إقرار

أنا الموقع أدناه مقدم الرسالة التي تحمل عنوان :

The Effect of Differentiated Instruction Strategy on Developing Ninth Graders' English Reading Comprehension Skills at Gaza UNRWA Schools

أقر بأن ما اشتملت عليه هذه الرسالة إنما هي نتاج جهدي الخاص، باستثناء ما تمت الإشارة اليه حيثما ورد، بأن الرسالة ككل، أو أي جزء منها لم يقدم من قبل لنيل درجة أو لقب علمي أو بحثي لدى أي مؤسسة تعليمية أو بحثية أخرى.

DECLARATION

The work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

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The Effect of Differentiated Instruction Strategy on Developing Ninth Graders' English Reading Comprehension Skills at Gaza UNRWA Schools

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نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة عمادة الدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحث/ أحمد عطاالله أحمد بهلول لنيل درجة الماجستير في كلية *التربية*/ قسم مناهج وطرق تدريس وموضوعها:

أثر استخدام استراتيجية التعليم المتمايز في تحسين مهارات فهم القراءة لدى طلاب الصف التاسع في مبحث اللغة الإنجليزية في مدارس الأنروا في غزة

The Effect of Differentiated Instruction Strategy on Developing Ninth Graders' English Reading Comprehension skills at Gaza UNRWA Schools

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واللجنة إذ تمنحه هذه الدرجة فإنها توصيه بتقوى الله ولزوم طاعته وأن يسخر علمه في خدمة دينه ووطنه.

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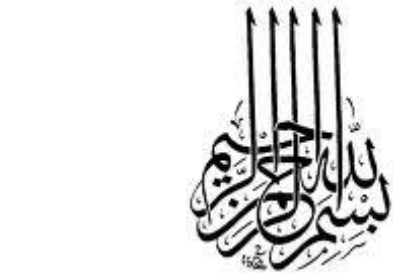

صدق الله العظيم

سورة القلم

(١:٦٨)

Dedication

To my dear parents.

To all my brothers and sisters.

To my wife, sons and daughters.

To all my esteemed Colleagues

Acknowledgements

IN THE NAME OF ALLAH, THE MOST GRACIOUS, THE MOST MERCIFUL

All praise to Allah, the One to whom all dignity, honor, and glory are due, the Unique with perfect attributes, who begets not, nor is He begotten. He has no equal but He is the Almighty Omnipotent. Peace and blessings of Allah be upon the last prophet, Muhammad, and on all who follow him in righteousness until the Day of Judgment. All Praise be to Allah for enabling me to finish this paper. As the prophet Muhammad, peace be upon him, said, " He who is thankless to people, is thankless to Allah." I therefore gratefully acknowledge the many people who so graciously helped and supported me so as to successfully complete this thesis. First, I would like to thank my supervisor, Dr. Awad Keshta for his support, advice and encouragement throughout this study; I am really grateful for his willingness to help in reviewing the study to come out to light. His useful comments were truly a tremendous help at every stage. My appreciation is paid to the referees' committee, who guided and enriched the study to help put my tools in the best form. Once again, I would like to express my sincere appreciation to my father , mother and wife, Asmaa, for their patience and assistance. Great thanks must go to my sisters, Reem and Noor, who devoted their time to review the research. Finally, I reiterate my endless acknowledgement and high appreciation to all who helped.

MAY ALLAH BLESS THEM ALL

Abstract

The Effect of Differentiated Instruction Strategy on Developing Ninth Graders' English Reading Comprehension Skills at Gaza UNRWA Schools

This study investigated the effect of using differentiated instruction strategy on developing ninth graders' English reading comprehension skills at Gaza UNRWA Schools. The researcher used two tools, a questionnaire to determine the degree of importance of the reading comprehension skills, an achievement test (Pre& post test) . The questionnaire was applied before the pre-test to identify the most important skills which will be used in the test. The researcher had benefited from the results of the questionnaire and the test. The targeted reading comprehension skills were prediction, skimming, scanning, guessing meaning from context and inference. The researcher purposively chose New Gaza Prep Boys "c" for the experiment and randomly chose two classes from the ninth grade classes. The sample of the study was 70 male students, (36) in the experimental and (34) in the control. Both groups were pre-tested to assure that they both were equivalent. The results were statistically analyzed to be compared with the post-test results. The results were statistically analyzed, using Statistical Package for Social Sciences (SPSS). The findings revealed that there were significant differences between the mean scores attained by the experimental group and those by the control group in favor of the experimental group in all skills. In the light of these results, the researcher recommends that EFL Palestinian teachers should apply differentiated instruction strategy to develop reading comprehension skills.

ملخص الدراسة

أثر استخدام إستراتيجية التعليم المتمايز في تحسين مهارات فهم القراءة لدى طلاب الصف التاسع في مبحث اللغة الإنجليزية في مدارس الاونروا في غزة

هدفت هذه الدراسة إلى التحقق من أثر استخدام استراتيجيه التعليم المتمايز في تحسين مهارات فهم القراءة لدى طلاب الصف التاسع في مبحث اللغة الإنجليزية في مدارس الاونروا في غزة ولقد شملت هذه الدراسة مهارات القراءة الفاهمة التالية :التنبؤ، الاستنتاج، استنتاج المعنى من خلال السياق، القراءة السريعة.

لقد طبُقت الدراسة على عينة عشوائية ممثلة مكونة من (70) طالبا من طلاب الصف التاسع من مدرسة ذكور غزة الجديدة الإعدادية " ج " للاجئين التابعة لوكالة غوث وتشغيل اللاجئين الفلسطينيين في قطاع غزة، وقد و زُعت العينة على مجموعتين متكافئتين:من حيث السن و التحصيل . إحداهما ضابطة تشمل (34)طالبا والأ خُرى تجريبية وتشمل (36) طالبا آخر. استخدم الباحث ثلاث أدوات لهذه الدراسة وهي استبيان للمعلمين لكي يحددوا أهم مهارات القراءة الفاهمة للصف التاسع واختبار تحصيل قبلي وبعدي إعداد الدروس المقترح لقطع القراءة من الفصل الثاني للصف التاسع. توصل الباحث من خلال تحليل نتائج هذه الدراسة إلى أن استخدام إستراتيجية التعليم المتمايز كان فعالا في تحسين مهارات فهم القراءة لدى طلاب الصف التاسع في مبحث اللغة الإنجليزية في مدارس الاونروا في غزة.بالإضافة للعديد من الفوائد التي عادت على الطلاب من تعاون و دافعية و تحمل المسؤولية.

في ضوء هذه النتائج، يوصى الباحث مدرسي اللغة الانجليزية بضرورة استخدام إستراتيجية التعليم المتمايز كأداة لتحسين مهارات القراءة لدى طلاب الصف التاسع بشكل خاص و الطلاب بشكل عام.

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Chapter I

Study Background

1. Study Background:

"O mankind, indeed We have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you. Indeed, Allah is Knowing and Acquainted." (**Surah al-Hujurat** ,49:13) " And of His signs is the creation of the heavens and the earth and the diversity of your languages and your colors. Indeed in that, are signs for those of knowledge.." (Rum,30 : 22).Allah almighty in the Holly Quran informs us that we have been created with unique differentiation such as abilities , characters , needs , interests. ; even nature goes smoothly with this fact .

Language, age, tradition, gender, ability, disability, interest, talent, heritage, and religion are just a few of the many forms of diversity that we see in the world around us. This colorful mixture of humanity is not limited to particular continents, countries or even cities. We see diverse populations everywhere and today's classroom is no exception to this trend. Each and every student, no matter the grade level , differs in terms of interests , abilities , skills , cultural and economic backgrounds and academic levels.

McBride (2004:78) noted that "There can be up to a five-year difference in maturation between any two average children in other words, every one is unique . Moreover , today's classrooms are now defined by diversity ;and students are grouped in classes primarily by age, but they are all very different in their background, prior knowledge, personalities, likes, dislikes, and hobbies so that's one of many challenges a teacher faces .Fore example, in a single classroom, students' learning abilities may range from above grade level to below grade level. Regardless of their individual differences, students are expected to master the same concepts, principles, and skills.

"A classroom is very similar to a bus station. Student passengers arrive from a montage of backgrounds with very different needs. They form a mosaic of diversity—academically, culturally, linguistically, economically, socially, and motivationally. The road to their adult destinations will demand different routes" **(** Hall :2002).Being faced with this challenge of teaching students with a wide range of abilities requires teachers to be innovative in how learning opportunities are offered ,as educational effectiveness has been one of the main problems encountered in modern societies' educational systems. Thus, teachers specially in Palestine should take diverse student factors into

account when planning and delivering instruction by structuring learning environments that address the variety of learning styles, interests, and abilities found within a classroom.

Surprisingly in a class with 40 students , should I use 40 lessons ? Or, should I use one for all? One-size-fits-all .Hoping to reach most of the students in a given lesson ,and what is the level of students in that lesson? Is it low , medium or high achievement students? What can we do to help all of our students reach their full potential? It is useless to try doing the first and the second, teaching to the middle is ineffective. It ignores the needs of advanced students, often leaving them unchallenged and bored, while it confuses low achievement learners and that doesn't work with the high achievement ones.

Reaching every student can be done if a variety of methods and activities are used "students are more successful when they are taught based on their own readiness levels, interests, and learning profiles"(Tomlinson,2000:20) .Thus, we need a strategy that accommodates the diverse learning needs of the students by varying the methods and materials used to teach each item. One of the most effective strategy is differentiated instruction. "It is vital to affect positive change in student performance, because the one-strategy-fits-all approach doesn't work in a real classroom" (McBride , 2004:39) . It helps students with diverse academic needs and learning styles master the same challenging academic content.

Tomlinson (2000) States that "

> " differentiated instruction is the change of the teaching process based on teaching routines that correspond to the large span of students' differences in mixed ability classrooms, such as student's readiness, interests and learning style … Differentiated instruction, in a nut shell, allows students to understand and learn the same concepts, how to process information, make sense of new information, and develop diversified products (Tomlinson, 2000: 20)".

In the differentiated classroom all students participate in their own learning and engage in the lessons that the teacher is teaching , moreover, it encourages student's uniqueness in the schools and teachers that employ differentiated instruction enhance their pupil's gifts and help build their weaknesses. Differentiating does not mean providing separate, unrelated activities for each student but does mean providing interrelated activities that are based on student needs for the purpose of ensuring that all students come to a similar understanding of a skill or idea. DI is teaching differently, it involves changing how we teach and what we teach to ensure that students receive data-informed instruction. Teachers should vary and adapt their approaches to fit the vast diversity of students in the classroom. To conclude , "The theory that supports differentiated instruction has great impact in teaching all over the world bringing major changes in the way teachers envision and practice teaching".(Valiande et al, 2011:4).

Learning English language is very important, because English has become a major means of communication all over the world . It is the language of science, globalization, commerce, trade, politics, history, education, media and technology . A lot of strategies are used to teach English as a second language , yet we have difficulties in teaching it .Thus we need a blend of these methods and strategies to fulfill our aims; which is teaching English to students to gain comprehension and fluency like native speakers. According to Takase (2009:28) ," The best way to achieve that goal is through differentiated instruction that takes into account Ells' English language proficiency". Moreover , Fuchs (2002:23) said " DI is nowadays recognized to be an important tool for engaging students and addressing the individual needs of all learners in the foreign language education."

As you know , English language has four skills receptive like listening and reading, and productive like speaking and writing. All of them play an essential part in acquiring a language. The researcher thinks that developing reading skill leads to better understanding of a language. Forexample, Alan (2011:37) said "Reading is the most important skill a child can develop, learning to read is an important skill every child must develop to be successful in school". Regardless of the subject matter taught, a child must be able to read and comprehend what they are reading. "Good reading skills are the foundation for a proper education" (Alan ,2011:5) .Moreover , Many studies such as (Chen, 2003; Fuchs, et al., 2002; Li, 2004; Yang & Hung, 2008; Abu shamlah

2010, Al Udaini (2011) and Habboush (2010). have proved that there is a strong correlation between reading comprehension skills and academic success.

Reading comprehension is the process of constructing meaning from the text. The goal of all reading instructions is ultimately targeted at helping a reader to comprehend a given text. Reading comprehension involves at least two people; the reader and the writer. "The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message" (Chen, 2003: 161). In brief, the main purpose of reading is to comprehend the text being read , if comprehension does not take place then the activity of reading is without purpose.

Teaching Reading comprehension as one of the major skills of language learning is a broad area in which the learners' different learning characteristics play an important role. It goes without saying that learners learn the Reading comprehension skills differently by resorting to the differential, personalized styles and strategies they possess .According to Farrell (2009:7) "There is no single method or combination of methods that can successfully teach all children to read. … teachers must have a strong knowledge of multiple methods for teaching reading . .Thus, to be able to implement a practical method of teaching Reading comprehension skills , teachers need to be aware of their learners' current skill levels, strengths and challenges, interests and preferences, and needs and goals. The challenge is for teachers to ensure that the needs of all learners are equally valued and attended to. Thus the researcher think that DI can be a suitable strategy for teaching reading.

2- Statement of the problem:

Because English language teaching plays an important role in educational curriculum in Palestine and from the researcher experience as a deputy school principal at UNRWA schools ,and from the analysis of eighth grade students' results at the unified exams 2011/2012 , the researcher noticed that there is a problem in the side of reading comprehension questions, Hopefully, the results of the study will be useful for both EFL and ESL learners and teachers.

As the researcher reflects about his teaching, he realizes that he strives to have a learning environment that allows each student to reach his or her full potential. Since there is no ability grouping within the grade level .How can a classroom where all students work on the same assignments and take the same assessments meet the needs of such a wide spectrum of students? He consistently senses confusion and stress in his low-achieving students and annoyance and boredom in his high-achieving students. Finding the degree of effectiveness of using differentiated instruction strategies on developing reading comprehension will provide us with opportunities to look differently at the curriculum, instruction and assessment with special regards to reading comprehension and differentiated instruction. This study is just a corner stone in this issue.

3- Research questions:

The present study proposes the following major question:

- What is the effect of using differentiated instruction strategies on developing ninth graders' English reading comprehension skills ?

Form the above mentioned question, the following sub-question is derived.

1) What are the suitable differentiated instruction strategy for teaching reading skills?
2) What are the suitable reading comprehension skills for ninth graders?
3) Are there statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to 'skimming' in the post test?
4) Are there statistically significant differences at ($\alpha \leq 0.05$) between the performances of both groups in relation to 'scanning' in the post test?
5) Are there statistically significant differences at ($\alpha \leq 0.05$) between the performances of both groups in relation to 'inferences' in the post test?
6) Are there statistically significant differences at ($\alpha \leq 0.05$) between the performances of both groups in relation to 'guessing meaning from context in the post test?
7) Are there statistically significant differences at ($\alpha \leq 0.05$) between the performances of both groups in relation to 'prediction ' in the post test?

4. Hypotheses :

1) There are no statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to 'skimming' in the post test.
2) There are no statistically significant differences at ($\alpha \leq 0.05$) between the performances of both groups in relation to 'scanning' in the post test?
3) There are no statistically significant differences at ($\alpha \leq 0.05$) between the performances of both groups in relation to 'inferences' in the post test?
4) There are no statistically significant differences at ($\alpha \leq 0.05$) between the performances of both groups in relation to 'guessing meaning from context' in the post test?
5) There are no statistically significant differences at ($\alpha \leq 0.05$) between the performances of both groups in relation to 'prediction ' in the post test?

5- Purpose of the study:

The overall purpose of this study is to improve ninth grade students' English language reading comprehension skills through the use of DI. Accordingly, related suggestions and recommendations may be offered . Beside, identifying the reading comprehension skills appropriate for nine graders' level. The following are the purposes of this study:
1. Improving ninth grade students' English language reading skimming skill through the use of DI.
2. Improving ninth grade students' English language reading scanning skill through the use of DI.
3. Improving ninth grade students' English language reading inference skill through the use of DI.
4. Improving ninth grade students' English language reading guessing meaning from context skill through the use of DI.
5. Improving ninth grade students' English language reading prediction skill through the use of DI.

6- Significance of the study:

It is hoped the findings of this research would be beneficial to foreign language learning. First of all, being aware of the correlation between using differentiated instruction strategy and English language teaching in general and reading in particular , this study :

1- can help English language curriculum designers provide a more effective curriculum for ninth graders equipped with current trends of teaching and learning.
2- can help ninth graders' teachers improve their performance through using differentiated instruction strategy in teaching reading comprehension.
3- can benefit supervisors to conduct training courses for teachers of English to raise their awareness of the importance of using DI strategy in teaching reading comprehension.
4- can help the English language teachers to benefit from the suggested strategy and its content when teaching reading comprehension skills.
5- can contribute to improving the process of teaching English in general and the reading comprehension in particular.

7- Limitations of the study:

The study will be applied within the following limitations:
- The study will be conducted during the second semester of the scholastic year 2012/2013.
- The study will be conducted on grade nine male students studying at New Gaza Prep Boys C at UNRWA west educational area schools .
- The study will be conducted on four units (9,11,12 ,14).
- The study will be conducted on the following sub skills : skimming , scanning, prediction, guessing meaning from context and interference.
- The study will be conducted on the following DI strategies : multiple intelligences theory , Cooperative learning (think pair and share and Student Team Achievement Division) , Tiered activiries , Anchor Activities , Learning Profiles/Styles and Reading Buddies

8. Operational Definitions of Terms:

The researcher adopts the following comprehensive, clear and direct operational definitions through reviewing related literature and other previous studies.

8.1. Effect : The change in the learners' achievement level in English language that may result from implementing the suggested DI strategy.

8.2. Differentiation:

From the researchers' review of this topic , he noticed that Differentiation is a complex concept .Thus there are many definitions and interpretations of it :

Convery (1999, 4) defines it as "a process by which teachers provide opportunities for pupils to achieve their potential, working at their own pace through a variety of relevant learning activities."

Carol Ann Tomlinson (2000:68) describes differentiation as follows:

> Differentiation is simply attending to the learning needs of a particular student or small group of students rather than the more typical pattern of teaching the class as though all individuals in it were basically alike. The goal of a differentiated classroom is maximum student growth and individual success. Personal success is measured, at least in part, on individual growth from the learner's starting point--whatever that might be. Put another way, success and personal growth are positively correlated.

Heacox (2002, 5) defines differentiation as:

> Differentiation means changing the pace, level, or kind of instruction you provide in response to individual learners needs, styles, or interests. Differentiated instruction specifically responds to students progress on the learning continuum – what they already know and what they need to learn. It responds to their best ways of learning and allows them to demonstrate what they have learnt in ways that capitalize on their strengths and interests.

The researcher defines it as a process of lesson design where the teacher varies approaches to content, process, and product in anticipation of and response to student differences in readiness, interest, and learning needs.

8.3. Skimming:

reading material quickly in order to get the gist of it, to know how it is organized, or to get an idea of the tone or the intention of the write**r**

8.4. Scanning:

The researcher adopts Grellet's (1995:50) definition "scanning as quickly searching for some particular piece of information in the text. scanning means looking through a text for specific item of information such as a date, a number or a place".

8.5. Guessing meaning of words from context:

It refers to the reader's attempt to predict or to assume meaning of an unfamiliar word taking help of clues from the context without sufficient information.

8.6. Inferences :

Reading behind the literal meaning or reading between the lines, or to conclude what the reader has to summarize stated facts.

8.7. Prediction:

According to Grellet (1995: 17), prediction refers to "the faculty of predicting or guessing what is to come next, making use of grammatical, logical and cultural clues".

9. Reading comprehension:

A complex cognitive process of extracting and constructing meaning through interaction and involvement with written text, which includes fluency, vocabulary development and understanding what words and connected text mean. In addition, it's the ability to make sense of the author's message.

10. Cooperative Learning :

According to Johnson,et all. (2000:99) cooperative learning is ―the instructional use of small groups so that students work together to maximize their own and each other's learning.

10.1. Think pair and share technique :

The think, pair, share technique is a cooperative learning that encourages individual participation and is applicable across all grade levels and class sizes. Students think through questions using three distinct steps:

1. **Think**: Students think independently about the question that has been posed, forming ideas of their own.
2. **Pair**: Students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others.
3. **Share**: Student pairs share their ideas with a larger group, such as the whole class. Often, students are more comfortable presenting ideas to a group with the support of a partner. In addition, students' ideas have become more refined through this three-step process.

10.2. Student team achievement division:

The cooperative learning technique used in this study is the Student Team Achievement Divisions' (STAD) method developed by Slavin , in which students are divided into heterogeneous groups of four or five of different levels, averages, and of diverse background. Each week, new material is presented. Team members then work together on worksheets designed to help students to scan, skim and expand the material presented in the reading text. Afterwards, answers of the worksheets will be given to students, making clear that their task is to learn the concepts not simply fill out the worksheets.

11. Anchor Activities:

Anchor Activities are ongoing activities that students work on independently. They can be done throughout a unit of study. These activities are very helpful when differentiating instruction because when students finish assigned work, they can continue work on anchor activities so others can finish at their own pace. They allow the teacher to work with small groups or individual students.

12. Learning Profiles/Styles:

The way in which a student prefers to study and present information to others, such as written, auditory, kinesthetic (acting out), visually, alone, in a group, and so on.

9. Abbreviations:

STAD = Student Team Achievement Divisions.

DI = Differentiated Instruction.

SPSS = Statistical Package for Social Sciences
ESL = English as a second language
EFL = English as a foreign language

UNRWA = Stands for United Nations Relief and Works Agency.
IUG = stands for the Islamic University of Gaza.
UKD = Understand , know , do
STAD = Student Team Achievement Division

Chapter II

Literature Review

II

(A)Literature Review

Aiming to investigate the effect of using DI on the ninth graders' English reading comprehension skills at Gaza UNRWA schools . This chapter is divided into two main parts. The first part is a theoretical framework which includes four sections: the first sections is about differentiated instruction, the second sections is about reading ,the third is about reading comprehension, and the fourth one tackles differentiated instruction and reading comprehension **.** The second part discusses some previous studies that other researchers have conducted in concern with differentiated instruction and reading comprehension. Brief details are given; and suggestions as well as recommendation of their studies are drawn through the discussion. Then the researcher presents his comments on those previous studies.

PART 1

Theoretical Framework

SECTION 1

DIFFERENTIATED INSTRUCTION

Introduction :

Teachers in everywhen and everywhere strive to have a learning environment that allows each student to reach his or her full potential. Daily observations of students reveal that this is not consistently happening – to some extent- in our traditional classroom setting. Since there is no ability grouping within the grade level we teach, our classes consist of students classified as gifted as well as those considered to have learning needs. How can a classroom where all students work on the same assignments and take the same assessments meet the needs of such a wide spectrum of students? Most of us consistently sense confusion and stress in our low-achieving students and annoyance and boredom in our high-achieving students. Differentiated instruction is a way to change this classroom scenery to meet the needs of the diverse student body. Therefore, educators must use differentiated instruction to enhance the quality of learning by meeting students where they are and pushing them a step forward.

Beside that , take a look at the students in your school. Does everyone dress the same? Talk the same? Have the same interests? Have the same abilities? The answer to these questions is obvious. Then why do we present students with the same lesson, at the same time, and in the same manner? In classrooms , we can find students who can read and write more fluent than their partners , while others are still weak. Many researches proved that Students' intelligence is variable ,their Approaches to learning (styles, modes, interests) are variable. Being faced with that , one finds himself being obliged to use different ways to meet that differentiation among students. But the problem is that does effectively teaching 30 students in one classroom require teachers to use 30 lessons, one for each student? Or should teachers use one and hope to reach most students in a lesson ,teaching to the middle is ineffective. It ignores the needs of advanced students and leaves them bored, and confuses lower achievement learners. So , how can we bridge this gap ; best practice suggests an alternative: differentiated instruction.

1. Differentiated Instruction :

Differentiation is a word we are hearing more and more from educators lately. It is not a new trend; however, the concept has been around for several decades. But, it is nowadays recognized to be an important tool for engaging students and addressing the

individual needs of all learners in the foreign language education. There is no strict formula for differentiation. From the researchers' review of this topic , he noticed that differentiation is a complex concept , and there are many definitions and interpretations of it :

Convery & Coyle (1999, 37) defines it as "a process by which teachers provide opportunities for pupils to achieve their potential, working at their own pace through a variety of relevant learning activities." Tomlinson (2000:68) describes differentiation as follows:

> Differentiation is simply attending to the learning needs of a particular student or small group of students rather than the more typical pattern of teaching the class as though all individuals in it were basically alike. The goal of a differentiated classroom is maximum student growth and individual success. Personal success is measured, at least in part, on individual growth from the learner's starting point--whatever that might be. Put another way, success and personal growth are positively correlated.

Heacox (2002, 5) defines differentiation as:

> Differentiation means changing the pace, level, or kind of instruction you provide in response to individual learners needs, styles, or interests. Differentiated instruction specifically responds to students progress on the learning continuum – what they already know and what they need to learn. It responds to their best ways of learning and allows them to demonstrate what they have learnt in ways that capitalize on their strengths and interests.

In another words, differentiation means getting the best out of every pupil so that they are able to show what they know, what they understand, and what they can do. It also means having high expectations for all students and adjusting learning so that their needs are met- from the struggler right through to the most gifted student.

2. Theoretical Background of Differentiation

The theory of differentiated instruction is based mainly on the theory of social constructivism of (Vygotsky, 1978) and emphasizes the active participation of students in the learning process where the construction of knowledge emerges due to the interactions of students with their environment (other students, teachers, knowledge, educational material etcetera). DI is a critical instructional methodology that provides a practical application of constructivist teaching , which is the philosophy that students are not blank slates and that learning should be built upon prior knowledge by activating related schema. Constructivist teachers suggest that a student will learn better when the student is actively engaged in the construction of knowledge rather than passively receiving knowledge." In a constructivist learning process where differentiation is applied, a child-centered teaching approach sees every student as a unique "biography" and not as a copy of the same picture."(Strangman and Meyer ,2003:20).

Consequently, differentiation is the correspondence to the needs of each student and the facilitation of construction of knowledge for each and every student that cannot be considered as a transfer of knowledge (Valiande. and Koutselini ,2009:90). "The model for differentiation is rooted in educational theory whose principles include: student-centered, meaning making, active approaches to learning. These constructivist approaches were advocated by writers including John Dewey, Piaget, Jerome Bruner." (Hobson, 2004:99)

3. Impact Of DI on Students' Learning

Differentiated instruction has everything to do with student learning. According to Tomlinson (2001:1), "differentiating instruction means 'shaking up' what goes on in the classroom so that students have multiple options for taking in information, making sense of ideas, and expressing what they learn". In other words, a differentiated class-room provides different avenues to acquiring content, to processing or making sense of ideas, and to develop products so that each student can learn effectively. This is necessary because students will not learn everything at the same level at the same time and that students have different needs. Therefore, according to Gregory and Chapman

(2007), '"through differentiation students are given the opportunity to learn to their fullest potential."

4. What Differentiated Instruction Is:

After a brief introduction about the origins of differentiated instruction , it's better to know what is and isn't differentiated instruction. That means by contradicting it with what it is not , it will be clearer. Summarizing Tomlinson (2001:8-11)**:** differentiated instruction could be the following **:**

1. Proactive rather than reactive.
2. more qualitative than quantitative
3. provides multiple approaches to content, process, and product
4. student centered
5. a blend of whole-class, group, and individual instruction
6. "Organic."
    - Ongoing collaboration with students
    - Frequent adjustments

5. What Differentiated Instruction Is NOT:

In order to understand what DI is exactly, we should understand what is not DI. Tomlinson (1995:85) suggests that many teachers think that they actually differentiate teaching when they ask some students, who seem to understand the topic that is being taught quite well, to answer more complex questions in a discussion, or to share advanced information on a topic, or grade some students a little harder or easier on an assignment in response to the students perceived ability and effort, or let students select which questions to answer or skip on a test. Moreover , a lot has been written about what differentiation is, how we differentiate in a classroom and so on. However, one needs to be careful to avoid some common misunderstandings about differentiation . Thus , Tomlinson (2001:12-13) states that differentiation is NOT the following :

1. An individualized Instruction
2. Chaotic
    - Activities are well planned

- Students are engaged in learning

3. just another way to provide homogeneous grouping we use flexible grouping.
4. “Tailoring the same suit of clothes"

In addition, from reviewing literature ,the researcher thinks that differentiated instruction is not the following:

- Grading particular students harder than others
- Allowing students who finish a required task earlier than others to play games
- Having more advanced learners do extra work, book reports etcetera.
- Assigning more work, at the same level, to high achieving students
- Grouping students into cooperative learning groups that do not provide for individual accountability, or do not focus upon work that is new to all of them
- Focusing upon students weaknesses and ignoring their strengths
- A different lesson plan for each student each day
- Students spending a significant amount of time teaching material which they have already mastered to others who have not yet mastered it

In conclusion, differentiation means getting the best out of every pupil so that they are able to show what they know, what they understand, and what they can do. It also means having high expectations for all students and adjusting learning ,so that their needs are met- from the weak right through to the most gifted student.

6. Individualization vs Differentiation vs Personalization:

The three topics are misleading and their meanings are overlapped .Differentiated instruction is not the same as individualized instruction. Every student is not learning something different; they are all learning the same thing, but in different ways. And every student does not need to be taught individually; differentiating instruction is a matter of presenting the same task in different ways and at different levels, so that all students can approach it in their own ways. Tomlinson (2005:13-14) differentiated between them as follows:

Individualized instruction proposes that each learner have materials and tasks based on the very particular needs of that student. It's likely that (a) we could never generate enough lesson plans to address the needs of each individual we teach, and (b) we really don't know how to make such precise distinctions between each student so that we

could "slice the onion that thin" -- even if time were not an issue.Differentiation suggests we look at "ballparks" or "zones" in which students cluster -- so that on a particular day, depending on our students and their needs -- we might offer two or three or four routes to a goal -- not 23 or 30. In addition, during the heyday of individualized instruction, our sense of student learning was based on behaviorism (absorption, drill, repetition) -- and curriculum had that orientation. Now we understand more fully the role of the brain in learning -- the need for students to make sense of what they learn. Individualized instruction tended to have more of a drill orientation. Differentiation focuses also on helping students understand ideas and apply skills so that they develop frameworks of meaning that allow them to retain and transfer what they study.

It seems that individualization refers to instruction that is paced to the learning needs of different learners. Learning goals are the same for all students, but students can progress through the material at different speeds according to their learning needs. For example, students might take longer to progress through a given topic, skip topics that cover information they already know, or repeat topics they need more help on. Individualization means that the work is adjusted to each learner, with the adjustments being based upon the knowledge of each learner's potential. It definitely does not mean that all learners work upon the same task individually, whereas, it refers to instruction that is tailored to the learning preferences of different learners. Learning goals are the same for all students, but the method or approach of instruction varies according to the preferences of each student or what research has found works best for students like them. Tomlinson (2005:30) summarized the differences as follows :

Table (1)

Individualization	**Differentiation**	**Personalization**
starts with the needs of the individual learner	starts with groups of learners	starts with the learner
accomodates learning needs of the individual	adjusts to learning needs of groups of learners	connects with interests, passions, and aspirations
explicit instruction based upon the learning needs of an individual learner	explicit instruction based upon the learning needs of groups of learners	learners actively participate in the design of their learning
teachers customize lessons and tasks for learners based on individual needs	teachers create or adapt instruction and choose roles for learners based on different needs of learners	learners have a voice and choice on what they learn
same objectives for learners with specific objectives for individuals who receive one-on-one support	same objectives for groups of learners	different objectives for each learner
technology and resources are selected to support the learning needs of an individual learner	technology and resources are selected to support the learning needs of groups of learner	learner selects appropriate technology and resources to support their learning
learners are dependent on individual teachers or para-professionals to support their learning	learners are reliant on the guidance of teachers to support their learning	learners build a network of peers, teachers, and others to guide and support their learning
based on Carnegie unit (seat time), grade level	based on Carnegie unit (seat time), grade level	competency-based models where the learner demonstrates mastery

Individualization	**Differentiation**	**Personalization**
assessment OF learning	assessment FOR learning	assessment AS learning
summative assessment is grade-based and involves time-based testing which confirms what learners know and don't know	assessment involves time-based testing and teachers provide feedback to advance learning	teachers develop capacity to create independent learners who set goals, monitor progress, and reflect on learning

In conclusion , individualization as a sort of differentiation, during which the heterogeneous classes are maintained and internal differentiation - which respects the individual differences among learners - takes places. So this kind of instruction actually supports the collective learning of pupils with different abilities. While personalization refers to instruction that is paced to learning needs, tailored to learning preferences, and tailored to the specific interests of different learners. In an environment that is fully personalized, the learning objectives and content as well as the method and pace may all vary so personalization encompasses differentiation and individualization.

7. Traditional vs. Differentiated Classrooms:

We can't forget our classrooms where teaching to the middle model of instruction was the norm . When confronted with large class sizes, whole class instruction often seems the easiest methodology to employ and the one type of instruction that most of us feel comfortable using ,as it mirrors how we were taught when younger. When teaching in this model, we pay little attention to individual differences and focus on as much of the text as possible to ensure coverage of the curriculum. Traditional classrooms employ assessment at the end of the unit and rarely use assessment data to drive instruction on a day to day basis .If grouping strategies are used, most often homogeneous ability groups are created with the intention of providing remedial instruction for those students who need extra help and providing challenge for those who need an extra "push." The way" Students are divided into this model greatly impacts the quality of instruction provided, creates quite an inequitable structure, and sends a negative message to students regarding expectations for performance".(Tomlinson & Dockterman,2002:24-25).

The differentiated classroom, on the contrary, greatly emphasizes and values student differences. Teachers are sensitive to student learning differences and develop curriculum opportunities that are responsive and appropriately challenging for each individual student. After careful examination of readiness levels, learning profiles and interest, teachers focus on a variety of instructional methodologies that reach each learner and create opportunities for students to make intelligent choices regarding the learning process. Ongoing assessment plays a crucial role and provides invaluable information to teachers as they work from day to day to develop lessons that best meet students' needs. "The differentiated classroom is responsive and truly emphasizes and celebrates diversity of learning styles. It does not assume that one student's road map for learning is identical to anyone else's " (Tomlinson & Dockterman, 2002:25-26).

Table (2)

Differences between traditional classroom and DI classroom

traditional classroom	DI classroom
Differences are acted upon when problematic	Differences are studied as a basis for planning.
• Assessment is most common at the end of learning to see"who got it"	• Assessment is on-going and diagnostic to to make instruction more responsive to learner needs
• A relatively narrow sense of intelligence prevails	• Focus on multiple forms of intelligences is evident
• Coverage of curriculum guides drives instruction	• Student readiness, interest, and learning profile shape instruction
• Whole class instruction dominates	• Many instructional arrangements are used
• A single text prevails	• Multiple materials are provided

Adapted from (Irujo,2004:72)

8. Advantages and Disadvantages of DI:

Nothing is perfect, and DI is not strange to this fact. Thus it has advantages and disadvantages. But the researcher thinks that differentiated instruction has many advantages over traditional teaching methods. Here are some of the core advantages of DI.

8.1 . Advantages of DI

According to Hall (2002:98) some of the advantages of traditional method could be :

- They meet the needs of diverse students with a variety of learning styles.
- They accommodate students with learning disabilities and other types of disabilities.
- Differentiated instruction stimulates creativity and helps students understand ideas at higher levels of thinking than teaching through rote memorization alone.

- They are uniform and consistent;
- Subjects and skills are taught in a specific order that changed little; and
- Instruction adequately met the needs of about half of students in a classroom.

8.2. Disadvantages of Differentiated Instruction:

According to Hall (2002:120) "there are some disadvantages to implementing differentiated instruction into a classroom. However, these disadvantages mainly impact the teacher rather than the students, and fall into three categories: time, resources, and complexity". Teachers must take time out of the school day to assess students' learning needs and determine their learning styles. They must also take time to look through the assessments, determine the appropriate action to best accommodate students' learning needs, plan lessons, and implement accordingly. Likewise, for a teacher to accommodate their students' learning needs, resources are required to follow through in assisting students. Differentiation is also complex. Lessons will not only be written for the whole class, but for specific groups of students or individual students. In fact, some teachers "found it almost impossible to provide sustained properly executed lessons for every child or group" (Schmoker, 2010 :22).

Another disadvantage of differentiated instruction could be a chaotic classroom. When students are actively participating and engaged in working groups, the noise level of the classroom will likely be higher than one with students who are independently working. However, once teachers and students are accustomed to the increased noise level, this may no longer be an issue, here is another group of the disadvantages of it.

- They are inflexible;
- Students with diverse backgrounds and disabilities often did not respond well to this delivery;

- Subject matter was not upgraded quickly enough to keep students' skills and general knowledge current; and
- Instruction focused on memorization and less on higher level thinking skills.

In conclusion , nothing is perfect . All has strong points and weak ones, we can't forget our traditional classes and it's unfair to say they are bad and should be deleted completely.However,we should adopt modern techniques and strategies in teaching our students. Beside, many researchers indicated the efficiency and effectiveness of DI. We should have the courage of changing our old tools with more up to date ones ; and not to surrender to some fragile obstacles. Our students are our future.

9. Reasons for lack of differentiation:

VanTassel-Baska and Stambaugh (2005) identifies a number of reasons for the lack of differentiation , most of them are related to teachers who :

1 . lack the content knowledge necessary to extend and differentiate the typical curriculum content areas to cater for gifted and talented students.

2 . lack the classroom management skills necessary to support differentiated teaching.

3. lack the beliefs needed to implement differentiated teaching, such as the belief that students differ in how they learn, that students can acquire knowledge that is not understood by the teacher.

4 . do not know how to accommodate the approaches to learning by gifted students who are from different cultural groups (ethnic, social) or who are also underachievers.

10. Key features of differentiated instruction :

Good differentiation means that the teacher examines how well he/she is providing variety and challenge in learning, how they identify who among the students is best served by the current lessons, then modifies these lessons as needed in order that more students can be successful learners. Tomlinson (1995: 79) mentions one important fact " that differentiated teaching needs to be more qualitative than quantitative." In her opinion many teachers incorrectly assume that differentiating teaching means giving some students more work to do, others less. Although such approaches to differentiation may seem to have an adequate rationale, they are usually ineffective.

Differentiation ,as mentioned is a crucial idea in the teaching and learning process ; moreover it is not a haphazard strategy. It has certain procedures and features . Summarizing Willis & Mann (2000:40-58), the following are some of the features of this strategy :

10.1. Flexible Learning Groups:

In a differentiated classroom, students are grouped and regrouped, frequently and flexibly based

on their:

• Readiness to learn a concept

• Interest in a concept

• Learning preferences in working with or thinking about a concept; or

• Environmental or social sensitivities

In other words, Flexible, short-term groups are sometimes determined by the teacher, sometimes by the students, and sometimes they are random, all depending on the purpose for grouping. So grouping is a mean to an end which is making work more comfortable with all members in the class. That indicates the difference between it and heterogeneous classes.

10.2. Choice:

As mentioned earlier , DI is learner centered , so choice is one of the key features of it. It enables students to be partners in their learning ; with personalized opportunities to connect with their prior knowledge, interests and learning preferences. When students, have some choice they feel a sense of ownership for and commitment to their learning that is not possible when it is being directed by teachers.

10.3. Respectful Tasks

In a differentiated instruction classroom, all students focus on their learning goals and learn in ways that are motivating and challenging. Tasks are respectful when students are engaged in learning opportunities that are just as interesting and appealing as those of other students. Respectful tasks support risk-taking in students at a time when they may be reluctant to take chances in learning for fear of appearing foolish in front of their friends. Students are more likely to feel secure in beginning and persevering with a task when everyone in the class is working on something that they find personally demanding and challenging.

10.4. Shared Responsibility for Learning:

We as educators , not only have a responsibility to help our students achieve curriculum expectations, we also need to support students in developing the knowledge and skills required for them to learn independently. Students who are aware of how they learn best and who know how they are progressing towards a particular learning goal can inform our next steps as teachers. In addition, they develop a sense of responsibility for their own learning and for the conditions that support their learning. It makes sense, especially in a differentiated classroom that is based on responding to student learning needs, that we help our students develop the skills and habits they need to be their own best assessors.

11. Features of differentiated classroom:

If we look at schools in general, we always find pupils who struggle with learning, others who are gifted and perform beyond expectations, with some in between. Within these three groups individuals also learn in different ways and have differing interests. To be able to meet the needs of all the students , teachers need to differentiate in their classrooms. Teachers who attempt to apply differentiation in their classrooms should keep several basic principles readily to mind. Tomlinson (1995: 35) in her study about differentiated classrooms, identified four characteristics that shape teaching and learning in an effective differentiated classroom. These are summarized below:

1. The assessment is ongoing and is built into the curriculum. Teachers realize that not all students need a given task or segment of study. Also, they continuously try to assess students' readiness and interest, provide additional support and guidance when needed and they extend students' exploration when there are indications that an individual student is ready to move ahead.
2. In a differentiated classroom, flexible grouping is consistently used. Students often work in many instructional patterns. It can either be in pairs, in groups, or individually. Whole-group teaching is usually used for introducing new ideas, when planning and when sharing learning outcomes. Sometimes the tasks are constructed to match the learning style, at other times they can be interest-based.
3. Instruction is concept-focused and principle-driven. This means that all students need to have the opportunity to explore and apply the key concepts of the subject being

studied. They further need to understand the key principles upon which the study is based. Such teaching enables struggling learners to grasp and utilize powerful ideas and, at the same time, encourages the advanced learner to expand their understanding and application of the key concepts and principles. This kind of teaching stresses understanding, or sense making, rather than retention and regulation of fragmented bits of information.

4. In a differentiated classroom the students are active explorers, with the teachers guiding their explorations. There are varied activities going on simultaneously in a differentiated classroom and that is why the teacher works more as a guide, or facilitator of learning, than as a dispenser of information. Students need to realise that they are responsible for their own work and for planning, because such centeredness offers them greater ownership of their learning.

Moreover , Heacox (2002: 10-12). lists some features of classroom environments that support differentiation .These classrooms reflect environments that:

• Promote acceptance of student differences.
• Affirm the learning strengths of all students.
• Acknowledge the differing learning rates and styles of students.
• Recognize that in order for work to be fair for all students, it will sometimes be different for some students.

• Accept that success means different things to different people.
• Allow students to work with various people, depending on learning tasks and student needs.
• Recognize that student interest is the key to motivation and that students have different interests.
• Promote personal responsibility for classroom learning.
• Build feelings of self-confidence and confidence in learning.
• Value effort.
• Nurture students toward independent learning.
• Support and celebrate student success.
• Encourage the development of student strengths, interests, and learning preferences.
• Nurture students' creative spirits.
• Honor the work of all students.

To summarise, in a differentiated classroom every student has an opportunity to succeed. A single experience with success is enough to encourage a student to approach new learning situations with confidence and motivation ; success leads to more success. In a differentiated classroom there is less frustration , confusion or boredom, plus there should also be a balance between student-selected and teacher-assigned tasks and working arrangements. This balance will vary to a certain degree for each student, based upon the nature of the task, the classroom conditions and so on. If the teacher starts with differentiation in his, or her class, it is also quite important to help students and their parents to understand, and feel comfortable with the new decorate of the classroom.

12. Differentiated Instruction and heterogeneous Grouping

The heterogeneous classroom is filled with students with different levels .Many teachers make the mistake of thinking that differentiated instruction is a form of homogeneous grouping. In other words, the struggling students are grouped together, the gifted students are grouped together, and the students that are in the middle ability are grouped together. Then, they are each given tasks that match their ability. This could not be farther from the truth. Flexible grouping is essential in a differentiated classroom. Flexible groupings allow students that are strong in one area to help those that are week and vice versa. Teachers must acknowledge the fact that sometimes, these groups will proceed slowly, and then sometimes, the groups will move very quickly. Tasks must be handled accordingly. Group composition can often change, depending on the type of task at hand.

13. Rationale for the Use of Differentiated Instruction:

Through thorough review of literature the researcher recognized that there are many factors that have driven the need for differentiated instruction. The first is what Tamilson (2006:30) mentioned:

1. To ensure that no child is left behind in terms of developing his or her possibilities.
2. The movement toward inclusion of special education students.
3. the identified weakness in the way in which gifted students have been served.

The second one is the increasing number of English language learners. Differentiating instruction in classroom has become even more critical with the increasing population of students with diverse cultural and linguistic background. National Clearinghouse for English Language Acquisition (2006) points out that “English language learners represent the fastest growing segment of the school-age population” . In addition,According to Bundoc (2007:33), "the rationale for implementing differentiated instruction has been driven by increasingly diverse populations and larger class sizes that can negatively impact student achievement."

A another factor according to Tomlinson (2006:99) that has driven the need for differentiated instruction is the "movement toward inclusion of special education students". Moreover , there is ample evidence that students are more successful in school and find it more satisfying if they are taught in ways that are responsive to their readiness levels (e.g., Vygotsky, 1986), interests (e.g., Csikszentmihalyi, 1997) and learning profiles (e.g., Sternberg, Torff, & Grigorenko, 1998)." As cited in Tomlinson(2000:102) .Another reason for differentiating instruction relates to teacher professionalism. Expert teachers are attentive to students' varied learning needs (Danielson, 1996:70); to differentiate instruction, then, is to become a more competent, creative, and professional educator.

A final factor that has contributed to the need for differentiation is "the identified weakness in the way in which gifted students have been served ."(Tomlinson, 2003:13). According to Colangelo, et al (2004:90), research indicates that keeping all students engaged, including those that are gifted, is key to a school’s success. Winebrenner (2001:70) believes "the underachievement of gifted students may result from a one-size-fits-all curriculum as students learn to take the easy way out early in life when they are praised for the completion of effortless tasks".

The researcher thinks that there are certain powers that push in the side of DI. For example Today's classrooms specially in Palestine are more diverse than they have ever been. There are students with special needs, average students, gifted students and students considered at risk for various reasons. All of these students come to school with various backgrounds, abilities and educational readiness for learning and, of course, have different styles of learning. With this diverse students in today's classrooms, it is next to impossible to teach all students in one way. There are just too

many different levels of performance and needs. With differentiated instruction, classroom teachers are encouraged to identify the essential concepts and instructional components for every curriculum unit. Moreover, Differentiating instruction is a wonderful tool for special students. Instead of consistently being placed into one specific group, students with special needs consistently move throughout the various groups, depending upon their strengths.

14. Reasons for differentiation :

It's not only enough to know what differentiated instruction is, but also it's important to know why do differentiate.The following are some reasons for differentiation :

* To help all students learn
* To be able to grow in our ability to “read our students” and then to adapt our practice so we effectively teach all students.
* To increase student motivation and achievement
* To connect with students.
* To make strong connections between our subject and our students, and that improves student learning.
* To help our students become independent learners
* To enable students to find out about themselves as learners, to become more independent, so that they can work as responsible members of a community.
* To decrease discipline problems.
* To increase teacher satisfaction and efficacy
* We differentiate our instruction because some of the enthusiasm and pleasure we feel in teaching is renewed when we are working creatively and efficiently.
* One-size-fits-all instruction does not reach all learners
* Learners of multiple abilities can be educated together

Moreover, there is an evidence that students are more successful in school and find it more satisfying if they are taught in ways that are responsive to their readiness levels (e.g., Vygotsky, 1986), interests (e.g., Csikszentmihalyi, 1997) and learning profiles (e.g., Sternberg, Torff, & Grigorenko, 1998)." As cited in Tomlinson(2000:78) .Another reason for differentiating instruction relates to teacher professionalism. Expert teachers are attentive to students' varied learning needs (Danielson, 1996); to differentiate instruction, then, is to become a more competent, creative, and professional educator.

15. Goals of Differentiation:

According to Anderson (2007:90) the goals of differentiation could be :

1) To develop challenging and engaging tasks for each learner;
2) To develop instructional activities based on essential topics and concepts, significant processes and skills, and multiple ways to display learning;
3) To provide flexible approaches to content, instruction, and products;
4) To respond to students' readiness, instructional needs, interests, and learning preferences;
5) To provide opportunities for students to work in varied instructional formats;
6) To meet curriculum standards and requirements for each learner; and
7) To establish learner-responsive, teacher-facilitated classrooms .

From thorough review of literature . The researcher thinks that the following could also be some goals for differentiation :

* To make the curriculum "richer" and more meaningful

* To enhance motivation

* To remove artificial boundaries that otherwise prevent students from taking their educational experiences as far as they can

* To develop skills in critical and creative thinking and problem solving to encourage students to stretch their thinking into the higher levels

* To meet individual needs and to respond to individual differences

* To help students use their time productively

* To help students maximize their capabilities in meaningful ways

* To improve academic achievement

* To help our ESL students do better in school

* To make it easier for some students to learn

* To increase the challenge level for students who already have a lot of prior knowledge and strong thinking skills

* To provide more help and support for struggling learners

* To get some of our students more interested and excited about learning

* To help some of our students stop feeling like they will never be good learners

16. General principals of differentiation:

There is no recipe for differentiation. Rather, it is a way of thinking about teaching and learning that values the individual and can be translated into classroom practice in many ways. Still, the following broad principles are useful in establishing a defensible differentiated classroom: .The researcher summarized Tomlinson (1995, 9-10) principals of differentiation who refers to them as "set of beliefs".

- The differences in students are significant enough to make a major impact on what they need to learn, the pace at which they need to learn it, and the support they need from teachers and others to learn it well.
- Students of the same age usually differ in several of these aspects: in their learning styles, their readiness, their interests, their life circumstances and their experience
- Students will learn best when supportive adults push them slightly beyond the point at which they can work without assistance.
- Students will learn best when they can make a connection between the curriculum and their personal interest and life experiences.
- Students learn more effectively when classrooms and schools create a sense of community in which students feel significant and respected.
- The goal of any school should be to maximize the capacity of each individual student

17. Student characteristics for which teachers can differentiate :

Differentiated instruction is teaching with student differences in mind,it requires us to have an understanding of our students as learners so that we can purposefully plan instruction, assessment and evaluation to best meet their diverse needs. When students and teachers work together to find out about readiness, learning preferences and interests, students come to know themselves better. Students who have a clearer understanding of themselves are prepared to make more informed choices when differentiated options are available. Differentiated instruction involves using assessment to gather information about student readiness, interests and learning preferences

17.1. Student Readiness:

Knowledge of a student's readiness to learn a particular concept is critical when preparing to differentiate instruction. For example, some students may be ready to work with complex concepts; others may require more practice with simple concepts before moving on. Readiness is different from ability and much more helpful to our work .If we have some prior knowledge, a point of connection, or even a positive feeling about the new material, our potential to learn is enhanced. Hall, et. all (2003:90)" When we differentiate tasks according to a student's readiness, we are creating tasks that are a closer match to the student's skill level and understanding of the topic than we would be if we assume that all students come to a new concept with the same background knowledge". The researcher thinks that if the level of activities is below students' readiness level, then the learning process becomes boring and ineffective. In contrast if the level of activities is higher than student's readiness level, the student is disappointed and loses his interest and consequently the learning process is once again ineffective. Good (2006:99) asserts that by saying.

> 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.

17.2. Student Interests:

As in the case with readiness, it appeared that addressing leamers' interest can be important to a student's academic development by engaging meaningful learning opportunities. Allowing students to do something they love is likely to help them develop both a positive attitude about learning and their creative potential. Hall etal (2003:90)states that " Meaningful learning happens when new ideas are personally relevant, and relevance occurs when new information links to something the student already knows". Student interests are relatively easy to determine. Questions asked before a new unit of study allow us to group students according to aspects of the unit that are of particular interest .Other ways to find out about the interests of students include surveys, asking questions, and asking students to connect their interests with topics of study. Some examples of differentiating by interest include providing a choice

of topic, novel, (e.g., problem-solving in sports. When teachers consider the interests of their students and provide relevant connections to the learning, students feel that their diversity is recognized and valued.

17.3. Learning Preferences:

As it is beneficial to student learning for teachers to respond to their readiness levels and interests, it also appears beneficial to address student variance in learning profile. Learning preferences refer to" tendencies towards particular ways of processing what is to be learned" (Olszewski-Kubilius, 2000:20). They include learning styles as well as intelligence and environmental preferences. This knowledge of our learners gives us the information we need to provide individual students with experiences that are ideally suited to their learning preferences. When students have opportunities to think and talk about the ways they learn best, they become better able to assume responsibility for learning. They describe how we prefer to acquire, process, and remember new information. We often think of learning style preferences according to the senses – we may be predominantly visual, auditory or kinesthetic learners, we may choose different styles for different tasks, or we may use a combination of styles.

17.4. Learning profile:

Learning profile attends to efficiency of learning (Tomlinson, 2003:79). The term learning profile refers to a student's preferred mode of learning that can be affected by a number of factors, including learning style, intelligence preference, gender, and culture.

Tomlinson (1999a:1) explaines learning profile as:

> Some students need to talk ideas over with peers to learn well. Others work better alone and with writing. Some students learn easily part-towhole. Others need to see the big picture before specific parts make sense. Some students prefer logical or analytical approaches to learning. Other classmates prefer creative, application-orientated lessons. While no one learning style may be more important than another, differentiating instruction to accommodate the various needs is important
>
> .

Research indicates that many of the emotional or social difficulties gifted students experience disappear when their educational climates are adapted to their level and pace of learning. Learning preferences include the following items.

17.4.1. Learning-Style Preferences:

Learning style refers to environmental or personal factors. Some students may learn best when they can move around, others need to sit still. Some students enjoy a room with colors to look at, things to touch and try out. Other students function best when the environment is more "spare" because they find a "busy" classroom distracting. Some students need a great deal of light in a room in order to feel comfortable. Other students prefer a darker room. Some students will learn best through oral modes, others through visual channels, still others through touch or movement.

17.4.2. Intelligence Preferences:

Gardner (1993) suggests that we each have varying strengths in combinations of intelligences he calls verbal linguistic, logical mathematical, visual spatial, musical rhythmic, bodily kinesthetic, interpersonal, intrapersonal, and naturalistic. Indications are that when students approach learning in ways that address their intelligence preferences, results are quite positive.

17.4.3. Culture-Influenced Preferences:

Culture affects how we learn. Some learning patterns may differ from one culture to another; there is huge learning variance within every culture. The goal of the teacher is, therefore, not to suggest that individuals from a particular culture ought to learn in a particular way, but rather to come to understand the great range of learning preferences that will exist in any group of people and to create a classroom flexible enough to invite individuals to work in ways they find most productive. However , our situation here in Gaza is different , most of our students share the same culture.

17.4.4 Gender-Based Preferences:

Gender also influences how we learn. For example, some males will prefer collaborative learning and some females will prefer competition.

17.4.5. Combined Preferences:

Combinations of culture and gender will create unique constellations of learning preferences in individuals. Patterns of learning preference are certainly complex when we look at an individual's learning style; intelligence; culture-influenced, gender-influenced preferences. A sensitive teacher understands that his/her students may have learning preferences much like or much different than that of the teacher and tries to create options and choices that make everyone comfortable much of the time.

18. Differentiation components:

After discussing how , when and why can we differentiate , it's important to know what to differentiate. Literature reveals that differentiated instruction can be applied and achieved by changing different aspects of teaching. The main areas of differentiation are the adaptation of what is taught (content), how it is taught (process), a variety of opportunities for students to demonstrate and prove what they have learned (product), in a pleasant and secure environment(learning environment), reinsuring that most students including students with learning difficulties get an opportunity to achieve high academic outcomes . Tomlinson (2006 : 65) suggests that differentiation can by allied as differentiation of content, process, product and differentiation of learning environment and evaluation methods.

18.1 . Content:

Tomlinson (2001) and Levy (2008:65) defines content as "what teachers teach and what students learn". Content is the curriculum based on government mandated standards. Tomlinson (2005:263) suggests that “differentiation must be an extension of high quality curriculum, not a replacement for it” and stated “we must have a solid curriculum […] in place before we differentiate”. According to Levy(2008:20)"Differentiated instruction allows for deviations in content without regression of the curriculum students are entitled to ".

In other words ,differentiation by content focuses on what all students should learn. "When differentiating the content aspect of a lesson, we may adapt what we plan for the students to learn or how the students’ will gain access to the desired knowledge

understanding, and skills" (Tomlinson 2000:40). Instead of varying the learner objectives and lowering performance expectations for some students, teachers may differentiate the content by using texts, novels, or short stories at varying reading levels. The teachers may choose to differentiate the content by using flexible grouping, affording students to work in similar groups using books on tape or the Internet as a means for developing understanding and knowledge of the topic or concept. Some students may choose to work in pairs, small groups, or independently.

18.1.1. Examples of differentiating content:

1. Using reading materials at varying readability levels;
2. Putting text materials on tape;
3. Using spelling or vocabulary lists at readiness levels of students;
4. Presenting ideas through both auditory and visual means;
5. Using reading buddies; and
6. Meeting with small groups to re-teach an idea or skill for struggling learners, .

18.2. Process.

Differentiating the process within a lesson refers to how the learners come to understand facts, concepts, or skills. In traditional lesson planning, the process is the guided and independent practice within a lesson. Meaning that all students complete the same type and amount of practice. After teaching a lesson, a teacher might break students into small “ability” groups based on their readiness. The teacher would then give each group a series of questions, based on each group's appropriate level of readiness-skills, related to the objectives of the lesson. Another way to group the students could be based on the students’ learning styles. Sizer, (2001:30) states that " The main idea behind this is that students are at different levels and learn in different ways, so a teacher can’t teach them all the same way". In conclusion, We can differentiate the process by taking into consideration students' interest , readiness and learning profiles.

18.3. Products:

Differentiating the product component of a lesson means affording students various ways of demonstrating what they have learned from the lesson or unit of study.

(Anderson, 2007:28). Differentiation of assessments or products may be constructed in various ways by the teacher such as using choice boards or the use of open-ended lists of potential product options from which students' select or contract for their final product. The purpose of the product is for students to recall what they have learned in the lesson or unit. Differentiated products challenge students at all levels to make decisions, be responsible for their own learning, as well as affording them opportunities to demonstrate what they know through products that are representative of their unique learning preferences, interests, and strengths.

18.3.1.Examples of differentiating product:

1. Giving students options of how to express required learning;
2. Using rubrics that match and extend students' varied skills levels;
3. Allowing students to work alone or in small groups on their products; and
4. Encouraging students to create their own product assignments as long as the assignments contain required elements.

18.4. learning environment

According to Tomlinson, (2003: 37) "Environment will support or deter the student's quest for affirmation, contribution, power, purpose, and challenge in the classroom". In differentiated classroom instruction, teachers take steps to purposefully accommodate the needs of students in order to build upon their individual strengths and remedy their academic skill gaps. Teachers who commit to differentiating instruction in their classrooms believe that all students can learn, understand well that one size does not fit all, and embark on a quest to reach each student.The classroom environment and structure demand as much attention as the tools of assessment and the selection of instructional materials. Students move both physically and psychologically through their school days. Thus, the classroom environment embodies the physical and affective tone or atmosphere in which teaching and learning take place.

18.4.1. Examples of differentiating learning environment:

1. Making sure there are places in the room to work quietly and without distraction, as well as places that invite student collaboration;

2. Providing materials that reflect a variety of cultures and home settings;
3. Setting out clear guidelines for independent work that matches individual needs;
4. Developing routines that allow students to get help when teachers are busy and cannot help them immediately; and
5. Helping students understand that some learners need to move around to learn, while others do better sitting quietly

To sum up , in order to maximize the learning opportunities for every student ,teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile. But differentiation doesn't mean that every single lesson or unit includes differentiated content, process, and product for each and every student's interest, readiness level, and learning profile . As Tomlinson (1999a:11) states, "Teachers may adapt one or more of the curricular elements (content, process, product) based on one or more of the student characteristics (readiness, interests, learning profile) at any point in a lesson or unit .

19. The best way to begin differentiation:

We as teachers are as different as our learners. Some teachers naturally use differentiated instruction early in their careers. For other teachers, establishing a truly flexible and responsive classroom seems daunting. It is helpful for a teacher who wants to become more effective at differentiation to remember to balance his or her own needs with those of the students. Once again, there are no recipes. Nonetheless, the following guidelines are helpful to many teachers as they begin to differentiate, begin to differentiate more proactively, or seek to refine a classroom that can already be called differentiated:

1. Frequently reflect on the match between your classroom and the philosophy of teaching and learning you want to practice. Look for matches and mismatches, and use both to guide you.

2. Create a mental image of what you want your classroom to look like, and use it to help plan and assess changes.

3. Prepare students and parents for a differentiated classroom so that they are your partners in making it a good fit for everyone. Be sure to talk often with students about the classroom--why it is the way it is, how it is working, and what everyone can do to help.

4. Begin to change at a pace that pushes you a little bit beyond your comfort zone not trying to change everything overnight. You might begin with just one subject, just one time of the day, or just one curricular element (content, process, product, or learning environment).

5. Think carefully about management routines--for example, giving directions, making sure students know how to move about the room, and making sure students know where to put work when they finish it.

6. Teach the routines to students carefully, monitor the effectiveness of the routines, discuss results with students, and fine tune together.

7. Take time off from change to regain your energy and to assess how things are going.

8. Enjoy your own growth. One of the great joys of teaching is recognizing that the teacher always has more to learn than the students and that learning is no less empowering for adults than for students. (Tomlinson , 2000:20-26)

20. Classroom Management and DI:

classes in which differentiation is practiced are student centered, the teacher may be seen moving from group to group . At times he/she may be addressing the class as a whole, or students may be presenting their work to the entire class. Having a class such as this operate smoothly does not happen by chance. Leading from behind means that the teacher must plan carefully. After the lesson or unit is planned, the managing of the day-to-day process of learning is as important as the delivery of instruction. Concern with classroom management can stop teachers from trying new approaches to teaching and learning.

Basic classroom management for differentiated classrooms is similar to management in traditional classrooms. Students need to know the class expectations and the consequences for not adhering to these expectations. In addition, the teacher must explain clearly the procedures for working independently and for working

cooperatively. There is a variety of approaches that teachers employ; it is important that teachers select a management technique that is comfortable and matches their teaching style. Tomlinson (2001:32-36) mentions some key points in order to have effective classroom management.

1. Have a strong rationale for differentiating instruction based on student readiness, interest and learning profile
2. Begin differentiating at a pace that is comfortable for you
3. Time differentiated activities to support student success
4. Use an "anchor activity" to free you up to focus your attention on your students.
    - Productive use of students' and teacher's time
    - Students must be taught to work quietly and independently
5. Create and deliver instructions carefully
    - Prepare task cards or assignment sheets
    - Give clear expectations for movement etcetera.
    - Give directions to a few responsible students, who share them with others
    - Specify a time limit for movement and activities
    - Anticipate problems.
6. Assign students into groups or seating areas smoothly
    - Don't waste time calling names
    - List names by color on an overhead, wall chart, peg-boards etcetera.
7. Have a "home base" for students.
8. Be sure students have a plan for getting help when you're busy with another student or group
9. Minimize noise
10. Make a plan for students to turn in work.
11. Teach students to rearrange the furniture
12. Minimize "stray" movement
13. Promote on-task behavior
    - Let students know you will be checking daily to see how they are using their time
    - Note those working with extra concentration and put a + by their names
    - Note those having a difficult time staying on task and put a – by their names
14. Have a plan for "quick finishers"

- If the same students consistently complete work with competence, tasks are insufficiently challenging
- If the student's goal is to be finished first, encourage superior work vs. speed
- Develop anchor activities

15. Make a plan for "calling a halt"
16. Give your students as much responsibility for their learning as possible

Moreover , Keck & Kinney (2005:14-16) suggestes some points to keep management in differentiated class

1. Allow students to make choices

An effective way to both implement differentiated instruction and manage classroom behavior is to provide students choices in their learning. Strategies such as learning contracts and student goal setting help teachers determine each student's strengths and interests so they can offer options with which students will engage. Allowing students to make choices about what project to do or how they will be assessed can help . If students are allowed choices they are more likely to satisfy their basic needs. When a student's basic needs are met ,they are more likely to engage with the material and less likely to disrupt class.

2. Use small and large grouping strategies

Grouping students also promotes differentiated instruction and positive classroom management strategies. Students can be grouped by abilities, interests and pretest results. In a group, students also have each other ask questions of before asking the teacher, which allows the teacher more freedom to move between students, mediate conflicts and manage time.

3. Vary assessment methods

Varying assessment methods is another way to enact effective classroom management strategies while differentiating instruction. Students can be assessed in a variety of ways, everything from portfolios to skits to traditional exams.Though varying assessment styles is not in itself a classroom management technique, it does tie back in with providing students a choice in their learning. Choosing how to present the results

of a research project or demonstrate mastery of specific skills or competencies gives students control over their learning and more engagement while in the classroom.

4. Engaging all learners is essential.

Teachers are encouraged to strive for the development of lessons that are engaging and motivating for a diverse class of students. Vary tasks within instruction as well as across students. In other words, an entire session for students should not consist of all drill and practice, or any single structure or activity.

5. Use assessment as a teaching tool to extend rather than merely measure instruction. Assessment should occur before, during, and following the instructional episode, and it should be used to help pose questions regarding student needs and optimal learning.

Moreover, Gibson (2012:44) suggests some points to keep management in differentiated class :

1.Preparing the classroom environment for collaboration and small-group instruction
2. Assessing students' strengths and needs to align curriculum with needs
3. Creating teaching tools for managing resources such as time, pacing, and work
4. Developing a rotation chart that identifies group memberships and clarifies performance expectations, (i.e. where and when students participate in various activities)

In conclusion , as mentioned before, management issues create the largest barrier to this model of teaching .It is imperative that teachers find methods to keep all children actively engaged in meaningful literacy learning, while meeting with small groups or individual learners. There are a variety of approaches that teachers employ; it is important that teachers select a management technique that is comfortable and matches their teaching style. In general, basic classroom management for differentiated classrooms is similar to management in traditional classrooms.

21. Teacher's role in differentiated instruction :

The role of teachers in the differentiated teaching is vital, difficult and intensely differentiated. Teacher's role in classroom where differentiation is being deployed changes considerably. Teacher is no longer at his desk in front of the classroom or by

the board teaching. The teacher finds herself/ himself among the students that work individually or in groups, moving in the classroom watching and supervising on their work. Teachers' movement in the classroom is not random, he goes where he is needed the most, offering mental scaffolding to students helping them to move a step further in the road of knowledge maximizing their abilities and capabilities. In differentiated teaching students are not just good listeners they are active participants engaged in their own learning process. A differentiated lesson will only be running smoothly, if it is well planed taking into consideration all the factors and nothing is left to chance.

The teacher does not have the "leading role" with the image of someone who knows everything-omniscient- and is in charge of everything. In differentiated teaching teacher is "silently" the person in charge. He is the one to draw the main lines of the learning process leaving the students plenty of time and space for development and growth according to their personal characteristics and needs together with differentiated support received by their teacher. Teachers who become comfortable with differentiated classrooms would probably say their role differs in some significant ways from that of a more traditional teacher.

Teachers who differentiate instruction focus on their role as coach or mentor, and give students as much responsibility for learning as they can handle. These teachers grow in their ability to:
(1) assess student readiness through a variety of means,
(2) "read" and interpret student clues about learning needs and preferences,
(3) create a variety of ways students can gather information and ideas,
(4) develop varied ways students can explore and "own" ideas, and
(5) present varied channels through which students can express and expand understandings.(Koutseini ,2009:10)

22. Students' role

1. They are positive partners in the learning process.
2. They should be aware of and convinced with and respect the differences between them.
3. They should be convinced of the different and varied activities presented to them.
4. They should be accustomed with extra activities presented to them.

5. They should have self confident and believe in their abilities .

5. They can put ground rules and behavioral contracts in classes.

6. They can take part in decision making.

23. The parents' role:

Not only teachers and students have a vital role in differentiation , but also parents as they have a very essential part by :

- Asking teachers to specify ways in which differentiated instruction will be provided
- Understanding that teachers can not (and should not) differentiate all assignments and materials every day
- Encouraging students to let teachers know when assignments are a good fit and when they are not
- Encouraging students to compete against themselves rather than comparing themselves to peers
- Volunteering in the classroom.

24. Differentiated assessment :

"Differentiated assessment informs differentiated instruction... Differentiated instruction leads to differentiated assessment" (Callahan &Tomilson ,2003:30). It seems that both are interrelated, inseparable and depend merely on each other. Differentiated assessment provides information about each student's readiness, strengths and needs in relation to particular outcomes or activities. This information shapes our planning for differentiating instruction. In other words, differentiated assessment means selecting tools and strategies to provide each student with the best opportunity to demonstrate his or her learning. As you get to know your students, and as student differences emerge, assessment naturally becomes more differentiated because its purpose is to meet students where they are and to coach them to the next step. In this way, assessment and instruction continue to support and inform each other. "Like differentiated instruction, differentiated assessment is based on the reality that the needs of students cannot all be met in the same way" (Callahand &Tomilson ,2009:31).

24.1. Assessment and grading in DI

In a differentiated classroom, assessment is a rich ongoing source of information to help plan meaningful learning activities, establish organizational and grouping structures and mold the classroom environment. Assessment supports the learning process by helping teachers identify and begin to address student strengths and needs. It is ongoing and responsive, changing over the course of a unit in response to student growth and development. It serves multiple purposes assessment for instructional planning, assessment for learning and assessment of learning. Differentiated assessment means selecting tools and strategies to provide each student with the best opportunity to demonstrate his or her learning. As you get to know your students, and as student differences emerge, assessment naturally becomes more differentiated, because its purpose is to meet students where they are and to coach them to the next step. In this way, assessment and instruction continue to support and inform each other. differentiated instruction, differentiated assessment is based on the reality that the needs of students cannot all be met in the same way. Successfully meeting student needs involves using your understanding of each student to guide your selection of a reasonable range of assessment tools and strategies. The goal is not to have an individualized assessment plan for each student, but to have a manageable class assessment plan that is flexible enough to accommodate a range of student needs.

Summarizing Callahan &Tomlinson (2003:120-129) about the nature and purpose of assessment in a differentiated classroom:

1. Provides on-going information that will inform instructional decision making
2. Includes a range of assessment approaches
3. Includes pre-assessment, in-process or formative assessment, and summative or post-assessment:

24.1.3.1 Pre-Assessment in a differentiated Classroom

Purpose:

* Gather information to be used in planning instruction that will match students' zone of proximal

development with instruction as well as capitalize on interests, learning styles, intelligence**.**

Method: Assess across a range of profile dimensions to measure students'

* Level of proficiency in prerequisite knowledge, skills and understandings
* Current level of knowledge and understanding of the content and skills to be taught
* Learning styles
* Interests
* Intelligence strengths

24.1.3.2. Formative Assessment in a Differentiated Classroom

Purpose: A "temperature check" to find out:
* What students have learned up to this point,
* Where there are gaps in learning,
* Where students have exceeded expectations
* Where students have questions

24.1.3.3 Post-Assessment in a Differentiated Classroom

Purpose:

* Through a culminating activity, evaluate the success of students in attaining the knowledge and skills, understanding the concepts, principles and generalizations, and applying the learning that
were the goals of instruction**.**

Principles

* Represents a culmination of learning experiences which have been targeted at achieving and integrating a set of goals and objectives

* Ensures a clear match between the expected outcomes of instruction and the task(s) provided
*Provides for a sampling of the most important outcomes of the learning experiences
*Allows for performance at the level of learning expected.
*Allows for demonstration of learning using preferred mode of learning and producing within the
constraints of the expected outcomes

* Allows for demonstration of what students have learned
* Is a learning experience
* Has clearly specified criteria which allow for clear communication of which goals and objectives have been achieved at what level.

25. Practices to avoid in using assessment in a differentiated classroom

Assessmet in differentiated instruction is differentiated and more vivid , It enables students to take part in their learning and evaluation.Thus, one should be careful when using assessment in differentiated classes. Rick (2006:57) mentions 10 practices to avoid in using assessment in a differentiated classroom, they are as follows:

- Penalizing students' multiple attempts at mastery
- Grading practice (daily homework) as students come to know concepts [Feedback, not grading, is needed]
- Withholding assistance (not scaffolding or differentiating) in the learning when it's needed
- Group marks or grades
- Incorporating non-academic factors (behavior, attendance, and effort)
- Assessing students in ways that do not accurately indicate students' mastery (student responses are hindered by the assessment format)
- Marking/Grading on a curve
- Allowing Extra Credit
- Defining supposedly criterion-based marks in terms of norm-referenced descriptions ("above average," "average", etcetera.)
- Recording zeroes on the 100.0 scale for work not done .

26. Strategies for differentiating teaching .

There are a lot of strategies through which teaching may be differentiated. These strategies are useful when a teacher wants to focus upon individual or small group needs within a unit, or topic of study, explored by all members of a class. The ones which are summarised below from Tomlinson (1995b:40-60), are the basic ones that help in differentiating teaching.

26.1. Cooperative Learning

Cooperative learning is a teaching strategy which is made up of small teams, usually of mixed ability, that are given a set of instructional practices to improve their understanding of the subject. Each member of the team was responsible for his or her teammates' learning what is taught in class as well as for their own learning; thereby, creating an atmosphere of success. Students should work through the task until all members successfully understood and completed it. To guarantee that individuals as well as the group are held accountable, individual rules must be assigned for a particular task. Different types of strategies in using cooperative learning that really work such as Think-Pair-Share and STAD.

26.1.1. **Think-Pair-Share**

The Think-Pair-Share technique is great for student responses. It allows the student to individually think about the topic; pair off with someone for better brainstorming; and eventually share his/her ideas comfortably with other students. This method obviously gives the student more wait time; therefore, improving the student's thinking skills; enabling the student to better analyze information; and increasing the student's depth of knowledge.

Another positive o Think-Pair-Share is that it reduces the level of stress for students because it does not place the entire work load on students individually. It is great for covering a lot of material in a short period of time. The students started off in what was called a base group. Normally, the group was made up of 3 or 4 persons and they were distinguished by letters or numbers. Next, the students were placed in an expert group. For example, the same letters or numbers from different bases will come together. The students will learn new information or skills that they will teach to the base group.

When the students returned to the base group, each person will teach the group what they have learned. What made this method attractive as well was that individual accountability can be built into the method.

26.1.2. Student Team Achievement Divisions

The cooperative learning technique used in this study is the Student Team Achievement Divisions' (STAD) method developed by Slavin. The researcher used STDA because it is one of the simplest and most flexible of the cooperative learning methods, It is most appropriate for teaching reading texts with well-defined objectives. In the STAD approach students are divided into heterogeneous groups of four or five of different levels, averages, and of diverse background. Each week, new material is presented. Team members then work together on worksheets designed to help students to scan, skim and expand the material presented in the reading text. Afterwards, answers of the worksheets will be given to students, making clear that their task is to learn the concepts not simply fill out the worksheets. Students are instructed that until all team members understand the reading text their task is not complete. Following this, students take individual quizzes on the assigned material; however, they are not allowed to help one another on these quizzes. The teacher corrects the quizzes and calculates the individual scores.

26.1.3. Procedures of STAD

Slavin, (1991:79-80) puts certain procedures for this technique , they are as follows:
1-Students listen to the whole text to get a general idea about it.
2- In four member heterogeneous academic teams, students read the text again and engage themselves in an intensive cooperative study to master the material they have read with every member having his or her own responsibility or role. To clarify, one of the students reads, the other checks the new words in a dictionary, one of them records notes and meanings of the new words and the other one monitors the time.
3- The teacher gives the learners worksheets or questions about the material they have already studied, reading passage, to help them control the academic goals .
4- The teacher gives them sufficient time to work together to understand the questions presented and to negotiate the possible answers in English.

5. The teacher goes around and checks out that all students are sharing and that different responsibilities are being shared among them.
6- The teacher gives students individual quizzes to check the understanding of each student in every group at the end of every session. The teacher corrects the individual quizzes and compares them with the students' pervious grades to follow students' improvements.
7- The average score of the members of each team is calculated to find out team mark.
8- The teacher recognizes and rewards the best three groups on regards of their marks.
9- The teacher also checks the individual's improvements by following up their quizzes and rewards those who are improving after comparing them with their previous grades.

26.2. Role / Audience / Format / Topic (RAFT) :

A RAFT is a differentiated activity used primarily to encourage writing across the curriculum. In a RAFT, students take on a specific role and develop a final product for a target audience related to a core concept or topic from a unit of study.

26.3. Acceleration/Deceleration: Accelerating or decelerating the pace at which students move through the curriculum is the first method of differentiating teaching. Students demonstrating a high level of communicative competence can work through the curriculum at a faster pace. On the other hand students who are experiencing difficulties may need modified activities that will allow them to work at a slower pace, yet still be able to succeed.

26.4. Compacting Curriculum:

Compacting the curriculum means that the teacher assesses the knowledge, skills and attitudes, providing alternative activities for those students who have already mastered curriculum content. Students who demonstrate that they do not require instruction move on to tiered problem solving activities while others receive instruction.

26.5. Tiered Activities: lesson is one way to differentiate the curriculum for mixed ability classrooms. Students will continue to learn the same objectives and content, but they will process the information and gain understanding at their ability/challenge level. Below are several strategies to tier a lesson or unit summarized by the researcher from Heacox , (2002:50-52)

26.5.1. Six Ways to Structure:

- By Challenge Level – Bloom's Taxonomy
  From knowledge, comprehension, application, to analysis, evaluation, and synthesis (from placing information learned on a chart…to...comparing and contrasting…to using the information learned to create something new)
- By Complexity
  From simple to complex (reporting information on an issue/topic … to… reporting different points of view on an issue/topic…to… determining a position on an issue and presenting a convincing argument to defend that position)
- By Resources
  Choose materials at various reading levels and complexity of content
- By Outcome
  From basic tasks to advanced tasks (presenting what was learned on a topic studied…to…presentation comparing same topic to today's similar issues and looking at impact, concerns, changes, etcetera.)
- By Process
  From basic tasks to advanced tasks
- By Product
  Ex. Verbal/linguistic; visual/spatial; logical/mathematical; bodily kinesthetic; musical (student products reflect their learning preferences and interests)

26.6. Buddy-Studies: An idea which permits two or three students to work together on a project. The expectation is that all may share the research and organisation of information, yet with each student completing an individual product in order to demonstrate the learning that has taken place and be accountable for their own planning, time management and individual accomplishment.

26.7. Learning Centres: Such centres may contain both differentiated and compulsory activities, though a learning centre is not necessarily differentiated unless the activities are varied by complexity, taking into account different student ability and readiness. It is important that students understand what is expected of them at the learning centre, with the structure provided varied according to student independent work habits.

26.8. Learning Contracts: This is a written agreement between teacher and student, which results in the learner working independently. The contract helps students to set

daily and weekly work goals and develop management skills. It also helps the teacher to keep track of each student's progress. The actual assignments will vary according to specific students needs.

26.9. Adjusting Questions: During large group discussion activities, teachers direct the higher level questions to the students who are best equipped to handle them and to adjust questions accordingly for student with greater needs. All students are answering important questions that require them to think, but the questions are targeted towards their ability or readiness level.

26.10. Flexible grouping: matching students to skill work by virtue of readiness, not with the assumption that all need the same task, computation skill, writing assignment, etcetera. Movement among groups is common, based on readiness on a given skill and growth in that skill.

26.11. Multiple intelligences theory :

One way to understand how your students differ from each other and what each brings to the classroom is through Howard Gardner's theory of multiple intelligences. Gardner's work (1993,

2000) proposes that instead of a single, fixed intelligence, there are actually eight facets of words, we are all smart, but in different intelligence. In other words, the exciting part of this theory is that teachers can organize learning to take into account the differing intelligences in the classroom Gardner (2003 :13-14)) summarized the first eight intelligences as follows:

1. Linguistic intelligence. The understanding of the phonology, syntax, and semantics of language, and its pragmatic uses to convince others of a course of action, help one to remember information, explain or communicate knowledge, or reflect upon language itself.
2. Bodily-Kinesthetic intelligence. The ability to control one's bodily motions and the capacity to handle objects skillfully.
3. Spatial Intelligence. The ability to perceive the visual world accurately, to perform transformations and modifications upon one's initial perceptions, and to be able to re-create aspects of one's visual experience (even in the absence of the relevant physical stimuli).

4. Musical Intelligence. The ability to understand and express components of music, including melodic and rhythmic patterns through figural or intuitive means (the natural musician) or through formal analytic means (the professional musician).

5. Logical, Mathematical Intelligence. The understanding and use of logical structures, including patterns and relationships, and statements and propositions, through experimentation, quantification, conceptualization, and classification.

6. Intrapersonal Intelligence. The ability to access one's emotional life through awareness of inner moods, intentions, motivations, potentials, temperaments, and desires, and the capacity to symbolize these inner experiences, and to apply these understandings to help one's own life.

7. Interpersonal Intelligence. The ability to notice and make distinctions among other individuals with respect to moods, temperaments, motivations, intentions, and to use this information in pragmatic ways, such as to persuade, influence, manipulate, mediate, or counsel individuals or groups of individuals toward some purpose.

8. Naturalist Intelligence. The capacity to recognize and classify the numerous species of flora and fauna in one's environment (as well as natural phenomena such as mountains and clouds), and the ability to care for, tame, or interact subtly with living creatures, or with whole ecosystems.

The most recently discovered intelligence is the Existential Intelligence. A student who is very sensitive and has the capacity to tackle deep questions about human existence holds this intelligence. This type of student reflects on concepts and applies them to the human existence, such as the meaning of life, why do we die, and how did we get here. Obviously there are many other strategies for differentiating instructions; these suggested above are the basic ones. Summarizing Tomlinson (2003:50-55),

1. strategies for differentiating content according to student readiness, interest, and learning profile include:

- Readiness – Provide texts at varying levels, offer extensions for advanced students, and reteach,
- Interest – provide interest centers, use student questions to guide lectures, and provide materials for varying interests, and

- Learning profile – present in visual, auditory, etcetera. modes, use applications and examples, and use examples from a wide range of intelligences.

2. Strategies for differentiating process according to student readiness, interest, and learning profile include:

- Readiness – use tiered activities, give detailed task directions, and provide resources materials at varying levels,
- Interest – use the jigsaw strategy and design tasks that require multiple interests for completion, and
- Learning profile – allow multiple options for expression of learning and encourage students to work together and alone.

3. Strategies for differentiating product according to student readiness, interest, and learning profile include:

- Readiness – use tiered product assignments, lead mini-workshops at varying levels, and develop benchmarks for success on grade-level expectations and individual needs,
- Interest – allow students to use a range of media, and provide opportunities for students to develop independent inquiries, and
- Learning profile – provide visual, auditory, and kinesthetic product options, and teach students how to use a wide range of product formats.

27. Differentiated instruction and English Language teaching :

Students differ in their English proficiency and levels of academic readiness. Each student also brings a unique mix of personal history and interests to the classroom" To engage each student in active learning appropriate to his or her needs, the most effective instruction is differentiated, that is, responsive to variances among students" (Tomlinson, 2001:115). Moreover , Heacox(2002:98) makes a good relation between DI and English language teaching in general by this image :Our language classrooms are tapestries of the world around us. Students come to us with varying ability levels, an abundance of interests, and an assortment of learning profiles. These students need inspiring, engaging lessons that will permit them to reach their highest potential and meaningful tasks that are relevant both to them and to the world in which they live. It is often the case in a "language classroom that there will be students at various levels of language proficiency. Whether due to previous experience or individual differences

these students may all have different language levels and therefore different needs." (Broderick,2005:196)

Heacox(2002:98) makes a good relation between DI and English language teaching in general by this image .Our language classrooms are tapestries of the world around us. Students come to us with varying ability levels, an abundance of interests, and an assortment of learning profiles. These students need inspiring, engaging lessons that will permit them to reach their highest potential and meaningful tasks that are relevant both to them and to the world in which they live. They desire a supportive learning environment which promotes diversity, nurtures creativity, acknowledges that they learn at varied rates and in different ways, recognizes their strengths, and honors everyone's work. These students need variety, choices, challenges, complexity, and opportunities to demonstrate their capabilities. They need to experience differentiated instructional opportunities

It is often the case in a language classroom that there will be students at various levels of language proficiency. Whether due to previous experience or individual differences these students may all have different language levels and therefore different needs ; so English language teachers are called to use differentiated instruction.

Summery:

This first section of the first part of literature review, tackled thoroughly an important topic that if applied effectively , teachers can overcome to some extent students' weakness and improve achievement. That topic is differentiated instruction. In this section, the researcher discussed the meaning of DI ,the root , the principles , justifications and reasons of differentiation. He also discussed the pedagogical benefits of DI and it's components. At last the researcher explored the relation between DI and assessment and classroom management.

SECTION 2

READING

Introduction:

Reading has made me who I am. To read is to learn and grow, to experience, to empathize, to understand, to marvel, to wonder, to laugh, and to cry. To live other lives in other places and times even in other planets. It shapes our personality and identity. We learn things that help us in our daily life and we experience joy, sorrow and relaxation when we read. We read when we check email, we read when we watch TV . We read when we walk in streets , we read when we drive cars, do shopping . The act of reading is an everyday function, it is part and parcel in our daily life. to the extent that the ability to read and write is called literacy and a person who can read is said to be literate and a person who cannot is illiterate.

Reading is a key skill for most students in a foreign language and it should therefore take its place besides the development of the other three skills of language: listening, speaking and writing. The greatest use at the end of language study is reading since most materials are printed, so it can be a basis for students . Further, "the ability to read will stay longer than the other skills, and it is the skill that will be must convenient to use. Reading remains a valid goal in the second language classroom."(Akyel & Ercetin ,2008:135).

Reading as well as listening are regarded as a receptive skill while speaking and writing are as a productive skill. Quite simply, without reading, second language readers cannot perform at levels they must succeed in reading. For many people, reading is the most important of the four skills in a second language, especially in English as a second or foreign language. It is one of the most important skills, if not the most, among language skills. The ability to read is a key factor in living a healthy, happy, and productive life. National Institute of Child Health and Human Development (2000: 80) considered it as the “new civil right” . Without the ability to read, a child cannot fully access his or her democratic rights. Conversely, the inability to read is considered as “life-threatening diseases”. The ability to read and understand a simple text is one of the most fundamental skills a child can learn.

> The most expensive burden we place on society is those students we have failed to teach to read well. The silent army of low readers who move through our schools, siphoning off the lion’s share of administrative resources, emerge into society as adults lacking the

> single prerequisite for managing their lives and acquiring additional training. They are chronically unemployed, underemployed, or unemployable. They form the single largest identifiable group of those whom we incarcerate, and to whom we provide assistance, housing, medical care, and other social services. They perpetuate and enlarge the problem by creating another generation of poor readers" (Fielding and Rosier ,1998:6-7)

1. What is reading :

The term reading has been used for many years in a narrow , passive sense to refer to a simple, passive decoding process that involves reading words in a linear way and internalizing their meaning one at a time. U.S. Department of Education (2001) puts it clear that "Traditional theories approach reading as a process of comprehending words, then comprehending the relations between the words in a sentence, and finally uttering them or realizing them in silent speech". But reading is actually a very complex process that requires a great deal of active participation on the part of the reader. It involves many complex skills that have to come together in order for the reader to be successful. Thus, there are a lot of definitions of reading according to the way writers understand it .

Chamot & Kupper (2010:163) state that" reading is the ability for a reader to transfer written symbols to meaning and using them communicatively and effectively". In the same concern, Oueini and Bahous (2008:30) argue that reading is "a visual and cognitive process to extract meaning from writing by understanding the written text processing information and relating it to existing experience." Similarly, Abu Shamla (2010:22) states that reading is "the cognitive process of understanding a written linguistic message and a mental representation of the meaning." . Nadera (2001:30) defined reading as "A complex system of deriving meaning from print that requires all of the following:

- The skills and knowledge to understand how phonemes, or speech sounds, are connected to print.
- The ability to decode unfamiliar words.
- The ability to read fluently.
- Sufficient background information and vocabulary to foster reading comprehension.

- The development of appropriate active strategies to construct meaning from print.
- The development and maintenance of a motivation to read.

Moreover ,Cziko, et al(2000:20) mentiones the following points to clarify what reading is:

1.1. Reading is not just a basic skill:

Many teachers think of reading as a skill that is taught once and for all in the first few years of school. Reading is a simple process: readers decode (figure out how to pronounce) each word in a text and then automatically comprehend the meaning of the words, as they do with their everyday spoken language. This is not our understanding of reading.

1.2. Reading is a complex process:

Think for a moment about the last thing you read. A student essay? A mobile bill? A newspaper? A novel? you would notice that you read with reference to a experience related to the text. The text evoked voices, memories, knowledge, and experiences from other times and places. If you were reading complex text about complex ideas or an unfamiliar type of text, you were probably trying to relate it to your existing knowledge and understanding. You might have stumbled over unfamiliar words and found yourself trying to interpret them from the context. And you might have found yourself having an internal conversation with the author, silently agreeing or disagreeing with what you read. In other words ,reading as a complex process that requires a great deal of active participation on the part of the reader. It involves many complex skills that have to come together in order for the reader to be successful.

1.3. Reading is problem solving:

"Reading is not a straightforward process of lifting the words off the page" (Block& Gambrel, 2002: 60) . It is rather a complex process of problem solving in which the reader works to make sense of a text not just from the words and sentences on the page but also from the ideas, memories, and knowledge evoked by those words and sentences. Although at first glance reading may seem to be passive and simple, it is in truth active, populated by a rich mix of voices and views—those of the author, of the

reader, and of others the reader has heard, read about, and otherwise encountered throughout life.

1.4. Fluent reading is not the same as decoding:

Our aim as teachers are not mainly to require our students to carry out certain tasks in a fairly automatic manner. Decoding skills—quick word recognition and ready knowledge of relevant vocabulary, for example—are essential to successful reading. However, they are by no means suf-ficient, especially when texts are complex or otherwise challenging. "Fluency begins to develop when students have frequent opportunities to read texts that are easy for them. Multiple rereadings of more difficult texts help broaden a reader's fluency" .(Pikulski, 1998:97). Perhaps most important for students, fluency grows as they have opportunities, support, and encouragement to read a wide range of text types about a wide range of topics.

1.5. Reading is situationally bounded:

A person who understands one type of text is not necessarily perfect at reading all types. An experienced reader of dessert cookbooks might be unable to make sense of a legal brief. A political science undergraduate may feel lost when trying to read the poetry recommended by a friend. And a chemistry teacher may feel completely insecure when trying to understand some of the history materials . In other words, reading is influenced by situational factors, among them the experiences readers have had with particular kinds of texts and reading for particular purposes. "And just as so-called good or proficient readers do not necessarily read all texts with equal ease or success, a so-called poor or struggling reader will not necessarily have a hard time with all texts"(Cziko, etal 2000:50).

From all the previously mentioned definitions and discussion mentioned above, it is clear that the concept of reading as a cognitive process of understanding a written linguistic text is a means of language acquisition, of communication, and of sharing information and ideas. It is a complex process which includes many processes not only one. It is the act of getting meanings from printed or written words. It is basic to learning and it is one of the most important skills in a literate society. Reading provides the key to all kinds of information. Beside that ,it enables us to learn how to build or fix

things, to enjoy stories, to discover what other people believe, to exercise our imaginations, to broaden our interests and to develop ideas and beliefs of our own. In the simplest sense, reading means recognizing letters and groups of letters as symbols which stand for particular sounds. The sounds in turn form words that express ideas in written or printed form. It involves how well the students remember, use and react to the material. So the researcher defines reading as "the cognitive process of understanding a written linguistic message and a mental representation of the meaning."

2. Reading in Islam:

Islam priotorised reading and encouraged Muslims to be educated and cultivated as that will not happen without reading.Consequently, the literature of islam is full of such examples .One of that is as the first message sent to the Prophet was about reading. Prophet Muhammad (P.B.U.H) used to go to Mount Hira for prayers. One day while he was praying Angel Gabriel came and said to him. "Read, in the name of thy Lord, who created man from a clot. Read, for your Lord is most generous, who teaches by the means of pen, and teaches man what they do not know."This verse of Quran was the first verse sent to Prophet Muhammad, indicating the importance of reading. Another example , Prophet Muhammad (P.B.U.H) encouraged all his followers to seek knowledge, even if you have to go to China. He welcomed the traders who would come from various countries to stop in Madinah, so that his followers could learn from them.

A more obvious example, after the battle of Badr, in which Muslims defeated the Quraysh army, Prophet Mohammed captured some captives ,but instead of killing them , they were given the alternative: to teach 10 Muslims how to read and write. Upon doing so, they would be free. Islam showed great interest and importance to education in general and reading in particular. And Muslims are requested to take this matter seriously to reattain their past glory. Islam suggests reading as the key by which this world is opened, prospered and civilized. In other words ,there are many benefits of reading in Islam. Education, civilisation and reciprocal partnerships rest on the ability to read. It all started with the word, "read!.The Knowledge spread and ignorance decreased as the result of learning to read

3. Types of reading :

The literature on foreign language teaching frequently presents different types of reading . Knowing what each of the following types of reading are and when to use them should help the teachers and learners make better choices with their time. Each type of reading you choose will depend on the purpose for reading. The main types of reading are:

3.1. Intensive reading:

Intensive reading is derived from the latin word *praelectio* -reading aloud to others- which is the classical exercise of reading all the words in a sentence and translating them(Foorman,2004:102). The technique was applied in the Grammar-Translation Method, which was mainly based on praelectio. Intensive reading is a slow reading of a text aimed to explain every unknown word, grammar structure and style. It also very often involves translation of the read passage. As the main emphasis is on features of the text, rather than on its semantic context, the reader's interest in the text may be reduced. The main goal of intensive reading, however, is complete and detailed understanding of the text, thus it is made use of when the reader encounters a more difficult foreign language text. Though intensive reading requires a lot of patience and attention, it helps strengthen the reader's knowledge. Moreover , it involves a close examination of the text to get the full meaning. A student preparing for an examination in specific subjects like History, Agriculture, Biology etcetera would need to do this kind of reading. It is often necessary to read and re-read the passage and indeed to pause and check up the meaning of some words or concepts. Comprehension is highly paramount for this kind of reading.

3.2. Extensive reading:

Extensive reading, on the other hand, focuses on the essence of the text, and very little attention is paid to details. Al udaini (2011:23) said that "Extensive reading means to read at length, for pleasure and in slow and relaxed way, intensive reading is likely to be more focused, less relaxed and dedicated to achieve study objectives."The reader guesses the meanings of words and uses a dictionary only to translate key words indispensable for the overall meaning of the text. This subskills help to obtain the feeling of the language. While it deals with shorter texts, extensive reading is generally

associated with reading large amounts of material. Until, however, students read in quantity only, they will not become fluent readers. Thus, both intensive and extensive reading should be applied in the learner's reading skills development.

3.3. Speed reading:

"Speed-reading is actually a combination of various reading methods ."(Brabham & Lynch-Brown,2002:74). The aim of speed reading is to improve the speed at which a text is read and understood. The second aim is also to improve text comprehension itself. Owing to speed reading more information can be acquired in a shorter period of time. To enhance the pace at which the reader reads and comprehends the text, one should take such steps as reducing skip-back, reducing fixation time, and expanding the fixation zone. During reading the reader does not process a text letter by letter, or word by word, but rather blocks of words by blocks of words. To read blocks of words effectively, the reader's eyes should be fixed on blocks as long as possible. Thus, the larger the fixation zone, the more effective speed reading will be. The fixation time during which the eye is focused at a given fixation zone, is also very important, as the shorter fixation time, the more reading speed will improve.

3.4. Word by word type reading:

This type of reading is time consuming and demands a high level of concentration. Some material is not readily understood and so requires a slow and careful analytical reading. People use this type of reading for unfamiliar words and concepts, scientific formulae. It can take up to an hour just to read a few lines of text.

3.5. Reading to study type of reading:

A method of reading for study is called SQ3R2, (SQ3R, SQ4R, PSQ5R). The aim is to understand the material in some depth. The method involves five simple steps; Survey, Question, Read, Recall and Review.

- Survey: skim through to gain an overview and not key points.
- Question: devise questions you hope the text will answer.
- Read: slowly and carefully.
- Recall: from memory, write down the main points made by the chapter.

- Review: revisit your questions - compare these to your recall and establish how well the text has answered them; fill in any gaps by further reading and note-taking.

This usually requires the reader to pay a close attention to the text. Students should be trained to look for significant ideas and how details relate to one another and how they fit into the general topic. Reading speed tends to be slower the first time study-type material is read, and the reader may need to re-read portions of the text to understand it fully.

3.6. Recreational Reading:

This is the type of reading done for enjoyment. When reading a story purely for pleasure, most people read at a relaxed, uneven speed. They may skim through a tale until they come to a scene, a description or even a phrase that is especially pleasing or satisfying. That portion may be read slowly and then re-read to be enjoyed, appreciated or considered.

3.7. Survey Reading :

This involves covering a large amount of text to get a general idea of its content. In such cases, the reader may first skim the material to understand the main point. If the purpose is to find a particular fact or example, the reader may begin by skimming the text. The reader may then read some sections carefully to make sure that the desired information has been found.

3.8. Silent reading:

Silent reading is described as silent because it is supposed to be performed silently without labial movements or vibration of vocal cords. This implies that graphic forms are visually perceived and then transformed into meanings and ideas without passing through the vocal stage.
Most of our reading, in fact, is done silently. Silent reading is an important skill that has to be developed properly through guidance and practice.

In addition, teachers are expected to help students develop their speed in silent reading. Such development involves increasing the learner's eye span, which is the quantity of

words a reader's eye can catch from a written line at one glance. The larger the span is, the faster the reading can go. One way to attain such increase in eye span is to make students read a certain passage under some pressure of time. This pressure forces the student to widen his eye span, decrease the number of eye regressive movements, and shorten the time between each span and another. (Alkhuli, 1980:74)

3.9. Critical reading:

"Critical reading extends the notion of comprehension beyond simply understanding what has been presented by linking it into your existing corpus of knowledge. It involves evaluating what has been comprehended" (Bielby, 1999: 159). According to Harmer (2001: 118), critical reading is to read for critical analysis in order to judge the truth of some information in a text. In other words, it is not a mere absorbance of what the writer writes; it needs a reader to decide whether what he has read is a fact or opinion, judge whether it is right or wrong, and decide if it suits his needs and interests**.**

3.10. Reading aloud:

4. Factors affecting reading:

There are a number of bad habits which poor readers adopt. Most of these involve using extra body movement in the reading process. Some of these bad reading habits can be eliminated fairly easily when identified. We as teachers should be aware of them and should do our best to eliminate them in our classes, these factors according to Chen et al(2010:82-86) include :

4.1. Head Movement :

Some poor readers have cultivated the practice of moving the head from the left to the right as they follow the words from the left to the right across the page. Often, students are quite unaware that they are moving their heads while reading. Such movement is both unnecessary and wasteful. It serves only to slow down the reading speed. The only muscles which are necessary for reading are the eye muscles. A lot of time and energy is wasted through head movement.

4.2. Pointing at Words :

Poor readers also ,point to words with their fingers, a ruler, pencil or pen as they read. Besides slowing down the student through the mere mechanical movement of pencil, ruler, or fingers, pointing at lines or words tends to cause the student to focus his attention on the wrong information. The important issue to concentrate on while reading is the idea that the author is trying to communicate, and not the location of the words on the page. By pointing to individual words, the reader is prevented from taking in whole phrases and sentences, which inhibit his understanding of thoughts and ideas. Chen et al(2010:82) points that "The eyes of any student old enough to learn to read are certainly skilful enough to be able to follow a line of print without extra help from fingers or rulers.

4.3. Vocalization :

Vocalization is another common fault in reading. Some poor readers think it necessary to pronounce aloud each word as it is read. Usually, this pronunciation is quite soft so that the reader is more or less whispering to himself than actually reading aloud. The chief disadvantage of pronouncing words while reading is that it tends to tie reading speed to speaking speed. This affects reading rate and therefore, comprehension.

4.4. Sub-vocalization:

"Sub-vocalization differs from vocalization in that the reader does not actually move any part of the vocal apparatus but he still pronounces the words to himself in his mind. Chen et al(2010:82) . The lips, tongue or vocal cords do not move but an inner type of speech persists, clearly pronouncing each word and then listening to himself, as it were. This is a much more difficult habit to break than vocalizing.

4.5. Regression :

According to Chen et al(2010:83) Regression refers to "glancing back and re-reading words, phrases and sentences that one has already read.". Because many people are uncertain of themselves and uncertain in their reading, they often go back to read a line for the second time or they go back to the beginning of a sentence to make sure they have read it correctly. Regression is a bad habit which often results from lack of

concentration. All readers make some regressions, but good readers make very few and bad readers make a large number.

4.6. Rhythmic Eye Movement :

This refers to "the way in which the eyes move across the lines of prints.(Chen et al,2010:86). When the eyes are reading a line of print, they make a series of short jerky movements along the line, stopping after every-one or two words for a very brief pause. Each time the eye stops, it sees a certain span of material and this span is called the "Span of recognition". Poor readers have a small recognition span in that they can only recognize one or two words at one glance while good readers have a wider span of recognition and can take in several words per fixation.

4.7. Physical Disability:

Inadequate brain development or vision or hearing defects can cause reading deficiencies. However, they account for only a small percentage of all reading problems. Adults will almost certainly notice major brain development abnormalities in a child long before concerns about the youngster's reading abilities arise. At a young age, teachers who notice a large difference between a child's expected reading performance and the youngster's achievement may recommend that a pediatrician evaluates the child.

5. Components of reading:

The National Reading Panel (2000) identified five components of reading : phonemic awareness, phonics, fluency, vocabulary, and comprehension. These components have been identified as essential to the process of learning to read in young children.
According to The National Reading Panel (2000) "The teachers who scored high on the differentiated instruction checklist consistently implemented the same strategies or practices that contributed to student learning". These strategies were broken down into the five components of reading:

5.1. Phonemic awareness:

Phonemic awareness is the ability to attend to the individual sounds in spoken words(Adams, 1990:102). Research has shown that teaching phonemic awareness to young children increases reading achievement .

5.2. Phonics:

Phonics instruction focuses on a child's ability to understand the alphabetic principle, or letter-sound knowledge." A child who understands the alphabetic principle demonstrates an awareness of the relationship between a written letter or word and the sound(s) it represents"(Oueini et al 2008).Moreover ,(Foorman et al., 2004:99) found that systematic instruction in phonics that occurred during beginning reading instruction lead to significant reading achievement.

5.3. Fluency:

Another practice that deserves more attention in classrooms is the use of various repeated oral reading methods that are implemented during whole class reading instruction. Fluency is defined as "the ability to read with accuracy, speed, and prosody" (Harmer, 2001:120). Research has shown that repeated oral reading is effective at improving fluency (National Reading Panel, 2000).

5.4. Vocabulary:

One practice that was observed very little was systematic vocabulary instruction. Research has shown that vocabulary knowledge contributes to students' ability to comprehend text (Harmer, 2001:120). According to Schumm, et al(2000:479) "to place a word into their long-term memory, students have to see a word more than once, but not as mere repetition in the sense of drill and practice of the word. Instead, they must see the word embedded in different contexts. "For this reason, it is important that vocabulary instruction provides students with several opportunities to encounter words repeatedly and in multiple contexts.

SECTION 3

READING COMPREHENSION

1. Reading and Reading Comprehension

Let's take this example to distinguish between reading and reading comprehension. Orange mango green walk tree happy walk. Surely you were able to read each of the words in that sentence and understand what they meant independently. An Orange is a fruit that is usually round and red. A mango is another fruit that is red. green is a color…and so on and so forth. However, when you look at the sentence as a whole, does it make sense? Probably not. This nonsense sentence demonstrates the difference between being able to read words and comprehend text. "Without comprehension, reading is simply following words on a page from left to right while sounding them out. The words on the page have no meaning." (Chen et al, 2010:90).

2. What is reading comprehension

Reading comprehension is the process of constructing meaning from the text. The goal of all reading instructions is ultimately targeted at helping a reader to comprehend a given text. Reading comprehension involves at least two people; the reader and the writer. "The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message" (Kirby, 2006: 161). In brief, the main purpose of reading is to comprehend the text being read. If comprehension does not take place then the activity of reading is without purpose.

Teaching Reading comprehension as one of the major skills of language learning is a broad area in which the learners different learning characteristics play an important role. It goes without saying that learners learn the reading comprehension skills differently by resorting to the differential, personalized styles and strategies they possess .According to Farrell (2009:7) “There is no single method or combination of methods that can successfully teach all children to read. … teachers must have a strong knowledge of multiple methods for teaching reading . .Thus, to be able to implement a practical method of teaching Reading comprehension skills , teachers need to be aware of their learners' current skill levels, strengths and challenges, interests and preferences, and needs and goals. The challenge is for teachers to ensure that the needs of all learners are equally valued and attended to. Thus the researcher thinks that DI can be a suitable strategy for teaching reading.

> When learners comprehend, they interpret, integrate, critique, infer, analyse, connect and evaluate ideas in texts. They negotiate multiple meanings not only in their heads but in the minds of others. When comprehending, learners strive to process text beyond word-level to get to the big picture. When comprehension is successful, learners are left with a sense of satisfaction from having understood the meaning of a text.

(NSW Department of Education and Training Literacy Continuum ,2010 :1)

Moreover,the National Reading Panel (2000) emphasised the fact that comprehension is an active process between the reader and a text, a process that is both ‘intentional and thoughtful. Simply put, reading comprehension is the act of understanding what you are reading.Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. Reading comprehension skills separates the "passive" unskilled reader from the "active" readers. Skilled readers don't just read, they interact with the text. To help a beginning reader understand this concept, you might make them privy to the dialogue readers have with themselves while reading. Skilled readers, for instance:

1. Predict what will happen next in a story using clues presented in text
2. Create questions about the main idea, message, or plot of the text
3. Monitor understanding of the sequence, context, or characters
4. Clarify parts of the text which have confused them
5. Connect the events in the text to prior knowledge or experience

It is clear that meaning, understanding and making sense are core words in the previously mentioned definitions. Consequently, the researcher can conclude that comprehension may be defined as the ability to communicate a text leading an integrated process that involves decoding vocabulary and sentences, employing prior knowledge relevant to the text and using cognitive and metacognitive strategies in order to make sense and to get the target message the author wants to convey.

3. Elements of the process of reading comprehension:

3.1. **vocabulary knowledge** and **text comprehension**.

Kirby(2006: 161) mentiones two elements that make up the process of reading comprehension: **vocabulary knowledge** and **text comprehension**. In order to understand a text the reader must be able to comprehend the vocabulary used in the piece of writing. If the individual words don't make the sense then the overall story will not either. Children can draw on their prior knowledge of vocabulary, but they also need to continually be taught new words. The best vocabulary instruction occurs at the point of need. Parents and teachers should pre-teach new words that a child will encounter in a text or aid her in understanding unfamiliar words as she comes upon them in the writing. In addition to being able to understand each distinct word in a text, the child also has to be able to put them together to develop an overall conception of what it is trying to say. This is text comprehension. Text comprehension is much more complex and varied that vocabulary knowledge. Readers use many different text comprehension strategies to develop reading comprehension. These include monitoring for understanding, answering and generating questions, summarizing and being aware of and using a text's structure to aid comprehension.

4. The importance of reading comprehension:

Imagine your school principal has just handed you an important document to read and tells you he expects a summary of the material on his desk by tomorrow. You take a look and see it is written in a language totally foreign to you. After your initial confusion, you may try to make some sense of it and scan the document. While you may be able to phonetically decipher the words and sound them out, that's where your "reading" would end. Imagine being handed a text written in Egyptian hieroglyphics with no understanding of their meaning. You may appreciate the words and even be able to draw some small bits of meaning from the page, but you are not truly reading the text. You wouldn't have any idea what the words you just read actually meant. How would you feel? Upset? Discouraged?

The words on the page have no meaning. They are simply symbols. People read for many reasons but understanding is always a part of their purpose. Reading comprehension is important because without it reading doesn't provide the reader with any information. In other words ,without comprehension, reading is nothing more than tracking symbols on a page with your eyes and sounding them out..

Beyond this, reading comprehension is essential to life. Much has been written about the importance of functional literacy. In order to survive and thrive in today's world individuals must be able to comprehend basic texts such as bills, housing agreements. Think of the potentially dire effects of not being able to comprehend dosage directions on a bottle of medicine or warnings on a container of dangerous chemicals. With the ability to comprehend what they read, people are able not only to live safely and productively, but also to continue to develop socially, emotionally and intellectually. Reading comprehension is a prerequisite skill for academic success in all areas of the curriculum and a significant challenge for many students, even at the high school level.

Reading comprehension skills increase the pleasure and effectiveness of reading. Strong reading comprehension skills help in all the other subjects and in the personal and professional lives. The high stake tests that control advancement through elementary, middle, and high school and that determine entrance to college are in large parts, a measure of reading comprehension skills. And while there are test preparation courses which will provide a few short-cuts to improve test-taking strategies, these standardized tests tend to be very effective in measuring a readers reading comprehension skills. In short, building reading comprehension skills requires a long term strategy in which all the reading skills areas (phonics, fluency, vocabulary) will contribute to success

5. Seven Strategies to Teach Students Text reading Comprehension

Adler(2001) mentiones at least seven strategies to teach reading comprehension. They are as follows:

5.1. Monitoring comprehension

Students who are good at monitoring their comprehension know when they understand what they read and when they do not. They have strategies to "fix" problems in their understanding as the problems arise. Research shows that instruction, even in the early grades, can help students become better at monitoring their comprehension. Comprehension monitoring instruction teaches students to:

- Be aware of what they do understand
- Identify what they do not understand
- Use appropriate strategies to resolve problems in comprehension

5.2. Metacognition

Metacognition can be defined as "thinking about thinking." Good readers use metacognitive strategies to think about and have control over their reading. Before reading, they might clarify their purpose for reading and preview the text. During reading, they might monitor their understanding, adjusting their reading speed to fit the difficulty of the text and "fixing" any comprehension problems they have. After reading, they check their understanding of what they read.

5.3. Graphic and semantic organizers

Graphic organizers illustrate concepts and relationships between concepts in a text or using diagrams. Graphic organizers are known by different names, such as maps, webs, graphs, charts, frames, or clusters. Regardless of the label, graphic organizers can help readers focus on concepts and how they are related to other concepts. Graphic organizers help students read and understand textbooks and picture books. Graphic organizers can:

- Help students focus on text structure "differences between fiction and nonfiction" as they read
- Provide students with tools they can use to examine and show relationships in a text
- Help students write well-organized summaries of a text

5.4. Answering questions

Questions can be effective because they:

- Give students a purpose for reading
- Focus students' attention on what they are to learn
- Help students to think actively as they read
- Encourage students to monitor their comprehension
- Help students to review content and relate what they have learned to what they already know

5.5. Generating questions

By generating questions, students become aware of whether they can answer the questions and if they understand what they are reading. Students learn to ask themselves questions that require them to combine information from different segments of text. For example, students can be taught to ask main idea questions that relate to important information in a text.

5.6. Recognizing story structure

In story structure instruction, students learn to identify the categories of content (characters, setting, events, problem, resolution). Often, students learn to recognize story structure through the use of story maps. Instruction in story structure improves students' comprehension.

5.7. Summarizing

Summarizing requires students to determine what is important in what they are reading and to put it into their own words. Instruction in summarizing helps students:

- Identify or generate main ideas
- Connect the main or central ideas
- Eliminate unnecessary information
- Remember what they read

6. Factors affecting reading comprehension :

Success in reading comprehension is a learnt skill , which can be developed by practice. Thus, to learn how to read successfully, four variables conditioning the course of reading process have to be taken into consideration. The variables are: the reader, the text, the strategies, the goal. As far as the reader is concerned, his reading skills are vital, as well as his interest in the topic. Such factors as sleepiness or hunger play a significant role as well. All these factors influence the success in reading. Also the type of the text has an impact on the reading process, as there is a certain degree of difference in difficulty between various types, e.g. between a novel and a scientific text. The most important factor, however, are reading strategies, as they affect reading in the most significant fashion. Unsuccessful language learners can either use too few reading

strategies, or they can apply them in a chaotic way, which obviously impairs reading effectiveness. Also the reader's purpose for reading is vital, as various purposes condition the use of particular strategies. If the reader only needs to gather general information, he will employ strategies appropriate for this goal, e.g. skimming. If, for example, he looks for more specific information, the best strategy to apply would be scanning.

7. Why is fluency important to reading comprehension?

In reading we focus on fluency and accuracy, both are important .Here the researcher seeks to identify the importance of fluency to reading comprehension. For example, a nonfluent reader puts a large amount of effort into decoding words. By the time such a reader finishes a sentence, he or she may forget what the sentence was even about. Comprehension is blocked because the process of decoding takes so much time and effort the short-term memory can't grasp the fragmented input of information. By contrast, a fluent reader reads in smooth and continuous phrases and the brain can retain and comprehend what is read. Just as a car needs fuel to run, comprehension is largely fueled by fluency. Allowing a budding young reader to ignore fluency does much more harm than good because it's basically allowing them to practice bad reading. One way teachers have tried to avoid this is by taking a simplistic approach to improving fluency. And that is to simply read, read, and read some more. The basic premise behind this strategy is that the more students read, the more likely fluency will develop on its own. The problem with this is that there are struggling readers that for a variety of reasons haven't progressed beyond decoding skills. These readers need guidance to move forward with fluency.

8. Reading comprehension strategy VS skill

There is a great debate about the reading strategies and skills.Can we call them strategies or skills .The researcher wants to clarify the differences. Afflerbach et al (2008:371) states that the distinction between reading skill and strategy is important for understanding how readers learn new skills, how they repair difficulties while reading, and how they teach others to read. Skills and strategies are sometimes used synonymously, and sometimes they're used to describe complementary behaviors. In any event, everyone seems to believe that whatever they are, they're important for students and teachers to have and know about.

According to Longman dictionary skill is an acquired ability to perform well; proficiency. Note: The term often refers to finely coordinated, complex motor acts that are the result of perceptual motor learning, such as handwriting, golf, or pottery. However, skill is also used to refer to parts of acts that are primarily intellectual, as those involved in comprehension or thinking. .Whereas , strategy in education, a systematic plan, consciously adapted and monitored, to improve one's performance in learning. Nishino (2007: 140) stated that "Reading strategies can be broadly defined as the mental operations performed by a reader to achieve the goal of textual comprehension . Summarizing Chamot & Kupper (2010:99-101), here is a good way to demonstrate the differences.

Table (3)

Skill	**Strategy**
These are automatic procedures that do not require thought, interpretation, or choice.	A strategy is a conscious plan under the control of the reader, who must make decisions about what strategies to use and when to use them.
Skills are product-oriented, observable behaviors such as answers to questions, answers on tests, skills lists, and taxonomies.	Strategies are process-oriented, cognitive operations the reader engages in, generally thought to be unobservable.
Skills instruction stresses repeated practice in applying skills until they become habitual responses to particular tasks.	Strategy instruction stresses the reasoning process readers go through as they interact with and comprehend text: how the strategies one uses change when one reads different texts or reads for different purposes.
	Strategy instruction teachers what to do with a skill, how and why to use it, and why it is important.
	Strategy instruction focuses on ways to help students understand what they read.

9. Relation between strategies and skills

Pang (2008:6) claims that the two terms skills and strategies can be confused. However, a skill is generally accepted to be an acquired ability that operates largely subconsciously, whereas a strategy is a conscious procedure carried out to solve problems in the comprehension process. Carrell (1993:29) preferes using the term "strategies" rather than the term "skills" because using a strategy means that a reader consciously focuses on selecting and controlling activities that achieves his desired goals. Simply, reading strategies are the conscious systematic mental processes used by a good reader to understand a text. They are represented in cognitive and metacognitive processes including decoding, skimming, scanning, clarifying meaning of words, summarizing, and drawing inferences. In contrast, skills are subconscious automatic processes employed by a good reader to understand texts.

From the previous discussion , one can deduce that both are necessary, and the problem with separating skills and strategies into separate features of learning is that we overlook the ways in which they are both directed to the same end, which is fluent and efficient performance. Afflerbach, Pearson and Paris (2008:30)make a great point in noting that strategies are what we turn to when we lack the skills to accomplish something and that, “even ‘basic’ skills benefit from being taught as strategies initially,” because strategies are how we manage difficult tasks.

10. Reading comprehension skills

After defining both strategy and skill and distinguishing the difference between them , the researcher is going to discuss each of them alone in details .The goal of all readers should be to understand what they read. Research shows good readers are actively involved with the text, and they are aware of the processes they use to understand what they read. A good reader is someone who has a purpose for reading, whether it is to look for specific information or to read for pleasure. A good reader is involved in a complicated thinking process as she or he reads. There are skills that we can teach children to help them become purposeful, active readers. The use of these skills depends on what readers are reading. These skills include:

10.1 Skimming

Skimming is reading at the fastest speed which a person can accomplish. In skimming, note titles, topic sentences, chapter headings and highlighted words or phrases. Also, examine/he table of contents, the index and any picture or other graphic aids. Skim whenever you want to get a general idea of book's content. For example, a reader should skim to decide whether a book might be a useful reference source.

10.2. Scanning

The major purpose of scanning is the rapid and efficient location of specific words, facts or details. It is also an extremely useful skill in helping the student to learn and master technical terms where a number of sources need to be consulted for the meaning and use of certain technical words. Scanning involves moving your eyes quickly across a line or down a page to locate particular information. To train yourself to scan, choose a text book that you use in one of your courses, place a folded paper or a card over the first line and move the paper quickly down the page. Look for key words or phrases that indicate you are close to the information you need. When you locate such a word, stop scanning and read slowly.

10.3. Inferring:

According to Bishop(2003)" It is the ability to connect what is in the text with what is in the mind to create an educated guess". It is a skill that is necessary for reading comprehension. Inferring, sometimes called "reading between the lines", is what occurs when the reader depends on prior knowledge to make a prediction about upcoming events in the story." Inferring aids comprehension by causing the reader to ask questions as they read and use context clues to determine the author's purpose and meaning of the entire book" (Bishop,2003) .Ferris & Hedgcock (2009:103)suggested some strategies that help to draw inferences:

1. Making Inferences Using Pictures (Visualizing)
2. Making Inferences By Reasoning (Reading Between The Lines)
3. Traditional Cloze Technique

Moreover you can encourage students to make inferences by providing sentence starters similar to the following: I realize that..., Based on…I predict that…, I can draw these conclusions..., Based on this evidence, I think

10.4. Prediction:

According to Grellet (1995: 17), prediction refers to "an educated guess about something that will come later in the text. The Predict skill is a simple but powerful way to help you connect what you know with what you are reading. Just as a detective looks for clues to solve a mystery, you can find clues in a text about upcoming events and themes.. Predicting involves more than trying to figure out what happens next. It was also reported that to predict what a text or a book is about, a reader needs to identify what kind of a text is this, that is to identify its genre and thus the writer's purpose can be identified, activate his schemata, and use some key words and phrases from the body/content of the text; and in a case of a book, to preview the title, table of content and the preface

10.5. Sequencing:

Sequencing is one of many skills that contributes to students' ability to comprehend what they read. "It is the identification of the components of a story, such as the beginning, middle, and end, and also to the ability to retell the events within a given text in the order in which they occurred." (Faust 2002: 18). Sequencing is a skill that can be incorporated into any subject area, but it is often associated with teaching early readers. When selecting a text for a sequencing activity, start with a piece that contains distinct events; has a clear beginning, middle, and end; and that lends itself to being retold. Familiar examples of such stories include fairy tales and fables

10.6. Summarizing:

Summarizing is how to take larger selections of text and reduce them to their bare essentials: the gist, the key ideas, the main points that are worth noting and remembering. It teaches students how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way. Teaching students to summarize improves their memory for what is read.

10.7. Guessing meaning of words from context:

It refers to the reader's attempt to predict or to assume meaning of unfamiliar word taking help of clues from the context. Guessing meaning of words from context is a

strategy that needs finding clues in the sentences related to the word or finding the relation between the word and the topic or the reader's background knowledge.

To sum up , from the previous discussion , one can notice that .There are a lot of reading skills , all of them are important and should be developed ; we as teachers should enable our students to be able to know when and how to choose the proper one effectively. For example, if the reader only needs to gather general information, he will employ strategies appropriate for this goal, e.g. skimming. If, for example, he looks for more specific information, the best strategy to apply would be scanning.

11. Reading comprehension strategies

To understand the reader and the nature of the act of reading more clearly and comprehensively, one needs also to find out and describe the reader's strategies and reactions with regard to the reading task, and to see how the reader copes with the reading task and solves the problems..Here are some of the most common reading strategies :

11.1. SQ3R, SQ4R and PQ4R strategies

SQ3R, SQ4R and PQ4R strategies refer to particular advised steps to be taken during reading. 'S' stands for survey, 'Q' for question, 'P' for preview or purpose, and 'R' can stand for read, recite, review, reflect or write. All the listed methods mainly differ as far as the number of 'R' factors is concerned, though some other differences also occur.

11.2. SQ3R strategy

SQ3R method, also called a reading study system, includes Survey, Question, and three times 'R': Read, Recite, Review. Each of the mentioned factors shall be closely looked at. The first factor, namely

11.2.1. Survey, refers to gathering the information necessary to define goals and concentrate on the text. At this stage, the reader is advised to read the title and think of the topic it may suggest. To get more information concerning the author's purposes, the reader is then recommended to read the introduction and summary.

11.2.2. Question, helps the reader focus on the reading passage and get involved in the work with the text. It is the reader's task to form as many questions concerning the text as possible, as such a procedure makes the reader engaged in the reading task.

11.2.3. Read, implies filling the earlier-built mental framework with detailed information. If possible, some additional questions regarding the text should be made up.

11.2.4. **Recite**, so after reading each section he ought to stop and try to answer his questions from memory. If he cannot do it, he should look back in the text again.

11.2.5. Review factor is very similar to Recite one, but the former is applied after the whole text has been read, and the latter is employed after each small section of the text.

11.3. SQ4R strategy

Similarly to the previous method, the reader should first briefly survey the text for the same purposes as described above. SQ4R strategy contains, however, one 'R' more, namely wRiting. At this stage, the reader should write answers to all the questions he has made up. The answers, however, ought to be stated in the reader's own words, which excludes mindless rewriting of sentences from the text. The learner can, thus, see that he has comprehended the text if he is able to meaningfully rephrase what is written in the text. The remaining two 'R's are Recite and Review which correspond to the ones from SQ3R strategy.

11.4. PQ4R strategy

11.4.1. Preview: Look through the pages of your reading passage and read the headings of the chapter and any sections dividing the chapter. Read the first and last paragraph in each section. View the illustrations in each section. Read the captions under the pictures and take a few minutes to look at charts, graphs, or maps.

11.4.2. Question: Think about the information you learned in the Preview. Ask yourself questions about it. Think about what do you already know about ideas you saw during your Preview. What do you think are main points that will be raised in the chapter? What do you expect to learn from reading this material?

11.4.3. Read: Read the passage. If there are ideas that seem important, make a note of them on paper. If the book belongs to you, consider making notes in the margins and

highlight important parts in the book. If you just can't imagine writing in your book, make notes on paper.

11.4.4. Reflect: Take time to reflect on what you have read. How are the passages or chapters inter-related? How does the information fit into things you have already learned? What new information did you learn? Did the passage include the information you expected to cover? Was there information that surprised you?

11.4.5. Recite: Think about the material. Discuss it with someone else or write down the main points you learned. Generally, writing information down by hand will improve memory of the material. If writing is a problem for you, consider brief notes or discuss the material with other students. It is important to summarize the material in writing using your own words. Explain it aloud to someone else or recite your notes aloud to yourself. Consider using a graphic organizer to increase your understanding of how concepts in the reading relate to each other.

11.4.6. Review: Consider the main points of the material. Were your questions answered? Do you feel that the writer's points are fully understood?

12. Teaching Reading comprehension Skills

As mentioned earlier in this research, reading skills are learnt ones .Thus, by practice and training , they can be developed and strengthened. Moreover, teaching reading has certain phases , which teachers should follow in teaching. All of these phases have certain steps and activities, they include before, during, and after reading

12.1. The Pre-reading Phase

In the first phase ,teachers should provoke students' interests and motivation through discussing pictures, titles and some key words. Before presenting the new text, teachers should have the child predict what the text is about by looking at the pictures. In addition teachers should guide young children to use basic logic skills while looking at the pictures to form an idea of what the text will be about. This will help develop prediction skills and will give them a set of ideas about the lesson that they can use to help decode any unfamiliar words that they come across while reading.In this stage , they

• use prior knowledge to think about the topic.
• make predictions about the probable meaning of the text.
• preview the text by skimming and scanning to get a sense of the overall meaning.

12.2. The While-reading phase

After the pre reading , the teacher goes to another important phase which happens while reading the actual text.The aims of the second stage are to help students to understand the specific content and to perceive the rhetorical structure of the text. This stage requires the teacher's guidance to ensure that students assume an active, questioning approach to the material. In this stage , they monitor understanding by questioning, thinking about, and reflecting on the ideas and information in the text.

12.3. The post-reading phase

It happens after you have finished reading the text. See if the children can explain what happened at the beginning, in the middle and at the end of the text .The final stage is intended to review the content work on bottom-up concerns such as grammar, vocabulary, and discourse features; and consolidate what has been read by relating the new information to the learner's knowledge, interests and opinions. Here, teachers check students' understanding of what they have read, relate the text to their personal experience and lives and relate and integrate reading to other language skills.In this stage students
• reflect upon the ideas and information in the text.
• relate what they have read to their own experiences and knowledge.
• clarify their understanding of the text.
• extend their understanding in critical and creative ways.

Summery :

In this sectin the researcher expanded the discussion of topics related to reading comprehension. First he defined it and distinguished it from reading. Then, he discussed the elements of the process of reading comprehension**,** the importance of it**,** some strategies ,factors affecting it, fluency importance to it**,** Reading comprehension skills ,relation between strategies and skills and Teaching Reading comprehension skills with their different phases.

SECTION 4

READING COMPREHENSION AND DIFFERENTIATED INSTRUCTION

1. Reading comprehension and Differentiated Instruction .

There is evidence that providing all students with the same reading instruction can be detrimental to student achievement. In classrooms comprised of students with varied reading levels where the teachers did not engage in differentiated instruction, student achievement for the average and low achieving students sufferes; high achieving students make merely modest gains (McGill-Franzen, Zmach, Solic, & Zeig, 2006; Schumm, Moody, & Vaughn, 2000)**.** Other studies support the notion that differentiation in instruction is needed to narrow the achievement gap found in today's schools (Allington, 2009; O' Connor, R. E, et al, 2002). Since teachers in non-differentiated classrooms often focus on the average learners, students of high ability or low ability do not receive instruction to adequately improve their reading ability. Seventy percent of adolescent learners in - USA- will benefit from differentiated instruction. "Right now, too many middle schools –in USA- place students in a curriculum in which everyone reads the same text and completes the same assignments. Unfortunately, this leaves too many students behind instead of moving them forward" (Biancarosa and Snow ,2006)

The wide range of reading abilities possessed by students has long perplexed educators. A number of attempts have been made to address differences. The challenge for teachers is complex: faced with a wide range of student abilities, teachers must address the different reading levels, provide necessary and appropriate instruction, and ensure that all children will read and comprehend.The most successful teachers of reading comprehension differentiate lessons, materials, and instructional techniques to fit the needs of learners. The researcher thinks that one of the keys to bridging the achievement gap is to address the needs of individual learners. However, in a classroom of 20 or more children, individual instruction can be overwhelming. Thus, a variety of grouping patterns, utilized in DI strategies can be a solution.

2. Planning differentiated Reading comprehension lessons

Planning tailored reading lessons is not a simple task that can be described in a lock-step formula. There are many points to consider when preparing for differentiated reading instruction in the classroom such as assessment, grouping formats, classroom management ,materials, length and frequency of instruction and lesson Focus.

2.1. Assessment

The primary consideration in reading instruction should be the needs and strengths of each child. It is only through assessment that teaching decisions can be made as assessment provides the data that informs good instruction -once these data are collected, the teacher must be empowered to analyze the information. This analysis, coupled with the teacher's deep knowledge of the reading process, will enable powerful instruction. This type of assessment should be on-going, not a one-shot measure used at the beginning, middle, and end of the year. It is equally important to include classroom based assessments. Teachers should observe students' reading skills and strategies in authentic situations, not just isolated drills

2.2. Grouping Formats

Teachers must carefully consider the types of grouping arrangements they use during teaching reading. It is best to employ a variety of grouping formats throughout the instructional block, including whole-class, small group, and opportunities for individualized instruction. This whole group teaching will not meet the needs of all of the students which is why small group instruction is a necessary component in the literacy block. Groups may change based on skill or strategy need. When children demonstrate a need to switch groups, teachers can do that, again based on the assessments. Individualized instruction can be arranged to meet the needs of struggling or accelerated readers, in addition to the whole class and small group opportunities provided. It is also likely that members of other groups will switch due to ability or interest differences.

2.3. Classroom Management

As mentioned before, management issues create the largest barrier to this model of teaching It is imperative that teachers find methods to keep all children actively engaged in meaningful literacy learning, while meeting with small groups or individual learners. There is a variety of approaches that teachers employ; it is important that teachers select a management technique that is comfortable and matches their teaching style.

2.4. Materials

The materials used in a reading lesson should be based on the instructional reading level of the students in the group as well as the interests of the group members. Once again, this requires the teacher to use a variety of assessments for decision-making. (Allington, 2009:23)

2.5. Length and Frequency of Instruction

How long a differentiated reading lesson should last and how often these lessons should occur. These are decisions that only a well-prepared teacher can make, using formal assessments and anecdotal records as a guide. The answer to the question will change from one grade level and classroom to the next, based on the needs of the learners. All students should receive daily instruction in the whole-class lesson. However, struggling students may need to be instructed more frequently than other students in a small group in order to make accelerated progress. Students reading above grade level may benefit from opportunities for independent practice, so they may not meet with the teacher as frequently

2.6. Lesson Focus

Before and during each lesson teachers must consider the needs of the learners in order to decide which comprehension strategies to stress, how to build and maintain fluency, and which word-level skills and strategies to teach. Ultimately, if children are taught how to successfully comprehend all types of text, they may perform well on standardized measures. summarized from (Tomlinson 2006:110-114)

3. Practices to Differentiate Reading comprehension Instruction

Tomlinson (2006:90-94) mentiones ten practices teachers can use to differentiate reading instruction :

1. Make your read alouds a common teaching text: In addition to being just for fun, read-aloud materials will become your common text, setting the stage for differentiation. Use them to build background knowledge and to show students how you apply strategies . You can also use them to introduce issues and invite students to respond to these issues in their journals. Making your read aloud

your teaching text will ensure that every student has access to the information and skills they need to become a better reader.

2. Teach with diverse materials: Avoid using one text for the entire class. Instead, use multiple texts at diverse reading levels for your units of study. This will enable every student to gather information from books and magazines they can truly read
3. Organize for instruction so you meet alreading levels. Whether you use a differentiated whole-class instructional approach or have students work in small groups, you'll need to organize each unit of study around a genre, issue, or topic—rather than teaching "the book."
4. Value independent practice reading. Set aside 15 to 30 minutes of class time, at least three times a week, for students to read books at their comfort levels—and these levels vary from student to student.
5. Show students how to construct meaning while reading. Students can become better readers only if they understand how to construct meaning as they read. By modeling the ways you think about texts during your read aloud, while you work with small reading groups, and in your one-to-one instructional conferences with students, you are offering students mutliple opportunities for learning how to construct meaning.
6. Show students how to construct meaning while reading. Students can become better readers only if they understand how to construct meaning as they read. By modeling the ways you think about texts during your read aloud, while you work with small reading groups, and in your one-to-one instructional conferences with students, you are offering students mutliple opportunities for learning how to construct meaning.
7. Encourage discussion. Discussion is especially important in a differentiated reading classroom because it provides a powerful way to build on every students' understandings and knowlegde of facts. It also provides them with opportunities to clarify meaning and to build comprehension. By asking students to move beyond memorizing the facts to applying those facts to issues and problems through discussion, students deepen their understanding and recall. In-depth discussions among small groups, and with the entire class, can show students how their peers think and reason, can build background knowledge, and can make the facts relevant to their own lives.

8. Write to explore, think, learn, and improve comprehension. Learners can write only what they know and understand .If they haven't absorbed a lesson, they will have little to write. It's crucial for teachers to know that everyone in a class does not absorb the same information from a demonstration or a lesson . Reading students' journals can provide insights into whether students can think inferentially and analyze chunks of text. These insights support planning interventions for individuals, pairs, small groups, and, at times, the entire class.
9. Use ongoing assessments to support each student. Study the assessments students complete for a unit to discover their successes and their areas of need. Then support each student in your class by getting to know him or her so you can provide targeted instruction. Ongoing assessments allow you to do this.
10. Plan your units carefully. Thinking through each unit of study enables you to understand what you want students to learn about a genre, an issue, and reading strategies .It will also ensure that you have gathered reading materials that meet the needs of each student, as well as appropriate texts for your read alouds.

As you begin to embrace some of these differentiation practices, it's important for you to know the research that supports this kind of instruction. Knowing the research will enable you to select materials to read for building your own background knowledge and expanding your understanding of differentiation.

4. English for Palestine

English for Palestine was written specially for schools in Palestine to realize the aims of the Palestinian Ministry of Education as described in detail in the Ministry's English language Curriculum for Public Schools (1999). The learners from beginner level in grade 1 to school-leaving level in course takes grade 12. In the English language curriculum, communicative ability is the main goal. So although it is important for learners to know about the language, real success is measured by what learners can do with the language: how well they can understand meaning and convey meaning in spoken and written English. English for Palestine 11, Teacher's Book (2005: 4)

4. 1. English for Palestine-Grade 9

English for Palestine-Grade 9 complements and extends the work in Grade 8. As such, Grade 9 maintains the continuity of the course and offers many new features to

stimulate and challenge teachers and students: for example, there is a strong emphasis on developing reading skills, and using reading to expand vocabulary. As in the previous levels, the course has a double strand of communicative activities and work skills. The skill of reading, writing, listening and speaking are integrated throughout the course. There is more emphasis on combining the skills in sequences
of activities. New vocabulary and grammatical structures are carefully controlled and are introduced in the context of the language skills. Writing is presented in graded activities to encourage them to write independently. The writing element of the syllabus in grade 9 focuses on using notes to write clearly and accurately about the topic and on writing summaries.

4.1.1. Components of English for Palestine Grade 9

1. Student's Book - presents the new language and provides classroom activities for practice and recycling**.** The student's book consists of 18 units where each unit consists of 6 lessons aiming at developing students' competence in the four language skills (listening, speaking, reading and writing). Lessons 1 and 2 cover the following: 'vocabulary and listening', and 'language and speaking or vocabulary and speaking'. Lessons 3 and 4 tackle reading and vocabulary, and language and speaking. Lessons 5 and 6 focus on listening and speaking or listening and understanding. In lessons 3 and 4, students read a passage to answer comprehension questions which vary from general understanding questions to detailed-answer ones
2. Workbook - provides exercises and activities that help students to practice and consolidate what they have learned from the students' book**.**
3. Teacher's Book - offers detailed, step-by step lesson notes and model tests**.**
4. Teacher's audio cassette- provides all the listening activities and useful pronunciation model.

4.1.2. Reading Objectives in English for Palestine Grade 9

1. Answer factual , inferential , judgment or evaluation questions .
2. Read familiar material with correct pronunciation and intonation.
3. Recognize pronoun referents.
4. Generate questions about reading texts.
5. Summarize reading texts

6. Make predictions about reading texts.

7. Make inferences about reading texts.

8. Develop awareness of semantic fields (word mapping).

9. Develop awareness about synonyms and antonyms.

10. Identify the main idea of reading texts.

11. Identify supporting details.

12. Distinguish main idea from supporting details.

13. Recognize rhetorical markers and their functions.

14. Analyze components of text such as setting , theme, characters , etcetera.

15. Deduce meaning of unfamiliar words from context.

16. Skim for gist or general impressions of text or graphics.

17. Distinguish fact from opinion.

18. Infer mood and author's attitude or tone.

19. Understand different types of letters.

20. Scan for specific information from texts and realia.

21. Interpret information presented in diagrammatic display.

22. Relate text to personal experience , opinion , or evaluation.

23. Extract and synthesize information from different sources. (English Language Curriculum (ELC), 1999:33)

PART 2

Previous Studies

Part II
Previous Studies

1. Introduction

2. Studies related to differentiated instruction and reading comprehension skills

3. Studies related to differentiated instruction and teaching English language teaching.

4. Commentary on the previous studies

5. Summary

A. Studies related to differentiated instruction and reading comprehension skills

Gilbert (2012)

Aiming to improve student performance on high-stake examinations in reading through differentiated instruction, Gilbert (2012) conducted his study . This sequential mixed-methods study examined teacher perceptions of reading instruction as well as the effects of differentiated instruction and other instructional strategies on student achievement in reading in a primary school. The questions in this study were designed to examine teacher perceptions of differentiated instruction and other instructional strategies used in reading. Qualitative data, in the form of observations and interviews, were collected from a convenience sample of second-grade teachers. The data was coded in order to identify various themes and trends. Observation and interview data revealed that teachers tended to use instructional approaches that produced satisfactory results on the CRCT. The quantitative hypothesis concerned using independent samples t-test to determine if there was a significant difference between the performance of students taught in a differentiated classroom and those taught in a traditional class. The OAS benchmark results indicated that the reading comprehension of students in the differentiated classroom was significantly higher than the students in the traditional classroom.

McCullough (2012)

The purpose of this study was to investigate whether differentiated instruction had a positive effect on the vocabulary and the reading comprehension of struggling 2nd grade students. In constructing a foundation for differentiated instruction, the theories of the zone of proximal development (ZPD) and multiple intelligences (MI) are pertinent to this interactive teaching approach. This pre experimental study focused on whether there was a significant difference in students' reading performance in vocabulary and comprehension after the implementation of differentiated instruction. Archival student data from 3 classrooms for the years 2009 and 2010 were used in this study. Students' scores from pretest and posttest assessments, Student Achievement in Reading (STAR) Reading and Phonological Awareness and Literacy Screening (PALS), were collected, analyzed, and compared. A repeated-measures t statistic was used to evaluate the mean difference between students' scores before and after receiving reading instruction using differentiated instruction. The data revealed positive gains in students' reading performance after the implementation of differentiated instruction. Implications for positive social change include vital information for teachers to become more effective in

their instructional methods, providing struggling readers opportunities to gain the essential knowledge and skills that will enable them to become self-sufficient, confident, and competent individuals.

Coar (2011)

Another study by Coar's (2011) to examine the impact of using differentiated instruction on the reading achievement performance of African American students compared to European American students at a school in the southern United States .Theories of differentiated instruction suggest that, by meeting each student at his or her readiness level, the chance for success is increased. A one-way analysis of variance was used to analyze the impact of ethnicity on reading achievement. The analyses revealed there is statistically significant relationship between reading performance, as measured by the Georgia Criterion Referenced Competency Test, in 3rd, 4th, and 5th grade students who received differentiated instruction and ethnicity for neither the 2008-2009 nor 2009-2010 academic year. The findings confirm that differentiated instruction can be used to reach diverse students. Implications for positive social change include the use of differentiated instruction to help close the gap in reading achievement and improve reading achievement for all learners.

Dunphy (2010)

Dunphy's study (2010) was to determine the effect of explicitly differentiated reading instruction groups on eighth-grade students' achievement, behavior, and engagement in a school seeking to reestablish adequate yearly progress benchmarks. The results of this study supported student participation in explicitly differentiated reading instruction groups. Because students in High Reading Ability (n = 25), Middle Reading Ability (n = 25), and Low Reading Ability (n = 25) groups maintained average to above average achievement test scores on several measures with commensurate classroom grade performance, and appropriate behavior and engagement to support school success during eighth grade, the results suggest continued implementation of explicitly differentiated reading instruction classrooms. The results of this study suggest that when these critical components are present in the daily educational routine, supported by the student schedule and teacher roster assignment, achievement can be significantly positively influenced.

Flaherty (2010)

Researchers implemented classroom interventions to improve the intrinsic motivational behaviors of 4th and 6th grade elementary students and to develop reading comprehension through differentiated instruction. The problem of low intrinsic motivational behaviors was documented through classroom observation checklists, student self-reported surveys, and parent surveys. Teachers noted high incidence of incomplete homework, low classroom participation, and lowered academic achievement. After reviewing solution strategies from educational practitioners, two targeted strategies of differentiated instruction and cooperative learning were the interventions implemented. Post intervention data showed increased student involvement, improvement in class participation, homework completion, and on-task behaviors. All of this led to enhanced overall student intrinsic motivation and increased levels of academic achievement as well.

Reis et al (2010)

Moreover , Reis et al (2010) examined the effect of a differentiated, enriched reading program on students' oral reading fluency and comprehension using the schoolwide enrichment model–reading (SEM-R). Treatment and control conditions were randomly assigned to 63 teachers and second through fifth grade students across five elementary schools. Using multilevel modeling, significant differences favoring the SEM-R were found in reading fluency in two schools (Cohen's *d* effect sizes of .33 and .10) and in reading comprehension in the high-poverty urban school (Cohen's $d = .27$), with no achievement differences in the remaining schools. These results demonstrate that an enrichment reading approach, with differentiated instruction and less whole group instruction, was as effective as or more effective than a traditional whole group basal approach.

Welsh (2010)

Aiming to examine the ability of 15 fifth grade students with reading difficulties to move toward proficiency through instruction using differentiated instruction and Reading Excellence: Word Attack & Rate Development Strategies (REWARDS) Welsh (2009) did this study. The research occurred in the students' classroom to observe the

phenomenon in an authentic environment. The research instruments used were teacher interviews and the pretest and posttest results of the 4Sight test and the pretest and posttest results of a decoding and fluency assessment. The patterns revealed from the data identified the successes and failures of nonspecific remediation that centered on the learner's inability to achieve reading mastery. The key findings from the study indicated that addressing students' weaknesses during one on one instruction, small group instruction, and through computer programs using differentiated instruction assisted students in moving toward reading proficiency.

B. Studies related to differentiated instruction and English language teaching.

Alavinia (2012)

The current study sought to investigates the possible effects on vocabulary learning of the implementation of differentiated instruction (in the light of learners' multiple intelligences and learning styles). The research was carried out in the Iran Language Institute (ILI) in Urmia, with 80 Iranian intermediate female learners. Successive to homogenizing the groups, a total of 60 learners were found to enjoy the conditions for the rest of the research, and hence two 30-member groups were formed. These learners, then, sat the pretest (a vocabulary achievement test), and based on the results of multiple intelligences and learning styles questionnaires, which were administered later, the learners were divided into five separate categories termed visual-spatial (V), linguistic-auditory (L), kinesthetic-bodily (K), interpersonal (Inter), and intrapersonal (Intra). Next the learners in the experimental group were instructed based on their unique intelligence and learning styles types, whereas the other class was taught in the traditional way with no differentiation. Subsequent to the administration of posttest, the results were analyzed through the use of independent samples T-test and ANOVA. In line with the findings of the research, a significant amount of difference was found between the performances of two groups and in favor of the experimental group. Further, the performance of different learners with various intelligences and learning style was shown to vary significantly.

Farhady (2012)

The current study sought to investigates the possible effects on vocabulary learning of the implementation of differentiated instruction (in the light of learners' multiple intelligences and learning styles). The research was carried out in the Iran Language Institute (ILI) in Urmia, with 80 Iranian intermediate female learners. These learners, then, sat the pretest (a vocabulary achievement test), and based on the results of multiple intelligences and learning styles questionnaires, which were administered later, the learners were divided into five separate categories termed visual-spatial linguistic-auditory (L), kinesthetic-bodily (K), interpersonal (Inter), and intrapersonal (Intra). Next the learners in the experimental group were instructed based on their unique intelligence and learning styles types, whereas the other class was taught in the traditional way with no differentiation. Subsequent to the administration of posttest, the results were analyzed through the use of independent samples T-test and ANOVA. In line with the

findings of the research, a significant amount of difference was found between the performances of two groups and in favor of the experimental group. Further, the performance of different learners with various intelligences and learning style was shown to vary significantly.

Jocylinn (2012)

This quantitative study done by Jocylinn (2012) explored the academic progress of at-risk students in English language arts (ELA) when they were given differentiated instruction (DI) and universally designed curriculum (UDC) to address their academic needs. The purpose of the study was to determine if there was a significant change in passing rates on the California Standards Test (CST) for at-risk students instructed with DI and UDC when compared to the scores of at-risk students who were instructed with a standardized core curriculum. The population included students in 4th, 5th, and 6th grades who were identified as at-risk students in the area of ELA due to test scores of Far Below Basic and Below Basic on the CST. The study was conducted with students in a rural school district in Southern California. The results of the data analysis demonstrated the effects of DI and UDC when compared to the standardized core curriculum on student test scores during the 2007–2008, 2008–2009, 2009–2010, and 2010–2011 school years. The findings from the study may assist districts in choosing the appropriate curriculum to address the needs of at-risk learners. Based on the results derived from data analysis that utilized *t* tests and *z* tests, it was concluded that when comparing test scores at the same grade level over the years included in the study, those with DI/UDC outperformed those with the standardized core curriculum.

Stavroul (2012)

This paper presents the results of a study concerning the application of differentiated instruction in mixed ability classes, in which 24 elementary classes of 479 Cypriot pupils participated. The study provides evidence about the effect that systematic differentiated instruction in mixed ability classes has on students' achievement. The results of the experimental group of the research that had received differentiated instruction were compared by multilevel regression with the results of the control group that had not received differentiated instruction. The comparison aimed at investigating the difference in achievement between the two groups and the identification of other

factors that affected students' achievement between and within these groups. A multilevel structure equation model was used to demonstrate the relations and the impact of the change of teaching practices, monitored by a differentiated instruction observation key, over students' achievement. Along with the main research question determining the impact of differentiated teaching on students' achievement, research results gave substantial evidence over the dimensions of quality and equity of education effectiveness. Quality and equity dimensions of education effectiveness consists of main conflict issues for differentiation instruction in mixed ability classrooms. Based on the results of the study presented, this articles' main target is to discuss how differentiated instruction can promote equity and quality for all in mixed ability classrooms.

Parker(2011)

The purpose of this sequential explanatory mixed methods research study was to determine the relationship between standards-based differentiated instructional (DI) strategies and the literacy achievement of ELLs and how knowledgeable are teachers in implementing differentiated instruction to support ELLs. The setting for the study was a culturally diverse southeastern metropolitan public school district. The population consisted of the NCLB Adequate Yearly Progress ELL subgroup from five Title I elementary schools in grades 3,4, and 5 and grades 3, 4, and 5 teachers trained in differentiated instruction that worked with ELLs during the intervention years. The quantitative student performance data showed that DI intervention significantly affected the literacy achievement of ELLs. The qualitative data provided voice to additional data collected from the quantitative teacher survey and classroom observations. The benefits of the study inform (a) teachers, (b) local district and school administrators, and (c) policymakers about the how of implementing differentiated instruction, especially as states choose to adopt the new Common Core State Standards Initiatives.

El shareef (2010)

The purpose of this study was to know how effective is the use of differentiated instruction strategy in acquiring the subject of English language for the sixth grade elementary pupils in the governorate of "Al-Qanftha", at the first three levels of the "Bloom's Taxonomy" for the behavioral objectives (knowledge – comprehension – application) comparing with the conventional methods used in instruction . To reach the

goal , the researcher apply a quasiexperimental study in which the sample consisted of (53), elementary sixth grade pupils in first semester 1432 AH . The sample was divided into two groups: a) (25) pupils for the experimental group were taught the target lessons with the use the differentiated instruction strategy. b) (28) pupils for the control group were taught the same target lessons with the conventional method. A pre-test , which administered to the two groups , was designed by the researcher , and it was given to a number of specialized arbitrators to make sure of its validity and suitability . Stability of the test was measured by using *split-half* method , and got (0.94) . The experiment lasted one month . A post – test administered again to the two groups . Data collected for the hypotheses of the study was analyzed using means , standard deviations and Analysis of covariance (ANCOVA) , and a confidence level (0.05) was used as the criterion level for determining statistical significance .The results were positive to the side of experimental group.

Mark (2011)

The purpose of this quantitative study, which utilized two pre-existing data sources, was to determine if there was a difference between student standardized test scores as measured by the North Carolina End-of-Course (NC EOC) tests based on the level of their teachers' use of differentiated instructional strategies. Few studies have examined the results of students' academic achievement of teachers who utilize DI strategies compared to those teachers who do not utilize DI strategies as regularly. This study sought to determine if End-of-Course effectiveness residuals for teachers at a single high school were significantly higher for those teachers who practiced differentiated strategies more frequently than teachers who did not practice DI strategies as regularly. The study utilized a survey created at Margate High School (a pseudonym) and teacher residual data prepared by the district's Evaluation and Research department. T-tests were used to determine if there was a significant difference in average residual scores between teachers who frequently practiced differentiated strategies than their peers who did not employ the strategies as regularly. Additional t-tests determined if there were differences in the average residual scores of those who more frequently differentiated content, process and product than their peers. School leaders must consistently evaluate instructional programs to determine their effectiveness on student academic achievement. While differentiated instruction has a strong foundation in both educational theory and brain research, the literature is mixed as to its efficacy; therefore,

additional research needs to be conducted to determine the impact of differentiated instruction on student achievement.

Patricia(2010)

The purpose of this study was to determine if differentiated instruction had an effect on student achievement. The researcher sought to answer two research questions "Does differentiated instruction have an impact on student achievement?" and "Are there components of differentiated instruction that have a greater impact on student achievement than others?" The study followed a mixed method design and consisted of two parts. First, a quantitative analysis of test scores from the Michigan Education Assessment Program (MEAP) and teacher and student survey results were analyzed as a means to outline broad relationships from the data. Results from the quantitative findings directed the researcher on how to frame the qualitative design. Second, a qualitative analysis of classroom observations and interviews with teachers was conducted.The qualitative portion of this study followed a social interactionism orientation adopted by social interactionism theorist (Blumer, 1969). This approach allowed the researcher to analyze relationships between the differentiation variables. The quantitative data methods of surveys and test scores, qualitative techniques of classroom observations, and teacher interviews were triangulated. Findings also suggested that the differentiation strategies of choice and interest play a vital role in achievement and student satisfaction in learning. Findings suggested that teachers just beginning differentiation should first administer a learning styles inventory to their students. The administration of this inventory will provide the teacher with the necessary information to differentiate for choice and interest, two manageable techniques with which to begin differentiation.

1.Commentary and Summary of the findings of previous studies

1.1. Studies related to differentiated instruction and reading comprehension skills

It was clear that the above-mentioned studies were divided into two domains. The first handled the studies related to the effect of differentiated instruction on developing reading comprehension skill . The second showed the effects of differentiated

instruction on different aspects of English language teaching. From the previous studies the researcher deduced and concluded the following:

1. All the previous studies indicate that there is a strong relationship between differentiated instruction and reading comprehension. The more students are exposed to differentiated instruction , the more they will be able to comprehend. In addition to that, students who are taught via differentiated instruction did better in exams than those who lacked it.

2. Apparently, all of the previous studies agreed that there were deficiencies in students' reading comprehension . Accordingly, this conclusion strongly supports the need for the current study and pushes it forward.

3. Most of the previous studies concentrate on the role of the teacher in improving teaching reading comprehension.

4. All the above studies have the same goal which is to examine the impact of using differentiated instruction on the reading achievement performance.

5. They all have the same results indicating that teaching via differentiated instruction had a remarkable positive effect on students' reading comprehension. This was, according to those studies, due to the fact that students were taught according to their interests, preferences and learning profile. For that reason, those studies strongly recommended the implementation of differentiated teaching.

6. Most of the previous studies have weak tools to collect data , forexample , Gilbert (2012) used observations and interviews, Welsh (2009) used interviews and the pretest and posttest and Shirley (2010) used pretest and posttest. However the rest of the studies forexample , Jocylinn (2012), Coar's (2011), Reis et al (2010) and Dunphy's study (2010) didn't identify the suitable tools. This study includes more tools than the previous studies did, the researcher used four tools in this study in order to reach accurate results. This study also uses different differentiated instruction strategies.

7. All of them investigated the reading skill as a whole without specifying what reading sub-skills they targeted. The current study specified the reading sub-skills**.**

1.2. The benefits gained from the previous studies

1- The previous studies didn't identify and classify the reading comprehension skills which benefited the researcher to design a questionnaire of reading comprehension skills to define them.

2- Some of previous studies showed that there is an effective correlation between DI and reading comprehension skills. This benefited the study in consolidating the DI different strategies and how it contributed to develop the reading comprehension.
3- It is worth admitting that the previous studies were very helpful to the researcher in conducting this study as they enrich the educational background of the researcher concerning reading comprehension skills, DI and terms of the study
4. These previous studies are considered a guide for the researcher because they helped him to design the procedures and steps of the study, and they especially helped in preparing the the lesson planning.

1.3. This study is characterized by the following:

1- This study concentrates not only on the correlation between DI and reading comprehension but also on preparing a lesson plan based on DI to develop reading comprehension skills.
2- As far as the researcher knows, it is the first study to be conducted in the Palestinian universities, even in the Arab world. which deals with DI and reading comprehension.
3- This study focuses on reading comprehension sub-skills as predicting, drawing new title, making connections, visualizing, inferring, questioning, summarizing and others.
5- This study identified the reading comprehension skills which suited the Palestinian students in the light of their levels and the degree of importance for them. This was achieved by a group of field specialists including supervisors of English language in addition to highly qualified and long experienced ninth grade teachers.

2. Studies related to differentiated instruction and teaching English language teaching.

These studies tackled the topic of differentiated instruction and its effectiveness on different sides of the teaching and learning processes.They differ in the dependent variables, for example , Alavinia (2012) *to investigates the possible effects on vocabulary learning* , Parker (2011)to close the achievement gap between elementary English language learners (ELLs) and their English speaking peers, Patricia(2010) to determine if differentiated instruction had an effect on student achievement , Stavroul (2012) to investigate the effect of differentiated instruction in mixed ability classes has on students' achievement , Mark (2011) to determine if there was a difference between

student standardized test scores as measured by the North Carolina End-of-Course tests based on the level of their teachers' use of differentiated instructional strategies. However, all of the previous studies highlighted in their results the effectiveness of applying differentiated instruction , for example Mark (2011), Stavroul (2012), Patricia(2010), Parker (2010) and Alavinia (2012).

Summary:

The main focus of this chapter was reviewing the related literature of the effect of differentiated instruction on reading comprehension in particular and English language teaching in general. In addition, previous studies were reviewed and commented on. From this literature review, it is evident that the issue of differentiated instruction is still in need of more research. Nevertheless, there are important implications for the teacher thinking about implementing a learning strategy based on differentiated instruction. An effective teacher needs to have a resource bank of different differentiated instruction strategies to draw on from time to time so that maximum learning for as many students as possible can be facilitated. In addition, this review of related literature revealed that a variety of instruments have been used to identify existing preferred learning strategies. It also showed how the researcher benefited from those studies and how the study is different from those studies. The next chapter reviews methodology of the study.

Chapter III

Research Methodology

Chapter III

Research Methodology

Introduction:

This chapter describes the procedures the research has gone through. It gives a thorough description of the methodology of the study, the population, the sample, the data collection tools and the statistical treatment of the findings.

1. Research design:

The researcher attempts the experimental approach where there are two groups of students, an experimental group and a control one. Both groups are pre-tested, and then the experimental group is taught reading comprehension through differentiated instruction while the control group is taught reading comprehension by the traditional method. The experiment lasted for six weeks from1/2/2013 to -20/3/2013.

2. Sample of the study:

A sample of (70) male students was chosen purposively from New Gaza Prep Boys " c " where the researcher works as a deputy school principal . The sample of the study was randomly chosen from the ninth grade classes and divided into two groups, experimental and control. They were equivalent in their general achievement in accordance with the statistical treatment of their results in the first term of the school year (2011-2012). They were chosen from the same school to be equivalent in the social, cultural, economic and academic levels. A timed pre-test was used to check the equivalence of reading comprehension skills between the two groups.

Table (4)

Distribution of students

Group	Control	Experimental
Number	34	36

3. Instrumentation

To achieve the aims of the study, the researcher used three tools: First , he constructed a questionnaire of the reading comprehension skills in order to choose the most important skills for ninth graders. After that, the researcher prepared a timed pre-post

achievement test depending on the most important skills. In addition, he designed a lesson planning to help teachers and students use differentiated instruction wisely.

3.1. A questionnaire of reading comprehension skills:

3.1.1. The aim of the questionnaire:

This questionnaire aimed at measuring the degree of importance of the reading comprehension skills for the ninth graders to be used in building the achievement test.

3.1.2. The sources of constructing the questionnaire :

The researcher depended on different sources to construct the questionnaire; A checklist of the suitable reading comprehension skills, where the referee committee chose 27 skills from the checklist to construct the questionnaire, the researcher's experience, previous studies and experts' opinions.

3.1.3 Description of the questionnaire

A questionnaire of 27 items was used in this study in order to rate the degree of importance of the reading comprehension skills. Respondents were asked to rate each item of the reading comprehension skills as follows: (3) = very important, (2) = important, (1) = slightly important.

3.1.4 Validity of the questionnaire

3.1.4.1. The Referee Validity / The Content Validity

To test the validity of the questionnaire, the researcher administered this tool to a group of specialists to be refereed; including professors of teaching methodology, supervisors of English language and highly qualified and long experienced ninth grade teachers taking their valuable notes into consideration. Once the panel of referees agreed that the questionnaire was a valid instrument, the researcher applied it.

3.1.5. The application of the questionnaire

The questionnaire was applied on a group of English Language professors , supervisors and expert teachers to rate the degree of importance of the reading comprehension skills for the ninth grade. After that, relative weight was calculated and the most important skills were chosen which got (more than 85%) in order to be included in the achievement test. The most important skills according to the results of the questionnaire were:

Table (5)

The most important skills

No.	Skills	Relative weight
1	skimming (reading for general understanding)	95%
2	scanning (reading for specific information)	90%
3	Making inferences about reading text.	96%
4	Guessing meaning from context	87%
5	Making predictions about reading text	90%

4.2. Achievement test. (Pre & post test)

A timed pre-post achievement test was prepared by the researcher to measure the students' achievement in reading comprehension skills. It was used as a pre test, applied before the experiment and as a post test, applied after the experiment. It was timed test. As the researcher thorough review of literature of the subject , he realized that many studies assure that there is a strong relation between reading comprehension and time pressure . It is important to say that the sub-skills under investigation were skimming, scanning, Make inferences about reading text, Guessing meaning from context and Make predictions about reading text. Thus the researcher after consulting many professors decided to put a timed test. In order to find exactly the effectiveness of differentiated instruction on developing reading comprehension skills.

4.2.1. The general aim of the test:

The test aimed at measuring the effectiveness of using differentiated instruction strategy on developing ninth graders' English reading comprehension skills at Gaza UNRWA schools.

4.2.2. The specific objective of the test:

Here are some specific objectives of the test which all aims at developing the following reading skills:

1- skimming (reading for general understanding)

2. scanning (reading for specific information

3. Make inferences about reading text.

4. Guessing meaning from context

5. Make predictions about reading text

4.2.3. The Source of Constructing the Test:

The researcher depended on some resources to construct the test such as: his own experience as a teacher of English for more than ten years, and as a deputy school principal for ten years ,the review of literature, supervisors and expert teachers' opinions, the results of the analysis of the reading comprehension lessons in the textbook and the result of reading comprehension skills questionnaire.

4.2.4. The items of the test:

One reading comprehension passage was used in the test. The passage was selected from grade nine Students' Book (English For Palestine 9), which is taught in the Palestinian schools .The passage talks about the Importance of Plant Life. It was selected from the reading text in Unit 9, Lesson 3&4 page 54. The text has 180 words. Students didn't study this text and they didn't have prior knowledge or feedback about it. The items used in each question were equal in weight. These questions were constructed according to the table of specification which was designed according to the general objectives of teaching reading comprehension skills and the relative weight of the skills in the degree of importance Questionnaire. The concentration was on the skills which took more than 85% in the relative weight. The same test was carried out after the six week intervention. Results of the pre and post test were recorded, statistically analyzed and compared. The items of the test are distributed as follows:

Question 1 is a multiple-choice exercise in which students choose the right answer from (a – b – c). It consists of two items. The purpose was to measure the students' ability to

predict the events throughout reading (Prediction).
Question 2 is a matching exercise where students are asked to read the passage and match the sentences with the right paragraph. It consists of six items . It was designed to measure students' ability of scanning through out reading (skimming).
Question 3 is miscellaneous one where studens were asked to scan the text for different purposes The question has six items. It was designed to measure students' ability to Make inferences about reading text throughout reading (scanning).
Question 4 is a multiple-choice exercise in which students choose the right answer from (a – b – c). The question consists of three items(Guessing meaning from context).
Question 5 is a multiple-choice exercise in which students choose to Infere meaning from context).

4.2.5. Instructions of the Test (for students)

The instructions were given to students by their teacher. They had to tell students that the test was designed for a scientific research purpose and it had nothing to do with their marks.

4. The pilot study :

The test was applied on a random sample of (34) students; from New Gaza Prep Boys School. The results were recorded and statistically analyzed to measure its validity and reliability. Moreover, it was used to define the suitable time for each question. The items of the test were modified in the light of the statistic results.

4.2.6. The Experimentation of the Test:

The test was applied on a random sample of (34) students; from New Gaza Prep. "C" Boys' School. The results were recorded and statistically analyzed to measure its validity and reliability. The items of the test were modified in the light of the statistic results. The clarity of the questions was checked. The misleading items were also modified. Moreover , the test was applied on a random sample of (34) students to decide the time suitable for each question. As the researcher mentioned before , he puts assigned time for each question .The researcher put every question of the test in a sheet of paper and told the students of the definite time for each question. With a stop watch ,

whenever the time for each question is finished , students turn over the next page. Moreover, this trial application helped in estimating the time needed for answering the questions .

Table (6)

The skills and the suitable time for every question:

Question Number	Major Skill	Number of items	Marks	suitable time
1	prediction	2	2	5
2	Skimming	6	6	13
3	scanning	6	6	14
4	Guessing meaning from context	3	3	11
5	Inference	3	3	9
Total		20	20	52 minutes

4.2.7. Item Analysis of the Test:

This step aimed to check both the validity and the reliability of the test according to the trial application. The following steps were adopted for that:

4.2.7.1. Validity of the Test:

Mackey and Gass (2005:107) states " Content validity refers to the representativeness of our measurement regarding the phenomenon about which we want information ". Al Agha (1996: 104) states that valid test is the test that measures what it is designed to measure. The study used the content validity and the internal consistency validity .

4.2.7.1.1 . The Content Validity:

The researcher used the content validity , the test was introduced to a group of specialists including professors of teaching methodology, supervisors of English language in addition to highly qualified and long experienced ninth grade teachers. (Appendix 5) Taking their valuable remarks into consideration, the items of the test were modified according to their recommendations.

4.2.7.1.2. The internal consistency validity

Al Agha (1996: 121) mentioned that the internal consistency validity indicates the correlation of the average of the domains with the test as a whole. This validity was calculated by using (Pearson Formula). According to Table (4), the correlation coefficient of each item of the test with the test as a whole was significant at levels (0.01) and (0.05). According to the following tables, it can be concluded that the test is highly consistent and valid as a tool for the study

Table (7)

Correlation coefficients of the items of the test with total mark

.

Item	Correlation with domain	sig
1.	0.603	0.000
2.	0.528	0.001
3.	0.484	0.004
4.	0.460	0.006
5.	0.630	0.000
6.	0.795	0.000
7.	0.495	0.000
8.	0.550	0.001
9.	0.640	0.000
10.	0.590	0.000
11.	0.543	0.001
12.	0.083	0.003
13.	0.416	0.014
14.	0.690	0.000
15.	0.556	0.001
16.	0.476	0.004
17.	0.660	0.000
18.	0.414	0.015
19.	0.528	0.001
20.	0.670	0.000

* Correlation Coefficient (r) is significant < 0.05

** Correlation Coefficient (r) is significant < 0.01

As shown in table (7) all of the items had good levels of validity. Correlation Coefficient for the items ranged between(0.414, 0.670) and significant at (0.05). So, it can be concluded that the test is highly valid to be used as a tool for the study.

Table (8)

Correlation coefficients of the items of the test with domain

.

Domaim	Item	Correlation with domain	sig
Making predictions about reading text	1	0.720**	0.000
	2	0.654**	0.000
skimming (reading for general understanding)	1	0.407*	0.017
	2	0.612**	0.000
	3	0.583**	0.000
	4	0.382*	0.026
	5	0.507*	0.000
	6	0.881**	0.000
scanning (reading for specific information	1	0.891**	0.000
	2	0.390*	0.022
	3	0.397*	0.020
	4	0.494*	0.003
	5	0.631**	0.000
	6	0.720**	0.000
Guessing meaning from context	1	0.540**	0.000
	2	0.837**	0.000
	3	0.508**	0.002
Making inferences about reading text	1	0.540**	0.001
	2	0.601**	0.000
	3	0.755**	0.000

* Correlation Coefficient (r) is significant < 0.05

** Correlation Coefficient (r) is significant < 0.01

As shown in table (8) all of the items had good levels of validity. Correlation Coefficient for the the skills ranged between(0.382 , 0.891) and significant at (0.05). So, it can be concluded that the test is highly valid to be used as a tool for the study.

4.2.7.1.3. Structural consistency

In addition, the researcher estimates the correlation coefficient between each skill and and the total mark of the test as shown in table(5)

Table (9)

Correlation Matrix between each domain and the Total Marks

Question Number	Major Skill	Number of items	Correlation of domains with the test	Sig
1	prediction	2	0.422*	0.015
2	Skimming	6	0.589**	0.000
3	scanning	6	0.451*	0.001
4	Guessing meaning from context	3	0.660**	0.000
5	Inference	3	0.647**	0.000
Total		20		

* Correlation Coefficient (r) is significant < 0.05

** Correlation Coefficient (r) is significant < 0.01

According to Table (9), all of the skills had a good degree of Structural consistency validity with total score .The correlation coefficient of each skill ranged from (0.422) to (0.660) and significant at (0.01) and (0.05) .So, it can be concluded that the test is highly consistent and valid to be used as a tool of the study.

4.2.7.2.Reliability of the test :

Mackey & Gass (2005:366) states that reliability is the degree to which there is consistency of scores students would receive on alternate forms of the same test. In other words, the test is reliable when it gives the same results if it is reapplied in the

same conditions. The reliability of the test was measured by the Spilt-half and (KR20) Techniques. (Mackey & Gass, 2005: 364) A test is regarded reliable when it gives similar results if it is administered twice within similar conditions The researcher computed the reliability of the test by the following :

4.2.7.2.1. Kuder-Richardson (K_R20):

(K_R20) depends on calculating the percentages of the correct answers to the test items, and also on the variance of every item.

4.2.7.2.2. Split Half Method:

It depends on splitting the test into two parts, and calculating the correlation between the parts, then making a correction for the correlation coefficient by Spearman–Brown Prophecy Formula . Table (9) describes (K_R20) and split half coefficients for the test domains:

Table (10)

(K_R20) and split half coefficients for the test domains:

Test Domains	Number of items	(K_R20) coefficient	Split Half coefficient	Spearman–Brown
Making predictions about reading text	2	0.673	0.540	0.701
skimming (reading for general understanding)	6	0.760	0.518	0.682
scanning (reading for specific information	6	0.840	0.530	0.692
Guessing meaning from context	3	0.675	* 0.526فردية	0.698
Making inferences about reading text	3	0.735	* 0.433 فردية جتمان	0.604
Total	20	0.728	0.640	0.780

* Gutmann equation used (unequal – length).

It seems from table (10) that the 20 items of the test where the value of (K-20) was (0.728) which indicates that the test was highly reliable to be used as a tool in the study.

Moreover the value of Split Half coefficient (0.640) and Spearman–Brown (0.780) is high and that strengthen the reliability of the test.

5. Difficulty Coefficient:

That means that the percentage of the falling student to the total student who answered the test. Table (10) shows that the difficulty coefficient ranges between (29.4 – 70.58) with total average (53.36), that means each item is acceptable or in the normal limit of difficulties according to the view point of assessment and evaluation specialists.

6. Discrimination coefficient:

That means that the test is able to differentiate between the high students and the low achievers. The discrimination coefficient according to table (10)wobble between (33.33-62.66) with total average (49.34), that means each item of the test is acceptable or in the normal limit of discrimination according to the view point of assessment and evaluation specialists.

Table (11)

Difficulty and Discrimination coefficient for each items of the test

Item	Difficulty coefficient for each items of the test	Discrimination coefficient for each items of the test
1	44.12	58.33
2	29.41	50.00
3	44.12	41.66
4	61.76	58.33
5	61.70	42.82
6	38.24	41.66
7	67.65	58.85
8	50.00	45.25
9	55.88	45.66
10	55.85	45.66
11	41.18	33.33

12	50.00	41.66
13	70.64	50.85
14	50.00	45.66
Item	Difficulty coefficient for each items of the test	Discrimination coefficient for each items of the test
15	50.00	55.20
16	63.52	50.00
17	68.00	55.66
18	65.20	55.65
19	70.58	60.62
20	29.41	50.00
Total	53.63	49.34

7. Description of students:

The students participated in this study were all in grade nine aged nearly 14 years. Therefore, all had an 8-year experience of learning English. Additionally, the majority was from a very similar cultural, social and economic background.

7.1. Controlling the variables

To assure the results accuracy and avoid any possible external interference, the researcher tried to control the following variables before the study:

7.1.1. Age Variable:

The researcher recorded the students' ages from the school's files at the beginning of the school year (2012-2013). The means and the standard deviations were calculated for each group, and then T-test was used to measure the statistical differences. Table (8) shows the comparison between the two groups of the sample concerning the age variable.

Table (12)

Groups Equivalence in Terms of Age

Domain	Group	N	Mean	S.D	Tvalue	Pvalue/sig value	Sig
Age	Experimental	36	14.9	0.674	0.963	0.339	Not Sig
	Control	34	14.7	0.721			

.t. table value at (68) d f. at (0.05) sig. level equal 1.66

.t. table value at (68) d f. at (0.01) sig. level equal 2.37

According to table (12) the computed (t) value, (0.963) is less than the table (t) Values (1.66). This shows that there is no significant difference between the control and the experimental groups in terms of their ages. Thus they are nearly from the same age.

7.1.2. Variable of general achievement in English language:

To emphasize the equivalence of both groups: the experimental and the control in the general achievement in English language, T-test was used to measure the statistical differences between the two groups. The study depended on the total average of the sample member's achievement in the first term English exam of schoolistc year (2012-2013) (9th grade) that was recorded from the school's files

Table (13)

Groups Equivalence in Terms of Last-Year English Test Marks

Domain	Group	N	Mean	S.D	Tvalue	Pvalue	Sig
English marks	Experimental	36	8.88	2.19	0.111	0.912	Not sig
	Control	34	8.82	2.16			

.t. table value at (68) d f. at (0.05) sig. level equal 1.66

.t. table value at (68) d f. at (0.01) sig. level equal 2.37

Table (13) shows that the computed (t) value, (0.111), is less than the table (t) value(1.66). This shows that there is no significant difference between the control and the experimental group in terms of their English marks of the first semester final exam 2012/2013.In other words , both groups are equivalent in terms of their achievement in English language.

7.1.3. Reading comprehension skills variable:

To make sure the equivalence of both groups in the previous learning of reading comprehension skills, the study applied the pre-test. T-test was also used to show the means and the standard deviation of each group in reading comprehension skills in previous learning. Table (14) shows the results

Table (14)

Groups Equivalence in Terms of the Pre-Test Marks

Skill	Group	N	Mean	S.D	Tvalue	Pvalue	Sig
Making predictions about reading text	Control	34	1.26	0.665	0.668	0.506	Not Sig
	Experimental	36	1.16	0.560			
skimming	Control	34	2.26	0.790	-0.996	0.323	Not Sig
	Experimental	36	2.47	0.940			
scanning	Control	34	3.08	1.08	0.454	0.651	Not Sig
	Experimental	36	2.97	1.05			
Guessing meaning from context	Control	34	1.29	0.759	0.386	0.701	Not Sig
	Experimental	36	1.22	0.796			
Making inferences about reading text	Control	34	0.97	0.758	-0.312	0.756	Not Sig
	Experimental	36	1.02	0.774			

.t. table value at (68) d f. at (0.05) sig. level equal 1.66

.t. table value at (68) d f. at (0.01) sig. level equal 2.37

Table (14) shows that each computed (t) value of each skill is less than the table t (1.96) values. This indicates that there is no significant difference between the control and the experimental groups in terms of their marks in the pre test. Thus, both groups are equivalent in terms of their strengths in English reading comprehension. According to the tables above (11, 12 and 13), both groups are proved to be equivalent before implementing the experiment on the experimental group.

7.1.4.The teacher variable

Both groups were taught by the same teacher. This was to prevent any other factors related to the difference in the teachers from affecting the results. The researcher held educational meetings with teachers about the topic , after that he chose a teacher who is experienced with teaching grade nine .

7.1.5.Time Variable

Both groups received six-week instruction. The control group was taught traditionally; that is, students read silently to answer questions. The experimental group was taught through the use of differentiated instruction.

8. Lesson Planning:

The teacher prepared a lesson planning that can help teachers to apply the differentiated instruction. This lesson planning contains four units : (9,11,12,14) It defines suggested steps which should be followed for the sake of efficient application of differentiated instruction. Moreover , it contains the following :

1. The suitable strategy or strategies for each lesson , for example, Student Team Achievement Division or multiple intelligences theory or think pair and share.

2. The aims of the lesson with UKD stands for Understand, Know, Do

3. Differentiated instruction details.

4. Some information about students to be used as a pre assessment or teacher can use differentiation based on students'

1. Readiness
2. Interests
3. learning profile
4. learning environment

5. What the teacher should differentiate :

1. content
2. process
3. product
4. Learning environment

6. The suitable Differentiated Instruction strategies used.
7. Audio /visual aids .

The lesson plan of each lesson specifically explained and clarified the actual classroom procedures and activities that took place among the elements of the classroom environment such as a teacher, students, books and teaching-learning aids. It also identified the roles each element had to do and organized the time among the activities. The lesson plan enabled the teacher to move smoothly from one activity to another. All these can be effectively accomplished with the help of the teacher's book.

9. Procedures

The study is progressing according to the following steps:

1- Reviewing literature and previous studies related to differentiated instruction to improve reading comprehension skills.

2- Deciding on the instruments of the study: A questionnaire of reading comprehension skills to decide the degree of importance, a timed achievement test (Pre& post-test).

3- Identifying the reading comprehension skills appropriate for the ninth graders.

7- Designing a questionnaire of reading comprehension skills and introducing it to specialists, including professors of teaching methodology, supervisors of English language and long experienced teachers who have long experience in teaching ninth graders to decide the degree of importance of these skills to nine graders.

8- Checking the validity and the reliability of the questionnaire.

9- Apply the questionnaire and recording the results to be used in building the achievement test.

10- Designing the lesson planning which is based on differentiated instruction to develop reading comprehension skills through:

b- Preparing lessons based on differentiated instruction

c- Deciding strategies and activities for differentiated instruction.

d- Managing time lessons, activities, tests and so on.

11- Preparing the achievement test (pre and post-test).

12- Checking the validity and the reliability of the test through the following:

a- Consulting the specialists.

b- Applying the test on a pilot sample who have the same characteristics of the study sample and the results are recorded.

c- Finding out the internal consistency coefficient using "Pearson formula".

d- Estimating the reliability using Alpha "Cronbach formula".

e- Identifying the difficulties and the discriminations of the test.

13- Choosing the sample of the study that includes the experimental group and the control one.

14- Applying the pre-test on the sample of the study and computing the results.

15- Implementing the experiment

16- Applying the post-test on the sample of the study.

17- Analyzing and interpreting the results.

18- Presenting the suggestions and the recommendation in the light of the study findings.

10. Statistical treatments:

The data was collected and computed by using (SPSS), Spearman correlation, KR 20, Spilt-half Techniques which were used to confirm the test validity and reliability. T-test Independent Sample was also used to measure the statistical differences in means between the experimental and control groups. Moreover , Effect Size Technique was used to show the extent of effect on the experimental group.

Chapter IV

Results: Analysis of data

Chapter IV

Results: Analysis of data

The study aimed at examining the effect of a differentiated instruction on developing English reading comprehension skills .This chapter tackles the procedures, the findings and results of the study in regard with the research questions. The researcher used different statistic forms using the statistical program (SPSS) to show the final data results. Tables were also used to clarify and present these data with analysis and interpretation.

The Results

The study aimed at examining the effect of using differentiated instruction on Ninth graders' English reading comprehension skills. The researcher used four tools in order to collect data: a reading comprehension skills questionnaire, an achievement test, and a lesson planning. This chapter tackles the procedures, the findings and results of the study regarding the research questions and hypotheses. The researcher used different statistic forms using the statistical program (SPSS) to show the final collected data results. Tables were also used to clarify and present these data with analysis and interpretation.

1. Answer of the first question.

The first question is stated as follows:

In this study the first research question investigated the suitable differentiated instruction strategies for teaching reading skills.To answer this question the researcher has gone through a difficult period . Through thorough review of literature about the topic , the researcher noticed that , neither researchers in Gaza, nor in Palestine have done a study tackling this topic. Due to that, the researcher depended mainly on his experience and on previous studies to choose the previously mentioned strategies. As Tomlinson mentioned before , there is no strict formula or strategy to be used .Thus the choice of the best strategy depends on many conditions. In addition , the researcher conducted educational meetings with the teachers in school , and asked them to choose the suitable strategies for teaching reading skills for grade nine through differentiated instruction..

Answer of the second question.

2. The second question is stated as follows:

What are the suitable reading comprehension skills for ninth graders?

To answer this question the researcher developed a questionnaire to decide the most important or suitable reading comprehension skills for grade nine students. A questionnaire of 27 items was used in this study in order to rate the degree of importance of the reading comprehension skills. The researcher depended on different sources to construct the questionnaire; the researcher's experience, previous studies and experts' opinions.The questionnaire was applied on a group of English Language professors , supervisors and expert teachers to rate the degree of importance of the reading comprehension skills for the ninth grade. After that, relative weight was calculated and the most important skills were chosen which got (more than 85%) in order included in the achievement test.Table (5) shows the most important skills as indicated from the questionnaire.

3. Results of the first hypothesis

The first hypothesis is stated as follows:

1- There are no statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to 'skimming' in the post test.

To examine this hypothesis, means and standard deviation of both groups' results on the post-test were computed. Independent Samples T-test was used to measure the significant differences.

Table (15)

T-test result of differences between the experimental group and the control in the post-test

Skill	Group	N	Mean	S.D	T-test	Sig level	η 2	Effect
skimming	Experimental	36	4.63	1.07	8.30	0.000	0.50	large
	Control	34	2.52	1.05				

.t. table value at (68) d f. at (0.05) sig. level equal 1.66

.t. table value at (68) d f. at (0.01) sig. level equal 2.37

Table (15) indicates that the (t) computed value, (8.30) is larger than the (t) table value, (1.66), in the post test. This means that there were significant differences at (α= 0.05) between the experimental group and the control one in relation to skimming, favoring the experimental group. There is also a significant difference between the means of both groups in favour of the experimental group. Whereas the mean of the control group was (4.63), the mean of the experimental group was (2.52)

To show the size of the effect on the experimental group achievement in the reading comprehension skills in relation to skimming , the researcher applied the "Effect Size" technique depending on the following criterion of (Afana, 2000:38) Implementing the above mentioned equation of the effect size, the researcher found that the effect size, as shown in the table (11), is (0.50)which is a large effect. This large effect could be attributed to the application of differentiated instruction strategies , which aimed at developing reading comprehension skills.

Size effect indicator

Test	Effect size		
	Small	Medium	Large
η 2	0.01	0.06	0.14

The finding of examining this hypothesis was in agreement with the findings of the studies of Gilbert (2012), Coar's (2011), Dunphy's study (2010), Flaherty (2010), McCullough (2010), Reis et al (2010) and Welsh (2009) , though they did not specify the reading skills they targeted. 'Skimming' was thought to be implicitly targeted.

4. Results of the second hypothesis

The second hypothesis is stated as follows:

There are no statistically significant differences at ($\alpha \leq 0.05$) between the performances of both groups in relation to 'scanning' in the post test

To examine this hypothesis, means and standard deviation of both groups' results on the post-test were computed. Independent Samples T-test was used to measure the significant differences.

Table (16)

T-test result of differences between the experimental group and the control in the post-test

Skill	Group	N	Mean	S.D	T-test	Sig level	η 2	Effect
Scanning	Experimental	36	4.13	1.15	4.10	0.000	0.19	large
	Control	34	3.17	0.757				

.t. table value at (68) d f. at (0.05) sig. level equal 1.66

.t. table value at (68) d f. at (0.01) sig. level equal 2.37

Table (16) indicates that the (t) computed value,(4.10) is larger than the (t) table value, (1.66) in the post test. This means that there are significant differences at (α= 0.05) between the experimental group and the control one in relation to scanning' favouring the experimental group. There was also a significant difference between the means of both groups in favour of the experimental group. Whereas the mean of the control group was (4.13) the mean of the experimental group is(3.17).

To show the extent of the effect on the experimental group achievement in the reading comprehension skills in relation to scanning , the researcher applied the "Effect Size" technique .Implementing the effect size, the researcher found that the effect size is (0.19) and this is a large effect. This large effect could be attributed to the application of differentiated instruction strategies , which aimed at developing reading comprehension skills.

5. Results of the third hypothesis

The third hypothesis is stated as follows:

There are no statistically significant differences at (α ≤ 0.05) between the performances of both groups in relation to 'inferences' in the post test?

To examine this hypothesis, means and standard deviation of both groups' results on the post-test were computed. Independent Samples T-test was used to measure the significant differences.

Table (17)

T-test result of differences between the experimental group and the control in the post-test

Skill	Group	N	Mean	S.D	T-test	Sig level	η 2	Effect
inferences'	Experimental	36	2.41	0.996	6.48	0.000	0.38	large
	Control	34	1.00	0.816				

.t. table value at (68) d f. at (0.05) sig. level equal 1.66

.t. table value at (68) d f. at (0.01) sig. level equal 2.37

Table (17) indicates that the (t) computed value,(6.48,)is larger than the (t) table value, (1.66) in the post test. This means that there are significant differences at (α= 0.05) between the experimental group and the control one in relation to inferences' favouring the experimental group. There is also a significant difference between the means of both groups in favour of the experimental group. Whereas the mean of the control group was(2.41) the mean of the experimental group was(1.00)

To show the extent of the effect on the experimental group achievement in the reading comprehension skills in relation to inference , the teacher applied the "Effect Size" technique

Implementing the above mentioned equation of the effect size, the researcher found that the effect size(0.38) which is a large effect. This large effect could be attributed to the application of differentiated instruction strategies , which aimed at developing reading comprehension skills.

6. Results of the fourth hypothesis

The fourth hypothesis is stated as follows:

There are no statistically significant differences at (α ≤ 0.05) between the performances of both groups in relation to 'guessing meaning from context' in the post test?

To examine this hypothesis, means and standard deviation of both groups' results on the post-test were computed. Independent Samples T-test was used to measure the significant differences.

Table (18)

T-test result of differences between the experimental group and the control in the post-test

Skill	Group	N	Mean	S.D	T-test	Sig level	η 2	effect
guessing meaning from context’	Experimental	36	2.16	0.696	4.20	0.000	0.20	large
	Control	34	1.44	0.746				

.t. table value at (68) d f. at (0.05) sig. level equal 1.66

.t. table value at (68) d f. at (0.01) sig. level equal 2.37

Table (18) indicates that the (t) computed value,(4.20) is larger than the (t) table value, (1.66) in the post test. This meant that there are significant differences at (α= 0.05) between the experimental group and the control one in relation to guessing meaning from context’ favouring the experimental group. There is also a significant difference between the means of both groups in favour of the experimental group. Whereas the mean of the control group is (2.16) the mean of the experimental group is (1.44).

To show the extent of the effect on the experimental group achievement in the reading comprehension skills in relation to guessing meaning from context’, the teacher applied the "Effect Size" technique .Implementing the above mentioned equation of the effect size, the researcher found that the effect size (0.20) which is a large effect. This large effect could be attributed to the application of differentiated instruction strategies , which aimed at developing reading comprehension skills.

7. Results of the fifth hypothesis

The fifth hypothesis is stated as follows:

There are no statistically significant differences at ($\alpha \leq 0.05$) between the performances of both groups in relation to ‘prediction ’ in the post test?

To examine this hypothesis, means and standard deviation of both groups' results on the post-test were computed. Independent Samples T-test was used to measure the significant differences.

Table (19)T-test result of differences between the experimental group and the control in the post-test

Skill	Group	N	Mean	S.D	T-test	Sig level	η 2	Effect
prediction	Experimental	36	1.72	0.614	2.99	0.004	0.11	medium
	Control	34	1.26	0.665				

.t. table value at (68) d f. at (0.05) sig. level equal 1.66

.t. table value at (68) d f. at (0.01) sig. level equal 2.37

Table (19) indicated that the (t) computed value,(2.99) was smaller than the (t) table value, (1.66) in the post test. This means that there are significant differences at (α= 0.05) between the experimental group and the control one in relation to prediction favoring the experimental group. There is also a significant difference between the means of both groups in favor of the experimental group. Whereas the mean of the control group is (1.26) the mean of the experimental group is (1.72)

To show the extent of the effect on the experimental group achievement in the reading comprehension skills in relation to prediction, the researcher applied the "Effect Size" technique .Implementing the above mentioned equation of the effect size, the researcher found that the effect size(0.11) which is a medium effect. This medium effect could be attributed to the application of differentiated instruction strategies , which aimed at developing reading comprehension skills.

8. **Summary**

After analyzing the data of the test statistically, It is obvious that there are significant differences in developing the reading comprehension skills between students in the experimental group and their counterparts in the control one in favor of the experimental group. The results of the study indicated that students in the experimental group were more aware of the reading comprehension skills. In addition, the students who studied reading through differentiated instruction became more successful in answering the reading comprehension questions specially under pressure. Because When students and teachers work together to find out about readiness, learning preferences and interests, students come to know themselves better and that leads them to become more independent, and when they work as responsible members of a community, respecting and affirming the diversity of others, discipline problems decrease and achievement is improved.

Chapter V

Findings, Discussion, Conclusions,

Implication and Recommendations.

Introduction:

This chapter tackles the results of the study. It summarizes the conclusions that were documented in the light of the study results. Some pedagogical implications are documented as well. The researcher also provides some recommendations which can be beneficial for curriculum designers, educators, teachers and researchers because they can help improve the teaching-learning process in Gaza Strip.

1. Findings:

The findings can be summarized as follows:

1- The findings of question one indicated that , there were statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to 'skimming' in the post test. favoring the experimental group with a large effect size.

2. The findings of question one indicated that , there were statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to 'scanning ' in the post test. favoring the experimental group with a large effect size.

3. The findings of question one indicated that , there were statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to 'inferences' in the post test. favouring the experimental group with a large effect size.

4. The findings of question one indicated that , there were statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to 'guessing meaning from context' in the post test. favouring the experimental group with a large effect size.

5. The findings of question one indicated that , there were statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to 'prediction in the post test. favouring the experimental group with a large effect size.

It's clear that all the previous findings confirms the effectiveness of using differentiated instruction on developing English reading comprehension skills.

2. Discussion:

The current study aimed at examining the effect of a using differentiated instruction strategies on developing ninth graders' reading comprehension skills , namely making predictions about reading text , scanning, scanning, guessing meaning from context and making inferences about reading text. To achieve this aim, the researcher adopted the experimental approach where there were two equivalent groups: the experimental and the control groups. The population of the study was all ninth graders in the west Gaza educational area . Seventy students were chosen purposively from New Gaza Prep Boys' "C" to be the sample of the study. One of them was treated as an experimental group consisting of 36 students; and the other was treated as a control group consisting of 34 students. Both groups were proved to be equivalent in terms of age, general English achievement and English Reading comprehension skills achievement. The researcher used three tools in order to collect data: A questionnaire, an Achievement test (pre & post test), and a lesson planning.

3. Interpretation of the first question:

In this study the first research question investigated the suitable differentiated instruction strategies for teaching reading skills.To answer this question the researcher has gone through a difficult period . Through thorough review of literature about the topic , the researcher noticed that , neither in Gaza, nor Palestine have done a study tackling this topic. Due to that, the researcher depended mainly on his experience and on previous studies to choose the previously mentioned strategies. As mentioned before , there is no strict formula or strategy to be used in DI.Thus the choice of the best strategy depends on many conditions. In addition , the researcher conducted educational meetings with the teachers in school , and asked them to choose the suitable strategies for teaching reading skills for grade nine through differentiated instruction..

4. Interpretation of the second question:

In this study the second research question investigated the suitable reading comprehension skills for ninth graders. To answer this question, the researcher developed a questionnaire to decide the most important or suitable reading comprehension skills for grade nine students. A questionnaire of 27 items was used in this study in order to rate the degree of importance of the reading comprehension skills. The researcher depended on different sources to construct the questionnaire; A checklist of the suitable reading comprehension skills, whereas the referee committee chose 27 skills from the checklist to construct the questionnaire, the researcher's experience, previous studies and experts' opinions.

The questionnaire was applied on a group of English Language professors , supervisors and expert teachers to rate the degree of importance of the reading comprehension skills for the ninth grade. After that, relative weight was calculated and the most important skills were chosen which got (more than 85%) in order to be included in the achievement test. Table (5) shows the most important skills as indicated from the questionnaire.

5. Interpretation of the third question:

The researcher investigated the third question which examined if there were statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to 'skimming' in the post test.

The findings of the third question indicates that the (t) computed value, (8.30) is larger than the (t) table value, (2.37), in the post test. This meant that there were significant differences at ($\alpha = 0.05$) between the experimental group and the control one in relation to skimming, favoring the experimental group. There was also a significant difference between the means of both groups in favour of the experimental group. Whereas the mean of the control group was (4.63), the mean of the experimental group was (2.52)

Moreover the value of the effect size as indicated before was large effect. This large effect could be attributed to the application of differentiated instruction strategies ,

which aimed at developing reading comprehension skills. The researcher observed that the students were motivated specially shy students when doing an activity through DI. Furthermore, students were asking most of the time ,as they feel that they are doing something themselves in other words they take part in their learning. That means that DI was able to develop reading comprehension skills. The previously mentioned finding are in agreement with the findings of all the previous studies such as: Gilbert (2012) , Welsh (2009) , Shirley (2010), Jocylinn (2012), Coar's (2011), Reis et al (2010) and Dunphy's study (2010) which showed significant improvement in students' reading comprehension.

6. Interpretation of the fourth question:

The researcher investigated the fourth question which examined if there were statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to 'scanning in the post test.

The findings of the fourth question indicated that the (t) computed value (4.10) was larger than the (t) table value, (1.66) in the post test. This meant that there were significant differences at ($\alpha = 0.05$) between the experimental group and the control one in relation to scanning' favouring the experimental group. There was also a significant difference between the means of both groups in favour of the experimental group. Whereas the mean of the control group was (4.13) the mean of the experimental group was(3.17).

Moreover the value of the effect size as indicated before was large effect . This large effect could be attributed to the application of differentiated instruction strategies , which aimed at developing reading comprehension skills. This result could be because of the anxiety and happiness students feels when working in DI class .They work in the team work spirit , they also are well managed in class .In addition, students begin scanning texts in a new way with the newly applied strategies of DI. The finding of this hypothesis is in agreement with the findings of all the previous studies such as: Gilbert (2012) , Welsh (2009) , Shirley (2010), Jocylinn (2012), Coar's (2011), Reis et al (2010) and Dunphy's study (2010) which showed significant improvement in students' reading comprehension.

7. Interpretation of the fifth question:

The researcher investigated the fifth question which is if there were any statistically significant differences at ($\alpha \leq 0.05$) between the performances of both groups in relation to 'inferences' in the post test

The findings indicated that the (t) computed value,(6.48,)was larger than the (t) table value, (1.66) in the post test. This meant that there were significant differences at (α= 0.05) between the experimental group and the control one in relation to inferences favouring the experimental group. There was also a significant difference between the means of both groups in favour of the experimental group. Whereas the mean of the control group was(2.41) the mean of the experimental group was(1.00)

Moreover the researcher found that the effect size as indicated before was a large effect. This large effect could be attributed to the application of differentiated instruction strategies , which aimed at developing reading comprehension skills. This could be attributed to the enthusiasm and the safe and simulating atmosphere in which students learn and interact .Such an atmosphere is available when applying DI activities . That finding is in agreement with the findings of all the previous studies such as: Gilbert (2012) , Welsh (2009) , Shirley (2010), Jocylinn (2012), Coar's (2011), Reis et al (2010) and Dunphy's study (2010) which showed significant improvement in students' reading comprehension

8. Interpretation of the sixth question:

The researcher investigated the sixth question which examined if there were statistically significant differences at ($\alpha \leq 0.05$) between the performances of both groups in relation to 'guessing meaning from context' in the post test?

The findings indicated that the (t) computed value,(4.20) was larger than the (t) table value, (1.66) in the post test. This meant that there were significant differences at (α= 0.05) between the experimental group and the control one in relation to guessing meaning from context' favouring the experimental group. There was also a significant difference between the means of both groups in favour of the experimental group.

Whereas the mean of the control group was (2.16) the mean of the experimental group was (1.44).

In addition, the researcher found that the effect size as indicated before was large effect. This large effect could be attributed to the application of differentiated instruction strategies , which aimed at developing reading comprehension skills. The researcher can say that , when applying DI in a class , No child left behind is achieved in the ground; all the students work and participate eagerly and happily in such activities .As a result their reading comprehension skills inevitably will be developes and that what happened exactly in this study.There are many studies which findings are in agreement with the finding of this study such as : Gilbert (2012) , Welsh (2009) , Shirley (2010), Jocylinn (2012), Coar's (2011), Reis et al (2010) and Dunphy's study (2010) which showed significant improvement in students' reading comprehension

9. Interpretation of the seventh question:

The researcher investigated the sixth question which examined if there were statistically significant differences at ($\alpha \leq 0.05$) between the performances of both groups in relation to 'prediction ' in the post test

The findings indicated that the (t) computed value,(2.99) was smaller than the (t) table value, (1.66) in the post test. This meant that there were significant differences at (α= 0.05) between the experimental group and the control one in relation to prediction favoring the experimental group. There was also a significant difference between the means of both groups in favour of the experimental group. Whereas the mean of the control group was (1.26) the mean of the experimental group was (1.72)

Moreover ,the researcher found that the The effect size as indicated before was large effect. This large effect could be attributed to the application of differentiated instruction strategies , which aimed at developing reading comprehension skills. This could be because students who learn through DI begin using their full potential and abilities.They want to achieve any thing – success leads to more success.They begin developing their prediction skill quickly specially under time pressure. Studies of Gilbert (2012) , Welsh (2009) , Shirley (2010), Jocylinn (2012), Coar's (2011), Reis et

al (2010) and Dunphy's study (2010) which all showed significant improvement in students' reading comprehension are in accordance with the finding of this study.

Beside the previous findings and interpretations .And after six weeks of intervention and teaching students with differentiated instruction strategy .Within this period the researcher and the teacher who applied the experiment trains the students to work under time pressure (with certain time for each activity) .As many studies such as Walczyk, J. et al(1999) , Breznitz, Z., & Share, D. (1992) , Iwahori, Y. (2008) , Macalister, J. (2008) and Chang, A.(2008) indicates the strong relation between time and developing reading comprehension and speed. Thus the researcher while using DI in developing reading comprehension skills , he connects that with time pressure .Thus , in the post test , he puts time for each skill that is different from the time in the pre test. As the results of this study indicates that there is effect of DI on reading comprehension skills with the newly defined time. The following table indicates the new time .

Table (20)

the skills and the suitable time for every question in the post test:

Question Number	Major Skill	Number of items	Marks	Time suitable
1	Prediction	2	2	4
2	Skimming	6	6	12
3	Scanning	6	6	13
4	Guessing meaning from context	3	3	9
5	Inference	3	3	8
Total		20	20	46 minutes

Moreover, as the researcher's main aim to find the effect of using differentiated instruction strategy on developing ninth graders' English reading comprehension skills , he uses different tools to test the effect .It's clear that from the previously mentioned discussion of the results , there is an effect of DI on developing reading comprehension skills. Beside that the researcher uses his observation and set some questions to be asked to certain students (five low achievers students and five high achievers) .Frankly speaking , the responds of the students also indicate that applying DI in class not only

affects achievement but also creates a safe and simulating atmosphere in class. Here are some of the –side effects of DI- according to the interviews with students .

All the students agree that they have a sense of responsibility and achievement; they are not hesitant to participate even they began to quarrel to answer some questions ,shy students are no more available; they have positive chaos in class , they participate and they can keep discipline in the same time. Moreover, DI affects positively their relation with each other they live in a team work class , all of them are winners ; this is due to some of DI strategies used such as STAD, think pair and share and flexible grouping. Not only cooperation is affected but also motivation. It is increased and developed and that appears on students' faces and participation. In other words , we heard a lot of the students centered approach , but here the students live it eagerly, happily and anxiously.

10. Pedagogical Implications:

The findings of this study are thought to be of great importance for the teachers who are interested in the kind of instruction which cares for the varying needs of different learners. The current study can act as a source of great encouragement for the teachers to come into terms with the basic tenets of differentiated instruction. The obtained findings of the study further help teachers, researchers, and educationalists gain a better grasp of the paramount of differentiation in pedagogy and its varied positive impacts on the process of learning. Thus, the present study is thought to add to the body of available literature regarding the philosophy behind the creation and implementation of a differentiated classroom. Although there are many challenges that exist in this approach to teaching, it is absolutely a worthwhile endeavor. Finally, the result of the current research can be used in different academic/educational arenas such as private sector English language Institutes, ministry of education and higher education .In brief the following could be some pedagogical implication :

1. Teachers should avoid acting as the center of the educational process and should avoid dominating the classroom activity. They should pass the responsibility to the students to manage their own learning and to build self confidence and self-autonomy.
2. Using differentiated instruction enables students with disabilities overcome their disability.
3. Using differentiated instruction enables high achieving to be more motivated .

4. Differentiated instruction can be a tool to have classroom management in classes.
5. Using differentiated instruction in the learning process encourages students to be more co-operative and active when doing an activity.
6. Using differentiated instruction can be a solution to shy learners even they encouraged to participate.
7. Differentiated instruction meets the needs of diverse students with a variety of learning styles.
8. Differentiated instruction stimulates creativity and helps students understand ideas at higher levels of thinking than teaching through rote memorization alone.
9. Using differentiated instruction ensures that no child is left behind in terms of developing his or her possibilities.
10. Differentiating instruction relates to teacher professionalism. Expert teachers are attentive to students' varied learning needs .Then, he/she is to become a more competent, creative, and professional educator.
11. Differentiating instruction identifies weakness in the way in which gifted students have been served.
12. Using differentiated instruction can establish learner-responsive, teacher-facilitated classrooms.
13. can help the English language teachers to benefit from the suggested strategy and its content when teaching reading comprehension skills.
14. can contribute to improving the process of teaching English in general and the reading comprehension in particular.

11. Recommendations

In the light of the results of the study, the following recommendations are offered:

11.1. For teachers:

Teachers should :
1. shift from the traditional teaching methods to differentiated teaching that is based on the
students' real involvement in the teaching learning process.
2. use differentiated teaching strategy to create an appropriate learning environment.
3. enrich the curriculum with differentiated teaching that enhance students' use of English inside and outside school.

4. consider students' individual differences and learning styles in selecting the educational
computer games.
5. adopt modern techniques that enhance students' participation and interaction.
6. avoid teacher-centered classes and encourage student-centered classes.
7. raise the awareness of their students towards the importance of reading skills .
8. Prepare lessons with differentiated instruction .
9. be aware of their students needs, interests , learning profile and abilities and choose the suitable techniques for developing reading comprehension.
10. expose students to real life situations when teaching reading.
11. assess student readiness through a variety of means,

11.2. Supervisors:

1. Conduct training programs that enhance and develop English teachers` performance in teaching reading skills.
2. Conduct training programs that encourage teachers to use DI effectively.
3. conduct model lessons in ninth grade classes to show teachers (practically) how to teach reading with differentiated instruction.
4. Prepare lesson planning or teacher guide to guide teachers in the application of DI.

11.3. Syllabus designers:

1- should include a new method in teaching English for Palestine depending on differentiated instruction.
2. provide a more effective curriculum for ninth graders equipped with current trends of teaching and learning.

11. **Recommendations for further studies:**

In order to have a more comprehensive understanding of this topic, further researches may be considered including the following:
1-Evaluating the Content of Palestine Grade 12th Text books from Teachers` and Supervisors` Perspective to identify how and what to differentiate.
2. Conducting a study about the effect of differentiated instruction on developing reading comprehension skills in relation to high and low achievers.
3. Conducting a study about the effect of differentiated instruction on developing listening comprehension skills .

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Appendix (1)

The Islamic University- Gaza

Deanery of Higher Education

Faculty of Education
Department of Curricula and Methodology

A questionnaire of Reading Comprehension Skills
" Grade 9 "

Dear esteemed colleagues ,

The researcher is conducting an MA thesis entitled " The Effect of differentiated instruction strategy on Developing ninth Graders' English Reading Comprehension skills At Gaza UNRWA Schools **.** One of the study's requirements is to identify the most important reading skills in order to build an achievement test. Thus, for the sake of a pure academic research, you are kindly requested to look carefully at the items of the questionnaire to determine the degree of importance of these skills for the eighth graders.

(Key: 3 = very important, 2 = important, 1 = slightly important)

Sex : Male ____ Female _____
Title : Teacher ___ Supervisor ____ Other (please determine)_____
Experience : 1-5 _____ 6-10 _____ 11-20_____

Your cooperation is highly appreciated

The Researcher ,
Ahmed Bhlool

The Islamic University- Gaza

Deanery of Higher Education

Faculty of Education
Department of Curricula and Methodology

A questionnaire of Reading Comprehension Skills
" Grade 9 "

No.	Items	Degree of importance		
		1	2	3
1	skimming (reading for general understanding)			
2	scanning (reading for specific information)			
3	Understanding different types of letters .			
4	Identifying supporting details .			
5	Identifying the main idea of reading text			
6	Developing awareness of semantic fields (word mapping			
7	identifying the topic sentence			
8	distinguishing between facts and opinions			
9	using a dictionary			
10	summarizing a reading text			
11	predicting and guessing of the meaning of words through context			
12	generating questions about reading texts			
13	Making inferences about reading text. reading between the lines to get information the writer does not clearly put			
14	Making predictions about reading text			
15	Reading familiar material with correct pronunciation and intonation .			
16	Answering factual , inferential , judgment or evaluation questions			
17	deducing the meaning			
18	sequencing			
19	Analyzing components of text such as setting , theme , characters			
20	Skimming for gist or general impression of text or graphics			
21	distinguishing main ideas from supporting details			
22	relating word meaning in to sentence meaning			
23	relating sentence meaning in to general understand of a text			
24	Summarizing reading text			
25	Comparing and Contrast			

Appendix (2)

The Islamic University- Gaza

Deanery of Higher Education

Faculty of Education
Department of Curricula and Methodology

Achievement Reading Comprehension Test

Dear referee,

The researcher is conducting an MA thesis, entitled " The Effect of differentiated instruction strategy on Developing Ninth Graders' English Reading Comprehension skills at Gaza UNRWA Schools "One of the requirements of this study is to conduct a pre/post test based on the most important reading comprehension skills for ninth graders . Because of the importance of your opinion and experience, you are kindly requested to look carefully at the items of the list to:

1- determine the degree of suitability for the Ninth grader students .
2- modify the language if necessary.
3- suggest ideas or issues to enrich the test.

The test should examine the students' ability to :

1- Make predictions about reading text .
2. Guess meaning of unfamiliar words from context.
3- Skim for gist or general idea of text .
4- Scan for specific information from texts .
5- Make inferences about reading text**,** reading between the lines to get information the writer does not clearly put.

..

Item	High	Average	Low
The test items reflect the objectives			
There is coherence between the test items and the table of specification			
The layout is acceptable.			
The rubrics are clear.			
The time assigned is suitable.			
The reading passages suit ninth graders' level.			
The distribution of marks is suitable			
The test suits the table of specifications			

Your comments are highly appreciated.

_____

_____

_____

_____

University Professor ☐ **Supervisor** ☐ **Teacher** ☐ **Years of experience** ☐

Thanks a lot for your co-operation

The Researcher ,
Ahmed Bhlool

Reading Comprehension Skills Test

Grade 9

20

Time / 45 minutes

Name: ……..…… Class: ……..…

1. (prediction) " 2 marks "

Look at the pictures below and choose the best answer :

1. The text will be about :

a. forests b. industry c. farming

2. If we cut all forests :

a. we would live b. we would die c. nothing would change

2. (Skimming) " 6 marks "

A. Read the following text then answer the questions below :

1. Read the text quickly and match the following sentences with the paragraphs

Paragraph one

Everybody loves trees and flowers. But plant life is not just beautiful: it is essential to us and to every animal on Earth. Without plant life, we die.

Paragraph two

This is because of the carbon cycle. Plant and animal life are partners in the cycle. Animal life breathes in oxygen (O2) and breathes out carbon dioxide (CO2). And when plant life takes in CO2, it gives out O2. Plants and trees use light from the sun to break down the CO2 and use the carbon to grow. Their waste product, oxygen, is essential for animal life. Just one tree produces enough oxygen for four people.

Paragraph three

However, this ancient carbon cycle balance is breaking down. The amount of CO2 in the atmosphere is rising. And it is rising partly because we are destroying the tropical rainforests of South America, central Africa and South-East Asia

Paragraph four

Industry is taking trees to produce everything from paper to houses. Farmers are cutting and burning more trees to create land for crops.Every year , people destroy an area the size of Palestine, Lebanon , and Syria.If this continues , nearly all the world's forests will disappear by 2050.

Paragraph five

Is this a problem? Yes, it certainly is. First, rising CO2 levels are causing global warming. If we do not control them, temperatures will soon rise even faster. Land ice will melt, the sea will rise, and this will flood cities like Alexandria and Tokyo. Many living things will become extinct if the forests die. Forests contain 60% of all plant life. They are also the habitat of 80% of all insects and thousands of bird and larger animal species .

Paragraph six

That is not all. Many Plants have important uses. Some produce chemicals that can help fight diseases, for example. Scientists believe that there are many more useful plants to discover , and **these** will become extinct if we don't save the forests. We will lose them before we even find them! The forests are our friends. Do we really want to kill them.

1. Many Animals will disappear with forests (paragraph _____)
2. We can't live without plants. (paragraph _____)
3. The order of the carbon cycle was destroyed (paragraph _____)
4. The order of the carbon cycle (paragraph _____)
5. Causes of global warming (paragraph _____)
6. Different uses of plants (paragraph _____)

3. (scanning) " 6 marks "

A. Fill in the gaps from the passage :

1. We breathe in _____
2. **<u>These</u>** in paragraph six refers to _____
3. Find a name of an Arabian city _____
4. Global warming is caused by _____
5. The forest contains _____
   a. four-fifths of all animal life
   b. three-fifths of all plant life
   c. eight-tenths of all birds and large animals
6. Sea level will rise , so
   a. cities by the sea will flood
   b. land ice will melt
   c. global warming will get worse

3. (Guessing meaning from context) " 3 marks "

A. Choose the suitable meaning for the following words :

1. destroy means :
   1. cut
   2. break
   3. burn

2. species means :
   1. important
   2. type
   3. disappear

3. balance means :

1. order
2. beautiful
3. rare

3. (Inference) " 3 marks "

1. " Our friends , the forest " We can understand that :

1. The writer wants us to take care of animals.
2. The writer wants us not to take care of plants.
3. The writer wants us to take care of plants.

2. " Do we really want to kill them " The question is for

1. getting answers
2. exclamation.
3. nothing

3. The writer mentioned Alexandria and Tokyo , because :

1. He wants to show an example of cities.
2. He wants to show the huge of destruction.
3. He likes these cities.

Good Luck

The Table of Specification

Skills weight / Bloom level	**Knowledge & Comprehension 61%**	**Application 0%**	**Reasoning 39 %**	**items**
Prediction 10 %	**0**	**0**	**2**	**2**
Skimming 30 **%**	6	**0**	0	6
Scanning 30 **%**	4	**0**	2	6
Guessing meaning from context 16 **%**	2	**0**	1	3
Inference 14 %	**0**	**0**	**3**	**3**
Total 100 %	**60%**	**0**	**40%**	**20**

Lesson planning

Unit Title: (9) Growing Green

Lesson Title: Lesson 3 and 4 .pp 54

	As a result of this lesson students will…
Understand :	
1	Forests are essential in our life
Know:	
1	Some new lexis *(essential – carbon cycle – break down – rainforests – habitat - extinct)*
Do (Skills):	
1	- Practice using the new lexis in sentences
2	- Practice skimming the text for general idea.
3	- Practice scanning the text for specific information .
4	- Practice inferring skill .
5	- Practice guessing the meaning from context.
6	- Practice prediction .

Differentiated Instruction Details

Knowledge of Students

Differentiation based on student:

r **Readiness** r **Interests** r learning profile

r learning environment r Combination

Differentiated Instruction Response

r Learning materials (content) r **Ways of learning (process)**

r **Ways of demonstrating learning (product)** r Learning environment

Differentiated Instruction strategies used

1. Tiered Activities
2. Flexible Grouping
3. Multiple intelligences
4. Think pair share
5. RAFT

Pre-Assessment: How to Find Out

r **Inventories** Multiple intelligences r Observation _____ r checklist _____

r test ____ r Combination _____ r rubric _____ other _____

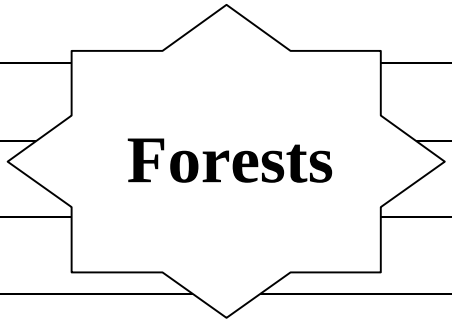
Audio /visual aids

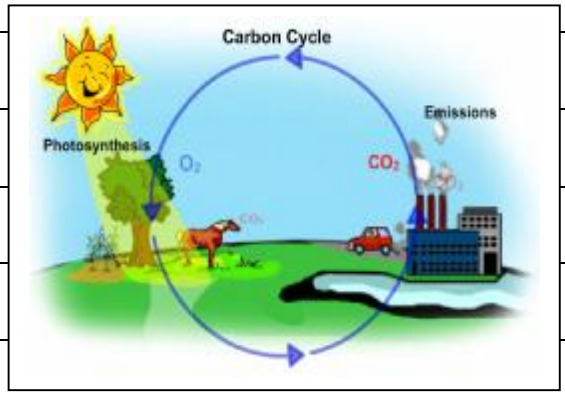
1. Computer and LCD
2. MP3
3. A poster

Day (1)

Procedures :

Headings	Signs	Procedures
Warming Up **5 minutes**	T	Greet students
Musical , vision, logical ,	T	Play a song about trees and forests.
word,	T-C	What's the song a bout?
		- Do you like forests?
	T-C	Today we are going to speak about " Forests "
		- Have you ever seen a forest?
Logical , word, vision		- Teacher draw a spider gram on the board
	T	Elicit whatever related to Forests.
		** What can you see in forests?
		** Mention some forests
		** Their importance
Presentation of new lexis		
		Present new lexis
7 minutes	T	Use PowerPoint slides



Headings	Signs	Procedures
essential		
Word, logical	T	Say the word three times
	SS	Repeat it
	T-c	Essential means very important
		Example : **Water and air are essential for our life**
	T	Encourage students to put it in a sentence
carbon cycle		Say the word three times
		Repeat it
Musical ; vision,logical Word	T	Play a video about it
		http://indianamichiganpower-in.apogee.net/kids/?ver=kkblue&utilid=indianamichiganpower-in&id=16174
	T-c	This is the carbon cycle
		
rainforests	T	Say the word three times
Musical ; vision,logical	SS	Repeat it
Word	T	Show students some pictures of rainforests
		Rainforests are forests characterized by high rainfall
		Encourage students to put it in a sentence

Headings	Signs	Procedures
habitat	T-c	,
	T	Say the word three times
	SS	Repeat it
	T	Show students some habitats for some animals
	T-c	Habitat means specific place where an animal lives
		Example The habitat of camels is the desert.
	T	Encourage students to put it in a sentence
extinct	T	Say the word three times
Musical ; vision,logical	SS	Repeat it
Word	T	Show them picture of dinosaurs
	T-c	Where can we find dinosaurs ?
	SS	We can't find them
	T	They are extinct
	T-c	extinct means disappeared
	T-C	Example dinosaurs are extinct animals.
Formative evaluation		Fill in the gaps with the suitable word :
3 minutes		1. A lot of animals and birds are ----------
		2. There are a lot of ---------- for example , sea ,
		forests and underground
		3. Africa is full of ----------
		4. We must keep the balance in the ----------
		5. Blood is ---------- for our life.
	T	Checks their answers :

Headings	Signs	Procedures
Pre reading		
5 minutes	T-c	Read the title (Our friends , the forests)
Inference	T	What can you understand from the title .
	SS	Try to predict and infer
	T	Show the pictures to the students.
Logical, vision, word	T	Ask them to predict what the text is about
	SS	destruction of forests
Logical, vision, word, interpersonal		What is the difference between the two pictures ?What has happened to the picture?
	SS	Try to infer
(attachment 1)	T	**Via (Think – pair – share) and flexible grouping strategies**
	T	Use the **(Think – pair – share**) graphic organizer to help students
3 mins	T-ss	Now alone guess what has happened
3 mins	T-ss	Now in pairs discuss what has happened.
3 mins	T-ss	Now in groups of four share what has happened.
	T	Discuss with them what has happened
	T	Help the students to say what has happened in the first two pictures (Originally, nobody lived in the rainforest. Then farmers cleared the forest and now it is agricultural land.)
Music/vision / math/word/	T	Play a video tape with some statistc about forests (v 1)
	T	Discuss it with students
Music	T	Play a song about forests and plants

..

Headings	Signs	Procedures
	T	Shows students the picture of the carbon cycle
	T	Discusses it with students
Tier 1 10 minutes Look tier (1)		Tiered activity (tiering by product) according to MI
	T-c	In groups try to read this picture
Logical / mathematical		1. What are these abbreviations for?
nature		1. What's the effect of these elements on nature?
Word		Translate this diagram into words
bodily		Role playing (students take the role of every element in this picture and speaks about it)
	S1	We are goats the most important I the cycle we give milk etc.
	S2	We factories produce every thing
	S3	We are plants give fruits etc.
	S4	I'm light without me you can't do any thing
	S5	As a human " You are important but You all take O2 except plants which give O2 to us.
Vision		Draw this graphic in another way.
Anchoring	T	Give students the picture.
	SS	Write different uses of trees

Day (2)

Headings	Signs	Procedures
Part 2		
Warming up 3 minutes	T	Play a song s bout forests
	SS	Do their sketch again
Revision 3 minutes	T	Revises the lexis and the pictures
While reading **10 minutes**		
Passage 1	T	Play the cassette once
	SS	read the text to answer the while-reading questions
	T-c	Read from 1-15
	T	Set some questions for students (Answer the following questions)
Musical ; vision ,logical, Word, inter		1. We can understand that the writer hates forests ( )
		How did you know that (circle some phrases that proves that)
		2. Animals are not partners in the carbon cycle ( )
		3. Plants take in O2 and takes out CO2 ( )
		4.Light is not important for plants ( )
		5. put a suitable title for this paragraph
		Check their answers .
Tier 2		See tier TWO
Anchoring	T	Provide students with extra activities from the following web sites
		1. http://gk12.asu.edu/node/45
		2.http://www.windows2universe.org/earth/climate/carbon_cycle.html

Headings	Signs	Procedures
Passage 2	T	Read from 15-30
5 minutes		Read it quickly and find out
Musical ; vision,logical		1. The amount of CO2 is _____ .
Word , interpersonal, nature		2. Why is it raising ?
		Scan the text to find out
		3. Why do farmers cut forests?
		A suitable title for this passage is ---------- -------
		If this continues ---2050 Can you infer any thing
		What can you understand from it
Passage 3	T	Check their answers .
5 minutes		Read from 30-40
Musical ; vision,logical		Read it quickly and find out
Word , inter, nature		1. If forests die , many creatures will ------- ----
		2. A suitable title is ----------
		Scan to find out
		1. Forests contain ---------- % of plant life .
		2. What will happen if land ice melt?
		3. Find two facts about forests.
		Is this a problem …….
		What can you understand from it ?
	T	Check their answers .

Headings	Signs	Procedures
Passage 4		Read from 30-40
5 minutes		Read it quickly and find out
Musical ; vision,logical		1. a suitable title is _____
Word , inter, nature		2. Do we realy want to kill them. What the writer wants to tell us
		3. What are the uses of plants?
Production (RAFT)	T	Set RAFT activity
Rounding up	T	Play another song (save forests)
	SS	Reads the text in pairs

Attachment (1)
Think-Pair-Share Graphic organizers

My Name: _____ Partner's Name: _____ Date:_____

Question	What I thought	What my partner thought	What we will share
Look at the two pictures and guess what has happened	_____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____

Tiered activity (1)

Lesson Topic:
Language and Level:
This lesson is tiered by (process, **product**, assessment) according to students' (readiness, **interest**, learning profile).
Tier 1 (Logical/ mathematical) 1. highlight all the abbreviations in the text. 1. Guess, What are these abbreviations for?
Tier 2 (verbal) Translate this diagram into words
Tier 3 (Bodily) Role playing (students take the role of every element in this picture and speaks about it)
Tier 4 (vision) Draw this graphic in another way
Tier 5 (natural) What's the effect of these elements on nature
Tier 6 (inter) Discuss and suggest solution to the following problem: "Cutting down forests

Tiered activity (2)

Lesson Topic:
Language and Level:
This lesson is tiered by (**process**, product, assessment) according to students' **(readiness**, interest, learning profile). ***(Bloom's taxonomy)***
Tier 1 (Knowledge) Look at this diagram and number the carbon cycle
Tier 2 (Knowledge) Read the text from 1-15 and fill in the blanks : Plants are essential to us , without them we can't ---------- . They affect the ---------- cycle. We breathe in ---------- and breathe out _____ but plants take in _____ and take out _____ with the existence of _____
Tier 3 (understanding) Paraphrase the effect of plants life on carbon cycle
Tier 4 (analysis) Compare and contrast between animals and plant life

RAFT Assignment
Unit/Theme: _____ Language/Level: _____

RAFT Goals:

Understand :

1 Forests are essential in our life

Know:

1 Some new lexis *(essential – carbon cycle – break down – rainforests – habitat - extinct)*

Do (Skills):

1 - Practice using the new lexis in sentences

2 - Practice skimming the text for general idea.

3 - Practice scanning the text for specific information .

4 - Practice inferring skill .

5 - Practice guessing the meaning from context.

Role	Audience	Format	Topic
Writer	Students	Pieces of advice	The importance of forests
Citizen	Forests cutter	A procure	Stop cutting trees
A scientist	Students	Passage	cutting trees and carbon cycle
A scientist	Students	Passage	Causes of global warming
An artist	People	A picture	Motivating people not to cut forests
Journalist	People	Radio advertisement	The dangers of cutting forests
Statics	Students	A chart	Some data about forests
Doctor	students	A table	Names of some plants used as a medicine

Lesson planning

Unit Title: (11) Helping hands : making friends

Lesson Title: Lesson 3 and 4

	As a result of this lesson students will…
Understand :	
1	The importance of voluntary work.
Know:	
1	Some new lexis *(voluntary – extra – disaster – earthquake - victims)*
Do (Skills):	
1	- Practice using the new lexis in sentences
2	- Practice skimming the text for general idea.
3	- Practice scanning the text for specific information .
4	- Practice inferring skill .
5	- Practice guessing the meaning from context.
6	- Practice prediction.

Differentiated Instruction Details

Knowledge of Students

Differentiation based on student:

r **Readiness** r Interests r **learning profile**

r learning environment r Combination

Differentiated Instruction Response

r Learning materials (content) r **Ways of learning (process)**

r **Ways of demonstrating learning (product)** r Learning environment

Differentiated Instruction strategies used

4. Cooperative learning (STAD)
5. Flexible grouping

Pre-Assessment: How to Find Out

r Inventories r **Observation** _____ r checklist _____

r test ____ r Combination _____ r rubric _____ other _____

Audio /visual aids

4. Computer and LCD
5. MP3
6. A poster

Day (1)

Procedures :

Headings	**Signs**	**Procedures**
Warming Up	T	Greet students
	T-C	What will you do in the following situations :
		1. you see an old man crossing a road
		2. Your friend's house was destroyed during war
		3. A friend can't do his homework.
	T	Elicit from students as many answers as possible
	T-C	We call that Voluntary work
	T-C	Have you ever done any voluntary work ?
	T	Listen to students
	T-C	Aidy is a volunteer from London
	T-C	Say some verses from holy Quran urging us to do voluntary work fore example
		١. تطوع ذو القرنين ببناء السد
		٢. ولما ورد ماء مدين وجد عليه أمة من الناس يسقون ووجد من دونهم امرأتين تذودان قال ما خطبكما قالتا لا نسقي حتى يصدر الرعاء وأبونا شيخ كبير. فسقى لهما ثم تولى إلى الظل فقال رب إني لما أنزلت إلى من خير فقير " القصص آية ٢٤
		وفي صحيح مسلم: } كل سلامى من الناس عليه صدقة في كل يوم تطلع فيه الشمس قال تعدل بين الاثنين صدقة ،]٢[وتعين الرجل على دابته فتحمله عليها ،]٣[أو ترفع عليها متاعه صدقة ، قال]٤[والكلمة الطيبة صدقة ، وكل خطوة تخطوها إلى الصلاة ،]٥[وتميط الأذى عن الطريق صدقة {

Headings	**Signs**	**Procedures**
	T	Play a video about voluntary work (video 1)
	T	Discuss it with students
	T-C	Our topic today is about voluntary work
Presentation		
Lexis		
Voluntary work	T	Say the word three times
	SS	Repeat it
		In war we did many **voluntary** work , we helped old people.
		Example The habitat of camels is the desert.
	T	Encourage students to put it in a sentence
	SS	Try to put it in a sentence
Extra	T	Say the word three times
	SS	Repeat it
	T	Extra **means** more
		Our teacher gave us **extra** homework to do.
	T	Encourage students to put it in a sentence
	SS	Try to put it in a sentence

Headings	Signs	Procedures
disaster	T	Say the word three times
	SS	Repeat it
	T	Show them a video about disasters
		Discuss the video with students.
	T-C	This video is about disaster
	T	Remind them of our disaster (Nakbah)
	T	We ,the Palestinians, lived many disasters.
	T	Encourage students to put it in a sentence
	SS	Try to put it in a sentence
Earthquake	T	Say the word three times
	SS	Repeat it
	T	Show them a video about earthquake
		Discuss the video with students.
	T-C	This video is about earthquake
	T	Remind them of the earthquake that happened in Gaza.
	T	Earth quakes is the worst type of disasters.
	T	Encourage students to put it in a sentence
	SS	Try to put it in a sentence
Formative evaluation		Fill in the gaps with (Voluntary , extra, disaster , earthquake) 1. People all over the world suffer a lot from different types of _____ such as volcanoes and _____. Thus , _____ groups should do their best to help them by _____ work.

Headings	**Signs**	**Procedures**
Presentation	T	Show class the pictures through PowerPoint
	T-C	Try to describe these pictures
	T	Can you predict what are they doing in picture one
	T	Elicit from students
	T	Do the same with picture b anc c
Use STAD (Student Team Achievement Strategy.	T	Divide the students into groups
		** write the name of their most favorite team on a piece of paper
		** the teacher and the students choose four captains
		** name the groups Barcelona, Real Madrid, Manchester United, and Inter Milan) and then hang them on the wall.
STAD (1)	T-ss	Read the first paragraph and answer the questions
	SS	Read the text in groups and answer the questions in the worksheet
	T	Monitors students and guides them
	T	Checks groups answers
	T-ss	Now we have an individual task
		Give students the individual task
	T	Check answers
	T	Compares groups' scores with individual scores
		Give groups some rewards.

Headings	**Signs**	**Procedures**
STAD (2)	T-ss	Read the second paragraph and answer the questions
	SS	Read the text in groups and answer the questions in the worksheet
	T	Monitors students and guides them
	T	Check groups answers
	T-ss	Now we have an individual task
		Give students the individual task
	T	Check answers
	T	Compares groups scores with individual scores
		Give groups some rewards.
STAD (3)	T-ss	Read the second paragraph and answer the questions
	SS	Read the text in groups and answer the questions in the worksheet
	T	Monitors students and guides them
	T	Check groups answers
	T-ss	Now we have an individual task
		Give students the individual task
	T	Check answers
	T	Compares groups' scores with individual scores
		Give groups some rewards.

Student Team Achievement Division (1)

Read the first paragraph and answer the following questions :

1. Put ( ) or ( )

1. They did an international voluntary work ( )
2. They did four voluntary works ( )
3. We can understand that their school doesn't like voluntary work ( )

2. Answer the following :

1. What voluntary work have they done?

_____

2. If you were with them what murals would you write on the wall?

_____

3. What can the students do at the end of the week ?

_____

3. Complete :

1. The name of the speaker is _____.

4. Extract from the passage :

1. A word that means **seven days** _____
2. The opposite of **beginning** _____

Individualized quiz one

Read the first paragraph and answer the following questions :

1. Put ( ) or ( )

1. The children wrote their names on the wall. ( )

2. Their school encourages voluntary work ( )

3. They painted the wall of their friend's house ( )

2. Extract from the passage :

1. A word that means **more** _____

2. The opposite of **beautiful** _____ and **after** _____

Student Team Achievement Division (2)

Read the second paragraph and answer the following questions :

1. Put ( ) or ( )

1. We can understand that Rose does the voluntary work once a month ( )

   Extract from the passage what assures you _____

2. They can take money from the library ( )

2. Complete :

1. The name of the speaker is _____

2. There are many jobs for volunteers in the library :

   A. _____

   B. _____

   C. _____

3. Extract from the passage :

1. A word that means **different** _____ and **without money** _____

2. The opposite of **international** _____ and **inside** _____

Individualized quiz one

Read the second paragraph and answer the following questions :

1. Put ( ) or ( )

1. They do a local voluntary work ( )

2. Rose helps in the library at 12 o'clock every Saturday. ( )

3. Rose takes holiday on Friday ( )

4. The volunteer is from Japan ( )

2. Complete

1. What's Rose's favourite voluntary work ?

_____

2. **I** in the first line refers to_____

3. Extract from the passage :

1. A word that means **go to** _____

2. The opposite of **young** _____

Student Team Achievement Division (3)

Read the third paragraph and answer the following questions :

1. Fill in :

1. In natural disasters the volunteer _____ and help.

2. The volunteer's name is _____.

3. They collect _____ and buy _____ , _____ and _____

2. Complete

1. Some types of natural disasters

_____

_____

2. They send _____ and _____ to people.

3. Extract from the passage :

1. A word that means **be a live** _____ **huge** _____

2. The opposite of **safe** _____ **receives** _____

Individualized quiz one

Read the third paragraph and answer the following questions :

1. Put ( ) or ( )

1. The volunteer goes and helps in the natural disasters ( )

2. The name of the volunteer is Hassan. ( )

3. They collect clothes to the poor ( )

4. They did an international voluntary work ( )

2. Complete :

1. **Me** in line four refers to _____

2. _____ and _____ are types of natural disasters.

3.They sent _____ for children in _____

3. Extract from the passage :

1. A word that means **huge and dangerous wind** _____

2. The opposite of **sell** _____ **ugly** _____

Lesson planning

Unit Title: (12) Uniting for a better future

Lesson Title: Lesson 3 and 4

	As a result of this lesson students will…
Understand :	
1	The importance of international organizations.
Know:	
1	Some new lexis *(construction – freedom – agency – rights)*
Do (Skills):	
1	- Practice using the new lexis in sentences
2	- Practice skimming the text for general idea.
3	- Practice scanning the text for specific information .
4	- Practice inferring skill .
5	- Practice guessing the meaning from context.
6	- Practice using prediction.

Differentiated Instruction Details

Knowledge of Students
Differentiation based on student:
r Readiness **r Interests** r learning profile
r learning environment r Combination

Differentiated Instruction Response
r Learning materials (content) r Ways of learning (process)
r Ways of demonstrating learning (product) r Learning environment

Differentiated Instruction strategies used
6. Flexible Grouping
7. Graphic organizers
8. RAFT

Pre-Assessment: How to Find Out

r Inventories Multiple intelligences r **Observation** _____ r checklist _____

r test _____ r Combination _____ r rubric _____ other _____

Audio /visual aids

7. Computer and LCD
8. MP3
9. A poster

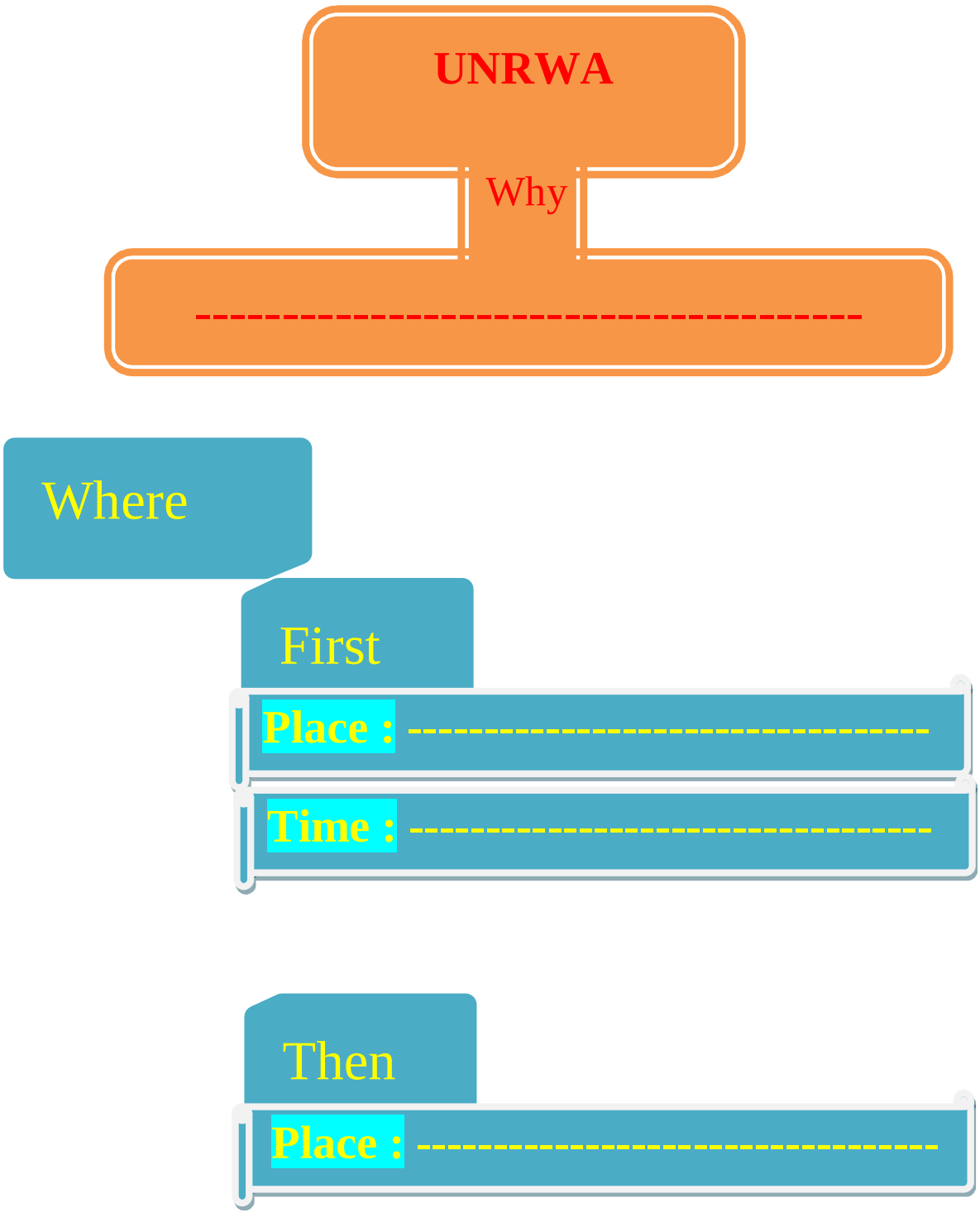
Headings	Signs	Procedures
Warming UP	T	Play a video about UN
	T	Discuss it with students.
		Try to elicit from students any relevant information to UNRWA.
	T-C	Our topic today is about UNRWA
Presentation		
Lexis		
construction	T	Say the word three times
	SS	Repeat it
	T	Show students a picture of construction.
	T-C	What is this man doing
	T	Constructing
	T	The new government has different contruction projects.
	T	Encourage students to put it in a sentence
	SS	Try to put it in a sentence
Freedom	T	Say the word three times
	SS	Repeat it
	T	Show students a picture of a prisoner.
	T-C	What does he want?
	T	He wants freedom.
	T	Our prisoners need their freedom.
	T	Encourage students to put it in a sentence
	SS	Try to put it in a sentence

Headings	Signs	Procedures
Presentation		
right	T	Say the word three times
	SS	Repeat it
	T	Mr Alaa teaches human **right**.
		Explain what is meant by right
		Example : We need the right of freedom.
	T	Encourage students to put it in a sentence
	SS	Try to put it in a sentence
cultural	T	Say the word three times
	SS	Repeat it
	T	With powerpoint put it on screen
		Maftool, dabka, sfeeha are from culture.
	T	The Palestinians have many cultural songs.
	T	Encourage students to put it in a sentence
	SS	Try to put it in a sentence
agancy	T	Say the word three times
	SS	Repeat it
	T	Mention some agencies (UNRWA , UNDP , UNESCO)
		These are agencies.
	T	Let them look it up in their dictionaries.
		UNRWA is an international agency.
	T	Encourage students to put it in a sentence
	SS	Try to put it in a sentence

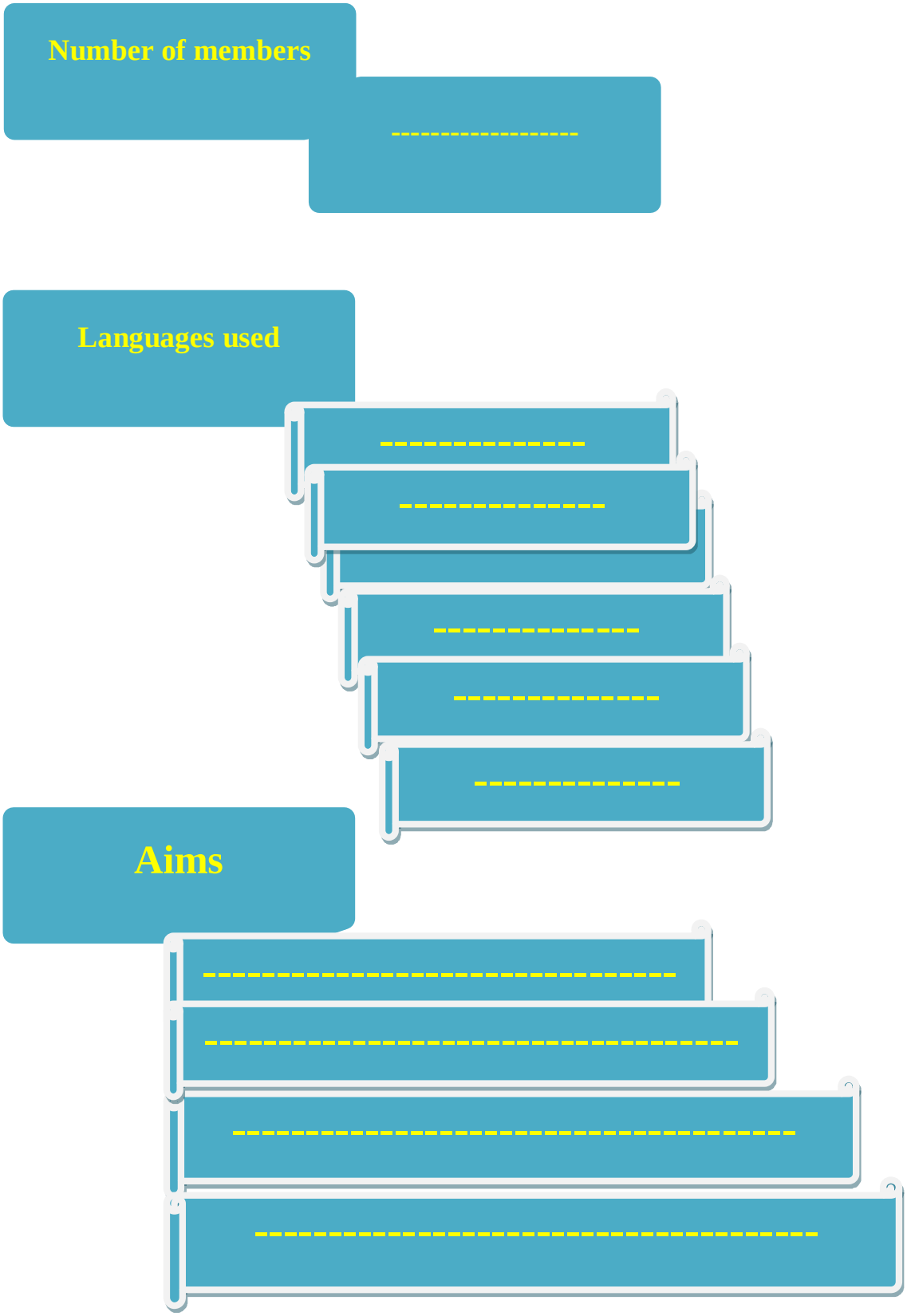
Headings	Signs	Procedures
Formative Evaluation		
		Fill in the gaps with (rights, culture , freedom, agencies, construction) 1.UNRWA is one of several …… of the UN. 2. Qater promised Gaza of re …….after war. 3. We shoul fight for our …….. 4. We must protect our ……. 5. Every child has many ……...
	T	Checks their answers.
Pre-reading		
	T-C	Look at the two pictures
	T	Predict what are they about.
	S	Try to predict
	T	Discuss with students the pre reading questions
While reading	T	With flexible grouping
	T	Divide the class in groups of four
Passage(1)	T-C	Read lines from (1) to(9) and fill in the gaps in the graphic organizers
	T	Give students suitable time.
	SS	Fill in the gaps
	T	Checks their answers.
	T	Hang their answers on the wall.

Headings	Signs	Procedures
Passage(2)	T-C	Read lines from (10) to(19) and fill in the gaps
	T	Give students suitable time.
	SS	Fill in the gaps
	T	Checks their answers.
	T	Hang their answers on the wall.
Passage(3)	T-C	Read lines from (20) to(25) and fill in the gaps
	T	Give students suitable time.
	SS	Fill in the gaps
	T	Checks their answers.
	T	Hang their answers on the wall.
	T	Show students the right graphic organizors
Post reading	T	Regroup the students
RAFT (2)	T	Provide students with papers of the raft according to their interests.
Rounding up	T	Play a song a bout UNRWA
Homework		**Use raft (2)**

Read from line (1) to (9) and fill in



Read from line (10) to (19) and fill in



Read from line (20) to (25) and fill in

It's agencies

Which stands for

UNESCO

WHO

RAFT (2)

Unit/Theme: _____ Language/Level: _____

RAFT Goals:

Understand :

1 The importance of international organizations.

Know:

1 Some new lexis (construction – freedom – agency – rights)

Do (Skills):

1 - Practice using the new lexis in sentences

2 - Practice skimming the text for general idea.

3 - Practice scanning the text for specific information .

4 - Practice inferring skill .

5 - Practice guessing the meaning from context.

Role	Audience	Format	Topic
Writer	Students	A paragrah	The importance of UNRWA
An artist	People	A picture	UNRWH help to refugees
Journalist	People	Radio advertisement	Th members ofUNRWA
Statics	Students	A chart	Some data about UNRWA
Refugee	Students	table	UNRWA agencies

Lesson planning

Unit Title: (14) Love and best wishes

Lesson Title: Lesson 3 and 4

	As a result of this lesson students will…
Understand :	
1	..
Know:	
1	Some new lexis *(felt like – light up – homesick – rude – don't mind)*
Do (Skills):	
1	- Practice using the new lexis in sentences
2	- Practice skimming the text for general idea.
3	- Practice scanning the text for specific information .
4	- Practice inferring skill .
5	- Practice guessing the meaning from context.
6	- Practice prediction from texts.

Differentiated Instruction Details

Knowledge of Students

Differentiation based on student:

r Readiness r **Interests** r **learning profile**

r learning environment r Combination

Differentiated Instruction Response

r Learning materials (content) r **Ways of learning (process)**

r Ways of demonstrating learning (product) r Learning environment

Differentiated Instruction strategies used

9. Cooperative learning (STAD)
10. Differentiation through technology

Pre-Assessment: How to Find Out

r Inventories r **Observation** _____ r checklist _____

r test _____ r Combination _____ r rubric _____ other _____

Audio /visual aids

10. Computer and LCD
11. MP3
12. A poster

Procedures :

Headings	**Signs**	**Procedures**
Warming Up	T	Greet students
	T-C	Have you ever been abroad?
	T-C	Where have you been?
	T	Let students speak about the culture.
	T-c	Do you have friends on the net?
	T-C	Do you always chat?
	T-C	Do you like chating?
	T	Show students a lot of things that are made in China.
	T-C	Where are they made in ?
	T	With power point slide,show students (CHINA)
		Edict as much information as you can about china.
Presentation		
Felt like	T	Say the word three times
	SS	Repeat it
	T	Felt like = like
	T	When I climbed the mountain I had **felt like** falling.
	T	Encourage students to put it in a sentence
	SS	Try to put it in a sentence
Light up	T	Say the word three times
	SS	Repeat it
	T	Show them a picture
	T-C	What is he doing?

Headings	**Signs**	**Procedures**
	T	He is lighting up fire
	T	Encourage students to put it in a sentence
	SS	Try to put it in a sentence
Homesick	T	Say the word three times
	SS	Repeat it
	T	Homesick = **feeling that you missed your country**.
	T	Ali has been abroad for 20 years, he felt **homesickness**
	T	Encourage students to put it in a sentence
	SS	Try to put it in a sentence
Rude	T	Say the word three times
	SS	Repeat it
	T	rude **means** impolite
		Ali is shouting , he is **rude**.
	T	Encourage students to put it in a sentence
	SS	Try to put it in a sentence
Formative evaluation	T-C	Fill in the gaps with : (Rude – homesick – felt like – light up) 1. I don't like _____ students. 2. I got_____ when I travelled. 3. In summer , I _____ swimming. 4. In the party , fireworks _____ the sky.
	T	Checks their answers

F

Headings	**Signs**	**Procedures**
Presentation	T	Show class the pictures through PowerPoint
	T-C	Try to describe these pictures
	T	Can you predict what are the picture for?
	T	Elicit from students
	T	Do the same with picture b anc c
	T	Try to answer the pre reading questions.
Usind STAD (Student Team Achievement Strategy.	T	Divide the students into groups
		** write the name of their most favorite team on a piece of paper
		** the teacher and the students chose four captains
		** name the groups Barcelona, Real Madrid, Manchester United, and Inter Milan) and then installed them on the wall.
STAD (1)	T-ss	Read the first paragraph from (1-4)and answer the questions
	SS	Read the text in groups and answer the questions in the worksheet
	T	Monitors students and guides them
	T	Check groups answers
	T-ss	Now we have an individual task
		Give students the individual task
	T	Check answers
	T	Compares groups scores with individual scores
		Give groups some rewards.

kl

Headings	**Signs**	**Procedures**
STAD (2)	T-ss	Read the second paragraph from (5-7)and answer the questions
	SS	Read the text in groups and answer the questions in the worksheet
	T	Monitors students and guides them
	T	Check groups answers
	T-ss	Now we have an individual task
		Give students the individual task
	T	Check answers
	T	Compares groups scores with individual scores
		Give groups some rewards.
Post reading	SS	Do Ex 3

Student Team Achievement Division (1)

1. Put ( ) or ( )

1. The children Yasmin sent Lucy an email. ( )

2. Palestine culture is the same as China's. ( )

3. The length of great wall in China 1000 KM ( )

Choose the correct answer :

1- Who sent the email?

(Lucy – Yasmeen – Huda)

2- When it was sent?

(06/07 - 06/06 – 06/05)

3- When did Lucy arrive in China?

(Three months ago- five months ago- six months ago).

4- How many people live in Shanghai?

(about 13 million– about 12 million– about 14 million

2. Answer the following :

1. We can elicit from line one that ?

a. They always see each other.

b. They haven't seen each other long time ago.

_____

2. What did Lucy feel in China?

_____

3. Complete :

1. The name of the speaker is _____.

4. Extract from the passage :

1. A word that means **accustomed** _____

2. The opposite of **same** _____

Individualized quiz one

Read the first paragraph and answer the following questions :

1. Put ( ) or ( )

1. Lucy and Yasmin email each other every month. ( )

2. Lucy liked Palestine and didn't want to come back to China ( )

3. Yasmin is interested in China. ( )

2. Extract from the passage :

1. A word that means **end** _____

2. The opposite of **hate** _____ and **good** _____

Student Team Achievement Division (2)

Read the second paragraph and answer the following questions :

1. Put ( ) or ( )

1. Chinese languse is an easy language ( )

   Extract from the passage what assures you _____

2. Lucy is learning French ( )

2. Complete :

1. The name of the speaker is _____

2. Lucy mentioned some information about China :

   A. _____

   B. _____

   C. _____

3. Extract from the passage :

1. A word that means **busy** _____ and **silently** _____

2. The opposite of **easy** _____ and **boring**_____

Individualized quiz one

Read the second paragraph and answer the following questions :

1. Put ( ) or ( )

1. The Chinese people are nice people ( )

2. Lucy will come back on March. ( )

3. Lucy lives in the capital of China ( )

2. Complete

1. What's Rose's favourite voluntary work ?

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3. Extract from the passage :

1. A word that means **large** _____

2. The opposite of **easy** _____

Appendix (5)

Referee Committee for study tools

1.Questionnaire 2 Achievement test 3. Lesson planning

No	Name	Post	Questionnaire	Achievement test	Lesson planning
1.	Mohamad Atya	University Professor	ï	ï	ï
2.	Musheer Amir	University Professor		ï	
3.	Mohammed Moqbel	UNRWA	ï	ï	ï
4.	Mahir Sharaf	Supervisor	ï	ï	ï
5.	Soha Dauod	Supervisor	ï	ï	ï
6.	Alaa Harb	Area Edn officer	ï	ï	ï
7.	Mahmoud Ayyash	Teacher	ï	ï	ï
8.	Sami Balousha	Teacher	ï	ï	ï
9.	Suliman El sous	Teacher	ï	ï	ï
10.	Nabeel El Madhoon	Teacher	ï	ï	ï
11.	Imad El Moqaiad	Teacher	ï	ï	ï
12.	Zahr Abu Ulba	Teacher	ï	ï	ï
13.	Bassam Ambar	Teacher	ï	ï	ï
14.	Nadir Sharaf	Teacher	ï	ï	ï
15.	Refat Abu Mosanih	Teacher	ï	ï	ï
16.	Khaleel Sammor	Teacher	ï	ï	ï
17.	Mohammed Bhlool	Teacher	ï	ï	ï
18.	Ibraheem El Mikawi	Teacher	ï	ï	ï
19.	Samah Salim	Teacher	ï	ï	ï
20.	Siham Abu Traish	Teacher	ï	ï	ï
21.	Ula Faris	Teacher	ï	ï	ï