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FACULTE DES LETTRES ET DES LANGUES

DEPARTEMENT D'ANGLAIS



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**Providing higher-level EFL Students with Enrichment Activities in a  
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**Case study: Bridgeway World School of English at Tizi-Ouzou.**

**Presented by:** Lounis warda

Mameri zohra

**Supervised by:** Mrs: ADEM Karima.

**Board of Examiners:**

**Chair:** Mr AOUINE AKLI MAA, UMMTO;

**Supervisor:** MRS ADEM Karima MAA, UMMTO;

**Examiner:** MRS AMMOR kamila MAA, UMMTO.

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## **Abstract**

*The present study intends to investigate the issue of providing higher-level EFL students with enrichment activities in private school relying on the theory of differentiated instruction developed by Carol Ann Tomlinson (2001). This research aims to reach three important objectives. First, to explore the perception of private school teachers concerning the use of enrichment activities. Second, to figure out whether or not private school teachers use different strategies when differentiating assignments. Third, to find out the effect of enrichment activities on higher-level students' creativity. To reach these aims, the mixed-method approach is adopted using both qualitative and quantitative methods for collecting and analysing data. For the collection of data, we opted for the use of two instruments; a classroom observation with 12 items attended with six (6) teachers in six (6) sessions, and a semi-structured interview conducted with eight (8) teachers. As to the analysis of the data obtained, we have relied on a statistical analysis with the help of a computer program (SPSS) to analyse the data gathered from the classroom observation. As regards , the results gathered from the interview, we have used the Qualitative Content Analysis (QCA) method. The main results obtained indicate that the majority of teachers in this private school provide enrichment activities to their higher-level students. However, they do not differentiate their strategies to respond to their students different needs as well as it demonstrates teachers' awareness in improving students' creativity through enrichment activities. Moreover, this study reveals that unchallenging activities do not motivate higher-level students.*

**Key words:** higher-level students, enrichment activities, differentiated instruction

## **List of Abbreviations**

**DI:** Differentiated Instruction

**EFL:** English as a Foreign Language

**ELT:** English Language Teaching

**QCA:** Quantitative Content Analysis

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

**ZPD:** Zone of Proximal Development

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## **Introduction**

- **Statement of the problem**

In the field of education in general and English language teaching ( ELT) in particular, educators always strive to ensure that all students are provided with appropriate activities based on their ability level to keep them motivated ,and engaged all along the school work. However, the daily dilemma that most teachers face is how to ensure a productive learning environment inside their classrooms, especially during the remaining time for some students in order to help them to broaden their knowledge .

The role of teachers inside the classroom requires them not only to give lessons and activities for their students, but also assess their learners' understanding, give them helpful feedback, help the lower level students as well as enrich their higher-level students knowledge and support their abilities. However, some teachers often think that lower level students need more help than the advanced students who succeed in every activity. Therefore, they do not receive some enrichment activities and attention from their teachers as lower level learners. Smith(2011) finds that gifted children face challenges in the heterogeneous classes because they are taught as having an advantage over struggling learners. Thus, their enrichment needs are ignored because of this misunderstanding.

Like all students, higher-level students need to feel a sense of purpose and enjoyment inside the classroom. That is, they need to be provided with activities that help them to process important ideas and achieve more than they think they can, otherwise they become bored, feel isolated, and do not view education as purposeful. Danzi, Reul and Smith( 2008) find that gifted students need to be drawn to work at their suitable learning level in order not to feel useless.



In the foreign language learning, engaging in and challenging higher-level students with different activities during the remaining time is one of the teachers' duties to deepen their students' knowledge, and increase their motivation inside the classroom. In the research conducted by Londres (2017: 06) it has been found that high-ability students profit less from school because "the instruction that is crucial for their chronological age is simply too easy as their mental age is higher than the average". So, to develop the knowledge of higher-level students is by challenging their mind with something that can take them to new learning and discoveries. In support to this, it has been argued that the brain's capacity weakens and loses its ability without vigorous use. (Clark, 1992 in Tomlinson, 2001)

A brief glance at the literature reveals that many research works have examined the challenges that both teachers and students face in the mixed-ability classrooms, one of these research has been conducted by Jamie Danzi, Kelly Reul and Rana Smith in 2008. The aim was to investigate the increase of students' academic motivation and reduce boredom in three mixed-ability classrooms through the use of differentiated instruction, and the results obtained indicate that several behaviours as boredom, frustration and talking takes place during class work. However, after the implementation of DI the results gathered show that huge number of off task behaviours decreased. Another interesting research was conducted by Daniel Caldwell in 2012. The aim was to investigate which factor better explains teachers' willingness to differentiate instruction for the gifted students. The results gathered show that teachers' self efficacy is the best predictor to predict teachers willingness to DI for gifted students. Another important research that should be mentioned was one conducted by Analyn Londres in 2017. Its aim was to investigate how teachers help and motivate high-ability students to develop their potentials.

To our knowledge, after reading the previous researchers, all of the studies that have been conducted investigate the importance of Differentiated Instruction to help the advanced

students either in the middle school or high school. However, none of these studies have discussed the issue of motivating higher-level EFL students with the use of enrichment activities in private schools, especially in the Department of English in Mouloud Mammeri University of Tizi-Ouzou. This lack of studies makes our research worth conducting since it attempts to cover this area.

### ○ **Aims and significance of the study**

The study between hands aims to investigate the issue of providing higher-level EFL students with enrichment activities in private schools. The reason behind this choice is that the majority of students in the private sector have background knowledge in the English language. Therefore, enrichment activities would have a vital role in motivating students to study, and extend their knowledge in the foreign language. To examine this issue, the study has been conducted in one of the private schools of **TIZI OUZOU** which is called **Bridgeway World** School of English. The present study aims to reach three main objectives which are: first, to explore how teachers in this private school view enrichment activities. Second, the study aims to figure out the techniques used by the teachers to differentiate activities for their students. The last objective is to sort out the effect of enrichment activities on higher-level students' creativity.

The fact that not all learners are alike in their learning abilities leads many educators to value the importance of differentiation instruction to reach every student objectives, and ensure a productive learning environment for all students at different level. For this reason, differentiated instruction is considered as a helpful way which enables both teachers to manage their classes appropriately and students to meet what suit their desires and needs in an enjoyable manner.

- **Research questions**

The current study addresses three important questions.

Q1. What are the perceptions of EFL teachers in the private school of Bridgewayworld concerning the use of enrichment activities in their classrooms?

Q2. Do private teachers in Bridgeway world adopt different techniques when designing assignments?

Q3. Do enrichment activities improve higher-level students' creativity?

- **Hypotheses**

H1. Teachers have a good perception concerning the use of enrichment activities inside their classrooms.

H2. Teachers do not vary their techniques when designing activities

H3. Enrichment activities have a vital role in improving higher-level students' creativity

- **Research techniques and methodology**

In order to investigate the issue of providing higher-level EFL students with enrichment activities we have relied on the theory of Carol Ann Tomlinson(2001) which is Differentiated Instruction (DI). To better answer the research questions in this research we have opted for the use of mixed methods research both for collecting and analysing data. This means, the study uses both qualitative and quantitative methods. The data have been gathered from the teachers of the private school “**Bridgeway world of TIZI OUZOU**”. As regards, the collection of data in this study we have used two instruments: 6 classroom observation attended with 6 teachers in 6 sessions, and an interview conducted with 8 teachers. For data analysis, we have used a descriptive statistical method using the computer programme called

SPSS. Whereas, for the qualitative data we have used to reformulate and interpret the textual data gathered from the open-ended question of the interview using QCA.

- **The 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 presents the statement of the problem, aims and significance of the study, research questions and hypotheses, research techniques and methodology and the structure of the dissertation. The first chapter consists of “The literature Review” where it reviews the main important literature in relation to the study. The second chapter is entitled “Research Design”. It presents the data collection and the data analysis procedures. It gives a description of the research design, the research instruments and the data collected from respondents. The third chapter is named “Presentation of the Findings” which presents the data gathered with the research tools and analyzed statistically. The fourth chapter is labeled “Discussion of the Findings”. It intends to discuss outcomes included in the previous chapters trying to provide answers to the research questions. Finally, the general conclusion provides the whole summary of the different points being investigated throughout the research.

## Introduction

This chapter is devoted to the literature review. It deals with several basic concepts and definitions that have relation with the work and the theoretical framework of this study. This chapter is divided into three sections. The first section sheds light on the major concepts and definitions related to the study, as well as the definition of enrichment activities. The Second section attempts to sort out some of the techniques and enrichment activities which may help in engaging higher-level EFL students during their ragged time. The last section is devoted to the theoretical framework that underpins this study which is DI of Tomlinson(2001).

### 1-Types of students in mixed-ability classroom

#### 1.1. Mixed-ability classroom

Mixed ability classrooms are generally classes where students' differences take place. That is, students differ from one to another in their way of learning and interest even if they are in the same classroom. In this respect the term 'mixed-ability' is defined by Cambridge Dictionary as '*involving students of different level of ability*'. In addition, to that, Ireson & Hallam (2001) claim that teachers need to understand that a class is 'mixed ability' because learners have different strengths and weaknesses and develop at their different speed. i.e. Each student learns and finishes his/her assignment with his/her own speed. In support to this, they have stated that "*mixed ability teaching is considered to be more demanding, requiring greater differentiation of work in classroom*" (Ireson and Hallam, 2001:14). In other words, teachers in mixed ability classroom need to differentiate activities according to the students ability level.

## 1.2. Lower-level students

Lower-level or struggling students are generally those who take much time to learn and understand the new information as, they can't perform in some activities. Therefore, they need teachers' help to progress. Clark and Shore (1998:06) have defined them as *“those who have difficulty learning, do so slowly, and require much more help in the process.”*. This means, students with disability may be those learners who need more help and time to learn, since they are slow, as they can be those who have health problems which impede them to learn faster. Lower-level students refer also to the lazy students who take longer to do or finish an activity comparing to their classmates, as they like practicing activities that do not require more energy or mental efforts, and generally they are not good achievers. As suggested by Tomlinson (2001: 12) *“the term ‘slow learners’ often carries with it a negative connotation of being shiftless or lazy, yet many struggling learners work hard and conscientiously especially when tasks are neither boring nor anxiety-producing”*. In other words, the term slow learners generally reflects the bad image of laziness, even though many of them try to work hard especially when the activities fit their ability level.

## 1.3. Higher-level students

The term Higher-level students is defined by many perspectives and this is clearly illustrated in the Clark and shore's book ‘Educating Students with High Ability’ where they have defined them as:

“ pupils who display a high level of accomplishment, typically in a culturally valued domain; who demonstrate the potential for such accomplishment, who perform at a high level in school, in absolute terms on an individual basis or relatively in terms of high placement; or any combination of these or similar qualities.( 1998:08)

In other words, higher-level students refer to the students who have high capacity for learning than their peers, high performance, who generally succeed in every activity, and easily understand the new language points addressed to them. The fact that there are different

definitions for the term higher-level students is also mentioned in Tomlinson's book (2001) 'How to Differentiate Instruction in Mixed-Ability Classrooms' where she has stated that whatever we name them they are just like other students who need to be challenged with complex instructions. i.e. Advanced students are those who need to be drawn into materials in a way that is extremely different from their classmates. They need things at a more challenging level to deepen their knowledge in the foreign language. However, neglecting the needs of higher-level students may affect negatively their motivation and creativity.

Higher-level students may also be at risk of losing interest for learning when they see that the activities provided to them are not challenging or easy, and may become bored while waiting for their peers to finish the essential activity. However, if teachers provide them with more schoolwork that requires practice and efforts; this will positively affect their self-esteem. According to Tomlinson (2001) teachers should always support their advanced students and continually provide them with anything that may challenge their curiosity, and might consider complex to reach their potential.

## **2- Challenges of higher-level students**

### **2.1. Losing motivation**

The important goal of teaching is to ensure a motivational environment that meets every student's needs. Since, students learn at different paces, and differ in their level of abilities. Therefore, teachers are expected to be flexible in designing assignments to respond to learners' diversity. However, when teachers provide unchallenging activities to the whole class, they raise the expectations of demotivation for their quick-finisher students, because when they notice the assignment not challenging and finish it before their peers, they stop paying attention and they don't focus on other tasks. Gollam-wills (2014:21) found that "*students' motivation to perform was closely related to their self-perception of their own*

*exceptionality- their own giftedness*”. This means, students are more motivated to learn when the learning experience targets their abilities.

## **2.2. Losing interests and getting bored**

Many higher-level learners have abilities that make them very creative and able to make complex links between different ideas. But, they often get bored, lose their interests for learning, and become lazy when they practise activities that don't challenge them, or that do not suit their desires. Danzi, Reul and Smith (2008) have found that behavioural issues as frustration and boredom may be a problem for educators, when students are not motivated inside the classroom. Therefore, teachers should provide advanced students with multiple avenues that fit their needs, keep them more engaged, and perform freely instead of waiting for their peers with nothing to do.

## **3-Enrichment activities**

### **3.1. Definition**

\_\_\_\_\_ Enrichment activities are additional activities that teachers may use to deal with ragged time. It gives the quick-finisher students a chance to take in information more deeply, enhancing their creativity and extend their understanding of the content. Enrichment activities are labelled in different ways. For Tomlinson (2001:35) they are '*Anchor activities*'. They are a list of options in different subjects that students may choose and be engaged in when they finish an assignment. However, in the book of Clark and Shore (1998:43) 'Educating Students with High Ability' enrichment activities are referred to as '*Enrichment Triad Model*'. Clark and Shore (ibid) "*Enrichment Triad model, designed to enable highly able pupils with extra time to work productively and to take advantage of these particular ways in which they like to learn*". That is, enrichment is designed to ensure a productive learning atmosphere for high



ability learners and show their capacity for learning by allowing them to learn in the way they prefer.

Moreover, Clark and Zimmerman(2004:124) indicate that “*enrichment has been used to provide highly able students with a variety of learning situations, materials and activities that provide learning experiences with depth and breadth beyond those offered in regular school programs*” (Clark & Zimmerman,2004: 124). i.e. enrichment activities are to offer high-ability students a different task than their peers to reach their needs and potential.

### **3.2. Advantages of enrichment activities**

Enrichment activities are a great strategy to apply differentiated instruction to activities. It provides opportunities to teachers to deal with mixed-ability classroom, and gives higher-level EFL students a chance to deepen their knowledge in the foreign language. It ensures a relaxed environment for both teachers and students inside the classroom(Tomlinson, 2001). Thus, enrichment activities are a beneficial tool for both teachers and students.

#### **3.2.1. Students' advantages**

First, enrichment activities provide extended learning opportunities and challenges to students who can quickly master the basic curriculum, as they give students more time to learn concepts with greater depth and complexity and help them to be creative and work in a more motivational atmosphere. Lastly, enrichment activities provide opportunities for students to perform freely and feel a sense of independence.

#### **3.2.2. Teachers' advantages**

First of all, it provides a strategy for teachers to deal with “ragged time” when students end up with the work at different time, and give them the opportunity to manage their classroom in an appropriate manner. Second, they allow them to minimize noise, boredom

and bad behaviors inside the classroom. Third, they allow teachers to work with individual students or groups. Finally, it permits teachers to provide extracurricular activities that relate to the content of the unit, and which is considered as a helpful option to occupy advanced learners and assess their understanding.

#### **4- Motivation and creativity**

Higher-level EFL students are those students whose creativity and motivation need to be taken into consideration by teachers inside the classroom, because the two notions are processes of a high importance. Therefore, teachers' role as a guide require them to improve this important element of creativity which is considered as a capacity to produce new ideas, in such situations students should be provided with enrichment activities, that guide them to new discoveries and to keep them in a motivational atmosphere. According to Robert .Franken(1993:396) creativity is defined as '*the tendency to generate or recognize ideas, alternatives or possibilities that may be useful in solving problems , communicating with others , and entertaining ourselves and others*'. In other words, creativity is the ability to make connection between different concepts to communicate with others, and create possibilities to solve problems in an enjoyable way.

There exist many reasons which motivate people to be creative and among them, the need for complex stimulation, the need to communicate ideas, values and to solve harder problems. According to Robert.Franken(1993:394) there are many needful things to be creative. Where he suggests that '*In order to be creative, you need to be able to view things in new ways from a different perceptive*'. That is, a person is creative when he/ she is able to think abstractly to explain things differently or in another way. Moreover, motivation is considered as a process that influences peoples acquisition skills and the extent to which they use their ability .In the research of Sanat and Slimani (2016:06) motivation is defined as '*the enjoyment of school learning characterized by a mastery orientation, curiosity, persistence,*

*task endogen and learning of challenging, difficult and novel tasks*'. In other words, students are more motivated with school learning when it offers what attracts their interest and fits their curiosity. Penny UR also in her book *A Course in English Language Teaching* stressed on the importance of motivation in learning, she has stated that "*motivation is a crucial factor in successful language learning*"(1991:10). That is to say, students' motivation to learn and practice in the education setting will improve their language acquisition.

## **5- Assessment**

Assessment is an important component or element of differentiation in mixed ability classes, because teachers cannot reach or meet their students' different level and ability if they do not know exactly where those levels are. Assessment can be performed in different ways to sort out the students' different level of understanding of a given information (Tomlinson, 1999). There exist two types of assessment which are as follows: summative assessment and it is a traditional assessment used at the end of a unit or semester. It provides information of what the learners have and have not learned or acquired. Whereas, formative assessment gives information or knowledge that concerns students' readiness, interests, and learning profiles. This last is very needful in a differentiated classroom. Since, it allows the teachers to modify, and vary their instructions to meet every student needs and interest.

## **6- Some types of enrichment activities**

**Independent reading:** It is to allow students to choose a story or a book of interest to read during their extra time or after completing an assignment. This type of activity helps to improve students' reading skill, and keep them engaged during their free time. According to Sullivan( 1991:41) "*A natural reading life is an organic one in which personal choice leads to personal connections and meaningful discoveries. It is not natural to read what we don't like and don't feel connected to*". That is to say, teachers can motivate their

students to read and improve their reading skills by offering them a chance to choose their book of interest and share with them the love of reading to extend the belief of having fun and pleasure when travelling with stories more.

**Creative writing:** The best improvement of language acquisition is through the ability to communicate through that language and express personal thoughts either by writing or speaking. Therefore, it is important to motivate students to write freely and use this language in context, so that students have the chance to extend their background knowledge, moreover helps teachers to discover their students' weaknesses and strengths, and discover the hidden capacities and skills. Read(2005:44) has stated that *“given appropriate instruction in the skill of writing and a topic that they have chosen and find interesting, young students are fully capable of dealing with the complex problems that occur when reading and writing informational texts”*. This means, providing interesting and challenging writing activities to the students, teachers may raise the students motivation to solve complex problems and encourage them to communicate effectively as it improves their writing skill.

Creative writing then, is the type of activities that allow students to be more creative, and extend their vocabulary through having the opportunity to use their imagination to describe, demonstrate or explain events that have relation with the content. For example, what would have happened if Christopher Columbus has landed on Germany instead of the Caribbean?

**Learning logs:** this activity is used when students have additional or extra learning experiences about a specific topic. It is described by Tim Friesner and Mike Hart(2005:117) as follow:

*“ learning log is a vehicle that is used to assess learning from experience. Logs are an increasingly popular tool, often used in conjunction with work placement, work-based learning or courses that are underpinned that action learning is a pedagogical approach that best achieves learning outcomes’.*

That is to say, learning logs permit teachers to assess their students through encouraging them to reflect on learning and deepen their understanding of the content. So, this activity requires quick-finisher students to document these experiences in a logbook or journal, and then share it with the whole class. These logs may contain some evidence that may deepen the students' knowledge as far as permits them to express their thoughts freely. For example, when a student has visited a certain town, teacher may ask him/her to share this experience through learning logs.

**crossword puzzle:** to encourage students to learn and master a foreign language, it is very important for teachers to choose helpful aids that promote both a pleasant and enjoyable learning environment as well as improve students ability in using that language. Thus, involving games in the teaching/learning process are at once highly motivating and interesting which promote real use of the learning experiences. It is suggested that *"Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication"* (Ersoz, 2000 cited in Mubaslat, 2011:05). In other words, games can motivate students to practice in the four language skills, because they are at the same time enjoyable and interesting.

crossword puzzle is a vocabulary game which provides opportunities for students to participate in an engaging task, helps to memorize the new vocabulary faster and better than learning it alone from other resources and helps to break the school routine. Therefore, it is essential to keep higher-level students far from being bored or frustrated during the remaining time. Mubaslat (2011:06) in her research has sorted out many advantages of using games in the classroom. She has stated that *"games are a welcome break from the usual routine of the language class, they are motivating and challenging"*. Teachers using a crossword puzzle may ask the students to link between the words and the pictures or link between the sentence

and the word. For example, students have to read the words presented in the box to figure out which picture they describe.

## **7-Teachers Techniques to occupy higher-level students:**

Higher-level students generally require more attention from their teachers to extend their capacities and skills. Thus, the role of a teacher as a facilitator in mixed ability classroom requires him/her to be flexible in their approaches to respond to different learning styles, ability level, and interests. Clark and Shore(1998:37) have suggested that “*often teachers and parents take the view that high ability students have educational needs that are different from those of most other students and that they require a different kind of education in separate classes or even separate schools*”. In other words, the needs of high able students are special that is why teachers are required to be flexible in their strategies to meet those needs. In this respect, there exist a huge number of strategies which can help teachers to differentiate activities to motivate, and meet the needs of higher-level students during the remaining time.

### **7.1. Offer a menu of activities**

Teachers can occupy their quick-finisher students during their free time through providing them with a list of activities based on different skills and interests. This strategy helps in motivating students. since, it gives them opportunities to choose an activity of interest from the menu and be engaged in instead of wasting their time waiting with nothing to do, and according to Tomlinson (2001) teachers should provide a series of activities that students can choose from, when they finish the task early or when they have some extra time, activities that reinforce their highly skills.

## **7.2. Tiered assignment**

Tiered assignments are not daily activities, but. The activities used to fulfil the remaining time of some students. These assignments aim to develop the same skill but the degree of complexity is different according to students' prior knowledge. That is, the teacher provides a list of activities which aim to reach the same objective for all the students, but the way they reach this objective will vary according to students' ability or prior knowledge. As it has been suggested by Susan Bremner(2008:07) ‘ *In any class there will be times when some pupils have mastered a point while others need reinforcement. This is where using tired activities can be effective*’. That is to say, during classroom activities teachers should provide their students with different activities to meet their needs, and in the case of early finisher students, teachers may use tiered assignment that are more complicated comparing to those provided to the whole class to deepen their knowledge. This strategy helps to promote higher order thinking skill, ensure that students of different ability are challenged appropriately, and ensure a comfortable learning environment for all.

## **7.3. Engage the quick finishers in group work:**

To keep quick finisher students engaged with activities during their free time, teachers may involve them into different groups based on their needs or interests. That is, the group can be either homogenous or heterogeneous depending on the students' abilities or interests, and the kind of the tasks given. Engaging the quick finishers in group activity permits them to exchange information, share their interest and increase their self-esteem and not feel ignored or different. Tomlinson (2001:26) states that “*using a variety of grouping strategies allows you to match students and tasks when necessary, and to observe and assess students in a variety of grouping and task condition*”. In addition, Holli Levy (2008:163) confirms that “*grouping should be based on different criteria regarding the needs of the students and the short term goals of the teacher in an effort to meet the desired standard*”. In

other words, grouping should not be done randomly. Therefore, teachers should be flexible when grouping students to meet every student needs and reach the predetermined objective.

#### **7.4. Vary questions using blooms' taxonomy(1956)**

Many teachers use to question their students daily to assess their understanding and review some key concepts. Teachers may adjust the types of questions using bloom' taxonomy and ensure that every student of different abilities is challenged appropriately. Bloom (1956) describes six levels of thinking which are knowledge, comprehension, application, analysis, synthesis and evaluation. For example, the whole class are required to read the text carefully and then imagine a different ending. After that, the teacher may adjust the type of questions for the quick-finishers by asking them to justify their choice.

### **8. Theoretical framework of the study:**

Differentiated instruction model developed by Carol Ann Tomlinson in (2001) to deal with the mixed ability classroom is going to be used as the theoretical framework for this study. Tomlinson's work has been inspired by many theorists' work among them L. Vygotsky's work (1978) who stresses on the importance of supporting individuals to reach their Zone of Proximal Development (ZPD). This model accommodates for the differences in students learning ability which is the core centre of our research.

#### **8.1. Differentiated instruction (DI)**

According to Carol Ann Tomlinson (2001:01) " *differentiating instruction means « shaking up » what goes on in the classroom so that students have multiple options for taking in information, making sense of ideas and expressing what they learn* ". In other words, DI is a helpful strategy for teachers to respond to students diversity through providing them with options to acquire the new information (content), making sense of ideas (product), and perform



what they have acquired(product), so that each student can learn differently. Moreover, Gregory and Chapman( 2013:05) argue that “*As with clothing, one size doesn’t fit all, so in classrooms one way is not the only way*”. That is, students are different from each other in the way of understanding and performing, so adopting one strategy and providing one activity is not effective to reach every student’s need.

## **8.2. Classroom management**

Ensuring a good atmosphere inside the classroom is one of the key elements that teachers have to care about in a differentiated classroom, since establishing a friendly environment that responds to students’ need eliminates bad behaviours as boredom, talking, and demotivation. Therefore, it is important for teachers to seek for different ways to keep students engaged during the learning process. Tomlinson (2001: 36) states that

*“Teachers who differentiate instruction have to manage and monitor many activities simultaneously, and they still must help students in developing ground rules for behaviours, give and monitor specific directions for activities, and direct the sequence of events in each learning experience”.*

This means, teachers adopting a differentiated instruction theory may keep their students engaged in challenging activities and reduce noise in the classroom.

In the differentiated instruction theory, Tomlinson(2001) stresses that Students learn best when they are provided with learning opportunities that challenge their curiosity and increase their motivation. Otherwise, frustration will result and little if any learning will take place. In other words, motivation to learn increases when there exist a relationship between the students’ interest and what they are attempting to learn (Piaget, 1978. Cited in Tomlinson, 2001). Moreover, to manage the classroom effectively, and attract students’ interest in a differentiated classroom, it is important to support students to reach their potential (Tomlinson, 2001). Going back to the theory of Zone of proximal development developed by Vygotsky in 1978 which proves that child’s development is related to adults support and

collaborative learning. In this respect, Tomlinson( 2003:126) argue that “ *ZPD refers to a point of required mastery where a child cannot successfully function alone, but can succeed with scaffolding or support. In that range, new learning will take place*”. This means, students’ skills will be developed through teachers guiding them to reach what is not expected to be reached by themselves or by exchanging ideas and information with others.

Another interesting point that Tomlinson(2001) stresses on in the differentiated classroom, is providing some students with hard questions in a discussion, or giving them assignments that are more complex in response to their abilities. Such modifications according to her are “*movement in the direction of differentiation. While they are not necessarily ineffective or bad strategies on the teacher part, they are a micro differentiation or Tailoring , and are often not enough*” (Tomlinson, 2001:03). That is, Teachers with no doubt are leading their students to educational success when they recognize the different students’ objectives that should be achieved at the end. In addition, differentiated instruction is not simply giving a ‘normal’ assignment to the whole class and ‘different’ assignment to students who are struggling or advanced(Tomlinson,2001).

Tomlinson (2001:09) argues that “*ensuring rock solid clarity about where we want students to end up as a result of a sequence of learning is fundamental to educational success*”. Thus, the teacher meets the needs of each learner through differentiating to all students, since they are not all alike. In addition to that, many educators and researchers have stressed on the importance of varying activities to respond to the different readiness level.

the approach of using single tasks for all learners of varying readiness levels with only occasional modifications probably falls short for many students because the task itself is outside their zones of proximal development, and minor modifications in the task do not correct the mismatch between task and learner( Tomlinson, Brighton et al 2003; p127)

From here, Tomlinson(2001) suggests many strategies, that are fully discussed below, for managing appropriately a differentiated classroom.

### **8.3. Teachers' strategies to manage a differentiated classroom**

Tomlinson(2001) in her differentiated instruction theory has developed many strategies which a teacher can use to successfully manage his/her classroom and meets the needs of all students. Some of these strategies are fully discussed below.

#### **8.3.1-The use of anchor activities to higher-level during ragged time**

Tomlinson(2001) in the theory of DI indicates that students learn at different paces, and the promise of completing an activity at the same time is not possible since, there exist slow finisher and quick finisher students. In addition, it is important to design other activities in which the students move on to ensure effective learning environment inside the classroom. This means the following:

Ragged time is a reality in a differentiated classroom. it is not your goal to have every one finish all tasks at the same time, so some students will inevitably complete work while some others have more to do, using specified activities to which students automatically move when they complete an assigned task is important both to maintaining a productive work environment and to ensuring wise use of every one's time(Tomlinson;2001: p35).

Therefore, it is important for teachers in mixed-ability classrooms to involve those students in more engaging activities during their free time, to keep them focus and not get bored.

in almost every classroom, all students ,from time to time ,engage in activities like reading, journal writing, managing a portfolio, and practicing (spelling, computation). These sorts of tasks can become “anchor activities” that are options for students after assigned work is completed at a high level of quality.( ibid)

This means that, extension or enrichment activities are more beneficial to meet different need of quick-finisher students when the assigned task is successfully accomplished and ensure a wise use of every student time. In addition to that, it is very helpful to attract High-ability students' attention and interest for learning, since they are those students who like to work for longer period of time, enjoy solving problems of interest and prefer to learn instead of waiting for their peers (C. Clark and B.M. Shore 1998).

### **8.3.2- flexible grouping**

From her theory of differentiated instruction, Tomlinson(2001:09) asserts that “even though differentiated instruction offers several avenues to learning , it does not assume a separate level for each learner but, it also focuses on meaningful learning or powerful ideas for all students” .In other words , teachers in differentiated classroom should be flexible in their teaching methods so that each learner achieve his/her potential, for example working sometimes with the whole class ,sometimes with small groups and sometimes with individuals. All this helps to build a sense of community in the group, provides a chance for each student to test his/her understanding, and guide the students to their comfort zones as well as reach their potential.

Moreover, teachers in a differentiated classroom are not obliged to follow one strategy to design their activities, and adjust only the complexity of the task. “*Differentiated instruction is not just tailoring the same suit of clothes*”( Tomlinson, 2001:03).thus, assigning students into different groups helps in creating a strong relationship between the students and allow them to exchange ideas and knowledge as far as ensure that no child or student is left behind. Flexible grouping helps the teachers to ride the class appropriately and sometimes helps to create a sort of challenge and debate between the students, where every learner try to improve their capacities.

### **8.3.3-Differentiating instruction according to readiness level, interest and learning profile**

In a differentiated classroom, teachers must address three student characteristics, which Tomlinson (2001) has identified as: readiness, interests, and learning profiles since, students differ in their ability level and interests. These characteristics are fully discussed below.

## **I- Readiness level**

In order to deepen higher-level students' knowledge, it is important to design activities that are based on their ability of understanding the main topic. Gregory and Chapman(2013:04) state that'' *when teachers vary instructional strategies and activities, more students learn content and information, and they develop necessary skills*'' . Moreover, Tomlinson(2001:80) argues that "*what makes a good differentiated activities differentiated is that teacher offers more than one way to make sense of what is important*". That is, students learn better when the activities target their ability levels and give them a chance to work in a way they preferred. Thus, teachers cannot meet the needs of different level if they don't know where those levels are.

## **II- Interest**

Students become more interested to learn when the teaching experience links between their desire and what they are learning (Tomlinson,2001). thus, providing students with activities that attract their interest may enhance their motivation to learn, keep engagedandimprove their progress in that topic. In this respect,it has been argued that "*two powerful and related motivatorsfor engagement are student interest and student choice*"( Bess,1997; Brandt, 1998 cited in Tomlinson 2001: 52).Encouraging students to choose their activity of interest may extend their curiosity and enjoyment in solving harder problem, discover new things, link between their personal findings and the essential elements in the lesson as far as helps the students to discover their common interest,which create interest groups, motivate them to exchange information and debate with each other. Taking student interest into account during the process of teaching/learning is of extreme importance to increase students' motivation and improve their ability to connectbetween ideas. This is what

has pushed Tomlinson(2001) to emphasises the importance of interest-based instruction to ensure effective learning for all. She has suggested that:

among goals of interest-based instruction are helping students realize that there is a match between school and their own desire to learn, demonstrating the connectedness between all learning, using skills or ideas familiar to students as a bridge to ideas or skills less familiar to them, and enhancing students motivation to learn. When a teachers encourage a student to look at a topic through the lens of that student own interest, all four goals are likely to be achieved( Tomlinson,2001:53)

### **III- learning profile**

The fact that not all students are alike and that every student is unique in the way of learning, make the teachers in need to look for different strategies and ways that may respond to students different learning profile. This last is defined as “*the ways in which we learn best as individuals*” ( Tomlinson, 2001:60).i.e. the preferred way that result better learning for each individual. For this reason, taking individual learning profile into account when designing the lesson and activities allows the students to find their best modes of learning and improve their mastery of the language when they feel a sense of purpose inside their educational sitting.

In the differentiated instruction model Tomlinson(2001) has mentioned four factors which reflect students learning profile. This means, students learning profile may be seen in four categories which are: first, learning style preference refers to both the environment factors which is the classroom atmosphere that students love to work in (quietness, lightness, color),and personal factors that refers to the students modes of learning (visual, auditory). Second, intelligence preference has relation with students’ brain. Third, cultural-influenced preference refers to the cultural norms of each student. For example, some students may not or are reserved in expressing emotion due to their cultural norms. Finely, gender-based preference refers to the differences that exist between the two sexes. For instance, males prefer collaborative learning whereas females like individual work. Thus, the goal of learning differences is to allow students to work freely in the way they prefer and achieve their objective rapidly.

## 8.4. Understanding advanced learners needs

According to Carol Ann Tomlinson(2001) gifted learners , higher level students, advanced learners or whatever we name them, they are just like other learners who need teachers' help to develop their abilities, and without teachers' guiding them for growth, and challenging activities these learners may fail to achieve their potential. Tomlinson(2001:11) suggests that

The primary intent of differentiated instruction is to maximize student capacity when you can see that a student can learn more deeply, move at a brisker pace, or make more connections than instructional blueprints might suggest, that is a good time to offer advanced learning opportunities.

In other words, teachers should provide challenging opportunities for their advanced students once they recognize that those students possess high ability then their classmates.

In the theory of differentiation, Tomlinson(2001) has also illustrated many reasons behind advanced students failure. *"If a student produces "success" without effort, potential brain power can be lost"*(Tomlinson, 2001:11) .i.e. students may stop using their brains when they see that everything they do come easy for them. In addition to that when teachers provide their advanced students most of the time with activities that are simple or not challenging to fit their curiosity, in this case they raise the expectation of boredom and demotivation on these learners, as they direct them to view learning as useless or not purposeful.

Moreover, Tomlinson(2001) has affirmed that providing higher-level students unchallenging or easy task which earns them easily good marks it leads learners to focus more on these marks instead of striving for complex work that will increase their abilities. As they will start seeing failure or mistakes as negative aspect in their life since the self-esteem they build from being always the first or the best, impede them to be challenged. Tomlinson(2001) has also said that many advanced learners quickly learn to do what is « safe » or what « pays » , rather what could develop and deepen their skills and knowledge. In addition to that, her theory has proved that involving advanced students in more challenging activities

that are beyond their abilities will increase their performance and creativity. Furthermore, students' Self-efficacy, developed from training them to achieve a goal that they first believe was far from their reach (Tomlinson;2001).

## **Conclusion**

As a conclusion to this chapter, one can deduce that enrichment activities have received a great attention from the teachers observed and interviewed, and they are very important to meet the needs of higher-level students and ensuring a productive learning environment inside the classroom. This chapter has presented and reviewed some basic concepts that have relation with the study, as it sheds light on the differentiated instruction theory developed by Carol Ann Tomlinson (2001), used as a theoretical framework to this research work.



## **Introduction**

\_\_\_\_\_This chapter deals with the research design .It provides a detailed account of how the study has been conducted. It aims at presenting the methods used in this research work including the instruments and procedures used to collect and analyze the data adopted to fulfill this study. This chapter consists of two parts. The first part is devoted to data collection procedures, in addition to the setting and participants of the study. The second part deals with the data analysis procedures.

### **1. Setting and participants of the study**

The study is conducted in one of the private schools in **TIZI OUZOU** which is called **Bridgeway world** School of English. The school is composed of ten (10) teachers, eight (8) of them are females and the two (2) others are males. Each year this school receives around 367 students with different levels .The sample consists of eight (08) teachers, (6) females and (2) males, who teach English as a foreign language in **Bridgeway world** School. The choice of a private school as a case study is done for multiple reasons and the major one, is the fact that the majority of the students have some knowledge in the English language and they use to attend private schools courses to extend this knowledge for different purposes .Thus, they are highly in need for enrichment activities to deepen their prior knowledge and experience in some skills.

### **2. Data collection procedures**

Striving to collect data in this study and answering the research questions we have opted for the use of two research tools, a semi-structured interview of 12 questions conducted with eight (8) teachers, and classroom observation with a checklist of 12 items.

## 2.1. Teachers' interview

An interview is a data collection tool used to gather in depth information about how the participants act and think about a specific topic, and it is defined as *“an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situations of research data”*(Kvale,1996:14). As it is defined as a list of predetermined questions that can be reordered according to what seems appropriate for the interviewee( Ibid). Thus, to gather in depth data from the participants in this study,a semi- structured interview has been chosen,because, it gives the participants freedom to give their opinion, as well as permits the researcher to record and ask follow up questions when some explanations need to be clarified. In this study the interview was conducted with eight (08) teachers, from **Bridgeway world** School between June, 22th and July, 1<sup>st</sup> 2018. The questions have been prepared in advance, just between the interviewee and the interviewer, to ensure a comfortable environment for the participant to share their opinion freely.

## 2.2. Classroom observation

Classroom observation is another data collection tool, used to get more reliable data from its context. Classroom observation is defined as a process by which the observer sits in one or more classroom sessions, records the individual behaviours, actions and interprets events. After thatthe observer has to chose what to keep and what to omit from the observation(Wragg,1999). In this investigation we have relied on classroom observation for the reason that it is an instrument that allows observing and recording students' behaviours and actions during instruction and work time, to make the investigation more valid. The present study contains a checklist of (12) items attended with 6 teachers in 6 sessions.

### **3. Data analysis procedures**

Data analysis plays an important role in reporting the findings gathered in this study from both interview and classroom observation. In this respect, to analyse the data gathered from the interview conducted with private teachers, qualitative content analysis is used to interpret and reformulate teachers' opinion about enrichment activities, and its effect on higher-level students. In addition, a quantitative method is used to interpret the data gathered from classroom observation.

#### **3.1. Quantitative analysis**

It involves analysing numerical data, generated from close-ended items, using descriptive statistical method with the help of a computer program called Statistical Package for Social Sciences (SPSS). It includes the use of graphic representation, tables and percentages.

#### **3.2. Qualitative content analysis**

It reformulates the textual data, gathered from the open-ended questions of the interview, using qualitative content analysis (QCA). In this respect, QCA is defined as “*a research method for subjective interpretation of the content of the text data through systematic classification process of coding and identifying themes and patterns*” (Hsieh and Shannon, 2005:1278). This means that it aims at interpreting and reformulating the information given in the text.

### **Conclusion**

This chapter has introduced the different means used for data collection and data analysis as well as the presentation of the sample and the setting of this study. It has described all the research instruments used in our research, the interview, the classroom observation as

well as the data analysis procedures which consist of the quantitative method aims to analyse the numerical data obtained from the classroom observation, using the descriptive statistical method relying on SPSS computer program. In addition to this we have used the qualitative method which aims to reformulate the textual data obtained from the interview using qualitative content analysis (QCA).



## Introduction

This chapter is devoted to the presentation of the findings gathered from the classroom observation using a check-list of 12 items as guide, attended in 6 sessions with 6 teachers, and the interview. First, the research work uses the statistical analyses for the close ended questions. Then, it relies on the qualitative content analysis for the interpretation of the open ended questions in the interview. To better understand the results obtained, the outcomes are presented in percentages and displayed in tables. The present chapter is divided into two sections. The first section deals with the presentation of the results obtained from the classroom observation. The second one presents the results gathered from the interview.

### 1. Presentation of the classroom observation result

#### 1) Students' behaviours during free time activities.

The observed items	Frequency		Percentage%	
	Yes	No	Yes	No
-students' noisiness during free time activities	5	1	83.33	16.67
-students' motivation during enrichment activities	2	4	33.33	66.67
-students' boredom and disinterest during unchallenging activities	6	0	100	0.00

**Table 01: Higher-level Students' behaviours during free time activities.**

The table above displays the major behaviours observed or noticed on higher-level students during free time activities. The results obtained demonstrate that 5 out of the 6 classes attended in the private school are underpinned by the “noise” which is a negative aspect that increases from the students during free time activities. Thus, the majority of the free activities(83.33%) provided do not attract the students attention. The table also shows that boredom takes place in all the 6 session. That is, during all the free time activities (100%)

the students or more precisely the quick-finishers lose interest and get bored when the extra activities provided to them are not challenging. Lastly, the gathered results presented in the table indicate that “students’ demotivation” increases or takes part in 4 out of the 6 sessions attended in the private classes, and this due to the enrichment activities provided to them during their ragged time. i.e. higher percentage which is about 33.33% of the extra activities offered when the advanced learners have completed with the main task, do not motivate them.

2) Teachers managing their classrooms appropriately.

The observed items	Frequency		Percentage%	
	Yes	No	Yes	No
-teachers’ managing the class	2	4	33.33	66.67
-teachers’ use of enrichment activities	4	2	66.67	33.33
-teachers’ make their students active during instructions	5	1	83.33	16.67
-teachers’ guidance of their higher-level students	4	2	66.67	33.33

**Table 02: Teachers’ management in the classroom.**

The results demonstrated in the table (2) aim to show how private school teachers manage their classroom, especially during the ragged time of some quick-finisher students. First, the results gathered indicate that most of the teachers or what refer to 4 out of 6 teachers do not manage their classroom in an appropriate way. Even though, a great number of them, that is to say 4 teachers (66.67%) provide enrichment activities to occupy their fast-finishers during their remaining time, to ensure a comfortable environment during this time for the rest of the class. However, minority or which refers to 33.33% that manage their classrooms effectively and in an appropriate manner.

Furthermore, the results obtained from the classroom observation display that mainly all the teachers try to make their students active during their work time. As it is indicated in the table (2) a big percentage which is about 83.33% of the teachers try to make their students active during their activities, and a low percentage. i.e. 16.67% of the participants do not care about their students during the classroom work. In addition to this, the table shows that the majority of the teachers or 4 out of 6 provide supports and guidance to their quick-finishers during their enrichment activities.

### 3) Teachers' differentiating their strategies when designing instruction.

The observed items	Frequency		Percentage %	
	Yes	No	Yes	No
-teachers' differentiation of instruction	1	5	16.67	83.33
-Teachers' use of enrichment opportunities	0	6	0.00	100
-Teachers' use of group work activities	2	4	33.33	66.67

**Table 03: Teachers' differentiation of instructions .**

The results demonstrated in table (3) concern teachers' differentiation of their strategies or the sort of activities provided during the class work as well as the students' motivation with some activities. First, the results reveal that the majority of the teachers that is 83.33% of them do not differentiate their instruction in response to their students' needs while 16.67% refers to the minority of the teachers who use to differentiate instructions in response to their students' needs. In addition, all the participants or what refers to 100% of them do not provide enrichment opportunities to their quick finishers. Lastly, a big number of them, that is 66.67% of the private school instructors do not engage their students in group work activities, and the rest or 33.33% of the participants involve their learners in group work activities.



4) Higher-level students' motivation with some activities.

The observed items	Frequency		Percentage%	
	Yes	No	Yes	No
-Higher-level Students' motivation during writing practice	5	1	83.33	16.67
-higher-level students' motivation during game activities	5	1	83.33	16.67

**Table04: Students' motivation during game and writing activities.**

Table (4) concerns students' motivation with some sort of activities. The results indicate that students or more precisely higher-level students are more motivated with writing activities and games. The table demonstrate that students' motivation is observed over 5 times out of The 6 sessions attended in the private classes. That is, a huge number (83.33%) of the free writing activities increase a sense of motivation on higher-level students. Moreover, students' motivation to learn and solve the task is increased when the activity provided to them is at once challenging and enjoyable. That is to say, 83.33% of game activities make the quick finishers more motivated to learn and be engaged.

## **2. Presentation of the interview's results**

**Question 01:**What is your degree, and how long have you been teaching EFL?

The majority of the participants or 6 teachers have answered that they have a master degree, and concerning the period of teaching most of them are between four and twelve years of teaching experience.

**Question 02:** Do you think that students are at different ability level? Is that a problem?

The majority or 7 out of the 8 teachers believe that students differ in their ability level since every student is unique in the way he/she thinks and learn, and it can be a problem because it prevents them sometimes to manage their classroom since every student has special needs to reach.

**Question 03:** Why do your advanced students complete their task early and what do you do for them?

All or the 8 teachers think that their advanced students complete their task early before their peers because they use to think abstractly, and they have abilities to understand the language point easily or they have already acquired the skill or knowledge. Concerning the second part of the question, three teachers said that they try to check their students to make sure that they have completed the task, and then provide them with an extra activity to occupy them or ask them to help their peers. While others they have said that they provide them directly with an extra activity.

**Question 04:** What is the purpose behind using enrichment activities with higher-level students?

Three teachers have argued that using enrichment activities with their advanced students is very helpful to extend their students knowledge and enhance their motivation to learn, while the rest think that enrichment activities is a tool to occupy higher-level students in order not to disturb their classmate during instruction.

**Question 05:** Do you think using enrichment activities improve advanced students' creativity?

The majority or 6 out of the 8 teachers have claimed that enrichment activities may improve students' creativity only if the students are provided with opportunities to express, and explain as well as challenging activities that demand more mental effort.

**Question 06:** What are the frequent behaviors do you notice on your advanced students when they are not challenged appropriately and when they are well challenged?

All of the 8 teachers have confirmed that boredom, talking, and disinterest are the most frequent behaviors which take place inside their classrooms when their advanced students are not well challenged. As they have confirmed that their students show a sense of motivation and challenge when they provide a challenging enrichment activity. In addition to that, they have added that their students make more efforts to solve the task and the whole class is quiet.

**Question 07:** Do you find difficulties to differentiate assignments? Or On what element do you base on when you differentiate for your advanced students (readiness, interest or learning profile)?

The majority of the teachers have answered that they do not face any difficulties or barriers when they differentiate because they use just one activity to the whole class and one extra activity to fulfil their advanced students' time. Based on this response, they have added that there is no need to take all the elements into consideration since the extra activity they provide is a bit complicated than the main work. However, one female teacher has said that the major problem she faces is to design appropriate activities that suit her students need, and most of the time she bases on the learning profile.

**Question 08:** Do you provide your advanced students a chance to choose their extra activities?

A big number of the participants .i.e. 7 teachers have said that they do not give their students the choice to select their enrichment activities because designing different activities take much time and efforts from them, as it may disturb some students who find difficulties to choose their appropriate activity. While one of the teachers has said that he provides options for his learners to attract their interest and attention.

**Question 09:** What do you think about using enrichment activities inside the classroom?

Six out of the eight participants think that using enrichment activities inside the classroom is of extreme importance to keep all the students on the work, and ensure a good learning condition. However, two teachers view that enrichment activities are important to stimulate higher-level students' attention, and interest to learn.

**Question 10:** Do you involve your students in individual, group work activities or both?

Four teachers have claimed that generally they provide individual activities for their students to test every student capacity of understanding the main topic or content. As they have added that using individual tasks prevent talking between the students since everyone is obliged to complete his/ her work. While two of the teachers state that involving students sometimes in individual activities helps to test their understanding, while group work is very important to create a link between the students to exchange information. Only one teacher has said that group work helps to increase students' self-esteem, and not to feel ignored. He has stated: *"involving students in group activities prevent some psychological problems as loneliness or ignorance.."*.i.e. group work increase students relationship as no one feel ignored or inferior from each other.

**Question 11:** Which types of enrichment activities do you find helpful to increase students' creativity?

An overwhelming number or 6 out of the 8 participants have claimed that involving students in game puzzle, creative writing as far as tired assignment are more challenging activities that require more mental efforts to handle the issue as well as practice the language freely to express their ideas, and thoughts. One of them has claimed: *“students have more chance to express their ideas about a specific topic with creative writing...”* Another teacher has stated *“game puzzles are at once enjoyable and challenging activities that encourage students to think...”*. This means, powerful enrichment activities that may increase and improve students' creativity according to the participants are those kind that stimulate the students and push them to think, wonder and express all their thoughts and demonstrate their understanding.

**Question 12:** Do you think encouraging higher-level students helps in motivating them to learn?

Six of the participants have argued that encouraging and stimulating their advanced students in a way that will neither let them superior nor inferior, is very important to guide them to learn more, increase their motivation to solve harder problems, and allow them to think abstractly.

## **Conclusion**

This chapter has presented the findings obtained from the interview conducted with eight private teachers in **Bridgeway world** school, and the classroom observation in the same school with 6 teachers in 6 sessions. It is divided into two parts. In the first part, it has displayed the result of classroom observation. The second part is devoted to the results obtained from the interview. The results gathered are discussed further and in details in the following chapter.

## **Introduction**

The present chapter deals with the discussion of the results obtained from the interview conducted with 8 private school teachers in **Bridgeway** world school in **TiziOuzou**, and classroom observation attended with 6 teachers in 6 sessions. In this chapter we are going to discuss in details the results obtained with the help of DI to interpret them. This chapter involves four sections. The first section deals with the teachers' profile. Then it deals with the teachers' perception concerning the use of enrichment activities. After that, it discusses the teachers' differentiation of activities. Finally, it discusses the effect of enrichment activities on students' creativity.

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

The results indicate that teachers' teaching experience have no impact on their views toward the use of enrichment activities or its importance in improving higher-level students motivation and creativity. Moreover, the results show that teachers' implication of differentiated instruction is also not affected by their teaching experience. These findings do not support the claim indicated in Tomlinson work(2001), who states that teachers' well understanding of differentiation goes hand in hand with their teaching experience. Nevertheless, the present results show that implementing enrichment activities inside the classroom is not affected by the teachers' professional experience.

### **2. Teachers' Perception toward the Use of Enrichment Activities**

As it has been viewed earlier in the previous chapters, providing enrichment activities for higher-level students during their ragged time is very important to insure a comfortable learning environment, and using every ones' time effectively. Therefore, the teachers' opinion about enrichment activities is of extreme importance to figure out whether they are aware about the use of this strategy inside their classrooms or not. In attempt to

tackle this issue, we have relied on two data collection instruments which are; a classroom observation, and an interview conducted with the private school teachers. These instruments are very helpful in better understanding the issues addressed in this study. The obtained results indicate that the majority of the teachers (66.67%) implement enrichment activities during the ragged time of their advanced students, and a minority of them (33.33%) do not use this strategy inside their classrooms (see table 02:p31).i.e. private schoolteachers respond to their higher-level students by challenging their minds with additional activities to reach their unique potential. These findings confirm the claim of Gregory and Chapman(2013:03) that” *A Differentiated classroom is one in which the teacher respond to the unique needs of students*”.In other words, when the teachers use different strategies that fit special needs this class seems to be a class with different abilities.

In addition, the findings demonstrate that 83.33% of the teachers try to make their students active during classroom activities while the minority or 16.67% of them do not (see table 02:p31).i.e. teachers use to support their students through supporting them to increase their motivation to learn and solve tasks. Furthermore the results exhibit that the majority or which refers to 66.67% of teachers use also to support and evaluate their advanced learners during free timeactivities, and 33.33% do not (see table 02:p31). This means that, teachers seek for ways to help and motivate their students as well as their higher-level students during ragged time. In this regard, these finding are in tune with Tomlinson’s (2001:18), who claims that the role of a teacher in a differentiated classroom is ‘*director of the orchestra*’. She suggests that” *director of the orchestra, helps musicians make music, but does not make the music himself*”(ibid).This means, teachers support and guide their students to solve the task and meet their goal but do not correct their mistakes in the task. However, they try to make them aware about these mistakes in order to correct them.

Moreover, in order to sort out whether or not teachers are aware about using enrichment activities with quick finisher students, we have asked them about the situation or the action they take when their higher-level students complete the main task early. All the participants (08) are united on the idea of providing their quick-finishers with another task in order to occupy them when their peers are still working. In this respect one of the teachers has said *“I generally provide another task to stimulate them, and work in a good conditions...”*. Teacher two has stated: *“I always make sure that they have completed the task, and then provide them with another question or task.”*. However; one of the female teachers confirms: *“I ask them another harder question to keep them engaged in order not to disturb their peers...”*. From the participants’ views, it is apparent that private school teachers are aware about differentiated instruction by providing their more able students with harder tasks in addition it proves teachers’ adaptation of Bloom’s Taxonomy (1956) and tiered assignments techniques that aim to reach quick-finisher students’ needs through varying the degree of complexity in each extension task. The use of these strategies by the private school teachers are very clear from their claim, where they have confirmed that the level of complexity that the extension activity has is very different comparing to the main task given to the whole class.

Striving to get more detailed information about teachers’ awareness and perception concerning the importance of enrichment activities in the teaching/learning process, we have asked them to share with us their point of view about the use of enrichment activities inside their classrooms. The majority which is about six teachers have argued that using enrichment activities in their classrooms are important to ensure a comfortable learning environment where all students are engaged in a certain work. One of the participants has stated *“I think that this strategy is very useful to ensure a good learning condition for all students”*. i.e. using enrichment activities help to establish a good atmosphere for learning. Another teacher says *“I usually use this strategy in my class to create a comfortable environment for all my students”*. This also means that, creating a quiet environment for all the students is through



occupying some students with enrichment activities. The third teacher has stressed that *“this strategy is very useful to manage the classroom appropriately”*. In other words, enrichment activity is a strategy that enables the teacher to manage the classroom effectively. From the teachers' opinions, it is very clear that they engage the quick finishers in more challenging activities which help to ensure a comfortable environment inside their classrooms, these findings by the way prove what Tomlinson (2011:35) has stated *“using specified activities to which students move when they complete an assigned task is important for both to maintaining a productive work environment...”*. This means, providing additional activities to which the students may move on helps in ensuring a quiet and productive learning environment.

Questioning further into the importance of enrichment activities, we have asked the participants about the importance of this strategy with higher-level students. In fact, the majority i.e. 5 teachers claim that this strategy helps to occupy their advanced learners, and not to disturb their classmates who are not yet finished with the main task. In this respect, one of the teachers argues *“providing enrichment activity to quick-finisher students helps to reduce noise during work time”*. This means, occupying higher-level students with some enrichment activities reduce talking and noise inside the classroom. The second teacher has said *“we may ensure a quiet environment during work time through occupying quick-finisher students with an extension activity”*. That is, keep all the students quiet and engaged on the work during the remaining time is by occupying the quick finishers with enrichment activities. Another teacher has confirmed *“I try always to occupy my early-finishers through giving them extra tasks that are a bit harder, so not to waste their time talking and disturbing their peers”*. That is to say, teachers use to implement enrichment activities during their teaching process as a tool to occupy their quick-finishers and ensure a quiet environment for the whole class. It is also evident from the views shared by the participants that private school teachers have a positive perception toward the use of enrichment activities as well as improve

their awareness about their students' differences, since they use to implement enrichment activities with their advanced students during the ragged time.

These findings in fact, confirm the previous work of (Tomlinson, 2001) who states *"grade some students little harder in response to students' ability. Certainly such modifications reflect a teachers' awareness of differences in students' profiles"*. Moreover, the findings confirm the first hypothesis in this research work which is: teachers have a positive perception about enrichment activities as well as it confirms the use of this strategy inside their classrooms.

### **3. Teachers' Differentiating their Strategies**

It is clear from the literature review that DI involves many strategies that teachers may use to adjust their activities in response to the different needs of students since in the differentiated classrooms there is no single strategy on which teachers have to stick to. These strategies are discussed in detailed bellow to figure out whether or not private school teachers differentiate their activities in response to students' need.

#### **3.1. The Use of Anchor activities**

To keep students, especially the quick-finisher ones more engaged and quiet during the class work require teachers to attract their attention with activities that are more challenging, especially activities that suits their interests and desire. Tomlinson(2001:38) argues that *"not only does fostering students responsibility make classroom management far more effective, it also helps young learners become independent- an important learning goal on its own"*. That is, allowing students to perform in the way that suit their desire, will increase students' responsibility to learn and feel a sense of enjoyment in what they are doing. However, the results obtained from the classroom observation in this study show that the majority of the free time activities (83.33% ) do not enhance the advanced students motivation

since, they become noisy during their ragged time and only low percentage or what refer to 16.67% of these activities keep them engaged and quiet(see table01:p30).

Moreover, during our observation we have noticed that the majority of the private school teachers do not give their students freedom to select their free activities. However, self-selecting activities helps in increasing students' motivation, interest, show their hidden capacities and knowledge about a certain topic or subject. As Kragler(2000:4) has suggested *"self-selection allows students more latitude to be deeply involved with the learning process"*. In other words, allowing students to select their appropriate activity encourage them to learn and be engaged in the learning process. Nevertheless, the results demonstrate that 100% of private school teachers do not provide options to their quick-finisher students during free time activities (see table 03:p32).i.e. all of the six teachers do not allow for self-selection activities to their higher-level students, as well as teachers do not differentiate instructions to meet their higher-levels' interest and desires.

In order to get more reliable information concerning this issue, we have questioned the teachers during the interview whether they provide their students a chance to select their free time activities or not. The majority or 7 out of 8 teachers have answered with 'No' and only one teacher who has answered with 'Sometimes' supporting his answer by saying that: *'sometimes, because it makes them feel that they have a say in their learning process and it keeps them interested'*. However, the majority support their answers differently. In this respect, one of them has argued: *'offering different activities for my quick- finishers is not really bad, but its time consuming either for me to plan it or students while trying to find their appropriate activity'*.i.e. designing different activities in which the students may chose their suitable one require much time from the teachers as far as from the students to find what goes with their needs. Another teacher says *'I would like too, but honestly its time consuming and demand more mental efforts and work hard all along the afternoon .So it is impossible since*

*we have to plan the lessons and many other responsibilities*'. The third participant has confirmed *'No, because it serves more energy and specific strategy to target clear and determined areas or skills to develop or reinforce'*. In other words, designing a group of activities in which the students may choose one to fulfil their free time, it is time consuming for the teachers when designing it as well as it disturbs some students who have difficulties to choose their activities.

The results obtained from the participants have pushed us to question further about the way in which higher-level students react or behave during their free time activities. All the participants have confirmed that *'boredom'*, *'talking to each other'* and *'disinterest'* are the major behaviours which increase inside their classroom when the activities provided do not fit their needs. The teachers' answer goes in line with the findings obtained by Danzi, Reul and Smith (2008:29) during their research, their results indicate that *"students feel frustrated in the classroom, because of distraction, lack of challenges and boredom"*. This means, students do not feel a sense of motivation in what they are doing because the activities provided to them do not suit their desires. Thus, teachers have to differentiate their instructions to meet every student's need in order to decrease the amount of classroom disruptions. Moreover, in the differentiated classroom, a teacher who gives an extra activity that is just a bit harder than the main task provided to the whole class is not differentiating but he/she is aware about differentiation, since he/she try to respond to his/her advanced students' needs through giving them a more complex task to do (Tomlinson, 2001). Nevertheless, it is apparent from the participants' claim and the classroom observation that teachers of **Bridgeway world** do not vary their extra activities to their higher-level students, instead they provide only one activity for all. This goes in line with the work conducted by Tomlinson in 2001 who has argued that advanced learners fail to develop their potential without challenging activities that push them to discover new things and extend their ability of understanding.

### 3.2. Flexible Grouping

Tomlinson (2001:26) in the differentiated instruction theory has argued that *“flexibility also keeps students from feeling that they are pegged into a given classroom niche”*. That is, assigning students into different groups during work time will prevent students from feeling bored with the same school routine. In fact, the findings generated from the classroom observation demonstrate that most teachers i.e. 66.67% of them do not use group activities with their students while 33.33% of them involve their students in group work activities( see table 02:p31).After this obtained results, teachers are asked about the type of activities they provide or whether they provide individual or group activities to their students. The majority or 4 teachers have argued that generally they provide individual activities, while two of them have stated that sometimes they assign individual activities and sometimes group activities. However, one of them provides often group activities. In this respect, one of the participants states *‘I prefer individual work to assess every student understanding about the topic’*. Another participant has argued *‘generally I provide my students with individual activities to avoid noise and test every ones’ knowledge* .The third participant claims *‘ group work generally increase students movement as talking, disagreement and noise that may disturb the class, so I try as much as possible to avoid this kind of activities and give more attention to individual activities’*. In other words, the teachers design individual activities for their students, since it permits to assess every student understanding and get more detailed feedback concerning their weaknesses and strengths.

In fact, the technique used by the teachers during classroom activities which is assigning individual work prevents students to share information and destroy the importance of community. These findings by the way deny the claim of Vygotsky(1978) who stresses on the importance of collaborative learning in developing individual knowledge. Moreover, Vygotsky(1978:86) has defined the Zone of Proximal Development(ZPD) as” *the distance*

*between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adults guidance or in collaborative with more capable peers”* That is, students’ actual development happens due to the students’ mental knowledge, and it is well recognized through their ability of solving problems by themselves. Whereas, potential development refers to what is beyond the students reach, and this last is increased by collaborative works or adults support. The results also do not prove the work developed by Ann Tomlinson (2001) who has stated that a good teacher in a differentiated classroom do not use one strategy to respond to students diversity. In addition to that she stresses on the importance of building a sense of community between the students, so that each student may reach his/her potential.

### **3.3. Differentiating According to Readiness, Interest and Learning Profile**

The DI theory stresses the importance of student different readiness, interest and learning profile when planning different instruction or activities. Ann Tomlinson( 2001:45) has stated: *“a good readiness pushes the students a little beyond his/her comfort zone and then provides support in bridging the gap between the known and unknown”*. That is to say, learning experiences which tackle the different abilities of the students, push them into their comfortable environment, as well as being able to link between the known and the unknown. Nevertheless, the results of this research indicate that an Overwhelming number of the teachers i.e. 83.33% of them do not differentiate instruction to their students and only 16.67% of them use to differentiate (table 03:p32). Teachers are asked then whether or not their students are at different ability level. All of the eight participants believe that their students differ in the way of thinking and learning since every student for them is unique, i.e. teachers are aware about their students differences ,as it proves what has been argued by C. Clark and B.M .Shore (1998:07) *“every child has a fundamental right to an education that takes into account the wide diversity of needs and characteristics of individuals, while recognizing that*

*every child has unique characteristics, interests, abilities and learning needs*”. In other words, every student has a unique need, interest and ability. Therefore, teachers have to design fruitful learning experiences that respond to every student’s need.

These results, in fact, push us to question the participants further concerning the difficulties they counter when they differentiate instruction. And the majority have argued that they do not face any challenges when they differentiate because they just use one activity for the whole class and one extra activity with their quick-finishers, as they add that there is no need to take the students’ different abilities into consideration since they provide extra activity that is more complex to respond to the needs of high-ability learners. In this respect, one of the teachers has argued “*I always design an extra activity to my students who complete the task early, which should be of course more complicated to attract their attention*” i.e. the teacher does not take into account their students’ interest or ability of learning when designing enrichment activities. With respect to the present study, teachers’ ways to support the different ability level of students which is; providing more complex task to their advanced students during their free time do not meet the results obtained in the previous work of Tomlinson (2001) who has confirmed that a teacher is differentiating when he/she accommodates the different readiness, interest and learning profile of the students, and not the one who provides ‘normal’ assignment to the whole class and ‘different’ assignment to those who are different.

All in all, the findings of the present research show that private school teachers do not really apply the differentiated instruction model, since they do not vary their strategies to respond to the different needs of their students. However, they are aware about this strategy and their students’ differences. These findings in fact confirm the second hypothesis which is teachers do not vary their strategies when designing activities.

#### 4. The Effect of Enrichment Activities on Students' Creativity

It has been stated earlier that students' creativity is related to their motivation to learn and this last happens only through more challenging works( Robert E.Franken,1993). It is also stated by Jack C Richards (2013:21) that

“creativity is usually described as having a number of dimensions, among them are: First, the ability to solve problems in original and valuable ways that are relevant to goals. Second, having original and imaginative thoughts and ideas about something. Finally, using imagination and past experience to create new learning possibilities”.

Thus, teachers improve students' creativity when they provide more challenging activities that are beyond the students' capacity. The interpretation of the results obtained from the interview conducted with the teachers in this study, display that the majority or 6 teachers think that encouraging and stimulating students to practice no doubt increase students' motivation to learn and solve harder problems.

To figure out whether using enrichment activities as a support to the advanced learners may improve their creativity or not, we have asked the participants about their opinion concerning this issue. The majority or 6 teachers think that enrichment activities may improve students' creativity only when the students are provided with opportunities to express learning in their own way as well as challenging works. In this respect, one teacher argues *‘advanced students are very smart. Therefore, they are highly in need for more challenging tasks in which they may express their thoughts freely’* i.e. higher-level students are considered as being very intelligent, and they need different strategies while learning in order to keep them highly motivated and encourage them to give all their best by designing appropriate activities, which fit the needs of every student. The second participant has claimed *‘yes, enrichment activities may improve student' creativity because these activities generally cover*



*a broader scope of language that might not have been learnt at that specific time period*'. In other words, she argues that those enrichment activities could improve students' creativity since; they are considered as a tool to give them the opportunity to have extra knowledge and skills. Another teacher has stated '*enrichment activities improve creativity when it targets students' imagination or when students have to think and wonder*'. i.e. extension activities increase students' creativity when those activities focus more on developing their imagination and give them a chance to express themselves in several ways. Teachers' claim prove that they have recognized the increase of students' creativity through practicing some enrichment activities, as it proves the claim of Clark and Shore (1998:27) who have confirmed that "*creativity is a complex concept: although most people can recognize it when they see it*" i.e. people may recognize the concept of creativity, even though there exist many characteristics that make it complex to be indicated.

Furthermore, private school teachers are asked about the types of enrichment activities they find helpful to keep students motivated and increase their creativity. The findings demonstrate that the majority of the teachers or what refer to 6 out of 8 think that games and writing activities are the types of activities that may lead students to reach their potential and extend their knowledge. To that extent, one of the teachers has argued '*game puzzle are at once enjoyable and challenging activities that encourage students to think*'. That is to say. Engaging students in enjoyable and challenging activities encourage students more to learn and solve problems. Another teacher has confirmed '*giving students situations where they can practice the language in context may improve their creativity*'. This means, allowing students to practise the language and perform their thoughts can lead them to discover their hidden capacities and increase their creativity.

Moreover, the results gathered from the classroom observation have proved that higher-level students lose their interest and motivation to learn when the activities provided to

them are not on the amount of challenge that they wish to be (see table 01,p:30). However, students' motivation increases when teachers provide them with activities that are at the same time challenging and enjoyable, and this is more illustrated in the results obtained during the classroom observation which demonstrate that the majority of game activities are highly motivating and keep higher-level students more engaged during free time activities, while the minority of these activities do not enhance the students' motivation (see table 04,p33). In addition to that, the advanced students are more motivated with writing exercise i.e. 83.33% of the writing activities keep the advanced students more engaged and interested, and only 16.67% of these activities do not increase some students' attention (see table 04,p33). The results obtained in the present study have proved the work of Tomlinson (2001) who has found that students reach their potential when they are provided with more challenging and interesting activities. In addition, activities have to provide activities that emphasise critical and creative thinking as well as brain capacity must be challenged in order not to lose its capacity should be stressed and implemented. This means, advanced students' creativity may be improved and developed through enrichment activities that allow those students to express their thoughts freely or activities that push them to wonder and think. These findings also confirm the third hypothesis which is: enrichment activities have a vital role in improving higher-level students' creativity.

## **Conclusion**

To sum up, this fourth chapter is labelled the Discussion of the Findings and contains four sections. The first section is devoted to the discussion of the results concerned with the teachers' profile and it reveals that the teachers' teaching experience has no impact on the teachers' implementation of enrichment activities inside their classrooms. The second section covers the results related to the teachers' perception concerning the enrichment activities. The results obtained show that teachers consider enrichment activities as a helpful strategy to

establish effective learning environment inside their classrooms, as it shows teachers' awareness about the use of this strategy inside their classes. The third section, sheds lights on the different strategies that EFL teachers stick to when they differentiated instruction. It has been found that EFL teachers in the private school of **Bridgeway world** do not differentiate their strategies when differentiating activities since they use only one activity to the whole class and one extra activity to the advanced learners during the remaining time, and in this case teachers do not really differentiate for their students. The fourth or the last section, has focused on figuring out how enrichment activities may improve higher-level students 'creativity. The result reveals that stimulating students with more challenging activities that require high- level of thinking may improve advanced students' creativity such as creative writing.

## General conclusion

The aim of this research work is to shed light on the issue of providing higher-level EFL students with enrichment activities in private school of **TIZI OUZOU**. It has focused on figuring out the perception of private teachers toward the use of enrichment activities as time filler inside their classrooms. It also strives to discover whether or not private teachers vary their strategies while differentiating instruction to their student as well as the effect of enrichment activities on higher-level students' creativity.

To conduct our study we have adopted the theory of Differentiated Instruction (DI) proposed by Carol Ann Tomlinson (2001) which underpins the theoretical framework in this research. This theory is used to analyse the results obtained from both the classroom observation and the interview. In addition, it has provided us with in depth and essential information about the teachers' strategies to differentiate instruction or activities to their students.

To answer the research questions addressed in this research and to confirm or to reject the advanced hypotheses, we have relied on the mixed-method approach using qualitative and quantitative methods for both data collection and data analysis procedures. As regards the data collection tools we have used two instruments which are: a classroom observation, and an interview conducted with teachers in **Bridgeway world** School of English at **TIZIOUZOU**. About the data analysis procedures we have opted for the use of descriptive statistical method to analyse the numerical data with the use of a computer programme (SPSS). Whereas, the qualitative content analysis (QCA) has been adopted to reformulate the textual data gathered from the teachers' interview.

The study indicates that private school teachers are aware about the use of enrichment activities inside their classrooms, as they have a good perception about the importance of this strategy to ensure productive learning environment during the ragged time. Even though, they do not design different enrichment activities to their quick-finisher students. Moreover, the study has displayed that private school teachers do not vary their strategies or ways while differentiating instruction or activities to their students.

Furthermore, the findings gathered indicate that enrichment activities develop and improve higher-level students' creativity when the teacher provides multiple avenues and appropriate enrichment activities that respond to different readiness or ability level as far as give the students a chance to perform and express learning in their own way.

In hope that this modest work contributes to the field of education and English language teaching (ELT) in particular, it is worth exposing the different strategies and enrichment activities that may be used to ensure a comfortable learning atmosphere during the teaching/learning process. Thus, the results obtained in this study cannot be generalised to EFL learners as a whole since the study concerns only one of the private schools of **TIZI OUZOU**. Further studies may be conducted to investigate this topic in different contexts (secondary school and middle school).

To sum up, because of some administrative restrictions faced during our observation, such as the disability to attend more than one session with each teacher, made our investigation not very successful to obtain valid results.

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## Appendix one: Classroom observation check-list

Name of the observer:

Setting of the observation:

Timing:

Date:

<i>Items to be observed</i>	<b>Yes</b>	<b>No</b>
<b>1- students' noisiness during free time activities</b>		
<b>2- students' motivation with enrichment activities</b>		
<b>3- students' boredom and disinterest with unchallenging activities</b>		
<b>4- Teachers' managing the class</b>		
<b>5- Teachers' use of enrichment activities</b>		
<b>6- Teachers make their students active during instructions</b>		
<b>7- Teachers' guidance of their higher-level students</b>		
<b>8- Teachers' differentiation of instruction</b>		
<b>9- Teachers' use of enrichment opportunities</b>		
<b>10- Teachers' use of group work activities</b>		
<b>11- Higher-level students' motivation with writing practice</b>		
<b>12- Higher-level students' with game activities motivation</b>		

## **Appendix Two: the interview**

### **Dear teachers**

We are master 2 students at the university of Mouloud Mammeri English department and currently working on our dissertation about providing higher-level EFL students with enrichment activities in private school. We would be thankful if you answer some questions to the best of your knowledge, since it will help us immensely and we promise that your answers will be used only for this research and educational purpose. Many thanks in advance.

**1. What is your degree and how long have you been teaching EFL?**

.....

.....

**2. Do you think that students are at different ability level? Is that a problem?**

.....

.....

**3. Why your advanced students complete their task early and what you do for them?**

.....

.....

**4. What is the purpose behind using enrichment activities with higher-level students?**

.....

.....

**5. Do you think using enrichment activities improve advanced students' creativity?**

.....

.....

**6. What are the frequent behaviors do you notice on your advanced students when they are not challenged appropriately and when they are well challenged?**

.....

.....

**7. Do you find difficulties to differentiate assignment or on what element do you base on when you differentiate for your advanced students(readiness, interest or learning profile)?**

.....

.....

**8. Do you provide your advanced students a chance to choose their extra activities?**

.....

.....

**9. What do you think about using enrichment activities inside the classroom?**

.....

.....

**10. Do you involve your students in individual, group wok activities or both?**

.....

.....

**11. Which types of enrichment activities do you find helpful to increase students' creativity?**

.....

.....

**12. Do you think encouraging higher-level students helps in motivating them to learn?**

.....

.....