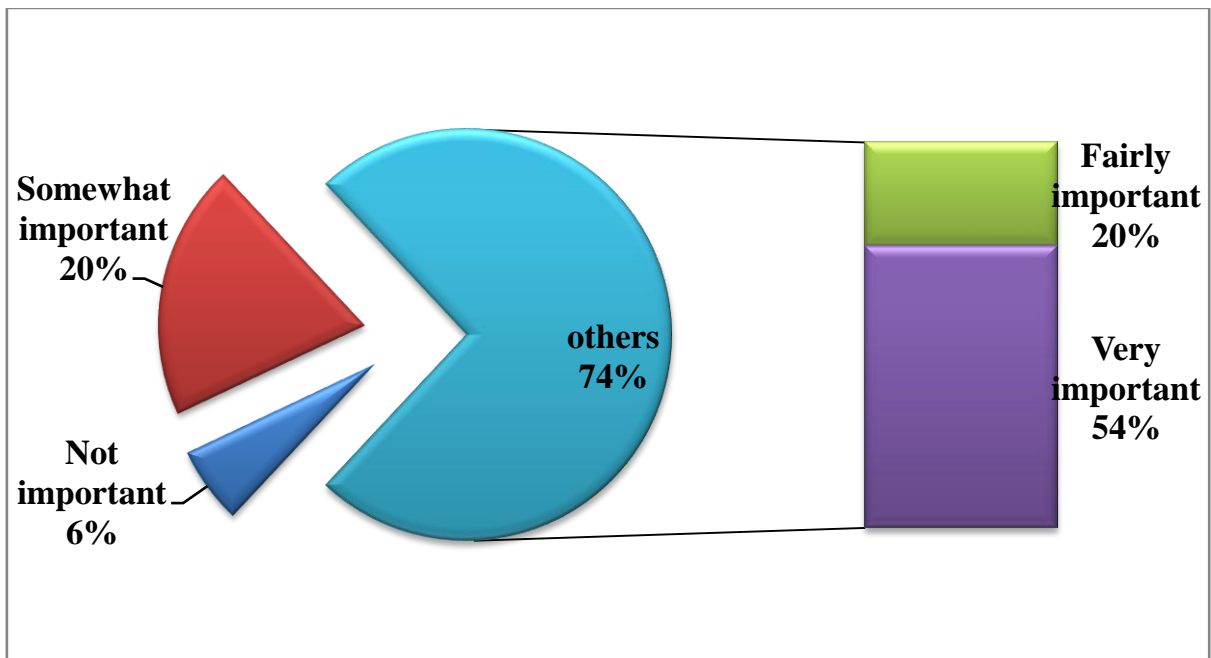


Figure 2.11. Classroom Environment Supports the Learning Activities

From the data gathered, the supporting environment is very important since it facilitate both the teaching and learning process.

Section six: Product

- **Question fourteen: I provide students with the choice to work alone, in pairs or small group**
 - ✓ **Not important**
 - ✓ **Somewhat important**
 - ✓ **Fairly important**
 - ✓ **Very important**

This question attempts to know the importance of providing students with the choice to work alone, in pairs or small group. Most of participants (07) consider it as ‘very important’, (04) are between ‘fairly important’ and ‘somewhat important’. However, (04) consider it as ‘not important’. The figure below disposes the main results:

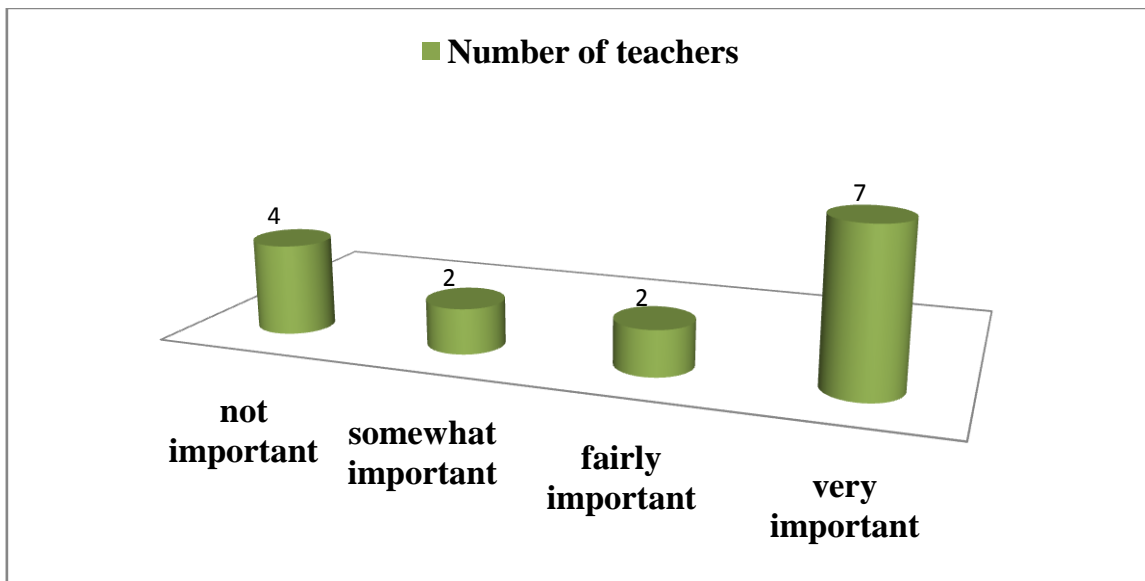


Figure 2.12. The provision of Different choices

This might be interpreted in the following way; the results indicate that the majority of teachers believe that it is important to provide students with a variety of choices; to work alone, in pairs or in collaboration to achieve the main goals of the lecture.

➤ **Question fifteen: I provide variety of assessment tasks**

- ✓ **Not important**
- ✓ **Somewhat important**
- ✓ **Fairly important**
- ✓ **Very important**

As a concluding question, the researcher tries to know the importance of providing students with different assessment tasks. (08) Teachers indicate that it is ‘very important’, (04) teachers indicate that it is ‘fairly important’ and (02) indicate that it is ‘somewhat important’ while only one (01) teacher indicate that it is ‘not important’. The following figure justifies the expected results:

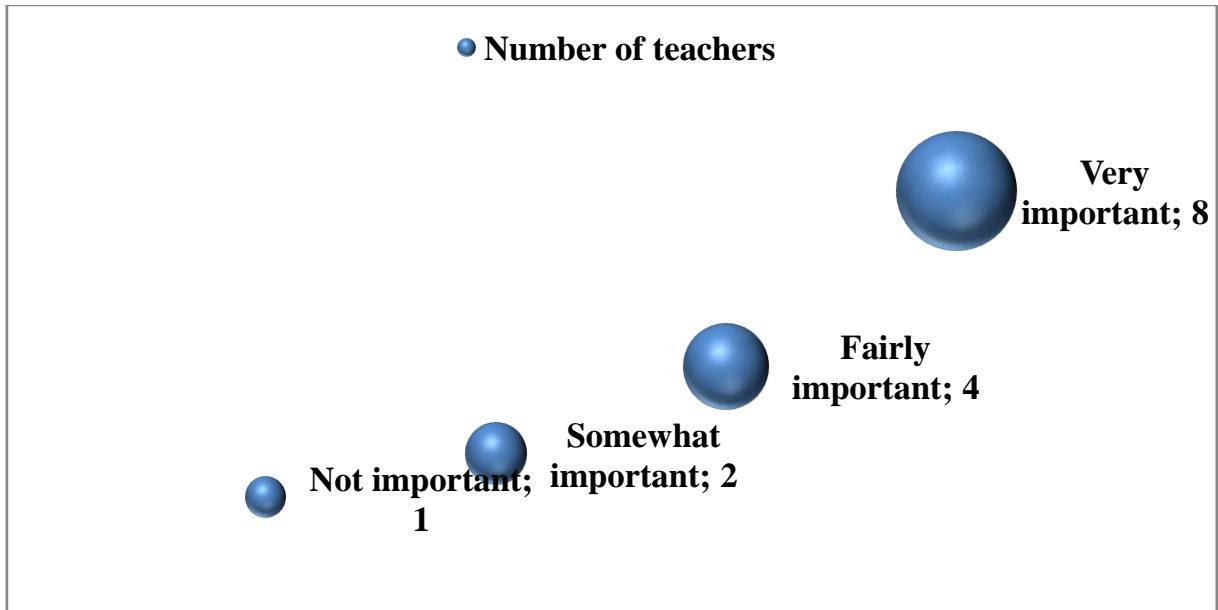


Figure 2.13. The Use of Different Assessments

From the results obtained, most of teachers think that providing students with different assessment tasks is very important, crucial and beneficial because it makes students committed and engaged in their learning process.

2.6.2. Students’ Questionnaire Analysis

As it was mentioned before, this questionnaire was addressed to (50) fifty third years EFL students selected randomly at Tlemcen University. The aim behind it is to know whether teachers implement differentiated instruction or not. It consists of seven (07) questions; all of them multiple choice questions.

➤ **Question one: do you face any kind of these problems?**

- ✓ **Lack of interest**
- ✓ **Not able to understand information or follow up with the teacher**
- Other to mention.....**
- ✓ **I do not face any problem**

This question is designed to investigate the problems that students face. (54%) of the participants answered with ‘lack of interest’, and (12%) of them

answered by 'misunderstanding'. However, the rest of participants (34%) do not face any problems. The following figure Displays the outcomes:

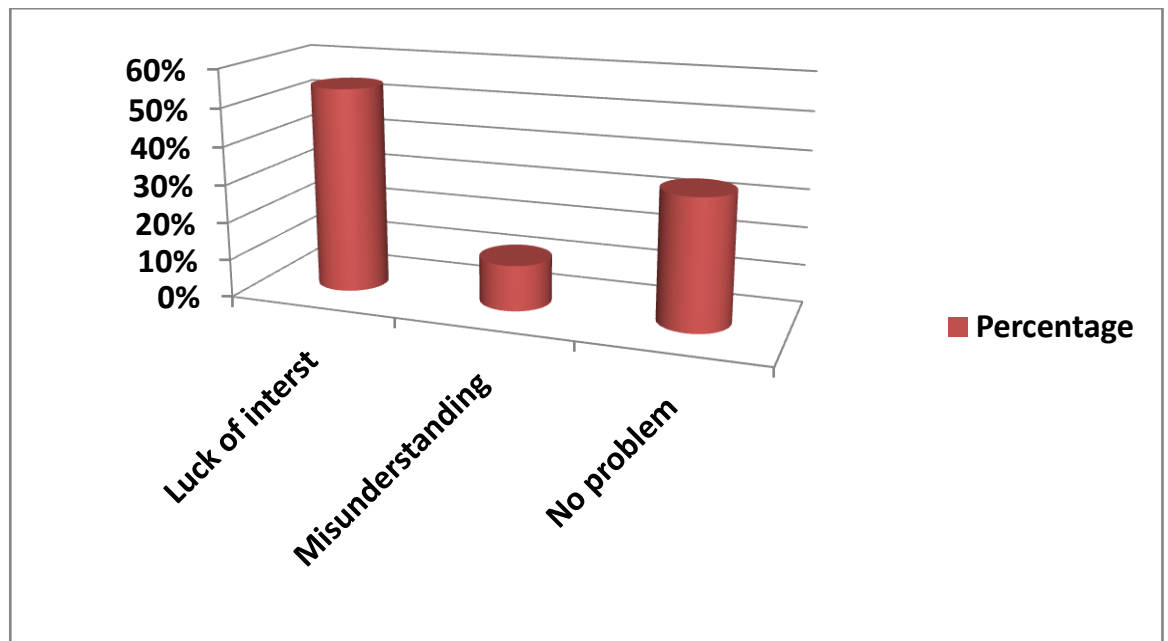


Figure 2.14. Problems that Encounter Students in their Learning.

From the results obtained, the majority of participants have some problems that encounter them in their learning process; however, the rest learn without facing any problem. Thus, some of them mention other problems:

- ✚ Crowded classes
- ✚ Lack of teachers
- ✚ Confusion and anxiety
- ✚ Lack of confidence
- ✚ Lack of concentration
- ✚ Lack of participation

➤ **Question two: Today's lecture was helpful in the way:**

- ✓ **Information was presented**
- ✓ **The level of difficulty**
- ✓ **The learning environment**

In this question, the researcher asks to know in which way the lecture is helpful. The majority of informants (27) replied by 'information was presented',

(13) from the whole sample replied by ‘the level of difficulty’ and the rest (10) replied by ‘the learning environment’. The table justifies the expected outcomes:

Table 2.3. The Ways in which the Lecture is Helpful

The ways	Number	Percentage
Information was presented	27	54%
The level of difficulty	13	26%
The learning environment	10	20%

This implies that the lecture is delivered in different ways which make students satisfied and their learning clear and comprehensible.

➤ **Question three: in today’s lecture you were:**

- ✓ **Engaged**
- ✓ **Somehow engaged**
- ✓ **Not at all**

This question attempts to know students’ engagement in the learning process. (05) of the asked participants are ‘engaged’, (10) from the whole population are ‘somehow engaged’, whereas, (35) of them are not engaged. The following figure clarifies the results:

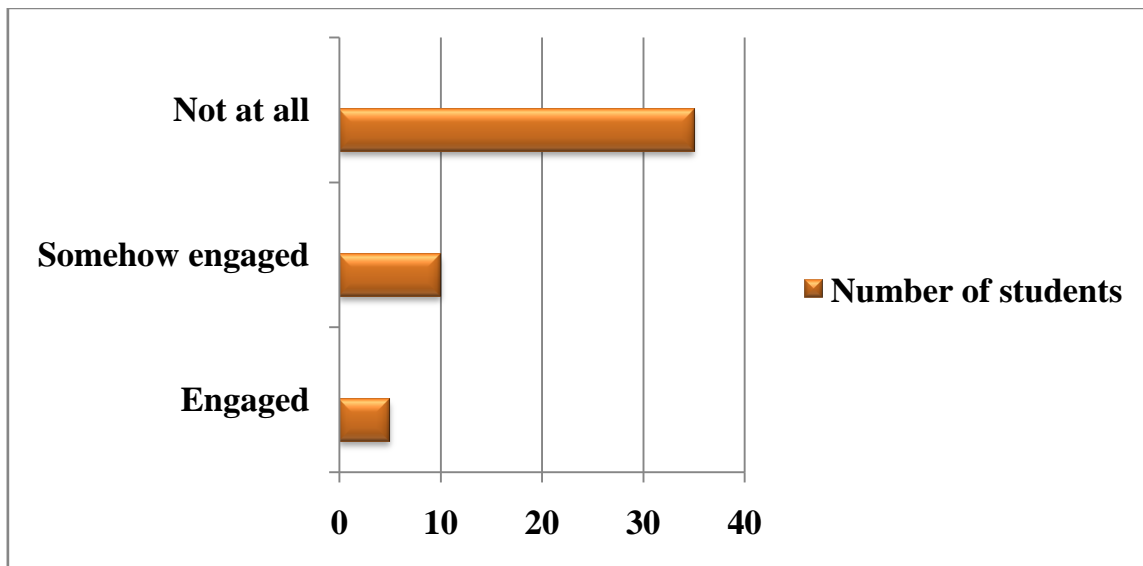


Figure 2.15. Students' Engagement in the Learning Process.

When interpreting the findings, the majority of students are somehow committed with the course.

- **Question four: classroom activities were regularly modified by the teacher based on your interest.**
 - ✓ **Always**
 - ✓ **Sometimes**
 - ✓ **Rarely**
 - ✓ **Never**

This question seeks to know the modification of classroom activities by the teacher based on student interest. Most of the respondents (44%) choose 'rarely', (42%) choose 'sometimes', (8%) choose 'always' and only (6%) choose 'never'. The following figure. Summarizes the findings:

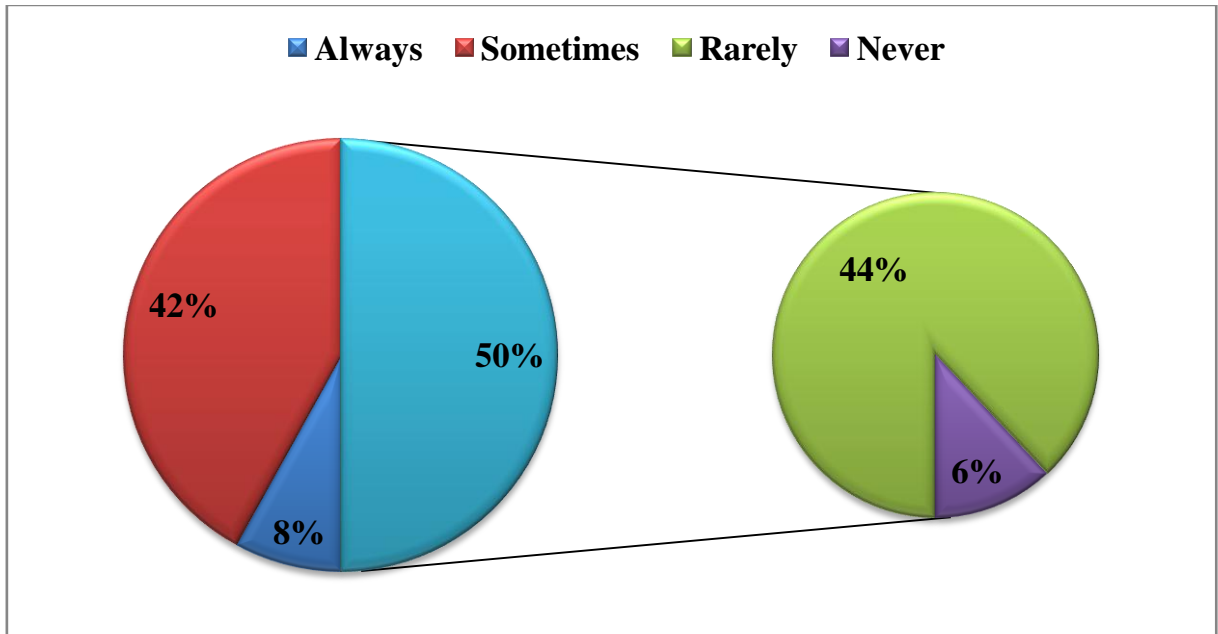


Figure 2.16. Modification of Classroom Activities by the Teacher Based on Students' Interest.

Evidently, the data obtained improve that the teachers modify the classroom activities from time to time.

- **Question five: many choices were provided by the teacher in completing any assignment**
 - ✓ **All the time**
 - ✓ **Sometimes**
 - ✓ **Never**

Through this question, the researcher tries to know whether the teacher provided different choices in completing any assignment. (30%) of the respondents answered by 'sometimes', (14%) of them answered by 'all the time', while (56%) answered by 'never'. The results are graphically represented in the following figure :

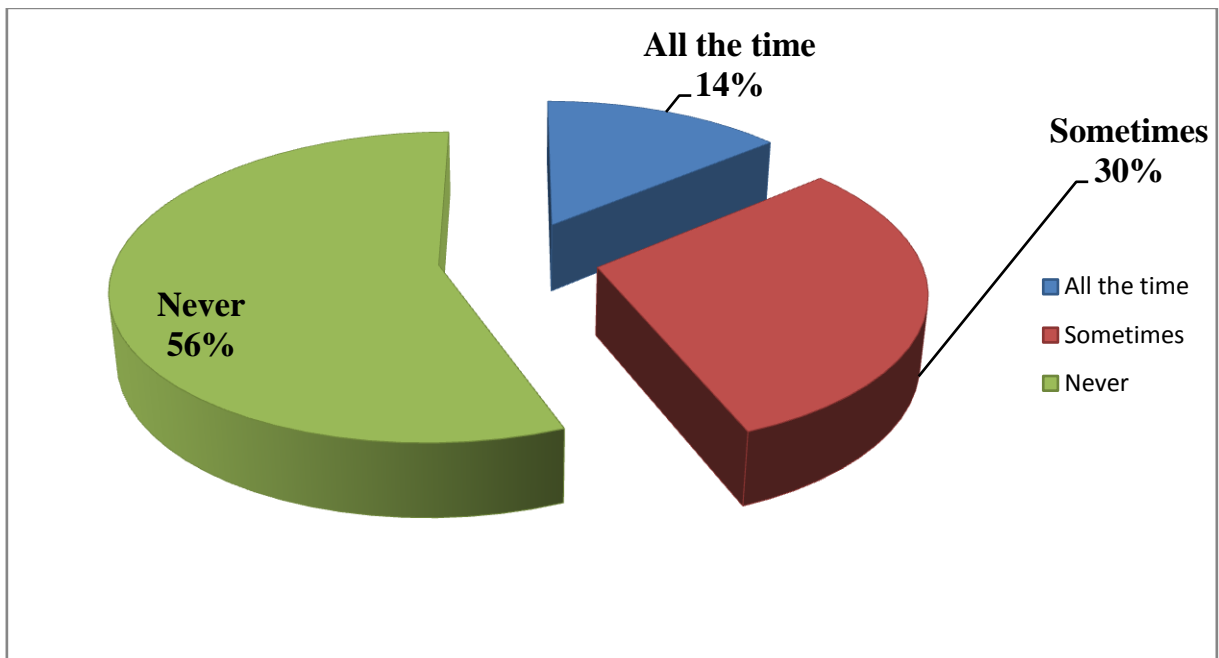


Figure 2.17. Choices Provided by the Teacher in Completing any Assignment

This might be interpreted that the teachers do not provide some choices for students to complete any assignments.

- **Question six: teachers believe that we are all good in different ways**
 - ✓ **Strongly agree**
 - ✓ **Agree**
 - ✓ **Strongly disagree**
 - ✓ **Disagree**

By asking this question, the researcher seeks to know that teachers believe that all students are good in different ways. The majority of informants (40%) are 'disagree' and (22%) are 'strongly disagree'; However, (18%) are 'agree' and (20%) are 'strongly agree'. The following figure provides us with the main results:

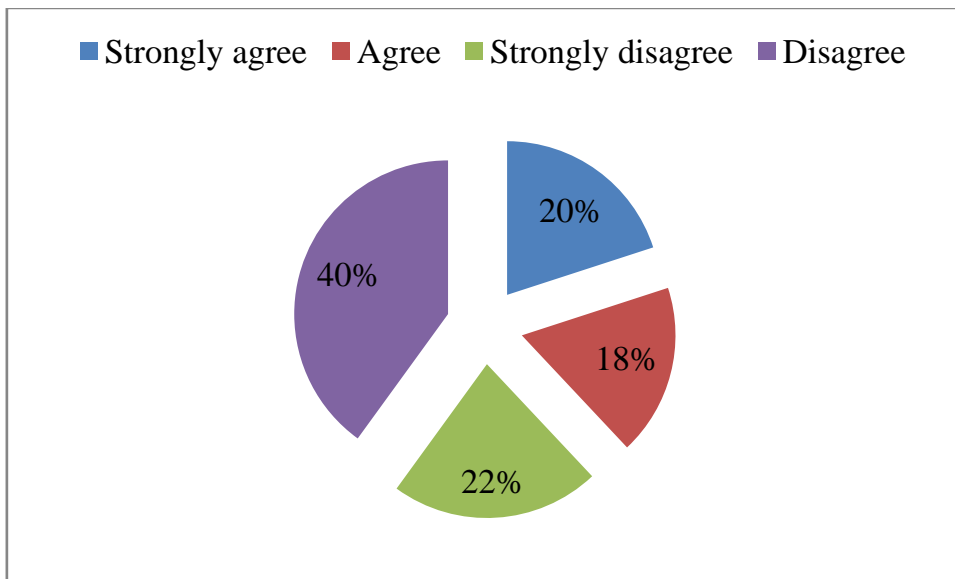


Figure 2.18. Teachers Believe that All Students are Good in Different Ways

The findings obtained of this question allow the researcher to understand that most of respondents are disagree because students are different in their level.

- **Question seven: the teacher pre-assess us to determine what we already know before introducing a new lecture.**
 - ✓ **Always**
 - ✓ **Sometimes**
 - ✓ **Rarely**
 - ✓ **Never**

This question aims to know the teachers' pre-assessment in order to determine students' prior knowledge before introducing a new lecture. The results illustrated that (0%) of students choose 'always', (4%) of the whole sample 'sometimes' and (18%) choose 'rarely', however the rest (68%) choose 'never'. The expected outcomes are displayed in the following figure:

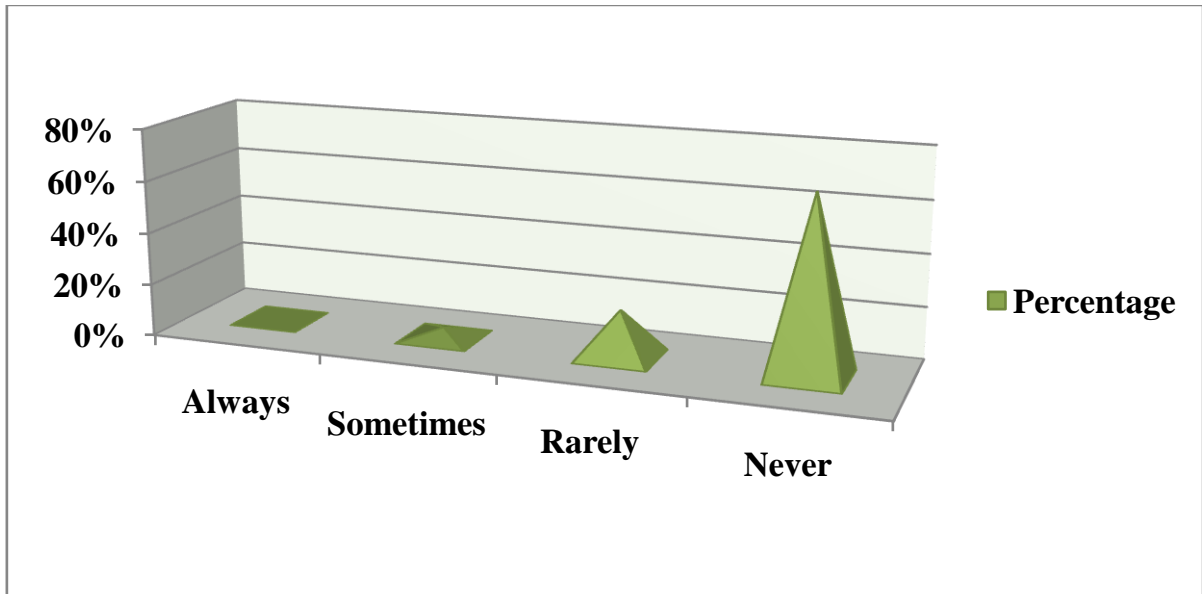


Figure 2.19. Teachers' Pre-Assessment of Students' Prior Knowledge before Introducing New Lecture

The findings indicate that most of students claim that their teachers do not pre-assess their prior knowledge before introducing a new lecture.

2.7. Conclusion

This chapter dealt with practical side of this study. It attempted at gathering and analyzing data collected from the two research instruments used. Building on these results, the third chapter tackles some suggestions and recommendations.

Chapter Three:
Moving towards Differentiation

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Moving towards Differentiation

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3.1. Introduction

The already-detailed sequence of data collection and analysis unveiled the actual image of EFL classrooms; teachers' understanding and implementation of *DI*. Based on these results, the present chapter begins with a recapitulation of the main results obtained through the data analysis process, and their discussion in accordance to the research questions which serves as the premise upon which suggestions will be introduced to enhance the quality of teaching.

3.2. Discussion of the Main Results

This research work set out to uncover teachers' understanding and implementation of *DI*. From surveys and questionnaires data, findings may be summarized as so, in the following section:

According to the first hypothesis, which stated that teachers might have different levels of understanding about *DI* concepts, the findings show that there were differences noticed in teachers' level of understanding. It appears that the least understood concepts were interest, process and product, which indicate that teachers may be struggling in understanding how to differentiate, how to know students' interest and using it by providing a variety of products.

Concerning the second hypothesis which denoted that EFL teachers' responses may vary in terms of implementation. The results obtained from students' questionnaire reveal that there is a little poor implementation; teachers are not able to accommodate their students' learning needs due to their limited understanding of *DI* and the absence of training.

As far as the third hypothesis is concerned, the overall results seem to display a remarkable significance to designing effective instruction to accommodate the learners' differences. There appears that our EFL teachers still express a poor understanding to the concept of *DI*; especially, when reflecting upon their teaching practices and methodologies used in a routine way.

3.3. Moving towards Changing Teaching Practices

An effective teaching and learning process clearly requires teachers' responsiveness to students' culture, race, gender, readiness, interest and learning preferences in order to increase achievements. These achievements can only be realized when standardized instruction is left behind, when educators stop clinging to the comfortable patterns of the past in which the lecture takes a static format; the teacher is in the front of the classroom speaking or writing and students listen and copy down. Consequently, students are just consumers of knowledge instead of being critical thinkers and problem solvers.

Therefore, teachers should stop believing that curriculum is coverage; teaching is telling, learning is repeating, classroom management is control and assessment is a final step to sort out the sheep from goats. Indeed, change can be difficult but teachers should leave apart traditional classrooms and pave the way for differentiation to reach their students' needs at any level. Tomlinson and Dockterman (2002, p.26) distinguished the differences between conventional classrooms and differentiated classroom as the below table shows:

	Scope of Comparison	Conventional Classroom	Differentiated Classroom
1.	Curriculum	Curriculum governs the process of learning	Students' needs, interests and intelligences leads the process of education
2.	Instructional Methods	All students receive one type of instruction	Many types of instructional methods are given to students
3.	Students differences	They are neglected	They are studied before commencing teaching
4.	Teaching material	One teaching material for all students	Many teaching materials for students
5.	Assessment time	Used at the end of the unit, month or semester	On-going assessment
6.	Students intelligences	Rarely considered	Based on multiple intelligences
The following were summarized and adopted from Tomlinson, (2005, p. 19).			
7.	Assessment tools	one tool of assessment is used	Different tools of assessments are used
8.	Students' interests	Rarely given attention to students' attention	It is based on students' interests
N.	Scope of Comparison	Conventional Classroom	Differentiated Classroom
9.	Learning opportunities	Rarely offered	Mostly offered
10.	Learners' behavior	Teachers intervene when needed to adapt learners' behavior	Teachers pay much attention to students behavior
11.	Problem solving	Teachers help students to solve problems they face	Students and teachers cooperate to solve the problems
12.	Ideas	Governed by teachers	Generated by students and teachers
13.	Time	Fixed	Flexible
14.	place	Fixed	Flexible

Table 3.1. Conventional Classroom VS Differentiated Classroom.

The previous table showed that in a differentiated classroom; the teacher often tries to target all his students' needs as individuals and attain their differences; whereas, in

traditional class the teacher is dealing with his students as a group which has the same qualities without paying attention to their needs.

3.4. An Engaging Learning Process

Differentiated instruction aims at making classrooms a more dynamic environment where learners are given a voice; therefore, they assume an active role in a collaborative and interactive learning environment, solving problems and debating answers. It does not only improve academic achievement, but also engagement of the students in learning as well, which is a significant aspect. Tomlinson (2000a) claimed that a fundamental tenet of the differentiated model is that teachers must engage students.

Students' engagement is deemed to be the key to students learning and achievements. In this vein, Skinner and Belmont (1993) define it as "*the intensity and emotional quality of children's involvement in initiating and carrying out learning activities*" (p. 572). Krashen (1982) states that if the input contains forms and structures that they are beyond the learner's current level of competence in the language, so both comprehension and acquisition will occur. When comprehension is provided, learners will show their curiosity, interests, and passions toward what is taught as well as they share their entire motivation with teachers and classmates.

Typically, student engagement includes three dimensions which were defined by Fredricks, Blumenfeld, and Paris (2004, p. 62-63, quoted. In Trowler 2010, p. 7) that they are presented as follows:

1. Behavioural engagement

- Demonstrating attendance and involvement
- Absence of negative or disruptive behaviour
- Active responses.

2. Emotional engagement

- High levels of interest or positive attitudes
- Affective reactions such as curiosity, enjoyment or sense of belonging
- Investment in and emotional reactions.

3. Cognitive engagement

- Invested in learning and development
- Attending to and extending mental effort in learning tasks encountered.

In this respect, Jones, Valdez, Nowakowski, and Rasmussen (1994) believe that teachers should take into consideration the following interrelated elements when designing and implementing learning activities which may help increase students' engagement behaviorally, emotionally, and cognitively, thereby positively affecting student learning and achievement.

- In order to have engaged learning, tasks need to be challenging, authentic, and multidisciplinary. Such tasks are typically complex and involve sustained amounts of time.
- Assessment of engaged learning involves presenting students with an authentic task, project, or investigation, and then observing, interviewing, and examining their presentations and artifacts to assess what they actually know and can do.
- The most powerful models of instruction are interactive. Instruction actively engages the learner, and is generative. Instruction encourages the learner to construct and produce knowledge in meaningful ways. Students teach others interactively and interact generatively with their teacher and peers.
- For engaged learning to happen, the classroom must be conceived of as a knowledge-building learning community. Such communities not only develop shared understandings collaboratively but also create empathetic learning environments that value diversity and multiple perspectives.

- Collaborative work that is learning-centered often involves small groups or teams of two or more students within a classroom or across classroom boundaries.
- The role of the teacher in the classroom has shifted from the primary role of information giver to that of facilitator, guide, and learner. As a facilitator, the teacher provides the rich environments and learning experiences needed for collaborative study.

3.5. Rationale for Using Differentiated Instruction

Differentiation is a combination of many teaching theories and practices, which considers students' readiness, interest and learning profile. Tomlinson (2000) says that what we call differentiation is not a recipe for teaching; it is not an instructional strategy; it is not what a teacher does when he or she has time; it is a way of thinking about teaching and learning; It is a philosophy. Thus, teachers should understand that not all learners are the same, their needs are diverse; and that every learner should benefit from an engaging learning experience, every learner deserves to be treated with respect and every learner should have an opportunity to reach his or her potential. Consequently, the more teachers differentiate their lessons by using different types of strategies the more eliminating classrooms' boredom and dissatisfaction.

Kawjack *et al.* (2008, p. 56) mentioned that there are many reasons for using *DI*. They mentioned the following reasons:

1. The nature of students that they do not learn in one way.
2. The human brain that requires many methods to be applied in teaching learners such as Multiple Intelligence Theory, which revealed that each person has a group of intelligences that vary from one person to another.
3. The instructional objectives require teachers to differentiate teaching in order to meet the objectives, which are really different.
4. *DI* strategy is a convenient strategy for meeting the learners' diverse motivation.
5. Learning problems that encourage teachers to use different strategies for solving learning problems.

6. Giving students fair opportunities for learning.

In the same vein, Tomlinson & McTighe (2006, p.30) stated other reasons for why we differentiate:

1. To know the poor points the gifted students suffer from.
2. To make sure that no learner is left without developing.
3. It is an opportunity for increasing special education students.
4. It is a very appropriate strategy for teaching students who have diverse cultural and linguistic background.

3.6. Professional Development

Professional development is the professional growth that teachers attain from examining their teaching practices consistently. Chambers, and Mahitivanichcha (2008) defined it as “all activities that help education professionals develop the skills and knowledge required to achieve their school’s education goals and meet the needs of students” (p. 4). That is to say, it is about teachers learning, how they learn and transform their knowledge into practice for their students ‘development.

Furthermore, it provides teachers with systemic efforts designed to bring about change in their classroom practices, attitudes, beliefs, and in the learning outcomes of students. Reflection plays a significant role, which promotes teachers’ professional development and improves the quality of teaching and learning. Thus, teachers should reflect on their teaching practices since reflection is the heart of effective learning to the development of all professionals; it allows them to learn from practice; ensures more planning and how to reflect on specifications. Bartlett (1990) points out that becoming a reflective teacher involves moving beyond a primary concern with instructional techniques and “how to” questions and asking “what” and “why” questions that regard instructions and managerial techniques not as ends in themselves, but as part of broader educational purposes.

3.6.1. Peer Observation

Peer Observation as a form of collaborative professional development is a reciprocal process, which provides the observed teacher and the observer with the opportunity to enhance the quality of their teaching practice. Richards (2005) says that peer observation refers to a teacher or other observer closely watching and monitoring a language lesson or a part of lesson in order to gain an understanding of some aspects of teaching; this kind of tasks would involve collecting information about some aspects of the lesson, but would not include evaluation of the lesson. In this way, teachers are going to help each other by identifying a variety of different aspects of their lessons to observe and collect information on. Further, they gain a number of insights about their own teaching from their colleagues' observations like sharing techniques, strategies and ideas between and among them. Finally, we can say that peer observation helps both novice and experienced teachers to benefit from each other, being reflective and critical about their professional practice.

3.7. Conclusion

Since, teachers still face the growing diversity within their classrooms, they must shift from the traditional methods where students are being passive recipients of knowledge and paving the way for differentiation, which deemed to be successful at increasing students' engagement and achievements.

General conclusion

General Conclusion

It could be understood from the upshots of the current study that one standard curriculum cannot respond to all students' needs because what works best for some students will not work for others. Besides, the one-size-fits-all curriculum no longer meets the needs of all learners; teachers need to move from the traditional methods where students are being just passive recipients of knowledge and shift their thinking from completing the curriculum because students who are motivated may become lost as the teacher strives to finish as much of the curriculum. Students learn effectively when tasks are closely beyond their level and at same time challenging, neither too simple nor too complex.

Therefore, differentiated Instruction is believed to be an effective practice theory which permits teachers to meet the needs of learners' diversity mainly by modifying instruction. Thus, its main concern is fundamentally to promote success for all learners through the acknowledgment of individuals' strengths and needs. In this respect, learners are engaged in differential tasks which are closely beyond their levels in order to effectively challenge them. This approach makes sense because it offers students different paths to understanding content, process, and products while considering what is appropriate given to a student's profile of strengths, interests, and styles.

For this reason, the objective of this study was to investigate teachers' perceptions of differentiated instruction and how it is translated into day-to-day teaching within the classrooms. Thus, ignoring learners' differences may result in students 'disengagement and failure. Differentiation starts with the teacher's mindset that every student needs active involvement with and support from teachers.

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APPENDICES

APPENDIX 1

Teachers' Survey

Dear Sir/ Madam,

You are kindly requested to answer these series of questions, your participation in this survey is earnestly requested in order to obtain meaningful results concerning teachers' understanding about differentiated instruction. So kindly request you to co-operate with me to fill up the following survey.

(1) Not Important

(3) Fairly Important

(2) Somewhat Important

(4) Very Important

Student Interest		
1.	1 2 3 4	I know individual student interest and can relate it to instruction.
2.	1 2 3 4	I consider my students' differences.
3	1 2 3 4	I am aware of student's learning weaknesses and difficulties.
Assessment		
4.	1 2 3 4	I pre-assess students before instructing.
5.	1 2 3 4	I pre-assess readiness to adjust the lesson(each student works towards their highest potential).
6.	1 2 3 4	I assess during the unit to gauge understanding.
7.	1 2 3 4	I assess at the end of the lesson to determine knowledge and skills acquisition.
Lesson Planning		
8.	1 2 3 4	My teaching practices match the needs of students.
9.	1 2 3 4	I provide a variety of activities that align with the learning objectives to address student interest and learning styles.
Content		
10.	1 2 3 4	The curriculum is based on major concepts and generalizations.
11.	1 2 3 4	I clearly articulate what I want students to know, understand and be able to practice.
Process		
12.	1 2 3 4	I group students for learning activities based on readiness, interests, and/or learning preferences.
13.	1 2 3 4	The classroom environment is structured to support a variety of activities including group and/or individual work.
Product		
14.	1 2 3 4	I provide students with the choice to work alone, in pairs or small group.
15.	1 2 3 4	I provide variety of assessment tasks.

Adapted from Tomlinson and Allan, S.D (2000). Leadership for Differentiating Schools and Classrooms.

APPENDIX 2

Dear students,

You are kindly requested to complete the following questionnaire by putting a tick in the appropriate box or boxes.

1. Do you face any kind of these problems?

Lack of interest

Not able to understand information or follow up with the teacher

Other to mention

I don't face any problem

2. Today's lecture was helpful in the way:

Information was presented

The level of difficulty

The learning environment

3. In today's lecture you were:

Engaged

Somehow engaged

Not at all

4. Classroom activities were regularly modified by the teacher based on your interest.

Always Sometimes Rarely Never

5. Many choices were provided by the teacher in completing any assignment .

All the time Sometimes Never

6. Teachers believe that we are all good in different ways

Strongly agree Agree Disagree Strongly disagree

7. The teacher pre-assesses us to determine what we already know before introducing a new lecture.

Always Sometimes Rarely Never