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**Orienting EFL Teaching to the Needs and Capabilities of Individual  
Students: the Case of First Year Teachers in the Department of English at  
Mouloud Mammeri University of Tizi-Ouzou: Challenges and Solutions**

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## *Dedications*

*I dedicate this work to:*

*My beloved mother for her endless love, care and encouragements.*

*My dear brother for his support and patience.*

*In the memory of my grand-mother.*

*To all my friends and family.*

*Sabrina.*

*I want to dedicate this work to my family especially to my*

*Beloved Mother FATMA and Dear Father AMAR who*

*always dreamed to see me graduated. Without their sacrifice*

*and encouragement I would never have succeeded. Thank*

*you for your support!*

*To My Sisters, Nassima, Dihia, Louiza and my only brother*

*Massi for their unconditional support*

*To all friends who encouraged me along with this work*

*Taous*

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## Abstract

*The present study aimed to determine the various EFL teaching styles of first-year teachers in the Department of English at MMUTO to meet students' learning styles based on their, diverse needs and interests. Thus, it sets two objectives; the first objective was to find out whether teachers implement the elements of both Differentiated Instruction as well as Learning for All to address students' needs and interests. The second objective was set to investigate the challenges teachers encounter during the teaching process, as well as to discover the solutions they provided to overcome these challenges in order to make differentiation more efficient. Indeed, this research is based on Tomlinson's theory of Differentiated Instruction as well as the Ministry of Education Learning for All. To carry out this study, a mixed method approach has been used combining both quantitative and qualitative procedures. Thus, thirty (30) questionnaires were administered to the first-year teachers as well as, a classroom observation to strengthen the effectiveness of the data gathered through the questionnaires. For the interpretation of the data, the Statistical Package for Social Sciences (SPSS) was adopted to analyze the quantitative Content, while Qualitative Content Analysis (QCA) has been used for the investigation of open-ended questions. In fact, the main findings of the questionnaire indicate that teachers consider the elements of DI mostly content in the teaching process taking into account their learners' needs, interests and capabilities. In addition, teachers confirm the positive impact of differentiating instruction during their teaching, despite the difficulties they face when they display diverse teaching styles. For this sake, some solutions were provided to resolve these difficulties such as active learning and classroom discussion to raise students' involvement. Moreover, the classroom observation sessions also revealed the effectiveness of the comfortable learning environment on students' engagement. In addition to the integration of distinct tasks and resources to enhance the teaching-learning process relying on some strategies such as debates and supporting group work.*

**Key Terms:** EFL, Teaching Styles, Learning Styles, Differentiated Instruction, Learning for All, Needs and Interests.

## **List of Abbreviations**

**DI:** Differentiated Instruction.

**EFL:** English as a Foreign Language.

**H:** Hypotheses.

**MMUTO:** Mouloud Mammeri University of Tizi-Ouzou.

**Q:** Question.

**QCA:** Qualitative Content Analysis.

**SPSS:** Statistical Package for Social Sciences.

**UDL:** Universal Design for Learning.

## List of Figures

<b>Figure1:</b> Teachers' Experience .....	25
<b>Figure2:</b> Teachers' Training Period Abroad .....	26
<b>Figure3:</b> Teachers' Habit of Planning Lessons to Meet Students' Needs and Interests .....	26
<b>Figure 4:</b> Teachers' Way of Determining Key Objectives when Planning .....	27
<b>Figure 5:</b> Teachers' Way of Varying Lesson Content .....	28
<b>Figure 6:</b> Teachers' Identification of the Objectives of their Content .....	28
<b>Figure 7:</b> Teachers' Consideration of the Elements of Differentiated Instruction.....	29
<b>Figure 8:</b> Teachers' Strategies to Determine Students' Progress.....	30
<b>Figure 9:</b> Teachers' Way of Determining Students' Weaknesses.....	30
<b>Figure 10:</b> The Frequency of Relating Everyday Life Experiences to Classroom Topics .....	31
<b>Figure 11:</b> Teachers' Challenges when Setting their Learning Environment to Meet Students' Needs.....	31
<b>Figure 12:</b> Teachers' Techniques to Meet Students' Needs .....	32
<b>Figure 13:</b> Teachers' Challenge of Choosing and Modifying Content according to Students' Interests .....	32
<b>Figure 14:</b> Frequency of Teachers' Difficulty in Considering each Individual Student Learning Style .....	33
<b>Figure 15:</b> Teachers' Selection of Activities to Cater for Students' Needs, Capabilities and Interests .....	34
<b>Figure 16:</b> Teachers' Solutions to Consider Individual Students' Needs and Interests.....	34
<b>Figure 17:</b> Frequency of Teachers' Challenges in Considering Lower-achieving and Higher-Achieving Students' Understanding .....	35
<b>Figure 18:</b> Teachers' Solutions to Address the Needs of Lower- achieving Students.....	36
<b>Figure 19:</b> Teachers' Solutions during the Discussion of Difficult Topics .....	36

## List of Tables

**Table 1:** Teachers' Learning Goals when Designing Lesson Plan.....27

**Table 2:** Teachers' Collaboration with their Students to Reach their Potential and Develop it .29

## Table of content

▪ Dedications .....	I
▪ Acknowledgments .....	II
▪ Abstract .....	III
▪ List of Abbreviations .....	IV
▪ List of Figures .....	V
▪ List of Tables .....	VI
▪ Content.....	VII

### General Introduction

1. Statement of the Problem .....	1
2. Aims and Significance of the Study .....	3
3. Research Questions and Hypotheses .....	3
4. Research Techniques and Methodology.....	4
5. Structure of the dissertation.....	5

### Chapter One: Review of the Literature

Introduction.....	6
I. Definition of EFL Teaching Techniques, Approaches and Styles .....	6
I.1.Types of Teaching Approaches and Techniques .....	6
I.1.1.Visualization .....	7
I.1.2.Cooperative Learning .....	7
I.1.3.Inquiry-based Instruction.....	7
I.1.4.Differentiation .....	8
I.1.5.Technology in the Classroom .....	8
I.1.6.Behavior Management .....	9
I.1.7.Professional Development .....	9

<b>I.2.Types of Teaching Styles</b> .....	9
<b>I.2.1.Directing</b> .....	10
<b>I.2.2.Delegating</b> .....	10
<b>I.2.3.Discussing</b> .....	10
<b>II. Theoretical Framework</b> .....	10
<b>II.1.Differentiated Instruction</b> .....	11
<b>II.1.1.The Elements of Differentiated Instruction</b>	
<b>II.1.1.1.Content</b> .....	11
<b>II.1.1.2.Process</b> .....	12
<b>II.1.1.3.Product</b> .....	12
<b>II.1.1.4.Learning environment</b> .....	13
<b>II.1.2.Strategies of Differentiated Instruction</b> .....	13
<b>II.1.2.1Readiness</b> .....	13
<b>II.1.2.2.Interest</b> .....	13
<b>II.1.2.3.Learning profile</b> .....	14
<b>II.1.3.Effectiveness of Differentiated Instruction</b> .....	14
<b>II.1.4.Importance of Differentiated Instruction</b> .....	14
<b>II.2.Definition of Learning for All</b> .....	15
<b>II.2.1.The Basic Elements of Learning for All</b> .....	15
<b>II.2.1.1.Personalization</b> .....	15
<b>II.2.1.2.Precision</b> .....	15
<b>II.2.1.3.Professional Learning</b> .....	16
<b>II.2.2. Assessment for Learning</b> .....	16
<b>II.2.3. Universal Design for Learning</b> .....	17
<b>II.2.3.1.Universal Design for Learning Principles</b> .....	17

II.2.3.1.1. Multiple Means of Engagement .....	17
II.2.3.1.2. Multiple Means of Representation .....	18
2.3.1.3. Multiple Means of Action and Expression .....	18
II.2.4. Importance of Universal Design for Learning	
19I.2.5. The Tiered Approach .....	19
<b>Conclusion</b> .....	20

## Chapter Two: Research Design

<b>Introduction</b> .....	21
<b>I. Procedures of Data Collection</b> .....	21
<b>I.1. Settings and Participants</b> .....	21
<b>I.2. Research Methods</b> .....	21
<b>I.2.1 Teachers' Questionnaire</b> .....	22
<b>I.2.2. Classroom Observation</b> .....	23
<b>II. Procedures of Data Analysis</b> .....	23
<b>II.1. Descriptive Statistical Method</b> .....	23-
<b>II.2. Qualitative Content Analysis</b> .....	24
<b>Conclusion</b> .....	24

## Chapter Three: Presentation of the Findings

<b>Introduction</b> .....	25
<b>1. Presentation of the Results of the Teachers' Questionnaire</b> .....	25
<b>I.1. Teachers' Profile</b> .....	25
<b>I.2. Teachers' View about Guiding Teaching towards Individual Students' Needs and Abilities</b>	26
<b>I.3. Gearing Teaching towards Individual Students Needs and Abilities: Challenges &amp; Solutions</b>	

<b>II.Presentation of the Results of the Classroom Observation .....</b>	<b>37</b>
<b>II.1.General Observation of the Classroom Environment .....</b>	<b>37</b>
<b>II.2.Observation of the Teaching Styles and the Implementation of the DI.....</b>	<b>38</b>
<b>Conclusion.....</b>	<b>39</b>

## **Chapter Four: Discussion of the Findings**

<b>Introduction .....</b>	<b>40</b>
<b>I. Discussion of the Teachers’ Questionnaire .....</b>	<b>40</b>
<b>I.1.Teachers’ Profile .....</b>	<b>40</b>
<b>I.2. Teachers’ View about Guiding Teaching towards Individual Students’ Needs and Abilities .....</b>	<b>41</b>
<b>I.3.Gearing Teaching towards Individual Students Needs and Abilities: Challenges &amp; Solutions .....</b>	<b>46</b>
<b>II. Discussion of the Classroom Observation.....</b>	<b>50</b>
<b>II.1. General Observation of the Classroom Environment .....</b>	<b>51</b>
<b>II.2. Observation of the Teaching Styles and the Implementation of DI.....</b>	<b>51</b>
<b>Conclusion.....</b>	<b>53</b>
<b>General Conclusion .....</b>	<b>55</b>
<b>Bibliography .....</b>	<b>58</b>

### **Appendices**

### **Statement of the Problem**

In teaching English as a Foreign Language, students' needs and interests are among the essential elements that must be taken into consideration. Teachers are required to be aware of students' diverse learning styles and adjust their teaching styles according to them. For this sake, Carol Ann Tomlinson (1999) outlined an effective approach labeled "Differentiated Instruction" in order to meet students' varied needs and interests based on Howard Gardner's theory of Multiple Intelligences (1983). Besides, the implementation of DI was necessary because of the various learning features that learners have (Bender & Waller, 2011). Indeed, teachers must not only know their students' academic skills and potential but also their learning needs and preferences.

Overseas, many works investigated the topic of Differentiated Instruction; these works were mainly related to how teachers implement modern techniques to address students' needs, according to their interests and capabilities. The latter may be presented in the research conducted by Briane Scott (2012) entitled "The Effectiveness of Differentiated Instruction in the Elementary Mathematics Classroom." The main findings of this investigation indicated that Differentiated Instruction enhances students' achievement for the subgroup of high-achievers. As regards for gender, neither male nor female students demonstrated a noticeable development at the end of the study unit. In fact, students with academic proficiency benefited significantly when instructions were differentiated.

The second work relevant to this topic is done by Patricia A. Koeze (2007), entitled: *Differentiated Instruction: The Effect on Student Achievement in An Elementary School*. The findings of this study indicated that the implementation of Differentiated Instruction improves student achievement in the training classes relying on students' interests and learning styles. These findings reveal that differentiating according to learning styles has a positive effect on students' achievement. Therefore, differentiating based on learning styles, interest and choice affect students' progress especially since both the teachers and students consider these terms as being essential.

In the Algerian context, a research conducted in MMUTO by Dihia Tarmoul & Thamila Akli (2019) entitled: *The Impact of Teaching Styles on The Students' Multiple Intelligences: the Case of Second Year Students in the Department of English at Mouloud Mammeri University of Tizi-Ouzou* have demonstrated that teachers rely on Differentiated Instruction and Multiple Intelligence during teaching because of the existence of individual differences among students. The findings confirm that the ability to address the needs and interests of their students is the most essential outcome that instructors can achieve. However, few studies in the Department of English at MMUTO investigated the difficulties teachers encounter when they consider the elements of both Differentiated Instruction and Learning for All. Therefore, this research is an attempt to gain a deeper understanding about the challenges confronted by teachers when differentiating their teaching styles in order to meet students' needs, interests and distinct learning styles. In addition to the adequate solutions they generate since students assimilate knowledge differently.

### **Aims and Significance of the Study**

The purpose of this study is to explore the various teaching styles and techniques advanced by teachers, and the way they implement the elements of both Differentiated Instruction and Learning for All, to meet students' needs and interests during the learning process. This research is carried out in the Department of English at Mouloud Mammeri University of Tizi-Ouzou, precisely with first year teachers. The purpose of this research is to investigate whether first year teachers adopt various teaching styles to match students' distinct learning styles with their interests, as well as the challenges they encounter when using DI. This research is of great importance because it will shed light on teachers' different practices to cater for the distinct unique needs of their students. The study also seeks to figure out teachers' solutions to meet students' interests and abilities with their diversified learning styles.

### **Research Questions and Hypotheses**

In order to achieve our research objectives, we sought to answer the following questions:

**Q1:** What are the various teaching styles and techniques displayed by EFL teachers during the teaching-learning process?

**Q2:** What are the teachers' views towards the differentiation of teaching styles to meet the students' needs?

**Q3:** What are the solutions suggested by teachers to overcome the difficulties of differentiating teaching styles according to students' distinct learning styles?

In order to respond to these research questions, we have suggested the following hypotheses:

**H1:** EFL teachers adopt various teaching styles and techniques but rely mostly on directing, discussing and cooperative learning.

**H2:** Teachers perceive differentiation as a challenge because of students' diverse learning styles. However, they differentiate mainly tasks' content in order to fit each individual student needs and interests.

**H3:** Teachers' solution to the difficulty of differentiating content according to students' distinct learning styles is to provide multiple resources to enhance their achievement and raise their interests.

### **Research Techniques and Methodology**

To conduct this investigation, the present study adopts a mixed methods approach which combines both qualitative and quantitative methods. The research data were collected from the Department of English at Mouloud Mammeri University of Tizi-Ouzou, more precisely with first year teachers. In order to carry out this study, the data will be gathered using two main instruments: a questionnaire for teachers and a classroom observation. For the quantitative part, we will use a descriptive statistical method relying on SPSS computer program, and a quantitative analysis to generate statistical data. Moreover, in the qualitative part, we will explain and interpret the results obtained from open-ended questions of the questionnaire. Moreover, the findings of the classroom observation will be presented in the narrative account. As regards, the questionnaire will be analyzed and its results will be transformed into pie-charts, tables and bar-graphs. Finally, the study is based on Tomlinson's Differentiated Instruction and the ministry of education, Ontario; Learning for All as a theoretical framework.

## **Structure of the Dissertation**

The present dissertation follows the traditional simple model. It involves a General Introduction, four chapters and a General Conclusion. The General Introduction states the problem, show the aims and significance of the study, research questions and hypotheses, research techniques and methodology, as well as structure of the dissertation. The first chapter entitled Review of the Literature consider the main literature and studies related to the research. The second chapter Research Design, introduces data collection and the data analysis procedures. It gives a description of the research instruments and the data gathered from the respondents. The third chapter denominated Presentation of the Findings, displays the data gathered from the research tools. The fourth chapter, designated Discussion of the Findings; analyzes the outcomes of the study and it seeks to answer the research questions. Lastly, the General Conclusion supplies an overall summary of the various elements tackled throughout the research, as well as the limitations and suggestions for further research.

## **Introduction**

The current chapter reviews relevant literature on EFL teaching styles and approaches, and other paramount notions related to the theory of Differentiated Instruction. The literature review consists of three parts; the first is devoted to the definition of EFL teaching as well as EFL teaching techniques, approaches and styles. The second part, concerns the Differentiated Instruction and Learning for All which represent the theoretical framework adopted in this research focusing on their elements to meet students' different learning needs and interests. The third part deals with some major concepts which endeavor the theory in order to discover students' needs and interests.

### **I. Definition of EFL Teaching Techniques and Styles**

Teaching English as a Foreign Language (or TEFL) refers to teaching English to individuals who desire to acquire it, where it is not their mother tongue but rather used as a foreign language (Yoko Iwai 2011). In addition, it is presumed that EFL teachers differ from teachers of other domains, since they are constantly in need to use their competences and intelligence, in accordance with a personalized style and enthusiasm, in order to get his students involved, and to encourage their engagement, otherwise it may influence students in a negative way(Harmer, 2001).

#### **I.1. Types of Teaching Approaches and Techniques**

Teachers must adhere to a specific curriculum during their teaching process they constantly adjust content, select adequate teaching approaches and techniques to employ in order to facilitate the learning process (Hwang & Embi, 2007).The commonly used teaching techniques and approaches include:

### **I.1.1. Visualization**

Tomlinson (1998: 265) defines visualization as “*the converting of words on the page into pictures in the mind.*” That is to say, visualization is the act of converting that refers to student’s ability to transform words in the texts they were assigned to read or to analyze, into mental pictures. Teachers use this technique in order to improve students’ reading skills, comprehension, encourage group projects and involvement. Additionally, students’ ideas are improved when visualization is used to recall information and new concepts. It also gives meaning to the terms students encounter in texts or books as they use their imagination to create forms and images based on their thoughts (Gambrell&Jawitz, 1993).

### **I.1.2. Cooperative Learning**

Many researchers characterized Cooperative Learning, each sheds light on a different feature, (Crandall, 1999: 226-227) defines it as:

Cooperative learning is more than just small group activity. It is a well-structured cooperative task, there is a genuine information gap, requiring learners to both listen and contribute to the development of an oral, written or other product which represents the groups’ effort, knowledge and perspectives.

In fact, cooperative learning may appear to be nothing more than the grouping of students of various levels into small groups in order to achieve shared goal. Besides, cooperative learning encompasses just organizing students, it encourages them to get involved by listening, and participating in oral or written activities which can reflect on their collective skills and achievement.

### **I.1.3. Inquiry-based Instruction**

Inquiry-based instruction focuses mainly on the student rather than the teacher. Artigue & Blomhøj (2013:797) define the inquiry based instruction as “*a way of instruction where the students are stimulated to work in unusual scientific way.*” This definition reveals that, inquiry-based instruction is considered as a teachers’ guidance where they support students to work on difficult topics in order to come up with solutions and to determine an

appropriate technique for analyzing concepts. As it leads them to create interpretations of their learning. Moreover, it requires more class time, and effort as it encourages student autonomy and involvement. It can also benefit both the teacher and the student alike, as it allows them to be more reflective and make interpretations of their learning (Olagoke & Mobolaji, 2014). Besides, it is evident that in order to engage a student, the tutor must provide him with the opportunity to determine his path, to investigate the topic, and therefore can determine if the information and knowledge gained are valuable. Students should be afforded the right to an equal partnership in their learning experience (Harvey & Daniels, 2009).

### **I.1.4. Differentiation**

Differentiating in teaching is a mindset, a new perception of the teaching-learning process (Tomlinson, 2003). Its efficiency depends on the instructors' expertise and perception of the definition of learning and how it might be achieved (Moon, Tomlinson & Callahan, 1995) Moreover, it is argued that, differentiating in teaching is more difficult than it looks, only experienced teachers can adjust content according to students' diverse levels and needs (Dixon et al, 2014).

### **I.1.5. Technology in the Classroom**

The incorporation of technology enhances learning, as it improves classroom interaction and involvement when students complete assigned tasks on the computer. In this regard, it supports students' engagement, classroom creativity and group work (Dockstader, 2008). Moreover, in an English language environment, technology is considered as an important tool, and must be regarded as a considerable part of students' learning process. Teachers should demonstrate and indicate how to use technology to reinforce the syllabus so that students enhance their skills related to technology and take advantage of the benefits offered by their computer for their language competencies (Costley 2014, Murphy, DePasquale & McNamara, 2003). Similarly, this integration of technology motivates learners

for instance; the use of films in the classroom encourages students' interaction and help them get involved in something among their interest while expanding their skills (Arifah, 2014).

### **I.1.6. Behavior Management**

Behavior management is generally concerned with setting strategies in place to support students in order to engage them in classroom activities instead of sanctioning misbehaviors and encouraging good behavior. For instance, experienced teachers give importance to language and they are well informed about how to determine students' educational level. In fact, they put their focus on being productive while the less experienced concentrate on students' overall performance (Hattie, 2003)

### **I.1.7. Professional Development**

One of the most known definitions of this concept might be that of Day's (2004:13) as *"the process by which teachers review, renew and extend their commitment as charge agents to the moral purposes of teaching."* That is to say, professional development permits teachers to acquire new personalized techniques in order to solidify and prove their commitment or dedication to their profession.

## **I.2. Types of Teaching Styles**

According to Heimlich & Norland (1994:34) *"teaching styles refers to styles as predilections toward teaching behavior and the congruence between educators' teaching behavior and teaching beliefs."* The idea underlying this definition holds that, teaching styles are regarded as the teachers' preferred teaching attitude which is appropriate to each educator. Among the numerous teaching styles, we selected the more significant for student achievement, they are presented as follows:

### **I.2.1. Directing**

Brown & Campione (1990:112) explain that the direct style is *"the pouring of information from one container, the teacher's head, to another container, the student's*

*head.*”In other words, directing means the act of transmitting knowledge directly from the teacher to the student’s mind.In this case, the only feedback the teacher searches is to make his students understand instructions and their significance(Santrock, 2006).

### **I.2.2. Delegating**

According to Grasha (1996), Delegating is a student-centered teaching style, it supports the student as an autonomous member. Nevertheless, dealing with each learner individually is time consuming, prevents the teacher from determining his students’ current level, and their competencies. Thus, during this step of teaching the educator acts as an observer of students’ behavior, as well as a resource to support peer collaboration and interaction

### **I.2.3. Discussing**

Brookfield & Preskill (2005:6) highlight that discussing is “*an alternately a serious and playful effort by a group of two or more to share view and engage in mutual and reciprocal critique.*” This means that, discussing implies the exchange of opinions between individuals on a certain topic, where they are encouraged mainly to introduce their arguments during a debate, for instance, in order to create relationships. In fact, discussion support students’ engagement, and encourage them to participate in classroom activities, as well as exploring and debating about multiple topics (Blumberg, 2008).

## **II. Theoretical Framework**

The theoretical framework is an integrated approach which includes the understanding of the key concepts as well as the theories that are relevant to enhance our research study. The present study involves Tomlinson’s Differentiated Instruction (1999) and the Ministry of Education, Ontario Learning for All (2013).

## **II.1. Definition of Differentiated Instruction**

The notion of Differentiated Instruction was first introduced by Carol Ann Tomlinson (1999:37), she describes it as *“the process of ensuring that what a student learns, how he/she learns it, and how the student demonstrates what he/she has learned is a match for the students’ readiness level, interests, and preferred way of learning.”* In other words, Differentiated Instruction is a procedure during teaching in which educators are required to adjust curriculum content according to learners’ interests, their education level and their learning profile. It is mainly used to suit learners’ needs while taking into account their capabilities. In this perspective, Convery & Coyle (1999:37) explain that DI is *“it is a process by which teachers offer chances for learners to attain their needs and perform their tasks with their pace through many relevant learning drills.”* Their view simply signifies that, Differentiated Instruction is all about providing opportunities for learners to demonstrate their potential when doing their assigned tasks each learner according to his level. Additionally, students reveal their potential, level, and learning preferences, when they receive individualized instruction to meet their specific needs (Bender, 2012).

### **II.1.1. Elements of Differentiated Instruction**

Differentiated instruction is a student-centered active process based on assessment, within a series of whole-class large/small group or individual instruction (Tomlinson, 2001). It can be incorporated in the following areas:

#### **II.1.1.1. Content**

Tomlinson (1999:43) describes this term as *“what a student should come to know (facts), understand (concepts and principles), and be able to do (skills) as a result of a given assignment of study (a lesson, learning experience, a unit).”* That is to say, content represents the knowledge that the student will acquire, as well as the concepts and abilities he/she is capable to demonstrate based on a curriculum. Besides, content encompasses all forms of

knowledge that the teacher transmits, and that students must acquire, he/she is required to remain flexible to adapt content according to student needs. Moreover, the essential part in differentiating content is that, all students gain access to information each in his/her area of interest, consequently, students become motivated to complete their assignments, and enhance their skills (Tomlinson, CA & Imbeau MB, 2010).

### **II.1.1.2. Process**

According to Tomlinson (2003:5) Process signifies *“how a student make sense of, or comes to understand the information, ideas and skills that are at the heart of a lesson.”* This means that, process represents the way the student attribute meaning to lesson’s content. Process is frequently used as a synonym for activities. In this perspective, Tomlinson (1999:11) claims that, *“process describes activities designed to ensure that students use key skills to make sense out of essential ideas and vehicles.”* Indeed, during process teachers may introduce tasks with varied levels of complexity to suit the varied levels of students as well as to insure it fits their needs, skills and understanding.

### **II.1.1.3. Product**

*Products are ways for students “to demonstrate what they have come to know, understand and be able to do after an extended period of learning.”* (Tomlinson and Imbeau, 2010:15). It can be inferred from the definition that product is the phase where students demonstrate their understanding of what they learned. It does not happen at the end of the lesson or a few days during class but rather, it occurs along the learning period of new notions and includes the way students deal with the content introduced to them. Furthermore, this stage provides information the way the lesson is taught and learning occur as well as the way students communicate what they acquired, such as their skills to their classmates (Tomlinson, 2003).

### **II.1.1.4. Learning Environment**

Harmer (2001:15) explains that “*many teachers create an extremely friendly atmosphere by crouching down when they work with students in pairs, in this way they are at the same level as their seated student.*” In this sake, the teacher, indeed, might make adjustments in the classroom environment itself. For instance, some students work better with peers than alone, whereas others might need help and support during their problem solving. Besides, students favor studying in a convenient space, where they feel comfortable and secure. Indeed, the teacher has to be easygoing and creates a joyful atmosphere.

### **II.1.2. Strategies of Differentiated Instruction**

The teacher can differentiate instruction based on certain students’ features which are readiness, interests, and learning profile.

#### **II.1.2.1. Readiness**

Tomlinson & Eidison (2003:3) define it as “*a students’ knowledge, understanding and skill related to a particular sequence of learning.*” That is to say, readiness signifies students’ understanding of the content (what they know and what they do not know). In this context, the teacher can provide tasks of different levels of complexity in order to discover students’ competencies and skills then support them or help them if needed. Besides, when differentiating by readiness, teachers give the challenging assignments to advanced learners, and basic assignments to fighting learners in order to get all students of various levels involved in respectful work (Association for Supervision and Curriculum Development, 2008).

#### **II.1.2.2. Interest**

Tomlinson (2003:3) defined interest as “*Topics or pursuits that evoke curiosity and passion in a learner.*” To put it in another way, interest is concerned with students’ desire to learn certain topics or concepts that attract their attention. Therefore, it is tremendously

beneficial for teachers to orient students' interest into the lesson since it makes them relate the topics to their life experiences, and allows them to make connections between concepts which improves the performance of lower-achieving students (Tomlinson & McTighe, 2006).

### **II.1.2.3. Learning Profile**

According to Tomlinson & Imbeau (2010:17) "*a student learning profile is a preference for taking in, exploring, expressing content.*" It means that, differentiating based on learning profile refers to individual's personalized ways of learning, understanding, communicating or transmitting the knowledge they acquired.

### **II.1.3. Effectiveness of Differentiated Instruction**

Differentiated Instruction has an important impact on students' achievement when teachers integrate it within their teaching process. Many studies claimed that one feature to deal with is its effectiveness during the teaching and learning process (McCullough, 2011). Besides, Differentiated Instruction targets diverse students' learning styles, and educational levels. Moreover, it entails adjusting content, implementing cooperation, autonomy, and incorporating teaching with practice. Furthermore, it provides students with tools and materials they require in order to innovate, and improve their cognitive skills. Indeed, all students are distinct; therefore this creates the necessity for all teachers to differ their teaching methods (Adami, 2004).

### **II.1.4. Importance of Differentiated Instruction**

Differentiated Instruction improves the teaching-learning process, students' understanding and their knowledge level. The latter is significant since it is concerned with comprehending content, process, and product considering what is suitable for a student according to his interests, ability and learning profile. In fact, Differentiated Instruction reveals the potential of each individual student despite their various backgrounds. Moreover, it enhances performance by encouraging them to prove their talent and proficiency (Ibid.)

Thus, Differentiated Instruction includes a variety of strategies that respond to students' differences in terms of readiness, interests and learning profile. Moreover, it allows students to apply what they have learned, demonstrate their understanding, and motivate them to develop skills (Tomlinson & Imbeau, 2010).

### **II.2. Definition of Learning for All**

*“Learning for All, [Kindergarten To Grade 12;] is a resource guide outlining an integrated process of assessment, and instruction for elementary and secondary school educators [across Ontario] that is designed to help raise the bar, and close the gap in achievement for all students”* (Ontario Ministry of Education Learning for All, 2013:3). In other words, Learning for all is a useful educators' manual, which incorporates both assessment and instruction for secondary and elementary school, in order to target the largest percentage of students, and receive better education. It provides new strategies in education, where it concentrates on the concept that all children can learn, and each student has his own learning style.

#### **II.2.1. The Basic Elements of Learning for All**

Learning for All includes three main elements personalization, precision, and professional learning. They are considered as essential for an effective learning process, they are defined according to Ontario Ministry of Education Learning for All as follow:

- a) **“Personalization:** *“is the Education that puts the learner at the center, providing assessment and instruction that are tailored to students' particular learning and motivational needs.”*
- b) **Precision:** *“is a system that links “assessment for learning” to evidence-informed instruction on daily basis, in the service of providing instruction that is precise to the level readiness and learning needs of individual student.”*

- c) **Professional Learning:** *Focused on going learning for every educator “in context,” to link new conceptions of instructional practice with assessment of student learning” (2013:8).*

Personalization, precision and professional learning, are major concepts that can be adapted during the teaching process, since they contribute in addressing the needs of learners, support their engagement and help them progress in a comfortable environment. In fact, this educational document displays instructions that are intended to promote students’ learning, both at elementary and secondary levels. In Learning for All, teachers are required to encourage effective planning, creativity and the implementation of a curriculum that supports all students from high achievers to low achievers (Ontario Ministry of Education, Learning for All, 2013:7).

### **II.2.2. Assessment for Learning**

Assessment for learning is an approach to teaching and learning, which allows teachers to develop students’ knowledge by creating feedback in order to deliver accurate instruction and assessment (Ontario Ministry of Education, Learning for All, 2013: 28). Indeed, *“research confirms that assessment for learning is one of the most powerful tools for improving learning and raising standards, because it is rooted in helping students learn more” (Ibid: 8).*

In this regard, Students become more involved when they encounter topics that encourage them, and enhance their self-efficacy. Thus, supporting assessment for learning is an essential component during the process, because it enables students to become active agents (Ibid: 28). As Black & William, 1998 (cited in Ontario Ministry of Education, Learning for All, 2013: 28) stress the importance of assessment for learning by stating that *“studies have shown that the use of assessment for learning contributes significantly to*

*improving students achievement, and that improvement is greatest among lower-achieving students.”*

### **II.2.3. Universal Design for Learning**

*“Universal Design for Learning is not just a technique for special education; rather it is a technique to enhance the learning of all students”* (Turnbull, Turnbull, Shank, Smith, & Leal, (2002:92) cited in Ontario Ministry of Education, Learning for All, 2013:13). In other words, UDL is an approach to teaching and learning dedicated not only for students of special education but rather, improves and optimizes learning for all students and provides them with opportunities so they can all achieve success. Moreover, UDL is viewed as standards and principles to follow for an effective curriculum design, in order to suit the varied needs of students by providing every individual student with equitable learning chances. Thus, this framework represents a set of principles employed to eliminate the barriers and strengthen the learners’ improvement and engagement (the National Center on Universal Design for Learning, 2011 cited in Rapp. W, 2014:2).

#### **II.2.3.1 Universal Design for Learning Principles**

Universal Design for Learning comprises three principles for an effective curriculum design. The three major principles of UDL are outlined as follow:

##### **II.2.3.1.1. Multiple Means of Engagement**

Multiple means of Engagement is the first step to consider when creating a UDL-based curriculum, it simply refers to how teachers deliver information to students in order to generate interesting learning opportunities and motivate them according to their interests (Ford & Opitz, 2015). Therefore, this principle can benefit students from varied backgrounds as long as they are dedicated and enthusiastic (Cast, 2015). Furthermore, Teachers can promote students engagement, and involvement with academic content by presenting diverse tasks, and testing their talents as well as adjusting instruments, and resources such as podcasts

or videos during lectures that can facilitate the learning process (Cast, 2018). In this context, Ford & Opitz (2015:39) assume that “*when students are engaged, they enjoy what they are doing.*” That is to say, students complete their assigned work with enthusiasm and enjoyment when they are motivated and immersed in the learning process.

### **II.2.3.1.2. Multiple Means of Representation**

It is the second principle when designing curriculum based on UDL, it is assumed that when delivering content in a standard format, only few students will reach and comprehend the essence of the lecture, but when it is displayed in diverse ways, the majority will benefit from the new presented concepts and reinforce their knowledge (Rapp & Arndt, 2012). Moreover, UDL informs educators on how to use a varied content to guarantee an equitable access to information to all learners improving their insights and comprehension (Cast, 2018).

### **II.2.3.1.3. Multiple Means of Action and Expression**

The third principle to follow when designing content based on UDL, is to supply multiple means of actions and expression in order for students to demonstrate their capabilities. In this perspective, Meyer et al (2014:168) explained it as:

Just recently, as we reflected on various ways to incorporate the principles of UDL, we realized that we tended to provide students with opportunity for multiple means of expression in only few subject areas. That reflection prompted us to make a concerted effort to provide opportunities of expression in other subject areas as well.

As regards, this principle addresses the needs of learners and assists their capabilities of communicating their knowledge and demonstrate their proficiency in expressing feedback. Researchers remarked that it may be beneficial to integrate this principle in other contexts so that students express themselves in diverse ways according to the topic of their interest. Furthermore, assignments and verbal replies are the most frequent techniques introduced during multiple means of expression. Besides, these strategies are employed mainly to

students with enhanced competencies who are able to communicate their understanding (Rapp & Arndt, 2012).

### **II.2.4.Importance of Universal Design for Learning**

Meyer et al (2014:113) suggest that UDL guidelines “*provide anew lens for viewing the classroom and the curriculum: one enables teachers to reframe how they see their practice and to make constructive changes.*” That is to say, Universal Design for Learning brings a fresh perspective for both the syllabus and the classroom, requiring teachers to adapt their teaching approaches and procedures to facilitate the process so that all students can benefit from it. Therefore, UDL provides a variety of strategies and resources to help meet diverse learning needs of all students equitably, improve accessibility to learning opportunities, and increase student success.

### **II.2.5.The Tiered Approach**

The tiered approach is a practical and useful approach that ensure authentication to assessment, and instruction which offers appropriate adjustments to address individual students’ needs and demands. It is centered on regular practice, observation of students as well as their improvement and growth. As explained by (Vaughn & Fuchs, (2003) (cited in Education for all, k-6:60) the Tiered approach is “*an extremely effective approach to assessment and intervention is the tiered approach, which subsequently increases the intensity of instructional interventions.*”

This approach emphasizes also students’ level in order to distinguish the ones who have learning difficulties, so that a complete evaluation and teaching may be scheduled to appropriately identify their demands. This concept is also effective both for academic concerns as well as disciplinary issues (Ontario Ministry of Education, Learning for All, 2013: 24).

## **Conclusion**

This chapter reviewed the main theoretical literature related to EFL teaching techniques, approaches and styles, as well as the Differentiated Instruction and Learning for All. To comprehend these processes terms such as visualization, differentiation were introduced, as well as some approaches related to teaching. Furthermore, the theory of Differentiated Instruction including Learning for All were defined to accommodate students learning demands according to their interests. In addition to, their importance to enhance students' level and facilitate education. Finally, some major concepts that emphasized on the theory have been added such as assessment for learning, Universal Design for Learning and the Tiered Approach.

## **Introduction**

The present chapter presents the methods and describe the techniques used in our research. It includes the instruments and the methods used for collecting data to carry out this study. This chapter is divided into two main parts; the first part deals with Procedures of Data Collection. The second part deals with Procedures of Data Analysis.

### **I. Procedures of Data Collection**

#### **I.1. Setting and Participants**

The study is carried out in the Department of English at MMUTO during the academic year 2020-2021. The target population of the research is thirty the first-year teachers randomly chosen who took part in the study. In other words, students at this level need multiple instructions adjusted according to their needs. In addition to the use of practical tasks that suit their interests while testing their abilities.

#### **I.2. Research Methods**

In order to carry out our research, we opted for the use of a mixed methods approach combining both quantitative and qualitative methods for the collection and analysis of data. In this perspective, Dornyei (2007:163) claims *“a mixed method study involves the collection or analysis of both quantitative and qualitative data in a single study with some attempts to integrate the two approaches at one or more stages of the research process.”* Thus, quantitative research answers the close-ended questions. It allows us to collect a large amount of data, which is then analyzed using the descriptive statistical method. It is quantitative in the procedures used to count and quantify the results using numbers and percentages displayed on tables and graphs.

However, the qualitative data which is collected through the open-ended questions of the questionnaire and classroom observation is analyzed and interpreted through Qualitative

Content Analysis (QCA). Therefore, the aim of choosing this mixed method approach is to get a full understanding of our topic of investigation instead of using only one research method.

### **I.2.1. Teachers' Questionnaire**

To collect our data, we relied on the questionnaire as a research instrument. The latter, is regarded as a written document used by a researcher to obtain any required information from respondents. According to Brown (2001:6) *“a questionnaire is a research instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their Answers or selecting them among existing Answers.”* We have chosen the questionnaire as a data collection instrument for our study, since it allows the gathering of a large amount of data in a short period of time.

The administered questionnaire is dedicated to first-year teachers to discover their teaching styles, and investigate their implementation of Differentiated Instruction to suit students' diverse learning styles while taking into account their needs and capabilities. Moreover, the questionnaire constructed for this study holds (21) items; divided into three sections. The first one is about General Information about the Respondents. It contains (2) questions: (1) open-ended and (1) close-ended. The second part, named Teachers' Views about Guiding Teaching towards Individual Students' Needs and Abilities, it includes (10) questions: (4) close-ended questions, (1) open-ended question and (5) multiple choice questions. The final part, entails Gearing Teaching towards Individual Students' Needs and Abilities: Challenges & Solutions. This part contains (9) questions; (6) multiple choice questions and (3) close-ended questions.

This questionnaire was administered from July 6<sup>th</sup> till July 14<sup>th</sup>, it has been distributed to thirty (30) teachers, but three of them have not been handed back.

### **I.2.2. Classroom Observation**

The second research tool of our data collection is classroom observation, which is an observation of the teaching and learning process while taking place in the classroom. This data collection instrument is defined by Bell (1987:88) as “*a technique that can often reveal characteristics of groups of individuals which would have been impossible to discover by other means.*” In other words, the efficacy of classroom observation is revealed since the direct observation helps in determining the attitudes of a group of people. The choice of this instrument is necessary since it allows the actual collection of data in its real context.

The classroom observation sessions have been conducted with the first-year teachers, and students in the Department of English at MMUTO. Starting from June 16<sup>th</sup> 2021, till July 14<sup>th</sup> 2021. The current study involves a checklist of twelve (12) items delineated in twenty-six (26) sessions attended with four (4) teachers. Furthermore, we have chosen to make the observation during workshops rather than at the amphitheater, because of the limited number of students. Besides, it is easier for the teachers to know about their students’ cognitive abilities when the number of students is reduced. In addition, teachers can target students’ needs easily and students feel comfortable during the learning process.

## **II. Procedures of Data Analysis**

### **II.1. Descriptive Statistical Method**

In our investigation, we relied on Quantitative Research Method to analyze the close-ended questions which provide numerical data. According to Crystal (2008:399) Quantitative Research Method is “*a branch of linguistics which studies the frequency and distribution of Linguistic units using Statistical Units.*” In other words, this method transforms the data collected procedure into numerical and statistical data, calculated with the help of a computer program named, Statistical Package for Social Sciences version 20 (SPSS). This computer

program converts statistical data analysis used in social science and transforms it into tables, charts, and diagrams. Indeed, it is a term that refers to the process of investigating, as well as organizing data for better readability and accessibility (Blumenthal, 2010).

## **II.2. Qualitative Content Analysis**

Qualitative Content Analysis is employed to analyze open-ended questions of the questionnaire. According to Hsieh and Shannon (2005:12-78) QCA is “*a research method for subjective interpretation of the content of the text through systematic classification process of the coding and identifying themes or patterns.*” Therefore, Qualitative Content analysis is used in order to make a better perception and knowledge about any given topic.

Moreover, this data analysis deals with the examination and the interpretation of the meanings of texts. In this study, since QCA is one of the most extensive widely used analytical tools, it was used to describe and analyze the open-ended questions of teachers’ questionnaire. According to Croker (2009: 3-24) “*qualitative research method necessitates collecting textual data and analyzing it using interpretive analysis.*” In fact, it analyzes the soft data gathered from the participants’ perspectives as well as, the behavior and feedback noticed during classroom observation sessions.

## **Conclusion**

The present chapter introduced the data collection methods and data analysis procedures. First, it presented the research instruments used in the investigation: a questionnaire and a classroom observation. Then, it outlined the two main scientific procedures that were used to analyze data. In fact, SPSS was employed as a statistical technique to examine the data gathered from the close-ended questions of the questionnaire. Whereas, the Qualitative Content Analysis (QCA) was adopted to interpret the data collected from open-ended questions of the questionnaire, and describe or examine the practices

observed during the classroom observation. In the next chapter, we will present the results of our investigation.

## Introduction

The present chapter is concerned with the presentation of the results collected from a three-section survey administered to (30) first year teachers in the Department of English at MMUTO, In addition to a classroom observation with a checklist containing (12) items. The aim of this chapter is to explore the environment established by the teachers, their teaching styles as well as their implementation of the theory of Differentiated Instruction and Learning for All.

In this research, the results are reported in percentages using SPSS and displayed in tables, graphs, and pie charts. The chapter is organized into two sections; the first section, reports the outcomes obtained for the analysis of the questionnaire, and the second presents the results obtained from the analysis of the classroom observation.

### I. Presentation of the Results of the Teachers' Questionnaire

**Remark:** the version of the SPSS we used provides percentages with commas rather than dots.

#### I.1. Teachers' Profile.

**Question One:** How long have you been teaching English?

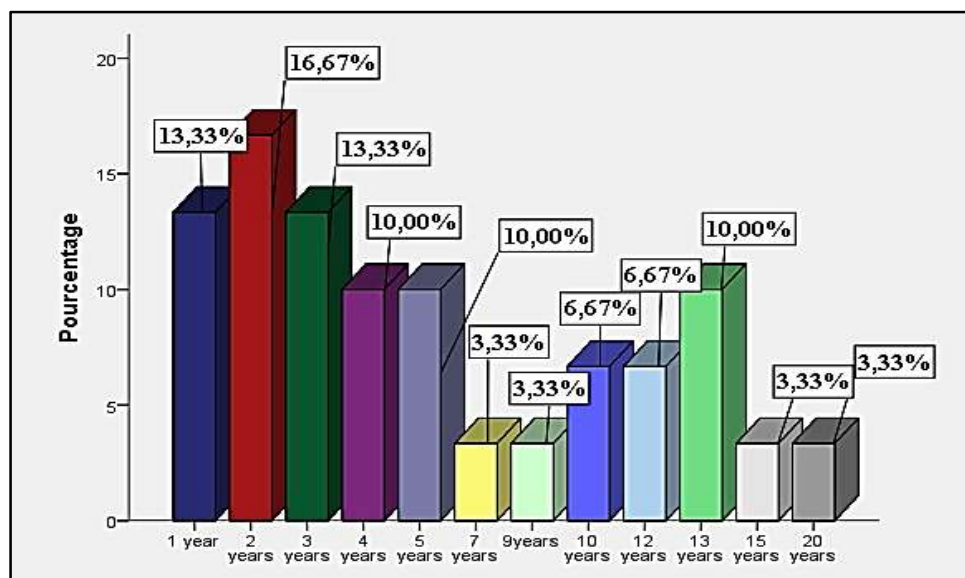
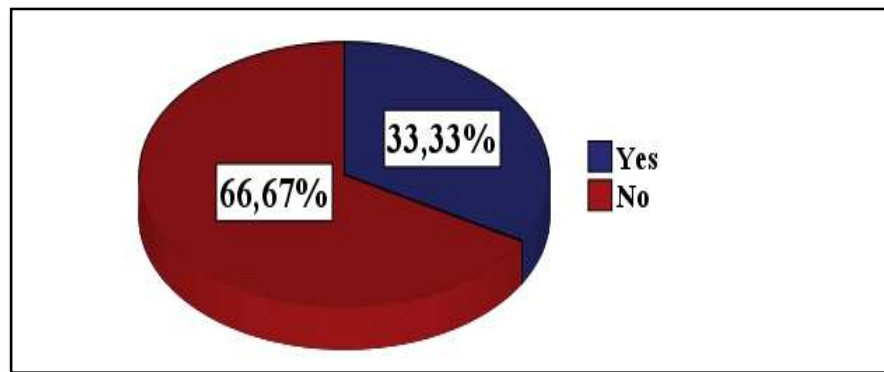


Figure 1: Teachers' Experience

**Diagram 1** shows the results obtained from the teachers' first question about their teaching experience, the outcomes of this question are arranged from one (1) to twenty (20) years. The majority of our participants have taught 5 years maximum, while the rest taught during a long period starting from 10 years.

**Question Two:** Have you ever been for a training period abroad?

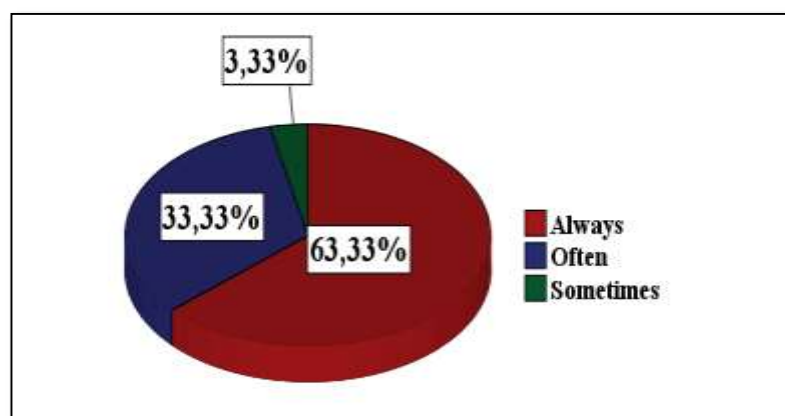


**Figure 2: Teachers' Training Period Abroad**

The pie chart highlights that the majority of teachers representing (66.67%) have not been through a training period abroad before and only (33.33%) of teachers have had this opportunity.

### **I.2. Teachers' View about Guiding Teaching towards Individual Students' Needs and Abilities**

**Question One:** How often do you plan for your lessons to meet your students' needs and interests?



**Figure 3: Teachers' Habit of Planning Lesson to Meet Students' Needs and Interests.**

According to the results of **diagram 3**, the majority of teachers (63.33%) always plan their lessons to meet students’ needs and interests, while (33.33%) among them claim that they use it frequently. However, only one teacher (3.33%) responded that he sometimes plans his lessons.

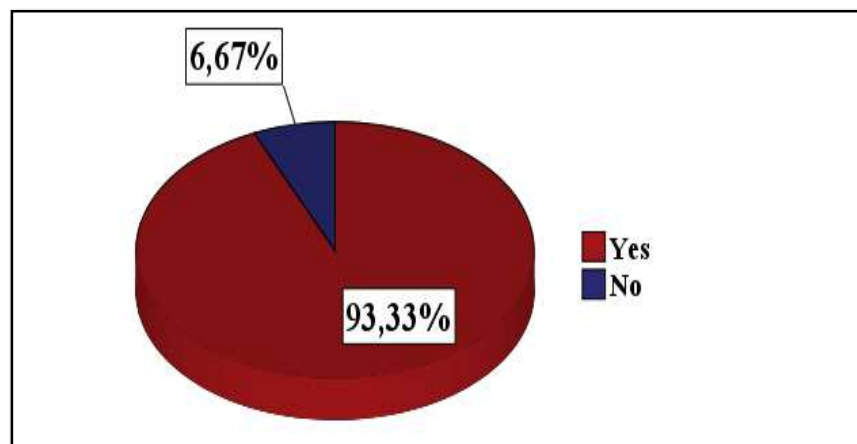
**Question Two:** Do you set learning goals when designing lesson plan?

	Yes	No	Total
Frequency	30	0	30
Percentage	100.0%	00.0%	100.0%

**Table 1: Teachers’ Learning Goals when Designing Lesson Plan**

From the table above, it is noticed that the teachers as a whole agreed on setting the learning goals when they design their lesson plan. In other words, the total amount of (30) teachers (100%) provided *yes* to the answer.

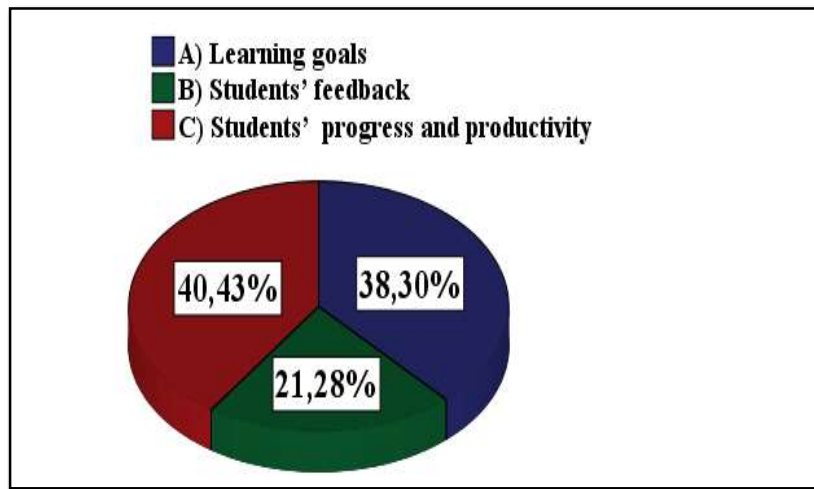
**Question Three:** When planning lessons, do you determine the key objectives? If yes, could you please tell us how you do so?



**Figure4: Teachers’ Way of Determining Key Objectives when Planning**

Teachers’ responses to this question, indicate that the majority which counts for (93.33%) of teachers determine the key objectives of their lessons when they plan lessons. However, (6.67%) participants contrasted with the idea.

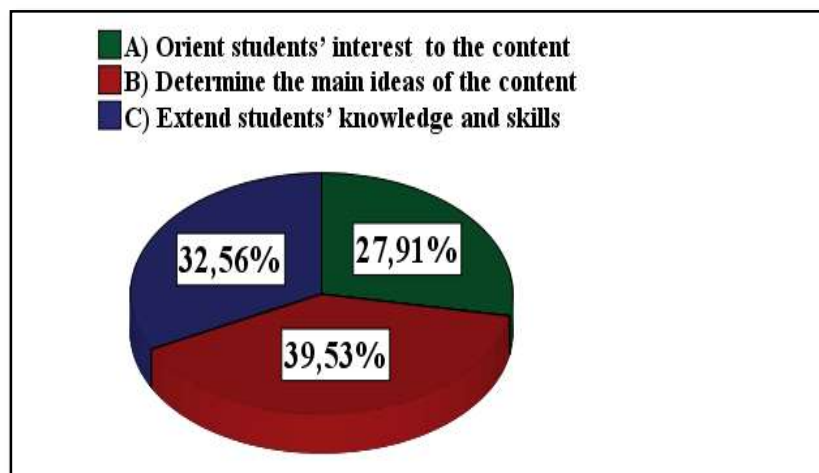
**Question Four:** Do you vary lesson content according to?



**Figure 5: Teachers' Way of Varying Lesson Content**

With regard to the way teachers vary their lesson content, the statistics of figure 5 indicate that “Students’ progress and productivity” and “learning goals” rank first and second with the value of (40.43% and 38.30%). However, (28%) of teachers focus on students’ feedback when identifying lesson content.

**Question Five:** How do you identify the objectives of the content you want students to learn and practice?

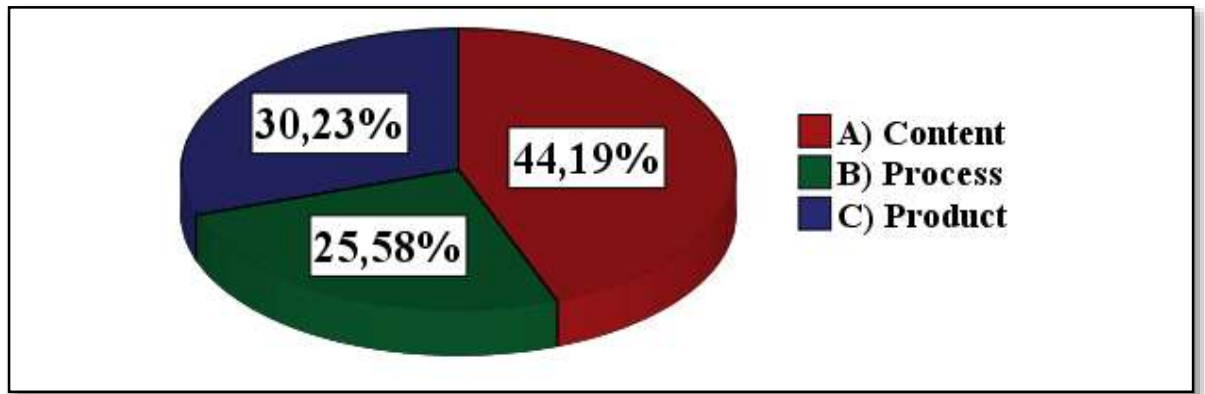


**Figure 6: Teachers' Identification of the Objectives of their Content**

It becomes clear from the figure 6 that the greater part of teachers representing (39.53%) assert determining the main ideas of the content as a way to identify the objectives

of their content. On the other hand, (32.56%) extend students' learning and skills to learn and practice. only (27. 91%) claim orienting their students' interests to the content.

**Question Six:** Which of the three elements do you consider while using the differentiated instruction theory? (Teaching the same material to all students using a variety of instructions)



**Figure 7: Teachers' Consideration of the Elements of Differentiated Instruction**

**Figure 7** demonstrates that most of the participants representing (44.19%) take into account content when using the differentiated instruction theory and (30.23%) among the whole amount of teachers, regard most product when employing this strategy. However, the teachers left (25.58%) consider product when differentiating.

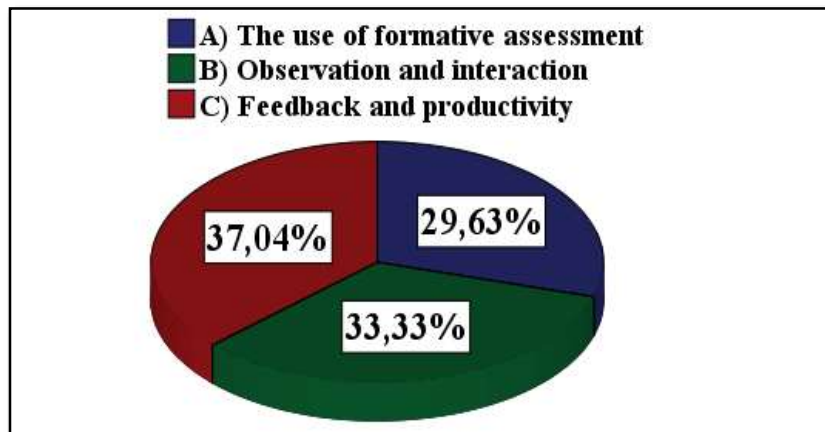
**Question Seven:** Do you collaborate with your students in order for them to reach their potential and develop it?

	Yes	No	Total
<b>Frequency</b>	<b>30</b>	<b>0</b>	<b>30</b>
<b>Percentage</b>	<b>100.0%</b>	<b>00.0%</b>	<b>100.0%</b>

**Table 2: Teachers' Collaboration with their Students to Reach their Potential and Develop it.**

As regards teachers' collaboration with their students, the table above reveals that the totality of the respondents (100%) have answered *Yes*, they do collaborate to help them reach their potential and develop it and none of them declined it.

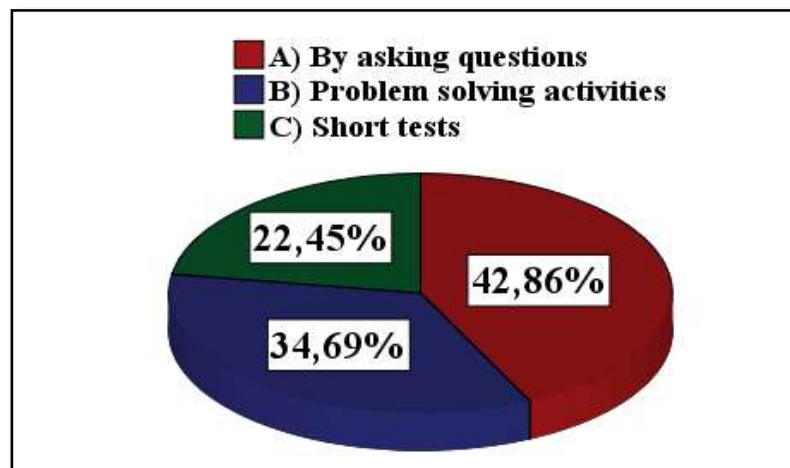
**Question Eight:** What kind of strategies do you use to determine students' progress?



**Figure 8: Teachers' Strategies to Determine Students' Progress**

The pie chart denotes that (37.04%) participants consider students' feedback and productivity as a key to determine their progress. whereas, (33.33%) observe their students and interact with them to find out whether they are progressing. While a few representing (29.63%) prefer using formative assessment.

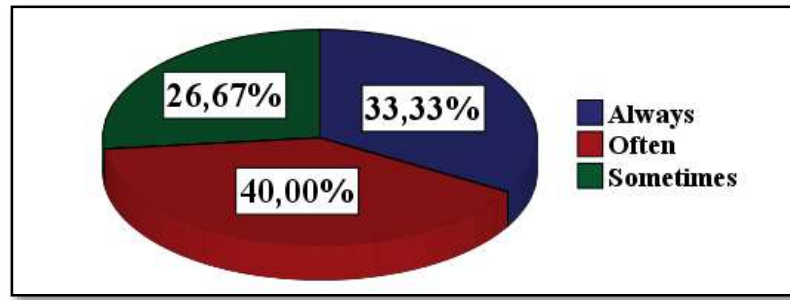
**Question Nine:** How do you determine students' weaknesses?



**Figure 9: Teachers' Way of Determining Students' Weaknesses**

It is clear from the pie chart that the majority of the teachers, (42.86%) determine their students' weaknesses by asking questions and a considerable number (34.69%) employ problem solving activities. While only (22.45%) of the teachers prefer providing their students with short tests to determine their weaknesses easily.

**Question Ten:** How often do you relate everyday life experiences to classroom topics?

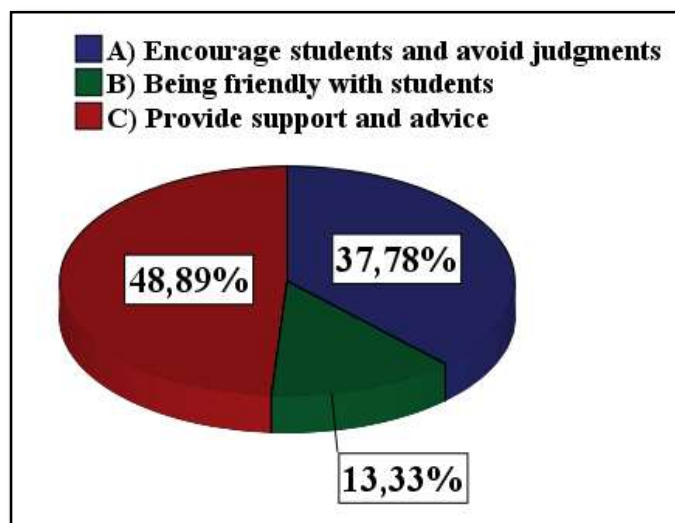


**Figure 10: The Frequency of Relating Everyday Life Experiences to Classroom Topics**

As figure (10) shows, (40%) of the participants often relate everyday life experiences to classroom topics and (33.33%) always rely on this practice. Whereas, only (26.67%) of the participants sometimes incorporate everyday life experiences in their teaching.

### II.3. Gearing Teaching towards Individual Students’ Needs and Abilities: Challenges and Solutions

**Question 1:** What challenges do you face to set up a good learning environment to meet students’ needs?



**Figure 11: Teachers’ Challenges when Setting their Learning Environment to Meet Students’ Needs**

As displayed above, the majority of teachers (48.89%) have stated that providing support and advice to each individual student represents a challenge when setting up the learning environment. Whereas, (37.78%) of participants consider encouraging each student

and avoiding judgments as a challenge. The teachers left (13.33%) find it challenging to be friendly with each student as a challenge.

**Question Two:** What are the techniques you suggest as solutions in order to meet individual students' needs?

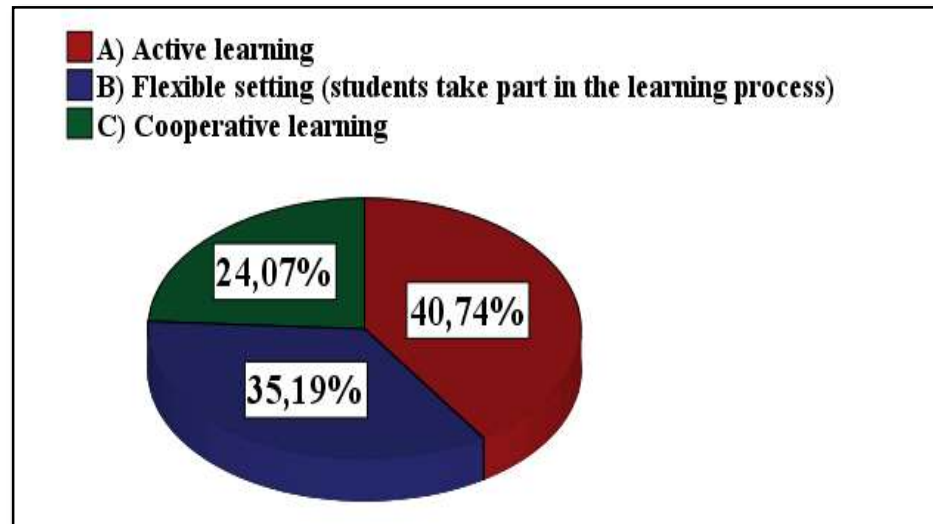
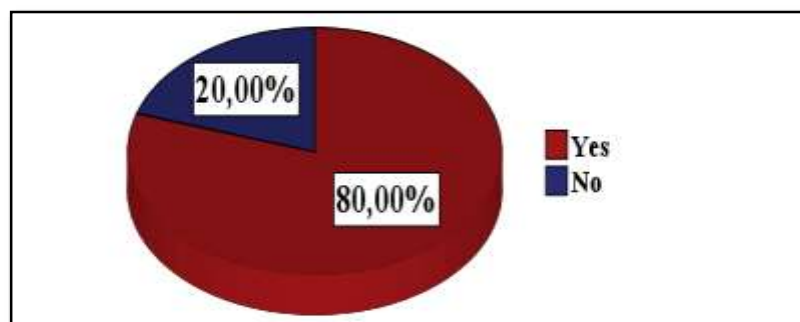


Figure 12: Teachers' Techniques to Meet Students' Needs

The pie chart above illustrates that the majority of teachers (40.74%) use the active learning techniques in order to meet students' needs, whereas (35.19%) use flexible settings during the learning process. However, only (24.07%) of teachers prefer implementing cooperative learning techniques that suit students' needs.

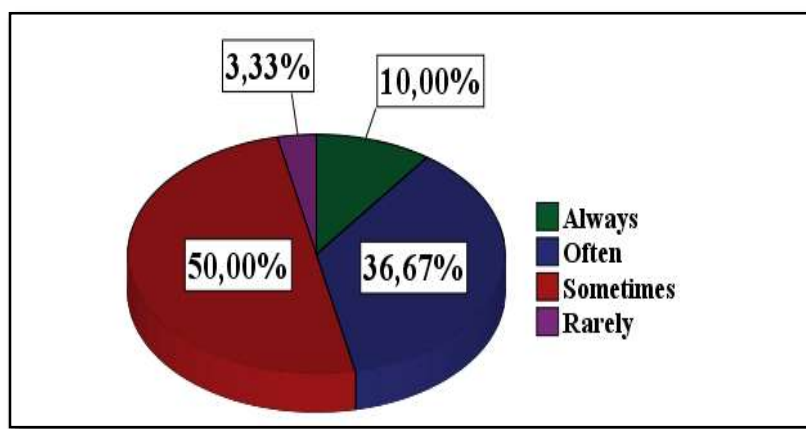
**Question Three:** Do you meet difficulties to choose the units and modify their content according to students' interests?



**Figure 13: Teachers’ Challenge of Choosing and Modifying Content According to Students’ Interests**

From the figure above, it has been noticed that a high portion of teachers (80%) affirm that they choose and modify content according to their students’ interests. A few of them representing (20%) responded with *No*.

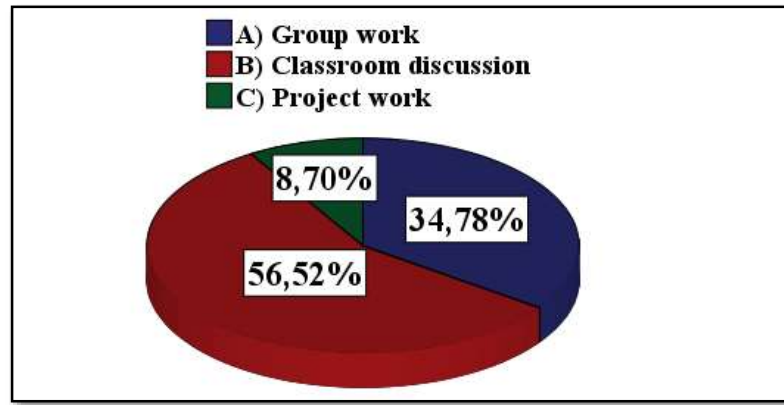
**Question Four:** How often do you find difficulties to differentiate your teaching style according to each individual student learning style?



**Figure 14: Frequency of Teachers’ Difficulty in Considering each Individual Student Learning Style**

From the gathered data, we notice that half of the respondents (50%) sometimes find difficulties when differentiating their learning style to match each individual learning style, then (36.67%) of teachers often consider it challenging. However, only (10%) of participants always find it difficult to take into account individual students’ learning and only (3.33%) of teachers which represents rarely face this difficulty.

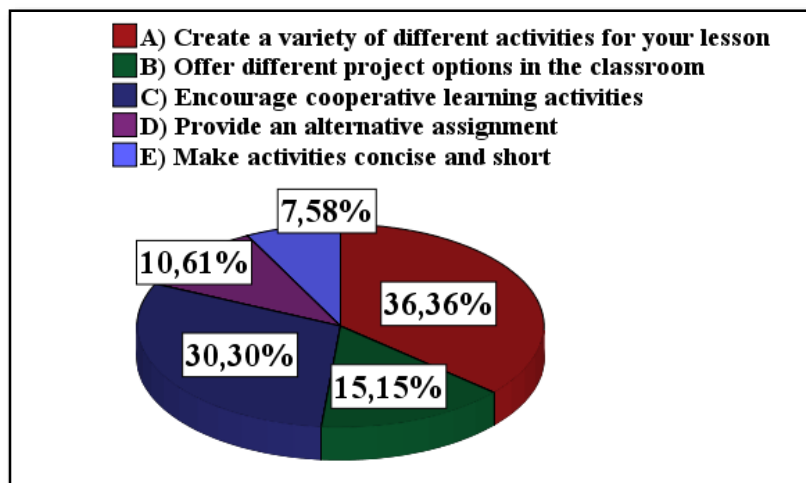
**Question Five:** What types of activities do you suggest to cater for students’ needs, capabilities and interests?



**Figure 15: Teachers' Selection of Activities to Cater for Students' Needs, Capabilities and Interests**

The figure (15) above reveals that more than half of the respondents (56.52%) suggest classroom discussion as an activity to address students' needs according to their capabilities and interests. Whereas, (34.78%) of teachers prefer using a group work activities as a teaching tool and only (8.70%) support project work.

**Question Six:**What do you suggest as solutions to take into account individual students' needs and interests?

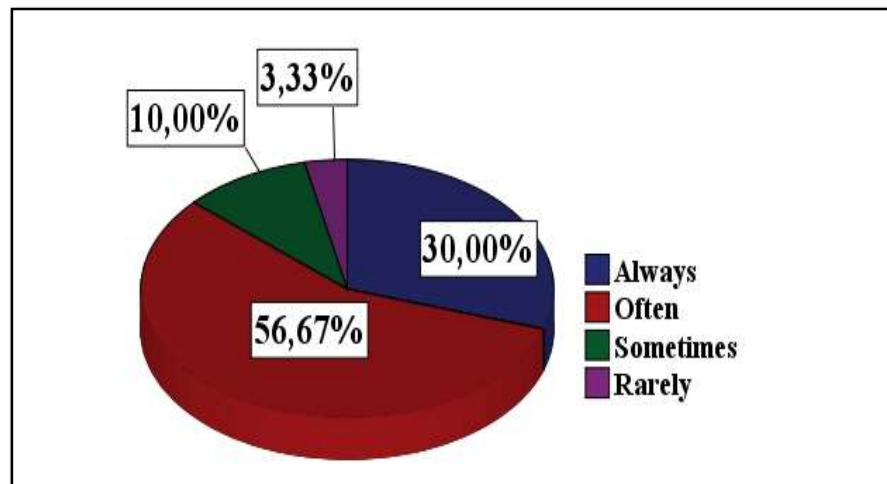


**Figure 16: Teachers' Solutions to Consider Individual Students' Needs and Interests**

As it is highlighted in the pie chart above, the largest percentage of (36.36%) of teachers recognize taking into account individual students' needs, and interests by creating a variety of different activities for their lessons. Whereas (30.30%) encourage cooperative learning activities. Then (15.15%) participants offer project options in the classroom. The

other (10.61%) of teachers support alternative assignment, while only (7.58%) of participants choose making activities concise and short.

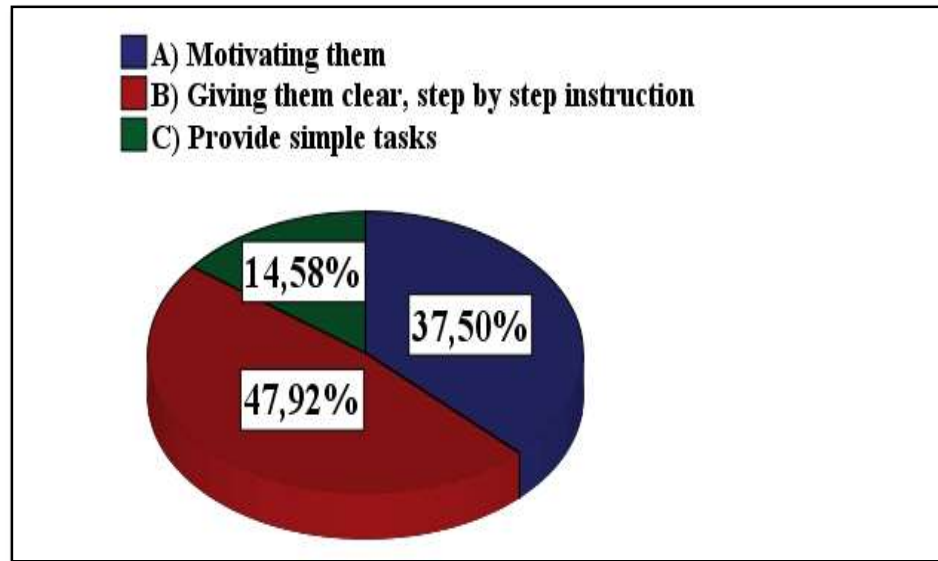
**Question Seven:** How often do you face challenges to consider both lower-achieving and higher-achieving students' understanding before you can effectively match your instruction with their individual needs?



**Figure 17: Frequency of Teachers' Challenges in Considering Lower-achieving and Higher-achieving Students' Understanding**

As it is revealed through the findings, (56.67%) of participants often face challenges when they consider both high-achieving and low-achieving students' understanding before they effectively match their instruction with their individual needs. Whilst, (30%) claim that they always encounter challenges when they take both levels of students into account. In fact, a little amount that represents (10%) sometimes face challenges and only (3.33%) rarely face challenges when considering the two types of students.

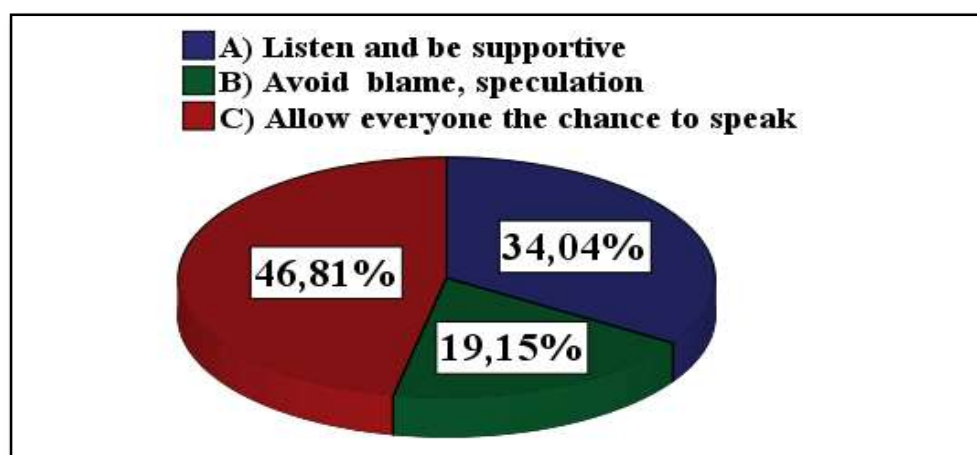
**Question Eight:** What solutions do you suggest to address the needs of lower-achieving students?



**Figure 18: Teachers’ Solutions to Address the Needs of Lower-achieving Students**

The findings related to the solutions suggested by teachers to address the needs of lower-achieving students affirm that (47.92%) of teachers provide clear, step by step instruction. Whereas a significant number of (37.50%) choose motivation as a solution to allow their students to progress. The minority representing (14.58%) find that providing these students with simple tasks can suit their needs.

**Question Nine:** What principles are applicable when discussing concepts of difficult topics solutions to cater for students’ needs, capabilities and interests?



**Figure 19: Teachers’ Solutions during the Discussion of Difficult Topics**

The above pie chart 19 indicates the principles taken into consideration as solutions by the teachers when dealing with difficult topics. The majority (46.81%) of them allow the

chance for everyone to speak. Then, a considerable number (34.04%) prefer listening to their students and support them as a solution to discuss such topics, while only few number (19.15%) avoid blaming their students when doing mistakes.

### **II. Presentation of the Results of the Classroom Observation**

As indicated in the Research Design chapter; the Classroom Observation is used as a research tool to gather qualitative data. During the observations, we have attended twenty-six (26) workshop classes with four teachers in a period of five (5) weeks (16 sessions with two different Reading & Writing teachers and 10 sessions with two different Listening & Speaking teachers) The choice of these modules was not done randomly but rather on purpose to analyze the teaching styles and activities displayed by the teachers as well as students' feedback. We noticed that students are involved during tutorials more than lectures.

#### **II.1. General Observation of the Classroom's Environment**

From our observations, we noticed that teachers most of the time provided a safe and supporting learning environment. During most of the sessions, the students appear to be comfortable, they act naturally and participate during classroom tasks. In some other sessions, we remarked that there were few students who always responded to teachers' questions and some did not interact until he involves them. For instance, during a Listening & Speaking session a few participated since not all of them could understand the recording of the story suggested by the teacher as a listening activity. Then, the teacher asked them couple of questions concerning the topic, we noticed that some students hesitated since they did not understand the whole recording and the message behind it, even though the teacher gave the opportunity for everyone to speak.

### II.2. Observation of the Teaching Styles and the Implementation of DI

During most of the attended sessions, we noted that before introducing the topic of the day, teachers always recall for previous knowledge. Whereas, in the rest of the sessions they done it rarely. Moreover, in (15) settings the teachers way of explaining new concepts and introducing new vocabulary, matched students' pattern of learning; while in the rest of the sessions they rarely do so. In fact, during (13) sessions teachers used personalized tips in order to discover students' potential. For instance, during Reading & Writing workshop the teacher gave them a task where they were required to read a given story than imagine its ending.

From our watchful observations, we noticed that teachers during the (10) sessions, always walked around the room to unsure if students needed help and observed how they were dealing with the material. Moreover, during the first (12) sessions, teachers sometimes designed their lessons based on students' learning styles; while in (6) others, they often applied this strategy. Then, in (8) sittings they rarely took into consideration each individual student learning.

As for the following remark, concerning teachers' adjustment of their lesson content to meet their students' needs, those teachers differed in frequency using this technique. Within (6) observed settings, teachers have done it sometimes, in (3) of them they often relied on this strategy; also in (5) meetings they sometimes did so; while in (7) they rarely modified content. As regards, to teachers' encouragement of debates to support students' involvement, the results demonstrated that teachers never integrated debates.

Furthermore, we have noted that teachers gave opportunities to choose writing topics, and provided their students with challenging tasks. The latter, was observed during (7) sessions, while in the rest of coming sessions they rarely provided this opportunity.

Concerning the explanation of the purpose and usefulness of the activity teachers applied it only during (5) sessions.

During our observations, we noted that the majority of teachers never modified their content according to students' interest. But during (7) attended classes teachers always considered them as an important factor when dealing with their topic, and in the rest of the settings they never adjusted content. Regarding the use of hand-on activities and videos to introduce or reinforce the days' topic, during (6) sessions, teachers always provided their students with first-hand activities. Whereas, during the rest of the observations they never introduced them.

### **Conclusion**

The present chapter was concerned with the Presentation of the Findings that have been obtained from the analysis of a questionnaire, and a classroom observation's answers which are mainly related to teaching styles, the Implementation of Differentiated Instruction and Learning for All. Therefore, for a better presentation of these findings, bar graphs, pie charts and tables have been employed. The results obtained will be the main focus of the following chapter in which they will be analyzed in greater depth.

## **Introduction**

The present chapter discusses the findings obtained from the questionnaire distributed to first-year teachers in the Department of English at MMUTO, as well as the discussion of the classroom observation. The results will be interpreted in accordance with Tomlinson's theory of Differentiated Instruction (1999) and Learning for All (2013). The findings will be analyzed in light of the research questions and hypotheses proposed in the general introduction. This chapter is divided into two parts; the first part is devoted to discuss the results obtained from the teachers' questionnaire. The second part is devoted to the discussion of the results of the classroom observation sessions.

### **I. Discussion of the Teachers' Questionnaire**

#### **I.1. Teachers' Profile**

From the results displayed in the previous chapter, which is about the experience of teachers, it appears that a great number of participants (66.67%) have not been teaching, while only few (33.33%) spent many years in teaching. These findings are critical to our research, since our participants' experience ranges from one (1) to twenty (20) years. In fact, teachers encounter challenges when they deal with the diverse learning styles of students in order to meet their needs and interests. Thus, we can say that training periods are beneficial for teachers to learn how to adopt diverse teaching styles to match the distinct learning styles among students. Furthermore, teachers of (15) and (20) years are expected to be aware of their students' needs and abilities comparing to teachers of one year for instance. Besides, experienced teachers are more concerned with productivity, while the less experienced are more concerned with students' discipline as discussed by Hattie (2003).

## **I.2. Teachers' Views about Guiding Teaching towards Individual Students' Needs and Abilities**

Based on the results obtained, it appears that most of teachers (63.33%) always plan for their lessons to meet students' needs and interests, as this enables them to teach more effectively. This emphasizes the importance of designing lessons to determine students' achievement. Lesson plan according to students' learning styles may be challenging yet, permits teachers to have apprehensions about the kind of difficulties students may encounter when introducing new concepts. This idea was supported by Callahan (2005) who held that before the lesson starts, teachers are supposed to take into account their students' differences and provide ways to accommodate the problems they may encounter deciding what they are required to learn and how students are expected to gain knowledge. Some teachers (33.33%) often consider lesson planning in their teaching process. In fact, only (3.33%) sometimes rely on this strategy based on the differences between students.

Furthermore, by making reference to the results it is revealed that the totality of teachers (100%) set up their learning goals when they design their lessons. An analysis of such a result allow us to realize that setting goals helps teachers become more conscious of the learning needs that fit students and encourages them to participate actively in the learning process. Based on this technique, the results indicate that the greater percentage (93.33%) of the first-year teachers consider learning objectives while designing their lessons. Indeed one teacher argues "*I provide students exercises in order to put in practice what I have explained.*" One more teacher said "*the key objectives are determined on the basis of the objectives of the lessons in the programs and on learning needs.*" Another one added "*the lesson plan should be measurable, specific and time-board*". In fact, few teachers (6.67%) have indicated that they do not take those goals into account. From the above answers, it is noticeable that teachers determine learning goals while planning depending on some specific

criteria. Indeed, it permits them to have a clear insight about unmotivated students. In order to set clear objectives of a lesson plan, teachers are required to determine the time expected to each unit for instance and make a full selection of resources depending on their availability.

The collected data show that teachers differentiate their lesson content relying on some strategies. Thus, from the results obtained, it is highlighted that a great number of teachers contend that they count on the progress of their students by following some strategies which focus on the goals of each individual, and determine their progress. In addition to that, some teachers support learning goals differentiation by providing students a variety of texts and learning procedures, as well as the application of a range of individualized learning methods and the adjustment of instruction. Furthermore, few participants confirm the use of students' feedback in order to improve their performance for instance, providing multiple opportunities for students such as tasks of different levels of complexity so that every student works on his own pace regarding his needs and abilities. Thus, teachers can attribute remarks to every student's own performance by designing activities that require students to engage in the learning process such as creating center of interests for students to investigate concepts of class topics that they are particularly interested in. In addition, a successful learning process involves focusing on students' competences, since an individual learner can work independently while others prefer collaboration.

We have highlighted from the results that teachers identify objectives of the content they want their students to learn and practice. This entails (39.53%) of participants set up these goals by determining the main ideas of that content. Selecting the essential points to be discussed with the students as a tip to set learning goals. Additionally, this strategy is regarded as essential to depict difficult text vocabulary and help in extracting the most significant information of the content. Moreover, some teachers (32.56%) prefer extend students' knowledge and skills by offering opportunities for students to integrate and develop

their learning competencies and abilities. This technique seeks for instance to incorporate essential subject content of students' choice based on their needs to encourage them to get involved. Few teachers (27.91%) consider the orientation of students' interest to the content as being the best way of identifying those objectives which entails, providing some techniques and strategies for students' achievement such as, using various resources for example; videos and recordings as well as changing the settings to orient their interests towards the topic.

Moreover, when teachers differentiate instruction according to DI elements (content, process, and product) they consider the specific needs and interests of their students. From the gathered data of the questionnaire, we remarked that the highest percentage of teachers (44.19%) regard content while using differentiation. An explanation of this result suggests that teachers differentiate their teaching styles to allow students acquire the content of the subject of investigation. This content can be presented in various ways by the teachers for instance visualizing, concrete subjects (drawings, images). Therefore, this idea can be supported by Bailey & Williams-Black (2008) who affirms that taking into account the various objectives that students achieve take over content differentiation. However, few teachers (25.58%) take into consideration process which is concerned with the way students figure out the lessons they are provided with, as well as the way to determine their capabilities and abilities (Anderson, 2007). It is all about putting what students have learned into practice based on the content; this entails students trying to understand and figure things out, as well as asking questions. In fact, this goes hand in hand with the idea of Pham (2012:16) indicating that *"the process requires variety of activities and teaching strategies for students to make sense of learning"*. As a matter of fact, *"Effective activities help students to progress from a current point of understanding to a more complex level of understanding"* (Tomlinson, 2001:79). In other words, the important aspect during process involves a variety of activities

and instructional strategies to determine students' progress from their simple to a more complex level of understanding.

However, providing guidance for students at various levels of precision, as well as offering several possibilities of expression and debates are techniques to improve process differentiation. Indeed, some other teachers (30.23%) perceive product as an important part within the theory of Differentiated Instruction, they support their students to demonstrate their understanding and provide them with a variety of opportunities for their similar learning objectives; yet distinct learning styles. Besides, effective product differentiation should provide students with different, but suitable instructions; such as providing a variety of means of expression like supporting debates, as well as encouraging critical thinking for students. By differentiating instruction using its three elements, teachers are more likely to discover students' potential, develop options to support their engagement and interaction within the classroom.

Based on the data gathered from the asked question about teachers and students' interaction, it appears that all our participants (100%) agreed on collaborating with their students, this state the efficiency of this practice during classroom activities. Students and teachers cooperation is seen by Baker et al (1997) as a strategy that sets up an effective teaching-learning environment which encourages students' progress and achievement. The implementation of this strategy contributes to students' success, particularly low-achieving students since it encourages them to have a high expectation for relatedness; thus, students' motivation is taught to be impacted positively (Hornstra et al, 2015).

We can infer from the finding that teachers implement some strategies to vary their content and determine students' progress. We have noticed that (37.04%) support feedback and productivity since it is beneficial for teachers to give students an opportunity to communicate their understanding in order to improve it later. This idea supports Carless'

claim (2015) that it is a strategy in which students are expected to comprehend information and improve their work strategies as well as their performances. In order to support this definition, Evan (2011) affirms that each student have his particular way of learning, needs, and their unique reason influence their feedback. Furthermore, few participants (29.63%) prefer formative assessment, which include a variety of techniques used by the teacher to evaluate students' understanding as well as learning needs and progress. This part is emphasized on the idea stated by Strickland (2007) that teachers' evaluation of students' comprehension can be maintained through their understanding of what students acquire and determine their progress. In addition to that, some teachers (33.33%) preferred observation and interaction as it enables them to advance learning opportunities for students, improve their teaching practices, as well as managing their classroom on another hand.

As regard to the way teachers determine their students' weaknesses, we have found (42.86%) participants support the strategy of asking questions in order to define students' weaknesses at the moment which promotes student-to-student interaction since good questions and responses may encourage students to think deeply and draw conclusions to improve their learning techniques. This strategy of effective question asking, focus on eliciting the process of students' response to be more effective. Moreover, (34.69%) teachers place their focus on their students by providing problem solving activities which are strategies where students are required to identify issues and test their abilities into finding solutions. It contributes in decision making and building their self-confidence to resolve those issues.

For an effective understanding of the content of the lessons, teachers often relate everyday life experience to make the topics more accurate. As reference to the results of the questionnaire, it appears that (40%) of teachers often emphasize the use of everyday life experience. Thus, by relating the content of the lesson to real life situations, Students are provided with opportunities to identify the relationship between examples of their real-life

experience and the concepts of their lessons (Sözbilir et al, 2007). In addition, (33.33%) of teachers indicated that they always consider real-life experience during their teaching process. Indeed, (26.67%) suggest that they sometimes apply this technique. By connecting the content to everyday life experience, students may encounter challenges in the interpretation of the real-world concepts; for this reason, teachers maintain students' focus on the solution rather than the lessons' issues.

### **I.3. Gearing Teaching towards Individual Students' Needs and Abilities: Challenges & Solutions**

As regards the challenges encountered by teachers when they set up their learning environment it is highlighted that (48.89%) encounter some difficulties when setting the learning environment. They hold the idea that providing support and advice for each individual student a side in a large class is considered as a challenge. Even though this strategy of giving advice help students develop and maintain relationships and allows them to stick more to the content of the lesson. In addition, (37.78%) of teachers face the difficulty of encouraging each student aside while avoiding judgments when creating their learning environment. However only (13.33%) consider being friendly with each individual student as a challenging task.

From the questionnaire, we realized that (40.74%) of our participants rely on the active learning techniques to enhance students' engagement using some strategies as a solution to encourage students' engagement, participating during activities such as role plays, debates, as well as classroom discussion. In fact, this confirms the idea of Tinto (2012) who state that when teachers provide opportunities for learning engagement, students' participation in learning activities become more to be successful. However, the more students engage in a variety of meetings and events in diverse settings, the more they endure new experiences such as during classroom discussion and group interactions. Some other teachers (35.19%) prefer

the cooperative learning strategy, in which they strive to organize classroom activities and students' active learning while encouraging positive individuality or small group activities of varied levels of students to attain similar goals as they learn to interact and exchange information. It is vital to understand the findings by linking them to what has been said in the literature review by Crandall (1999: 226-227) who assert that cooperative learning encompasses just organizing students into small groups, it encourages students to get involved during listening, writing activities which can demonstrate the result of the groups' collaboration.

By making reference to the results, we noticed that the majority of our participants (80%) meet some difficulties when selecting the units and modifying their content based on students' interests and needs. Providing students opportunities to choose the content they are interested in, the way they will learn the material while focusing on a specific content is an effective technique. However, this can represent challenge for teachers to choose the content of lessons according to each student interest. However, few teachers (20%) have demonstrated that they do not meet difficulties when choosing units' content according to students' interests.

Furthermore, teachers are required to design lessons based on their students' distinct levels of understanding, without disregarding students with average abilities. This is regarded as a difficulty, because at this stage teachers are obliged to differentiate their teaching style according to each students learning style since their learning abilities and needs differ from one to another. However, it is highlighted that half of the respondents (50%) indicated that they sometimes encounter difficulties to differentiate their teaching styles according to each individual student learning style. While (36.67%) of the first-year teachers often meet this difficulty of differentiating while taking into account each individual student, few (10) always

face difficulties when considering differentiation. whereas, a lowest number of teachers (3.33) rarely do so.

From the results of the questionnaire about the type of activities teachers use as a solution to cater for students' needs, capabilities and interests, we remarked that a great number of teachers (56.52%) support classroom discussion as a way to figure out how students process information and the way properly communicate their ideas with their classmates. An explanation of this result suggests that discussion is regarded as a teaching method where students are encouraged to argue, participate and form relationships by exchanging thoughts and ideas. Indeed, Blumberg (2008) confirmed that students' engagement is boosted via discussions, which encourage them to participate in classroom activities as well as explore and debate their lectures. Some other teachers (34.78%) support group work as a solution to discover their students' interests concerning any given topic as. In this perspective, Harmer (1998) claim that pair work and group work, that are two forms of learner-learner(s) interaction give learners opportunities, to express themselves freely without the help of the instructor at each time. A few (8.70%) agreed on using project work as a solution to support collaboration in achieving a common objective.

From the results displayed in the previous chapter, it appears that (36.36%) of teachers prefer designing a variety of activities as a solution to suit the diverse learning styles and needs of each individual learner. On the other hand, (30%) encourage cooperative activities to reduce the challenges encountered by students. However, few teachers (15.15%) suggest project work as a tool to enhance students' interaction. Some teachers on the other hand, display alternative assignments to provide students with multiple opportunities to complete their tasks successfully, while others choose to make their activities concise and short in order to avoid their boredom and facilitate the learning of students despite their distinct learning styles.

When designing lesson plan, teachers are required to take into consideration their lower-achieving and higher-achieving students' understanding before they effectively match instruction with their individual needs. In fact, this is also regarded as a challenge for instructors; from the findings of the questionnaire, it is remarkable that a great number of teachers (56.67%) often face challenges when taking into account both kinds of students according to their readiness and multiple abilities when designing activities that get along with teachers' lesson. Moreover, (30%) always face difficulties when considering them; while few (10%) sometimes face challenges when taking into account this difference and only (3.33%) rarely do so. Indeed, it is appears that it is a challenging task for teachers to consider both types of students and taking into account their distinct needs but in order for the two to achieve success teachers have to make a balance, as stated in the review of literature, teachers differentiate by readiness and attribute challenging tasks to advanced learners and simple tasks to the fighting learners to get all students of various levels involved in the activity (Association for Supervision and Curriculum Development, 2008).

On the basis of the findings obtained from the first-year teachers, we noticed another difficulty they may face during their teaching, which is to select specific techniques to deal with the needs of the low-achieving students. Such a finding reveal that (47.92%) of our participants claim that giving students step by step instruction is an effective solution to address their needs. The latter, can be considered as a direct style representing a kind of guidance from the teacher in order to make student progress, this confirms the idea mentioned in the review of literature by Brown & Campione (1990: 112) who identified the direct style as, the flowing of data from the teacher's mind to the student's mind. While some other teachers (37.50%) state the importance of increasing students' motivation, through giving positive feedback individuality, such as asking students their opinions, providing them opportunities to choose topics of their interests, or display time during problem-solving

activities. In fact, providing feedback encourages students' cooperation (Ryan and Deci et al, 2000). They add, indicating that to make students' believe in their abilities to succeed makes support more effective (Ibid). However, the lowest number of teachers (14.58%) provide simple tasks to evaluate students' competencies and differentiate between high-achieving and low-achieving students.

A deep consideration of these findings reveals that teachers provide multiple opportunities as a solution to balance between students' distinct learning styles. In fact, (46.81%) support the strategy of giving students the chance to speak when discussing concepts of difficult topics as a solution by offering alternative methods of participation. Especially for students who might not feel comfortable when speaking out loud, in order to increase their interests and engagement. Consequently, they make students understand different perspectives on the lessons' topic. Whereas, (34.04%) prefer listening and being supportive which takes an important role in understanding students' interests and help them engage in the learning process. Besides, when educators consider learners feedback, it seems easy for them to recognize their students better and plan effectively what can be engaging for their students. The lowest percentage on the other hand (19.15%) support eliminating the blame for students and speculation. This technique can eventually make students feel comfortable, and have self-confidence in order to engage class. Indeed, it can even help them progress their achievement, reach their potential, and improve their performances.

## **II. Discussion of the Classroom Observation**

Our classroom observation was divided into two sections, at first, we analyzed the classroom environment as a whole then the behavior of the students and their feedback. The

second section, was dedicated to the observation of the teaching styles and techniques as well as the implementation of the Differentiated Instruction during the teaching-learning process.

### **II.1. General Observation of the Environment of the Classroom**

The outcomes of our classroom observation demonstrate that the teachers we have dealt with create a safe and encouraging environment. As articulated by Harmer (2001), students work better when their teacher act friendly. They also walk most of the time around the room to see if anyone encounter difficulties in dealing with the assignments. Moreover, they suggest activities to get students involved and interact with their classmates. However, the students who participate, rise hand or ask for further explanation are always the same. For instance, during an oral session the students were required to speak about the reason of their speaking difficulties; a few took the time to prepare a short paragraph explaining why they could not express themselves whereas the majority have not shown any interest for that topic nor participated in that activity.

The observed classes revealed the teachers, give opportunity to all students to participate but most students show little interest when it they are told what to write/speak about, they rather prefer free topics.

### **II.2. Observation of the Teaching Styles and the Implementation of DI.**

The result obtained from our observation were an opportunity to analyze the EFL teaching styles displayed by the teachers under investigation. The items on our checklist contributed to gather enough data on the manner in which teachers consider the multiple learning styles and needs among students.

In most of our observed sessions, we noticed that the teachers ask students to recall previous knowledge before introducing the day's lesson. Teachers are aware of the different learning styles among their students. For this particular reason, they design their lessons according to them. In this perspective, Peacock (2001:15) affirms that "*teachers should strive*

*for a balanced teaching style that does not excessively favor any learning style rather that tries to accommodate multiple learning styles.*”Indeed, teachers should adopt multiple teaching styles in order to fit each student learning style instead of maintaining a standard content or technique.

During our classroom observation, we noted that the teachers use simple language yet introducing new vocabulary that would benefit the students. Furthermore, we noticed that they use different teaching techniques, for instance they prepared some problem solving activities where students were offered the choice to work individually or in peers or in groups also to resolve the activity that they most found easy. This technique was established in order for learners to communicate, cooperate and feel at ease with their classmates. And at the end of the activity the teacher evaluated the results and explained its purpose.

It has been asserted that students interact and get involved in the classroom mostly when the activities displayed by the teachers suit their needs. As a matter of fact, teachers were conscious concerning this challenge of having students’ with different abilities and interests. For this particular reason, they have chosen activities of different levels of complexity according to their students’ particular needs. This strategy of differentiating the content is quite beneficial and suits all of them. The latter was asserted by Tomlinson (1999) As an example of the differentiation in the content of the activities the teacher prepared, during the speaking sessions the teacher concentrated on the students who are shy or have speaking difficulties by asking them questions about what their hobbies were or their favorite TV shows. This particular technique, enhance their competences and help the teacher discover their potential.

As regards, to the students who find difficulties in comprehending the vocabulary during listening sessions the teacher picked simplified native’ dialogues then provided them with a filling the gaps activity to evaluate them; thus this is mainly done in order to promote

students' engagement, as confirmed by Cast (2018) from our review of the literature. However, we noticed that the teachers do not encourage debates and when we asked about it they argued that they do not want to force every student to speak or have an argument about the discussed topic. They rather prefer to recall the previous vocabulary by asking each member of the class at the end of the session.

From our attended classes, we remarked that most of students were mainly active and enjoy the activities suggested by their teachers, where they do their best to give clear instructions when necessary. They also try to motivate all students and encourage them by simplifying content or advise them to work in peers to cooperate. They felt comfortable to ask for help during their activities. Indeed, we come to the conclusion after various sittings that teachers encounter some difficulties when differentiating content of the activities in order to fit each students' learning style and so that everyone can work at their own pace. Nevertheless, they asserted that when planning lessons they considered the diverse learning styles and attempted to fulfill all students' needs by varying the methods in introducing new concepts such as recordings, videos and drawings. Besides, they found it difficult to differentiate in lesson content since the classes were large. In fact this did not prevent the efficiency of the classroom management and the determination or involvement of most students in completing their assigned work. Therefore, we can say that the advanced efforts of teachers benefited them and their learners at the same time.

## **Conclusion**

The discussion of the findings chapter dealt with the interpretation of the different results reached through a questionnaire and classroom observation. It attempted to answer the research questions and approved the suggested hypotheses. The results obtained revealed that the teachers of the Department of English at MMUTO created a suitable learning environment. In fact, they were conscious about the potential and varied levels among first

year students. As they clearly demonstrated different teaching styles as a solution to meet the needs of their learners, they also differentiated the activities according to students' interests to encourage their involvement and reduce achievement gap.

The current study investigated the teaching technique named; the Differentiated Instruction (DI). More particular, it aimed to discover the diverse teaching styles adopted by teachers to meet students' distinct learning profiles. The objective of this work also, was to discover the solutions suggested by teachers concerning the difficulties they encounter when implementing DI. In addition, it aimed to investigate the attitudes of teachers towards the implementation of Differentiated Instruction, and Learning for All elements which helped them to figure out ways to meet students' unique demands.

For the sake of carrying out this study, we opted for a mixed-methods approach combining both qualitative and quantitative methods in order to analyze and collect data. In fact, our target population were (30) first year teachers to whom we administered a questionnaire in the Department of English at MMUTO. In addition to another data collection tool a classroom observation; which was conducted in order to reinforce the validity of the teachers' questionnaire, and to observe the teaching styles and the way teachers integrate Differentiated Instruction and Learning for All elements during their practices. It also allowed us to notice students' interaction, involvement and feedback. As regards to the quantitative data a software package SPSS has been employed while QCA analyzed the open-ended question of the teachers' questionnaire and the classroom observation.

According to the results of the questionnaire, it has been revealed that most teachers are aware of the distinct abilities and needs of their students. Thus, differentiating their content according to students' needs and interests. In addition to considering both low-achieving, and high-achieving students abilities as well as matching their instruction with their individual needs are seen as an important challenge during their teaching. Moreover, the totality of the participants agreed on collaborating with their students by using simple language to introduce new concepts as a solution to address their needs. They also related everyday life experiences to make them feel at ease, and support their involvement. They also

asserted that their students' feedback help them differentiate their lesson content and determine students weaknesses. Moreover, teachers provided students with some resources or select activities of different levels of complexity in order to orient students' interest to the content. Indeed, in order to remedy for this challenge of differentiating according to students' diverse needs, teachers chosen discussion or debates as another solution to enhance their participation and integration.

The discussion of the results of the classroom observation sessions have demonstrated that the classroom management is an essential aspect within the differentiated classroom. In fact, the teachers acted friendly and facilitated the learning process and guide students in their problem solving activities. Indeed, students interacted mostly when the activities suit their needs and interests. Moreover, the attended sessions demonstrated that the teachers implemented differentiated instruction concerning the content only during activities. But they lacked incorporating personalization of the lesson content while taking into account students' learning profiles, which represents a principle of Learning for All.

Based on what has been claimed, we deduce that the majority of teachers especially those who have not have a long period during teaching lack theoretical knowledge and are not familiar with the differentiated Instruction theory and learning for all principles. Furthermore, teachers faced multiple difficulties when implementing this technique during their teaching. Among the issues we can cite;students' lack of involvement, and the fact that this technique is time and effort consuming. It also needs the integration of multiple resources into the teaching-learning process.

As a matter of fact, the integration of Differentiated Instruction as well as Learning for All elements and the implementation of their strategies, require expertise or a special training from professionals on the adequate use of their fundamentals on one hand, and the consistency of teachers when they apply it during their teaching on the other hand.

To conclude, we cannot deny that this study faced some difficulties, first, it was conducted during the pandemic, the majority of students were absent during classroom observation. In addition, our study focused on first year teachers, thus it cannot be extended to the teachers of the rest of the levels. Hopefully, this study will inspire further research in the same field shedding light on different aspects for instance, Teachers attitudes towards the implementation of Differentiated Instruction during listening & speaking classes. However, after the discussion of the results of this investigation, it is highlighted that all the three hypothesis mentioned in the introduction are confirmed.

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# QUESTIONNAIRE FOR TEACHERS

DEAR TEACHERS,

The present questionnaire is part of our research. Its aim is to gather information about teachers' teaching styles and the difficulties they encounter during their classes. In addition to their solutions to address their students' needs and interests in the Department of English at Mouloud Mammeri University of Tizi-Ouzou. You are kindly requested to answer the questions by ticking off the appropriate box or by providing a full statement when necessary. Your answers will be highly precious for our investigation. Your responses will be exclusively used for academic purposes, and will be kept in the strictest confidentiality.

*Thank you very much for your help!*

## Section One: General Information about the Respondents

Q1: How long have you been teaching English?

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Q2: Have you ever been for a training period abroad?

Yes, I have

No, I have not

## Section Two: Teachers' Views about Guiding Teaching towards Individual Students' Needs and Abilities

Q1: How often do you plan for your lesson to meet your students' needs and interests?

A) Always

B) Often

C) Sometimes

D) Rarely

E) Never

Q2: Do you set learning goals while designing lesson plan?

A) Yes

B) No

Q3: When planning lessons do you determine the key objectives? If yes, could you please tell us how you do so?

A) Yes

B) No

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

Q4: Do you vary lesson content according to?

- A) Learning goals
- B) Students' Feedback
- C) Students' progress and productivity

Q5: How do you identify the objectives of the content you want students to learn and practice?

- A) Orient students' interest to the content
- B) Determine the main ideas of the content
- C) Extend students' knowledge and skills

Q6: Which of the three elements do you consider while using the differentiated instruction theory? (Teaching the same material to all students using a variety of instructions).

- A) Content
- B) Process
- C) Product

Q7: Do you collaborate with your students to help them reach their potential and develop it?

- A) Yes
- B) No

Q8: What kind of strategies do you use to determine students' progress?

- A) The use of formative assessment
- B) Observation and interaction
- C) Feedback and productivity

Q9: How do you determine students' weaknesses?

- A) By asking questions
- B) Problem solving activities
- C) Short tests

Q10: How often do you relate everyday life experience to classroom topics?

- A) Always
- B) Often
- C) Sometimes
- D) Rarely
- E) Never

### Section Three: Gearing Teaching towards Individual Students' Needs and Abilities: Challenges and Solutions

Q1: What challenges do you face to set up a good learning environment to meet students' needs?

- A) Encourage students and avoid judgments
- B) Being friendly with students
- C) Provide support and advice

Q2: What are the techniques you suggest as solutions in order to meet individual students' needs?

- A) Active learning
- B) Flexible setting (students take part in the learning process)
- C) Cooperative learning

Q3: Do you meet difficulties to choose the units and modify their content according to students' interests?

- A) Yes
- B) No

Q4: How often do you face difficulties to differentiate your teaching style according to each individual student learning style?

- A) Always
- B) Often
- C) Sometimes
- D) Rarely
- E) Never

Q5: What type of activities do you suggest as solutions to cater for students' needs, capabilities, and interests?

- A) Group work
- B) Classroom discussion
- C) Project work

Q6: What do you suggest as solutions to take into account individual students' needs and interests?

- A) Create a variety of different activities for you lesson
- B) Offer different project options in the classroom
- C) Encourage cooperative learning activities
- D) Provide an alternative assignment
- E) Make activities concise and short

Q7: How often do you face challenges to consider both lower-achieving and higher-achieving students' understanding before you can effectively match your instruction with their individual needs?

- A) Always
- B) Often
- C) Sometime
- D) Rarely
- E) Never

Q8: What solutions do you suggest to address the needs of lower-achieving students?

- A) Motivate them constantly.
- B) Giving them clear, step by step instruction.
- C) Provide simple tasks

Q9: What principles are applicable when discussing concepts of difficult topics solutions to cater for students' needs, capabilities and interests?

- A) Listen and be supportive
- B) Avoid blame, speculation
- C) Allow everyone the chance to speak

## Teachers' Checklist

N°	Items	Frequency					Total sessions
		Always	Often	Sometimes	Rarely	Never	
01	The teacher Manages the classroom to create a safe and supportive environment						
02	The teacher walks around the room in order to discover students who need help and how they are dealing with the material						
03	The teacher asks learners to recall previously learned knowledge						
04	The teacher designs lessons based on students' learning style						
05	Teachers' way of explaining the lesson fits each student pattern of learning						
06	The teacher modifies content according to students' interests						
07	The teacher supervises, monitors, and evaluates his learners and explains the purpose and usefulness of each activity						
08	The teacher uses tips to discover and reach students' potential						
09	The teacher gives opportunity to choose writing topics and provides challenging tasks						
10	The teacher create debates to encourage students' engagement						

11	The teacher uses hand-on activities and videos to introduce or reinforce the day's topic						
12	The teacher assesses students 'learning using formative assessment						