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The Effect of Differentiated Instruction on Learning English Vocabulary and Grammar among Second Graders in UNRWA Schools

تأثير التدريس الفارقي على تعلم مفردات وقواعد اللغة الانجليزية
لدى طلبة الصف الثاني الاساسي في مدارس وكالة الغوث

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إقرار

أنا الموقعة أدناه مقدمة الرسالة التي تحمل العنوان:

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بناءً على موافقة عمادة البحث العلمي والدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحثة/ سراء مجدي حميدان المصري لنيل درجة الماجستير في كلية التربية/ قسم مناهج وطرق تدريس وموضوعها:

تأثير التدريس الفارقي على تعلم مفردات وقواعد اللغة الانجليزية لدى طلبة الصف الثاني الاساسي في مدارس وكالة الغوث

The Effect of Differentiated Instruction on Learning English Vocabulary and Grammar among Second Graders in UNRWA Schools

وبعد المناقشة العلنية التي تمت اليوم الأحد 04 محرم 1439هـ، الموافق 2017/09/24م الساعة الثانية والنصف ظهراً بقاعة مؤتمرات مبنى طيبة اجتمعت لجنة الحكم على الأطروحة والمكونة من:

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وبعد المداولة أوصت اللجنة بمنح الباحثة درجة الماجستير في كلية التربية/قسم مناهج وطرق تدريس. واللجنة إذ تمنحها هذه الدرجة فإنها توصيها بتقوى الله ولزوم طاعته وأن يسخر علمها في خدمة دينها ووطنها.

والله ولي التوفيق،،،

عميد البحث العلمي والدراسات العليا

أ.د. مازن اسماعيل هنية



Abstract

The Effect of Differentiated Instruction on Learning English Vocabulary and Grammar among Second Graders in UNRWA Schools

The study sought to investigate the effect of differentiated instruction on learning English vocabulary and grammar among second graders in UNRWA schools. To attain that purpose, the researcher adopted the experimental approach by purposively using a sample of (79) student who were divided into two groups, (39) students in the experimental group and (40) in the control group selected from Zahret Al Madae'n Prep Co-ed School.

The researcher designed (14) lessons using Differentiated Instruction strategies to teach the experimental group, while the traditional method was used to teach the control group during the second semester of the scholastic year (2016-2017). The researcher prepared two achievement tests (pre & post) to collect data. The data of the study were analyzed using T-test Independent. Effect size technique was used to measure the effect size of Differentiated Instruction strategies on the experimental group.

The findings of the study showed that there were statistically significant differences between the mean scores achieved by the experimental group and those attained by the control group in the post application of the vocabulary and grammar achievement test in favor of the experimental group due to the use of the Differentiated Instruction strategies in favor of the post application. The results also showed that there were no statistically significant differences at ($\alpha \leq 0.05$) in the total mean score of the grammar and vocabulary post-test of the experimental group attributed to the variable of gender .Therefore, the results of the study revealed that the Differentiated Instruction Strategies was effective in developing students' English vocabulary and grammar".

In the light of those findings, the researcher recommends the necessity of using the Differentiated Instruction strategies in teaching English vocabulary and grammar to 2nd graders. Moreover, the researcher suggested that additional research ought to be conducted to explore the effect of the use of the Differentiated Instruction strategies on different English language skills.

الملخص

تأثير التدريس الفارقي على تعلم مفردات وقواعد اللغة الانجليزية لدى طلبة الصف الثاني الاساسي في مدارس وكالة الغوث

سعت الدراسة للتحقق من تأثير التدريس الفارقي على تعلم مفردات وقواعد اللغة الانجليزية لدى طلبة الصف الثاني الاساسي في مدارس وكالة الغوث. ولتحقيق هدف الدراسة، اتبع الباحث المنهج التجريبي وقام باختيار عينة قصدية تتكون من (79) طالب والذين تم تقسيمهم إلي مجموعتين (39) طالب في المجموعة التجريبية و(40) طالب في المجموعة الضابطة، حيث تم اختيارهم من مدرسة زهرة المدائن الابتدائية المشتركة.

قام الباحث بتصميم (14) درس باستخدام استراتيجيات التدريس الفارقي لتدريس المجموعة التجريبية، بينما تم استخدام الطريقة التقليدية في تدريس المجموعة الضابطة وذلك خلال السنة الدراسية (2016-2017). وقام الباحث بإعداد اختبارين تحصيليين (قبلي - بعدي) من أجل جمع البيانات والتي تم تحليلها باستخدام اختبار (ت) للعينات المستقلة. وتم استخدام حجم الأثر لقياس تأثير استراتيجيات التدريس الفارقي على المجموعة التجريبية.

أظهرت نتائج الدراسة وجود فروق ذات دلالة إحصائية بين المجموعة التجريبية والمجموعة الضابطة في الاختبار البعدي لصالح المجموعة التجريبية تعزي لاستخدام استراتيجيات التدريس الفارقي. وأظهرت أيضاً الدراسة أنه لا يوجد فروق ذات دلالة احصائية عند مستوي ($\alpha \leq 0.05$) في الاختبار البعدي للقواعد والمفردات تعزي للجنس. أثبتت نتائج الدراسة التأثير الفعال لاستخدام استراتيجيات التدريس الفارقي في تنمية مفردات وقواعد اللغة الإنجليزية لدى الطلاب.

وفي ضوء النتائج، أوصي الباحث بضرورة استخدام استراتيجيات التدريس الفارقي في تدريس المفردات والقواعد للصف الثاني. ويوصي الباحث أيضاً بإجراء مزيداً من البحث لاكتشاف تأثير استراتيجيات التدريس الفارق على مهارات اللغة الإنجليزية المختلفة.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

رَبِّ أَوْزِعْنِي أَنْ أَشْكُرَ نِعْمَتَكَ الَّتِي أَنْعَمْتَ عَلَيَّ ... وَأَنْ أَعْمَلَ صَالِحًا تَرْضَاهُ

وَأَصْلِحْ لِي فِي ذُرِّيَّتِي إِنِّي تُبْتُ إِلَيْكَ وَإِنِّي مِنَ الْمُسْلِمِينَ ﴿١٥﴾

[الأحقاف: 15]

" My Lord, enable me to be grateful for Your favor which You have bestowed upon me and upon my parents and to work righteousness of which You will approve and make righteous for me my offspring. Indeed, I have repented to You, and indeed, I am of the Muslims" [Al-Ahqaf: 15]

Dedication

- I humbly dedicate this work to the soul of my mum. Allah rest her soul.
- To my best friend, dear dad.
- This work is dedicated specially to my family, my husband and my son.
- To my extended family.
- To all my friends and teachers at the Islamic University.
- To all who were there for me.
- To all these who have been supportive, caring and patient, sometimes beyond their strength. I dedicate this work.

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List of Abbreviations

UNRWA	The United Nations Relief and Works Agency for Palestine Refugees in the Near East
DI	Differentiated Instruction
RAFT	Recourse Area for Teaching
KUD	Know, Understand and Do
ZPD	Zone of Proximal Development
EFL	English as a Foreign Language
TOEFL	Test of English as a Foreign Language

Chapter 1

Background of the Study

Chapter 1

Background of the Study

The first chapter presents the study background regarding the introduction, the need for the study, the statement of the problem, the research questions and hypotheses, the purpose of the study, limitations of the study and the definition of the variables and operational key terms of some key terms.

Introduction

Teaching and learning process has now modern concepts, strategies and methods that can meet each learner's abilities, needs, desires, academic level, and interests. The learning environments ought to be designed pursuant to students' requirements and nature. Therefore, teachers ought to take into their consideration from the beginning the level of their students. In this respect, VanSciver affirmed that teachers encounter various levels of students in classes. He added that teachers can find in one class students from top level to very low. And in such conditions, teachers have to discover and find methods that familiarize with students different abilities. This begins from the teacher's lesson plan before commencing teaching. That also requires teachers to be more creative and inventive to offer their students with appropriate learning opportunities (VanSciver, 2005 p.534)

Ireson and Hallam (2001) added that teachers are in need of identifying the abilities of their students and knowing the points of strength and weakness in each student. They admitted that students have various preferences for working in the class and producing their work. In the case all of students work at the same pace and level, they will not perform better as they do if each one works according to his/her level.

The idea of "One size fits all" is not effective in nowadays learning process. It is known that some students learn and grasp English language better or faster than others, even if they are participating or learning in one class. No effective method is suitable for all learners and the need to differentiate learning is a must among students to address their needs. Tomlinson and Imbeau (2010) announced that differentiation instruction strategies are a procedure followed in classroom that

parallels between students' needs and syllabus content. They affirmed that the fundamental issue of differentiation is to adapt the elements of curriculum such as content, process and product to be fit for students' willingness, readiness and interests.

The philosophy of differentiation is based on some grounds. First, students of the same level and age are different in their readiness, styles of learning, interests, experiences and life circumstances. It is a method in teaching in which teachers have to know their students levels and needs. After that stage, teachers tailor their teaching procedures to fit the individual needs of each learner in the class. There are many ways teachers can differentiate such as putting students in small groups or with each student (Tomlinson & Imbeau, 2010).

Differentiation instruction is a method of adapting teaching to the students' needs and desires. Teachers are responsible for making this procedure. In the same vein, Bearne (1996) defined differentiation as an approach to teaching in which teachers proactively adapt instructional activities, teaching methods, curricula, resources in order to address the various students' needs and to maximize learning opportunities to each learner in the class.

Differentiation is not a ready-made plan for teaching. It is not a strategy, it is not what teachers do in the class, rather it is a way of thinking about teaching. It is a philosophy (Tomlinson, 2000, p.6). There are many types of studies that focused on the differentiated instruction. Those studies investigated the brain learning, intelligence, multiple-intelligence and successful intelligence (Drapeau, 2004, pp. 12-16).

The idea of differentiated teaching began in 1989 when the Child Protection Convention was issued and in the Universal Conference of Education in (1990) convened in Jomtien and in Dakar Conference (2000) which recommended differentiation in learning. The previous two conferences confirmed the differences among learners and that all of them learn in different ways. They also recommended differentiation in curricula and the teaching methods in order that all learners get learning that meets their features (Kwjack, 2008, p. 12).

The researcher considers that differentiated instruction was originally dated back to the verses of Quran, when the Almighty God says, “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.” (Ar-Rum, verse 22). وَمِنْ آيَاتِهِ خَلْقَ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ. سورة الروم، الآية (٢٢). That verse indicated that people are different in their races, colors, abilities, intelligences, needs, tendencies and cultures. Since people are different, differentiation in learning is a must to fulfill learners’ needs.

1.1 The Rationale for the study

The need for this study appeared through noticing that each learner has a different level, interest, need and ability to learn. The researcher is a teacher who has been teaching English for a long time. She observed that one way of teaching does not suit all the students who have different mentalities and styles in learning. The researcher needs strategies that fit all students’ needs. This could be achieved through giving students different methods and strategies and that is the philosophy of differentiated instruction.

The individual differences among learners in classes are considered a problem for the educational senior officials. This is a problematic issue when teachers are required to provide learners with different strategies, sources and procedures in classes in order to address each learner’s needs. This could not be done with same curriculum and method for all learners. These challenges make teachers adopt modern strategies such as differentiated instruction that allowed learner to be at the center of the educational process (El Rai, 2014, p. 2).

Different strategies and studies have been applied to ease the process of learning English among Arab learners. Kailani and Muqattach (2003, pp.7-9) added that Arabs need to know English language in order to communicate with English native speakers. That makes the researcher investigate the effectiveness of new strategies to teaching English in the Palestinian schools – Differentiated Instruction.

Differentiated instruction strategies could be applied in the English language since they were investigated in many fields. The researcher used differentiated

instruction to measure the effectiveness of vocabulary and grammar among 2nd graders.

Vocabulary is very important to be investigated. Ilham, (2009 cited in El Kurd, 2014, p.2) stated that vocabulary is the chief point to learn English and without learning vocabulary children will encounter many difficulties in learning English. The process of teaching vocabulary is not easy especially for pupils in elementary stage.

Vocabulary has an important role in English language achievement. Also, there is a connection between vocabulary and reading comprehension and that link affects the students' performance and level (Glowacki, et al. 2001).

Of the same importance as vocabulary, grammar also plays an important role in the English language. The researcher examines the effectiveness of differentiated instruction to grammar achievement among 2nd graders. Grammar enhances students in forming sentences and paragraphs (Ur, 1999, p. 3).

The students are required to know the grammar of the language. And if they master it, it will assist them to speak, as one of the English teaching aims is to master speaking. Without grammar, learners will not communicate properly (Doff, 1988 p.32).

1.2 Statement of the Problem

The statement of the problem is sourced by the existence of the lack for sufficient strategies to address students' needs and fulfill their desires. From this point of view, the researcher tried to examine a strategy that may help in addressing the various needs of the students. Differentiated instruction is a strategy that permits teachers to explain issues to their students based on their different levels. By using this strategy, the researcher hopes to contribute, even partly, to improve the English teaching strategies.

The following sub- questions are derived from the main question:

1.3 Research Questions

To answer the study's main question, the researcher addressed the following many sub-questions:

"What is the effect of differentiated instruction on learning English vocabulary and grammar among second graders UNRWA schools?"

The sub-questions:

- 1- What is the framework of differentiated instruction that can be used to improve second graders' vocabulary and grammar learning?
- 2- What are the vocabulary and grammar items that need to be learned by second graders in UNRWA schools?
- 3- Are there statistically significant differences at $\alpha \leq 0.05$ in the mean scores of the experimental group taught by differentiated instruction and those of the control one taught by the traditional method in the vocabulary post-test?
- 4- Are there statistically significant differences at $\alpha \leq 0.05$ in the mean scores of the experimental group taught by differentiated instruction and those of the control one taught by the traditional method in the grammar post-test?
- 5- Are there statistically significant differences at $\alpha \leq 0.05$ in the mean scores of the experimental group in the vocabulary posttest attributed to the gender variable, male or female?
- 6- Are there statistically significant differences at $\alpha \leq 0.05$ in the mean scores of the experimental group in the grammar posttest attributed to the gender variable, male or female?

In order to better address the study questions, the researcher made some hypotheses as follows:

1.4 Research Hypotheses:

In order to address the research questions, the following hypotheses will be tested:

- 1- There are no statistically significant differences at $\alpha \leq 0.05$ in the mean scores of the experimental group taught by differentiated instruction and those of the control one taught by the traditional method in the vocabulary post-test.
- 2- There are no statistically significant differences at $\alpha \leq 0.05$ in the mean scores of the experimental group taught by differentiated instruction and those of the control one taught by the traditional method in the grammar post-test.

- 3- There are no statistically significant differences at $\alpha \leq 0.05$ in the mean scores of the experimental group in the vocabulary posttest attributed to the gender variable, male or female.
- 4- There are no statistically significant differences at $\alpha \leq 0.05$ in the mean scores of the experimental group in the grammar posttest attributed to the gender variable, male or female.

1.5 The Purpose of the Study

- 1- Identifying the effect of Differentiated Instruction on vocabulary and grammar Learning among second graders in UNRWA schools.
- 2- Showing if there are statistically significant differences at $\alpha \leq 0.05$ in the mean scores of the experimental group taught by differentiated instruction and those of the control one taught by the traditional method in the vocabulary post-test?.
- 3- Examining if there are statistically significant differences at $\alpha \leq 0.05$ in the mean scores of the experimental group taught by differentiated instruction and those of the control one taught by the traditional method in the grammar post-test?
- 4- Checking if there are statistically significant differences at $\alpha \leq 0.05$ in the mean scores of the experimental group in the vocabulary posttest attributed to the gender variable, male or female?
- 5- Testing if there are statistically significant differences at $\alpha \leq 0.05$ in the mean scores of the experimental group in the grammar posttest attributed to the gender variable, male or female?

1.6 Significance of the Study

It is hoped that the findings of this research would be useful to foreign language teachers. The study is significant for the following reasons:

- 1- Helping English language curriculum designers to provide a more effective curriculum for second graders equipped with current trends of teaching and learning.
- 2- Assisting second graders' teachers to improve their way of teaching through using differentiated instruction strategies in teaching vocabulary and grammar.

- 3- Helping supervisors to conduct training courses for teachers of English to raise their awareness of the importance of using Differentiated Instruction strategies in teaching vocabulary and grammar.

1.7 Delimitations of the Study

The study was conducted according to the following delimitations:

1. The population of the study consisted of all the UNRWA schools in Rafah Region enrolled in the second semester of the school year (2016- 2017).
2. The sample of the study consisted of (78) students who were randomly selected from the five classrooms from Zahret AlMada'en Elementary Co-ed School.
3. The study was carried out in the second term of the scholastic year (2016/2017).
4. The study was limited to English vocabulary and grammar in the student's book of "English For Palestine 2B" – units: 13, 15, and 16.

1.8 Operational Definitions of Key Terms

1.8.1 Effect

The researcher operationally defines Effect as the change in the learners' achievement level in English language that may be resulted from implementing the suggested Differentiated Instruction strategies.

1.8.2 Differentiated Instruction

The researcher operationally defines Differentiated Instruction as a way of teaching that aims to differentiate learning abilities, learning styles, preferences, interests and experiences of life of elementary students. Differentiated instruction means teaching the same material to all of 2nd graders using a variety of instructional strategies.

1.8.3 Second Graders

Second graders are the students aged between (7-8) years old and who enrolled in UNRWA elementary stage Schools.

1.8.4 Vocabulary

Vocabulary is the total number of words in a language (Hornby, 1995). In Longman Dictionary (1995), vocabulary is defined as all the words that someone knows, learns or uses. In this study, vocabulary is the words intended to be taught to 2nd graders in “English for Palestine 2B” in the units 13, 15 and 16.

1.8.5 Grammar

It is a set of rules which govern the English language; these rules organize and fit words together in order to help learners use the language correctly and accurately (Obaid, 2010, p.9). In this study, English grammar is the grammatical units intended to be taught to 2nd graders in “English for Palestine 2B” in the units 13, 15 and 16.

Chapter II

Literature Review

Chapter II

Literature Review

2.1 Part I:

Differentiated Instruction

Introduction:

Chapter two of this study seeks to review the literature regarding the variables of the study. The chapter presents three main topics: Differentiated Instruction strategy, vocabulary teaching and grammar teaching. The chapter also sheds light on previous studies related to previous mentioned variables of the study. At the end of this chapter, a commentary on previous studies will be presented.

2.1.1 The emergence of DI

DI strategy dated back to the origins of the creating the humanity as they are different in their needs, desires, levels of thinking and capacity building. This difference was a source for many education scholars to make a strategy to differentiate learning among students.

DI has emerged in the field of education, but there were controversial arguments about its origins. Scott (2012, p.8) stated that there were many articles published about DI in the 1990s. However, there was a different point of view that explained that DI is not a modern trend in education, but it is an accumulation of knowledge and practice which were proved since many years. It has roots to approaches that told the learner is the center of the educational process and in which teachers make their plans based on learners needs. In other words, learners may lead the educational process (Kwjak et al., 2008, p. 25).

El Rai (2015, p.31) went far and stated that the emergence of DI was firstly mentioned by Greek philosophers: Plato and Aristotle and the Islamic philosophers such as Ibn El Ghazali, Ibn Sina and Ibn Khaldoon. Those philosophers recommended that teachers ought to differentiate in their methods and techniques in teaching. El Rai also declared that the Prophet Mohammed (peace be upon him) advised his followers, friends and all Muslims to differentiate among people and to

talk to people based on their ranks, in other words, to deal with each one based on his/her mentality and personality.

El Helesi (2010, p. 50) was in harmony with what was mentioned by El Rai (2015). El Helesi announced that DI is not modern strategies in the field of education despite the modernity of the concept. He added that many inscriptions were discovered told that the old Egyptians and Greeks were concerned with teaching that fits all students' needs.

The theory of DI was mainly emerged from Vygotsky's Social Constructivism Theory (1978). That theory emphasized the active participation of students in the learning process where the knowledge building appeared due to the interaction of students with their environment (Okigbo & Osuafor, 2013, p. 3).

The researcher thinks that the concept of DI in the field of education has emerged recently, but the procedures, the techniques and the methods that differentiate learning has been existed since thousands of years ago. Thus, there is difference between DI strategies in learning and differentiation in other fields of life. DI strategies in learning are a plan and method to differentiate in teaching in order that students grasp and understand based on their abilities and needs. To differentiate in other fields of life is to address the needs of people, but not necessarily using a method or plan as in the field of education.

2.1.2 Differentiated Instruction Definition

Before discussing the definition of DI, the meaning of differentiation should be explained first - Differentiation that fits for all words is commonly used in these days, especially in the field of education. Differentiation aims to address each student's needs. Convery and Coyle defined differentiation as "it is a process by which teachers offer chances for learners to attain their needs and perform tasks with their pace through many relevant learning drills (Convery and Coyle (1999, p. 37).

The successful teacher understands the individual differences among learners resulted from environment or accompanied them by birth. Learners do not have one mentality; therefore, teachers ought to take into their consideration these differences in mentalities of students when they plan their lessons. Teachers have to differentiate teaching strategies to achieve the lesson objectives. One of the most important

strategies that fit all students is DI. Those strategies addressed all learners' needs. The following are the most important definitions of DI.

- Tomlinson (2000, p.68) defined differentiation as: 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.
- Bahloul (2013, p. 31) explained that differentiation is to get students' distinguished abilities and so that they will be able to demonstrate what they know, grasp and do. Differentiation also means to have high expectancy for all learners by adjusting learning and thus their needs will be fulfilled.
- Tomlinson (2001, p. 8) summarized DI strategies definition as active rather than receptive, more qualitative than quantitative, provides various methods to content, process and product, student centered, blended of whole class group, continuous cooperation with students and adaptation. Differentiation is to adapt teaching and learning to address the learners' needs, desires and modes of learning.
- Blaz, (2006, p.1) defined DI strategies as a wide group of instructional strategies that focus on two things: students and learning process.
- Gangi, (2011, p.8) told that DI are strategies that have a set of the most successful practices in teaching, teaching theories and the procedures that support students achievement.
- Drapea, (2004, p. 31) said that DI is the strategies that address the variety of students skills and abilities in the same class.
- Ziebella (2002, p. 2) defined DI as instructional strategies in which teachers provide many strategies that fulfill each learner's various needs in the same class. That will reflect the students' inner abilities.

- Kwjak et al. (2008, p.25) said that DI strategies are to firstly identify the learners' needs, previous data, readiness, linguistic level, attitudes and learning pattern. Secondly, to respond to the previous factors while teaching.
- El Shouqirat (2011, p. 120) said that DI is the teaching strategies that address experiences and abilities of all learners categories in the same class. DI makes students to achieve and perform better. Each student works in his/her level.

2.1.3 Principles of DI

DI is a philosophy that has no one fixed or concrete procedure or method. It is a way of thinking of how students should learn. Atteyah (2009, p.324) theorized some of the principals of DI as the following:

- Teachers are not able to use one method that fits all in order to address each student's needs.
- DI offers educational environment that suits all students.
- Learners have different previous backgrounds and so teachers have to differentiate in order to fit all these background.

Tomlinson (1995, p.9) announced the principles of differentiation and called it as "set of beliefs". The principles of DI according to Tomlinson are that:

- Learners learn better when they feel themselves live in a community that respects them and their works and activities.
- Same-grade students differ in their experience, styles, interests, curriculum and readiness.
- Learners' differences give teachers an opportunity to differentiate instruction.
- Learners will learn better if they get assistance from adults.
- Confirming that schools' ultimate goal is to reach the learners' full capacity.
- Learners will perform better if they connect their personal interests with the curriculum.

In the same field, Tomlinson (1999, p. 48) reaffirmed other principles for DI as:

- Flexibility is the chief characteristic of differentiated class.
- All students participate in a respectful work.
- Ongoing evaluation and instruction are parallel in the educational process.
- Teachers know learners' differences.
- Teachers adjust curriculum that fits students' needs and interests.
- Teachers know the most important points in the syllabus.

Kawjack (2008, p. 36) went a little bit far to discuss the principles of DI in a different way. He declared that there are three foundations for DI; legal foundation, psychological foundation and educational foundation. The following is a summary for the three foundations of DI according to Kawjack.

1. Legal Foundation of DI

Kawjack revealed that each learner has the right to have a type of education that fits his tendency and abilities. This right is in conformity with human rights articles. Kawjack directly connected the legal foundation to the Universal Declaration Human Rights

2. Psychological Foundation of DI

The foundation is built on differentiating instruction based on learners' psychological factors which are; every student is able to learn, they learn in different ways, they have different intelligences and human brain seeks to learn and understand.

3. Educational foundations of DI

The educational foundation of DI is founded in some principles that Kawjack considered as basic ones: the educational process is student-centered; teaching aims to help students, ongoing and comprehensive assessment and evaluation, and the positive participation of learners in the classroom.

2.1.4 Characteristics of DI

DI involves new strategies to fulfill the curriculum objectives and offering fair opportunities for all learners to develop their abilities. There are many characteristics that distinguish DI and made it an effective way for teaching. El Rai (2015, p. 22) admitted that there are some characteristics of DI as follows;

1. Makes learners closer to the syllabus.
2. Facilitates the process of understanding
3. Motivates students to learn.
4. Achieves justice among children.

In the same respect, Hall et al. (2009, p.460) asserted that DI strategies have many features such as:

1. They help learners to better understand the process of evaluation.
2. They add new educational strategies for learners.
3. They enable teachers to give all learners various methods of learning.

Atteyah (2009, p.460) affirmed that learners have agreed on its effectiveness because it increases learners' abilities to learn. He added that DI offers the suitable requirements to each learner to develop him/herself. Heacox (2002, p.10) added that DI has many features as the following:

1. Motivation is identified by students' interests.
2. Students have the right to communicate with different people.
3. Accepting the idea that students are different.
4. Encouraging personal responsibility in class.
5. Promoting self-confidence.
6. Supporting students' success.
7. Giving honor for students' work.
8. Inspiring students' on-going development.

Tomlinson (1995, p.35) declared some of the characteristics for DI strategies. These are summarized below:

1. Using flexible grouping strategy that helps students to work in different instructional patterns.
2. Using on-going assessment.
3. Each student has the right to discover and apply.
4. Various activities are given to students' to fulfill their different needs.

2.1.5 Scopes of DI

DI can be used in the elements of educational process. The researcher will explain how different elements of educational process could be differentiated. The elements are; teachers, students, content, method and learning outcomes. Now, the process of differentiation to the previous elements will be presented in details as follows:

- **First, how teachers could differentiate:**

Teachers play the role of mediators, managers, facilitators and educators. They can use the strategies of differentiation in the ideology and methods they adopt in their classes. As Tomlinson (2000, p.6) confirmed that differentiation strategies are not what a teacher does in his/her free time. She affirmed that DI is the strategies of thinking of how teachers teach. It is a philosophy. Since it is a philosophy, teachers can differentiate in content, methods, techniques, technological aids, learning environment and methods of assessment. Therefore, we can assert that teachers are the main constituent for differentiation.

- **Second, learners could be differentiated:**

As we discussed that teacher differentiates instruction based on learner's interests, readiness, intelligence levels and tendencies. Therefore, learners are the receivers of differentiation. If teachers really differentiate their instruction, learners will differentiate their learning. If teachers feed their interests levels and way of learning, they will be in the scope of differentiation and differentiation will take place. Gilakjani, (2012, p.105) presented three kinds of learners that teachers face in

their classes. These are visual learners who better learn by pictures and visual image, auditory learners who learn by listening and interpreting information and kinesthetic learners who learn better with active “hands-on” approach and interact with the physical word. Teachers ought to differentiate according to the learners’ type.

- **Third, learning environment as an element for differentiation.**

Learning environment is in harmony with teachers and learners. It is the place where teachers and learners interact in the educational process. Kawjak, (2008, p.110) maintained that learning environment is the place where learners meet teachers and implement with each other an educational programme. This place could be classroom, work, library, workshop, playground or any other place. Teachers should differentiate the place of learning to suit the learners’ needs.

- **Fourth, strategies and methods as tools of differentiation**

Gagne (1985) stated that teachers should apply different instructional techniques, methods and procedures in their classes in order to guarantee that all students better understand and learn. Surly, differentiation in the techniques will address students’ different needs and interests

- **Fifth, educational aids as a scope for Differentiation.**

Differentiation to educational aids occurs when teachers use different aids that suit students’ needs. As mentioned before, teachers should differentiate based on their types; visual, auditory and kinesthetic. Tomlinson (2005, p.52) confirmed that teachers could differentiate in content, process and outcome. In the same respect, Obidat and Abu El Smeed (2007, p.117) declared the scopes of differentiation are objectives, techniques and learning outcomes.

Kawjak (2008, p.96) confirmed that differentiation can take place through selecting a content, adapting the content, and specifying a time for adapting and expanding the content. She also affirmed that differentiation is in technological aids, learning environment, product, content and process.

2.1.6 Conventional Classrooms vs. Differentiated Classroom

Since we joined schools, we have been learning in the same way and in the same process. Teachers' explain information and lessons using chalkboard and textbooks. They may use paper posters to explain something related to the lesson. They use midterm and final exams in order to assess students. This is the way the researcher witnessed at the schools where she received her primary, preparatory and secondary education. Even nowadays, the researcher works as a teacher and observes many classrooms that are still lacking for new strategies and differentiation. In this section, the researcher will present the main differences between traditional classrooms and differentiated classrooms. According to Tomlinson & Dockterman (2002, p. 25-26), there are many ways to mention differences between conventional classrooms and differentiated classroom as the below table shows:

Table (2.1): Conventional Classrooms vs. Differentiated Classroom

N.	Scope of Comparison	Conventional Classroom	Differentiated Classroom
1.	Curriculum	Curriculum governs the process of learning	Students' needs, interests and intelligences leads the process of education
2.	Instructional Methods	All students receive one type of instruction	Many types of instructional methods are given to students
3.	Students differences	They are neglected	They are studied before commencing teaching
4.	Teaching material	One teaching material for all students	Many teaching materials for students
5.	Assessment time	Used at the end of the unit, month or semester	On-going assessment
6.	Students intelligences	Rarely considered	Based on multiple intelligences
The following were summarized and adopted from Tomlinson, (2005, p. 19).			
7.	Assessment tools	one tool of assessment is used	Different tools of assessments are used
8.	Students' interests	Rarely given attention to students' attention	It is based on students' interests

N.	Scope of Comparison	Conventional Classroom	Differentiated Classroom
9.	Learning opportunities	Rarely offered	Mostly offered
10.	Learners' behavior	Teachers intervene when needed to adapt learners' behavior	Teachers pay much attention to students behavior
11.	Problem solving	Teachers help students to solve problems they face	Students and teachers cooperate to solve the problems
12.	Ideas	Governed by teachers	Generated by students and teachers
13.	Time	Fixed	Flexible
14.	place	Fixed	Flexible

As table one showed that there are many differences between traditional classes and differentiated classes since the later one targets all students' needs and tries to fulfill their interests and capabilities. The main difference is that the traditional class targeted students as one group which has the same qualities, but the differentiated class targets each type of student and his/her needs, and that is the philosophy of differentiation.

2.1.7 Types of DI strategies

There are many strategies that could be used to differentiate learning. These strategies help students to meet their needs and interests. Tomlinson (1995, p. 40-60) mentioned that there are many strategies that help in differentiation. There are cooperative learning, Raft, compacting curriculum, tiered activities, learning centers, learning contracts, flexible grouping and multiple intelligence theory. The researcher will explain these strategies in details as below:

1. Cooperative learning

Cooperative learning is a teaching strategy which is made up of small teams who have mixed abilities. This type of learning could be differentiated if teachers organize tasks and distribute them according to students' interests and needs. Nabhan (2008, p. 39) said that cooperative learning is a structured learning environment that includes small groups of students who have different abilities

and perform educational tasks and ask for help from each other. Each group contains between (4-6) students who work inside a group.

El Hela (2002, p.86) reported that there are many qualities that should be found in the cooperative learning groups such as positive cooperation, encouraging direct interaction, personal responsibility, special skills among persons in the group and collective remedy.

2. RAFT:

RAFT means Recourse Area for Teaching. It is a writing strategy that differentiates activities and encourages writing skills. That helps students to understand their roles as writers. It encourages writing across the Curriculum (Bahlol, 2013, p. 53)

3. Brainstorming :

It is one of the most important strategies used in many fields not in education only. Brainstorming helps students to generate thoughts and ideas to solve problems and indicate creativity among them. The teacher suggests a topic or a problem and lets students think and unleash their minds to find ideas which can serve the suggested topic in an organized way. Moreover, the teacher's role in brainstorming is to encourage students and keep them zealous in the class (Al Mutairi. 2005).

4. Know, Understand and Do (KUD)

It is one of the differentiated instruction strategies which helps teachers to have clear ideas about the standards they take to bring satisfaction in the class. This strategy consists of three steps. The first step is when teachers determine what they want their students to know. Also, students should express their expectations from the unit or lesson before studying it. The second step is understanding, in which teachers start their explanation of the lesson and make sure that students understand it. The last step is proving that when students have thinking and planning skills, this pace is called " Do". Students can do different

tasks such as solving problems or writing about various topics (Tomlinson, 2005).

5. Menus

In this strategy, the teacher gives the students a menu of activities and they select what they want from them. Menus help to achieve learning standards. It is a significant strategy since it makes students engaged in tasks and work. Also, it teaches students how they can cooperate with each other to accomplish work. The teacher identifies important objective then he creates a menu and lets students choose from. (Rick, 2006)

6. Compacting Curriculum

Compacting curriculum means that teachers evaluate attitudes, knowledge and skills and give other drills for learners who grasped the content. When students show their ability and full understanding of curriculum, they move to problem solving activities. (Bahlol,2013)

7. Tiered Activities:

In this activity, teachers differentiate curriculum for different instruction according to students' abilities. Heacox, (2002, p.50) said that teachers can differentiate in level, complexity, resources, outcome, process and product. Teachers give the same explanation for all students but with different levels of difficulty, and use activities that vary in difficulty from easy ones to more difficult.

8. Learning centers

It is a place in the classroom that contains a group of activities, tools and other resources in order to enhance learning skill or concept. They could be centers for teaching writing, reading or art (El Rai, 2016, p.37).

9. Learning Contracts

In this process, teachers and students make an agreement before they begin the process of learning. In this contract, many items are agreed on such as learning resources, type of activities, techniques that will be used, strategy that will be followed and way of assessment and evaluation. In this strategy, learners start

their learning on obvious basis. In this strategy, learners partly held responsible in the learning progress. (El Helesi, 2012, p. 69).

10. Flexible grouping

It is a strategy to differentiate learning. It is believed that each student is important in different groups that are created by teachers in the light of students' abilities. In this strategy, students can freely move from one group to another. They move based on their educational needs. Teachers ought to follow their students by moving around different groups to help and instruct students. The classroom is prepared according to the requirements of the strategy. Sometimes, the groups are homogeneous and sometimes not. (Ford, 2005)

11. Multiple Intelligence Theory

It is based on Howard Gardner's theory. It is one of the outcomes of modern science. Each learner has a different kind of intelligence. Gardner mentioned eight types of intelligences. These are bodily – kinesthetic intelligence, spatial intelligence, linguistic intelligence, musical intelligence, logical and mathematical intelligence, interpersonal intelligence, and naturalistic intelligence. Gardner assured that learners have different abilities and skills that are different from one learner to another. Some learners may succeed in one type and fail in other one. The multiple intelligence theory is also based on genetic factors. Teachers ought to feed each intelligence existed. (Nasser, 2014, p.83).

2.1.8 Rationale for Using DI

Differentiation instruction emerged in the field of Education for the sake of making non-conventional strategies for teaching. Scott (2012, p. 58) pointed out that DI was rooted back to Vygotsky's Theory of Zone of Proximal Development (ZPD) and Carol Ann Tomlinson researches in this field. He also explained that the studies conducted by Joe Renzulli, Carol Tieso, Sally Reis, and Robert Slavin were also the seeds for the advent of DI. To justify the use of DI, Scott announced that Vygotsky's theory revolves around that students do better when they work with tasks or engage learning experiences slightly above what they can do individually.

In the same vein, George (2005) concluded that DI is connected with public education and mixed-ability classrooms in schools nowadays. He argued for

differentiating instruction since there is a state of boredom inside some students in classes. He stated that the gifted and the talented students may not reach their potential if they learn in the same pace and strategies that are taught to normal or low achievers students. He added that the same situation will face the low achievers students if they learn in the same conditions. He concluded that different types of student should be taught by diverse strategies to meet each student's needs and interests and thus, the state of boredom and dissatisfaction will be eliminated.

Tomlinson & McTighe (2006, p.30) stated that there are many reasons for using DI strategy in learning:

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

Some Palestinian researchers agree with the use of DI in classrooms. According to Bahlol (2013, p.31), there are many reasons to apply DI strategy in the Palestinian classrooms. He added that;

1. DI is suitable for classrooms which contain special needs, average students, and gifted students and at – risk students.
2. DI is a tool for teaching large number of students who have different levels.
3. DI is a good strategy for teaching special needs students.

In the same vein, Kawjack et al. (2005, p. 56) mentioned that there are many causes for using DI strategies. They mentioned the following reasons:

1. The nature of students that they do not learn in one way.
2. The human brain that requires many methods to be applied in teaching learners such as Multiple Intelligence Theory, which revealed that each person has a group of intelligences that vary from one person to another.
3. The instructional objectives require teachers to differentiate teaching in order to meet the objectives which are really different.

4. DI strategy is a convenient strategy for meeting the learners' diverse motivation.
5. Learning problems that encourage teachers to use different strategies for solving learning problems.
6. Giving students fair opportunities for learning.

El Helesi (2015, p.60) affirmed that differentiation should be applied in school curriculum. It is not convenient to teach all students with the same curriculum. He reported that curriculum designers should differentiate in the content by inserting different tools, objectives, shapes, audio materials and other elements that could be in harmony with different learners' styles.

The researcher believes that applying DI strategies in the Palestinian classrooms will facilitate learning for students. Learning occurs if teachers differentiate in the way they teach considering the students' levels and needs.

2.2 Part II: Vocabulary

Introduction:

Vocabulary is an inseparable part in the learning process, especially in learning English and other languages. Vocabulary is a matter whose importance is interrelated in the four major skills of English language; listening, speaking, reading and writing. Thus, the inability to know and use vocabulary means failure in learning the English four skills. If students lack vocabulary, they will not be able to communicate properly. They will not understand what is said, and so they will not respond. In this context, Wei (2007) stated that vocabulary is very significant in EFL teaching and is being reviewed by many researches. Insufficient amount of vocabulary owned by learners leads them to face difficulty in receptive and productive stages. In addition, English language learners are requested to have permanent understanding of vocabulary to better develop their awareness and production of the foreign language (Folse, 2008). Vocabulary ought to be learnt through every activity and exercise.

Rivers, (1981, p.28) added that, "Vocabulary cannot be taught. It can be presented, explained, included in all kinds of activities, but it must be learnt by individuals."

"Laufer (1997) went far and declared that learning vocabulary is the vein of language learning and practice. After this introduction to vocabulary, we come to define what vocabulary is.

2.2.1 Definition of vocabulary

In fact, the term of vocabulary has many definitions and meanings. It is related to many views by scholars and researchers in EFL. The researcher has come to the following definitions of vocabulary.

First of all, the study should review the definition of vocabulary found in well-known dictionaries.

Oxford dictionary (2002) defined vocabulary as, "the body of words used in a particular language or in a particular sphere." Merriam - Webster Online Dictionary (2010) presented three definitions of vocabulary, First, "a list or collection of words

and phrases usually alphabetically arranged and explained or defined.” the second definition was that vocabulary is “A sum or stock of words employed by a language, group, individual, or work or in a field of knowledge. The third definition was that “A list or collection of terms or codes available for use.” Oxford Dictionary (2013) defined vocabulary as, " the body of words used in a particular language."

Now we can move to review the scholars and researchers’ definitions to vocabulary. Saputra (2007) stated that vocabulary is words being used in a particular language and has meaning include; verbs, idioms, pronunciation, nouns. To complete the previous definition, Graddol et al. (1987, p.93) added that words could be symbols. Nordquist (2013) confined the definition of vocabulary on the words of a language used by a specific people. Also there is another researcher who restrained the meaning of vocabulary to be used by children. Argueles (2008) cited in El Kurd (2014, p. 17) declared that vocabulary is the words used in stories and ideas known to children and they can understand. In the end, I can sum up with Nash and Snowling (2006, p.1) who defined vocabulary in a very simple way as the awareness of words and their meanings.

The researcher can add to the previous definitions that, vocabulary is words used in a language and have denotation referring to something known to speakers of the language. If the utterances have no meaning, they could not be defined as words or vocabulary.

2.2.2 Vocabulary Teaching

Teaching vocabulary became a significant topic in language teaching these days. Teachers do not teach vocabulary just through memorization and translation. Al Farrah, (2014, p. 9) said that it was thought that vocabulary was learnt naturally and randomly mentioned in textbooks. He added that enhancing students with vocabulary is a very complicated procedure encountered by learners.

The interest in teaching vocabulary was considered one of the most important issues in language teaching in the late 20th century. That was due to the emergence of lexicographical research (Zimmerman, 1997). In the same vein, Barcroft, (2004) stated teaching vocabulary became an important issue in many applied linguistics and language teaching researches.

Al Farrah, (2014, p. 10) maintained that there are two major trends for teaching vocabulary that made debate among vocabulary researchers. The first trend is explicit instruction of teaching vocabulary. It means that teachers understand what learners need to know. Then teachers present them and develop fluency with known words. The second trend is to teach vocabulary incidentally. That means to teach vocabulary in other skills, such as listening, speaking, reading and writing.

There are differences among scholars about the two trends of teaching vocabulary. Nation (2002) argued in favor of a systematic and strategic method of teaching vocabulary and was not in conformity with teaching vocabulary through other skills. He declared that vocabulary ought to be taught in a different course. Hunt and Beglar (2002) said that a combination of the two previous approaches is highly recommended. They added that learners should learn how to know vocabulary and learn them through contexts he/she reads.

Thornbury (2002, p. 22) said that teachers ought to encourage students to learn vocabulary and teach them how to learn vocabulary through many strategies. In the same context, Bromely (2002, p. 11) suggested certain advices for teaching vocabulary effectively as follows:

- Teachers should teach new vocabulary and relate the new ones to other words.
- Teachers may use realia in teaching vocabulary. That is by presenting vocabulary through real objects.
- Teachers should show that they are very enthusiastic to teach vocabulary.
- Teachers should actively involve students in vocabulary learning process.
- Calling students to work together to discuss and activate new learned vocabulary.

Scholars and researchers like; Twaddell, (1973), Nation, (2001, p. 232) who declared that learning vocabulary from texts is very effective way to better understating. They added that teaching meanings of vocabulary away from the context is a fruitless teaching. They flourished that teachers are told to pay attention to the polysomic nature of words. In this regard, Craik and Tulving (1975) asserted that guessing a word from the context leads to better retention of vocabulary.

2.2.3 Types of Vocabulary

Vocabulary types mainly depend on many terms such as semantics, methodology and language teaching. The researcher is going to discuss each type of vocabulary separately as follows:

First, Semantic Vocabulary

Semantic vocabulary is the words divided into notional words and functional words. Nouns, pronouns, adverbs, numerals, verbs and adjectives are classified as notional words. On the other hand, articles, prepositions, conjunctions and interjections are categorized under functional words (Milton 2009, p. 227).

Second, Instructional vocabulary

Instructional vocabulary is those ones which are active or passive. Active words are the ones the learners understand, pronounce and use correctly. On the contrary, passive words are the words the learner can understand when he reads, but they do not use them in speaking or writing (Doff 1998, p. 147).

Third, communicative Vocabulary:

Communicative vocabulary is categorized into receptive and productive vocabulary. Receptive vocabulary means that learners understand the words when they read or hear. On the other hand, productive vocabulary means words recalled by learners and used in speaking and writing (Bang and Ngoc, 2002, p.36 cited in Wafi, 2013, p. 27).

Fourth, Incidental and Intentional vocabulary

Incidental vocabulary learning is much related to reading which is based on vocabulary involvement. Intentional vocabulary learning is the way of giving guidance and support that are given to learners, such as teachers, dictionaries and exercises (Bakheet, 2016, p. 19).

2.2.4 Benefits of vocabulary

Learning vocabulary is one of the basic stages in learning any language. Communication is built on words that have message among communicators. Lin

(2002) pointed out that learning vocabulary ought to be the first stage in learning a foreign language. He added that the ability to learn more vocabulary means the ability for more progress in listening, speaking, reading and writing. Wilkins (2002, p.13) said that," without grammar, very little can be conveyed; without vocabulary nothing be conveyed.

Davies and Pearse, (2000, p.59) confirmed that vocabulary errors make confusion in communication and make it more difficult. Wrong choice of words leads to wrong understanding which hinders the message to arrive.

Bromley (2002, p.7) stated that there are many benefits for learning vocabulary as follows:

1. Vocabulary constitutes (80%) of the comprehension of learners in any communicative context.
2. Vocabulary increases students' achievement.
3. Vocabulary strengthens learners' writing.
4. Vocabulary constitutes thinking since they are a tool for analyzing and evaluating.

Wikins (1972) added that vocabulary is a strong transformer of meaning and that case is found in beginner learners who always communicate without using grammar and despite that they succeed in communication. He commented that vocabulary covers meaning and has priority rather than grammar.

The researcher sums up the benefits of vocabulary as it facilitates the process of communication, the process of reading, the process of listening, the process of writing and even the process of translation. The researcher thinks that the first step to learn any language is learning vocabulary first. It could make a communication even without good grammar.

2.2.5 Vocabulary Learning Strategies

Learning vocabulary could be easy and simple for learners if teachers follow and use effective strategies for teaching vocabulary in their classes. In the same context, Renatha (2009, p. 45) reported that students achieve more success if their

teachers adopt suitable strategies to teach them vocabulary, since suitable strategies increase learners' abilities to use and memorize vocabulary.

Brummitt –Yale (2009, p. 127) pointed out that there are explicit and implicit strategies for teaching vocabulary as follows:

1. Explicit vocabulary:

Explicit vocabulary is a way of teaching vocabulary clearly and directly. It includes some of the strategies such as:

- Word Maps;
- Repeated Exposure to Vocabulary;
- Key-Word Method;
- Pre-teaching Vocabulary Words.

2. Implicit Vocabulary

Implicit vocabulary strategy is to teach vocabulary indirectly such as:

- Context Drills;
- Incidental Learning.

Now, the researcher is going to list a number of strategies of teaching vocabulary whose validity was proven by researchers and some of them are being applied to teach Palestinian students vocabulary:

a. Puzzles:

Al Faleet, (2013, p. 8) defined puzzles as “ a confusion situation which requires a solution and this includes riddles, crosswords, anagram, pictures puzzles, spot the differences, missing parts of the picture, adding parts of the picture and guessing games.” Al Faleet conducted a study aimed to develop Palestinian 10th graders vocabulary by using puzzles strategy. El Faleet's study justified the importance of teaching vocabulary by puzzles.

b. Keyword Strategy

Laham (2016, p. 9) defined keyword strategy as “a mnemonic method for teaching new English vocabulary by relating it to a familiar English vocabulary which represents the keyword, and then associating the new English vocabulary with the keyword via an interacting visual image. Laham studied the effectiveness of Keyword strategy on developing 8th Palestinian graders’ vocabulary. The study showed effectiveness of keyword strategy to teach vocabulary.

c. Memorization

Memorization is an effective strategy for learning vocabulary. Despite many views that memorization is not a very effective strategy for learning vocabulary. However, it is suitable strategy for learning a huge amount of vocabulary (Sagarra and Alba, 2006).

d. Contextual analysis

Contextual analysis includes deducing the meaning of strange vocabulary by studying the words around it in the text. This strategy could be applied for learners by using generic and specific kinds of context clues (Wafi, 2013, p. 35).

There are many other strategies for learning vocabulary such as dictionary use, multiple exposures in numerous contexts, morphemic analysis and wordlist.

Teachers have to demonstrate their understanding of the strategies to teaching vocabulary in order to adopt the suitable strategies for his/her students. The researcher hopes to present enough strategies of teaching vocabulary to her readers.

2.3 Part III: Grammar

Grammar is the screws on which sentence is built and convey meaning. Grammar is the structure of a language and without it, sentences or statements have no meanings or logic. Using grammar correctly in sentences makes readers know the tense of the sentence and who is addressing whom. If grammar has this significance, so what is grammar? This question will be answered in details in the following paragraph.

2.3.1 Definition of grammar

First of all, the researcher wants to confirm that grammar is an ancient topic in language and received its importance since thousands of years ago. This view was confirmed by Hamrick (2008, p.6) who stated that, “grammar dated back into renaissance and the enlightenment, we now encounter the birth of descriptions of English grammar. English grammar came into dominance in the 18th century. It was largely prescriptive in nature.”

Grammar could be defined as follows:

Swan, (2009) defined it as the set of rules that tell the manner of how words are structured or modified together to present specific meaning. Lock (2002, p. 1) believed that grammar is a set of rules that determine the grammatical structures of the language. Millrood (2001: p. 56) declared that grammar defines the rules of how a user of the language say statements using words and their morphology to combine segments. Obaid (2010, P.16) stated that grammar is a group of instructions that control the practice of a language and arrange the words to convey a meaningful language. Beverly (2007) declared that grammar is the sound, structure and meaningful system of language. English club (2009) said that grammar is the language system. Crystal (2004: p 65) declared that grammar is the core structure of our capacity to speak expressively about ourselves. When grammar knowledge is increased, the ability to effective communication took place. Grammar is the thing that eliminates ambiguity and express lucidity.

To sum up, the researcher reached the following definition of grammar that “it is the link and form used in language to decide contextual clarity. For example,

grammar decides the tense of a statement, the plurality and singleness of a word. Grammar makes sentences clearer for the recipient.

2.3.2 Types of Grammar:

There are many types of grammar the researcher would like to discuss in this research as follows: prescriptive, descriptive, traditional, theoretical, structural, transformational-generative and communicative.

❖ Prescriptive Grammar:

Prescriptive grammar means that there are certain set of rules for using English in a good way (Yule 1996, p. 91). Some researchers like Eyres (2000, p. 5) stated that prescriptive grammar is an old grammar and instruct language users of how to use language properly.

❖ Descriptive grammar

This kind of grammar does not consider with the rules that govern the language use. It describes the basic linguistic knowledge and neglect teaching the rules of language. (Fromkin & Rodman 1993 p.13).

❖ Traditional grammar:

Guth (1973, p.41) asserted that traditional grammar concentrates on the structure of words in a sentence. It teaches the parts of speech.

❖ Theoretical Grammar

Crystal (1980, p.208) said that this type of grammar is pertaining to universal grammar and concerns with all the rules that out to be set to any grammar in any language.

❖ Structural Grammar:

It is the grammar that describes the structure of grammatical sentences. It is characterized under substitution Rajan (1995, p.219)

❖ **Transformational-Generative Grammar**

Woods (1995, p. 8) stated that this type of grammar includes semantics and phonology. It also provides an explanation of the way the language operates. Transformational grammar is to produce new sentences form the present ones.

❖ **Communicative Functional Grammar**

Woods (1995, p. 9) Communicative functional grammar is to create obvious interaction between form and meaning and use. It focuses on the functional aspects of using a language. He added that it is a modern approach and does not focus on memorizing.

2.3.3 Techniques for teaching grammar

Teachers ought to use many techniques in teaching grammar in order to be certain that all students grasp the grammatical rules. In other words, differentiation in techniques of teaching grammar enables students to understand.

1. Using songs in teaching grammar.

Saricoban & Metin (2000, p. 3) declared that songs are the source of relaxation to students and enable them to break the fixed routine of classes. They added that songs ease learning grammar and make it enjoyable. Some songs tell a story in which their grammatical rules for students to grasp.

2. Teaching Grammar Through Drama

Royoka (2002, p. 3) said that using drama in teaching grammar makes the new grammatical rules fun for students and makes students more responsible because they are standing in front of their teachers. Drama gives a chance for students to repeat realistic dialogues that have a lot of grammatical rules.

3. Musical Activities in teaching Grammar

Orlova (2003, p. 5) declared that learners desire some types of music to be used in teaching that are simple to understand and having fun. Music is very suitable technique for teaching grammar to kids.

4. Games in teaching Grammar:

Saricoban & Metin (2000, p. 5) stated that games is suitable for teaching grammar. It is important for teaching grammar because it is communicative activity based on tasks. Games have a purpose to execute, and thus, the communication takes place. Students pay their attention to achieve the message of the game not to the language.

5. Puppets in teaching Grammar

Puppets are considered one of drama forms. It is useful especially for kids who are shy to speak. Puppets will motivate students to speak. It is preferable to use puppets that are not complicated (Wickham, 2012, p. 25).

2.3.4 Approaches to teach grammar

Byrne (1996: p.32) said that teaching grammar is done in three phases, PPP: Presentation, Practice and Production. Presenting the grammatical rules could be illustrated whether by deductive approach which means to give rules and then examples, or by inductive approach by presenting samples and then learners induce the rule. Practicing the grammatical rules could be implemented by different drills. Finally, producing grammar is through a communicative way. Freeman (2009, p.528) used different names for deductive and inductive grammar as explicit and implicit grammar. There is another approach to teach grammar which is the Contextualized approach. Gaikwad (2014, P. 493) added that contextualized grammar is to use grammar in contexts and focusing on the grammatical rules found in contexts. The researcher will give clear explanation for each approach in details.

1. Teaching Grammar Deductively

Teaching grammar deductively is to give presentation for rules and then the examples followed to apply the rules. Deductive grammar is like to give statements, facts and pre- judgment. Deductive approach to teaching grammar is also called as rule-driven learning Deductive approach is conventionally related to Grammar Translation Method. He added that inductive approach is considered time-saving and direct method. Students can easily understand the rule instead of consuming time in

the process of eliciting. Teachers deal with language points not anticipating learning style. (Thornbury, 1999 p. 28)

There are some disadvantages for a deductive approach to teach grammar. That approach lack for demonstration that is kept in mind for a long time. Also grammar explanation gives the opportunity to students to discuss the issue with teachers and that is not found in deductive approach. One of the disadvantages according to Thornbury is that this method gives an impression that learning languages just knows rules and not interaction and that leads to a kind of dullness. This method is not suitable for young learners and children and is fit for adult learners (Thornbury, 1999 p. 30)

2. Teaching Grammar Inductively

Widodo (2006, p. 127) said that inductive grammar is to teach grammar by presenting examples and then students elicit the rule. He added that this approach is called rule-discovery learning. Grammatical rules could be presented orally or by writing. This approach motivates students to develop their mental strategies for dealing with drills.

Thornbury (1999, p.28) pointed out that inductive approach is to begin explaining grammatical rules by giving the examples and then learners induce the rules. He admitted that this approach has many benefits such as: giving a chance for learners for thinking of rules, helping students to learn how to discover things, developing learners' subconscious mind to work, retaining the grammatical rules for lasting time by students' and making active students rather than passive students.

Thornbury (1999, p. 55) also mentioned the demerits for inductive approach that is

1. Time-consuming approach.
2. Students may conclude wrong rules.
3. Students may reach a conclusion that rules are the ultimate goal for learning grammar rather than they are a means.
4. Inductive approach procedures makes teachers take more time in preparing examples and process of learning instead of giving the rule directly to students.

5. Inductive approach is not suitable for lazy students who prefer learning rules directly and explicitly.

3. Conceptual Approach to Teaching Grammar:

The conceptual approach to teach grammar is derived from Ausubel's Assimilation Theory of cognitive learning. That theory theorized the new learning occurs when learners connect or assimilate newly acquired information with past knowledge (Clark and James, 2004 p. 224). Some researchers agreed with Clerk and James and affirmed that the conceptual approach was originated from the Constructivist Theory of Learning which argued that learners construct their knowledge through experiencing things and connect it to the previous knowledge (Basso and Margrita, 2004, p. 33).

Abu Nada (2008, p. 70) acknowledged that conceptual approach to teaching grammar is one of many approaches to teach grammar. It means to connect new knowledge with previous one. Asan (2007, p.11) confessed that conceptual approach is a suitable instrument for presenting systematic knowledge in hierarchical shape, that is from the widest concepts into the narrowest concept. Pill et al. (2005, p.40) added that there are more principles for the conceptual approach to teach grammar such as:

1. It helps in developing critical thinking to students.
2. It helps in self-directed learning.
3. The widest concept is explained by relevant examples.
4. It gives teachers reflective assessment during learners' learning.
5. It reinforces problem-solving strategy.

Some researchers also wrote about the merits of the conceptual approach. Kommers (2004, p. 35) argued that the conceptual approach gives teachers practical and a hierarchy approach; it allows student to show their comprehension. In the same context, Ruiz-Prom (2005, p. 28) added that conceptual approach makes students to know the relations among concepts and gives students the opportunity to show their understanding.

Despite the advantages of the conceptual approach, Kommers (2004, p.54) decided that there are many disadvantages for using conceptual approach which are:

1. It needs smart students who have good thinking.
2. It is exhausting for teachers to prepare the lessons according to that approach.
3. It is not suitable for students who want to learn the rule directly.
4. It is a time-consuming approach.

The researcher believes that each strategy has its own merits and demerits. Teachers have to use the suitable approach to be applied in the class. This depends on some criteria such as the students' age and level, the nature of the grammatical items the teacher will present and time allowed for presentation.

2.3.5 Testing Grammar

Testing grammar is an effective method for assessing and giving feedback to students about their learning process. In fact, there are many effective methods for testing grammar, but in this study the researcher focused on the methods that are commonly used in the Palestinian Schools and mentioned by Kathleen and Doshia (1996, p. 1). They proposed different methods for testing grammar like the following ones.

1. Completion Items:

In this task, learners are asked to fill in blanks based on the words before the space, the words after and the tense of the sentence. Learners ought to take into their consideration the subject of the sentence whether it is singular or plural.

2. Multiple Choice:

This type of drill is very well-known type used in testing grammar. It tests many grammatical rules in quick time. Learners are told to select one of the choices to give a full and meaningful sentence.

3. Error Correct:

Learners are given a wrong sentence that has wrong grammatical item. They are told to find the wrong and correct it. There are other procedures for this drill. For example, teachers give full sentence that has one wrong grammatical item and put

four or three lines under different words including the wrong one and ask the learner to find the mistake.

4. Transformation Items:

Teachers give learners a statement, then give them first few words of another sentence and asked them to re-write the sentence above and keep the same meaning. For example:

I gave my sister a lot of money

A lot of money _____

5. Word Changing Items:

In this drill, Students are given a statement and at the end of it, there is a word between two brackets. Students have to fill the space according to the item between the two brackets. For example:

Marry ____ three children. (have)

6. Sentence Combining:

Students are asked to combine the two given sentences in order to produce one meaningful sentence. For example:

I live in a flat. The flat is next to the river.

Freeman (2009, p.533) claimed that many teachers ought to test grammar in communicative way such as testing real life speaking and writing. She added that teachers ought to refrain from testing grammar in just discrete –point items like: elicited imitation, fill-in-the-blanks, sentence completion, modified cloze passages, error correction, sentence combining, picture description and grammatical correctness.

It becomes common these days that online testing of grammar is used, especially in the preparation for international exams such as TOEFL. The researcher recommends teachers to use any method to test grammar that is suitable for his/her learners. The objective of exams is to make students study well to master grammar and not just a way of assessment.

Chapter III

Previous Studies

Chapter III

Previous Studies

Introduction

This part is concerned with the previous studies relating to the study variables: DI, Grammar and vocabulary. The researcher classified the previous studies under three different variables. The overall number of studies is (33) studies distributed as follows: there are (11) previous studies in the first domain (DI strategies and their impact), (11) studies in the second domain (teaching grammar) and (11) studies in the third domain (teaching vocabulary). The researcher tried hard to select recent studies as much as she can. The previous studies were summarized to be presented in the light of title, place of the study, population, sample, approach, tools, results and recommendations. The studies were listed from the modern ones to the old ones as follows:

First: Previous Studies Relating to DI Strategies.

In this part, the researcher listed (11) recent strategies that investigated the effect of DI strategies on different aspects.

1- Hassan (2016)

The study aimed to find out the effect of DI strategy on the achievement of Art Education Department students in History of Arts Subject. The researcher used the experimental approach to achieve the purpose of the study. The sample of the study was (50) students, (25) in the experimental group which was taught by DI strategy and (25) in the control group and were taught by the traditional method. A pre-posttest consisted of (30) items was constructed as the tool of the study. The outcomes of the study reached that the DI strategy was effective in the achievement of the students in the History of Arts Subject. The study recommended making a similar study to explore the effect of DI strategy on achievement of Art Education Department students in Art Appreciation Subject.

2- Njagi (2015)

The study targeted to explore the effects of DI on Students (male-female) achievement in Mathematics in Secondary Schools in Meru in Kenya. The study employed the Quasi-experimental design. An achievement test was used as the study tool. The population of the study included all the students in Meru County in Kenya. The sample of the study was randomly selected. Ninety - two boys students and (94) female students were the two groups of the experimental group while (91) male students and (97) female students were in the control group. The study showed that both male and female students witnessed improvement in their achievement and there was no effect for student's gender.

3- Hogan (2014)

The study shed light on the perceptions of Middle school science teachers about implementing DI strategy in Georgia Schools. The researcher selected (5) science teachers and (2) special service teachers who teach 6th, 7th and 8th graders. The researcher used structured interviews and observations to answer the study questions. The study showed that middle school science teachers encouraged using DI strategy in their classes, but they do not use it inside their classes. The researcher recommended conducting a similar study to investigate the DI strategy effect on the elementary and high school levels.

4- El Raai (2014)

The study was conducted to find out the effect of DI strategy on teaching math concepts in math to 7th graders and their attitudes towards math. The study analyzed content in order to extract the math concepts. The tools of the study were a test and an attitude scale. The study used the experimental approach. The researchers purposely chose the school where he conducted his study. The population of the study consisted of (80) students, (40) in the experimental group and (40) in the control group. The study proved that the experimental group achievement was higher than the control group achievement. The study recommended activating the application of DI in classes and including it in teachers' guide book.

5- Nasser (2014)

In her study, the researcher aimed to explore the effectiveness of DI strategy on teaching some reading and writing skills in Arabic language among 2nd graders in UNRWA schools in Rafah in Gaza. The study used the experimental approach by applying the experiment on (70) students. There were (35) students in the experimental group and (35) students in the control group. To achieve the purpose of the study, a pre-posttest was used. The application of the experiment took (5) weeks, (10) classes a week. The study revealed that there were statistically significant differences attributed to the experimental approach which was taught by DI strategy. The study recommended conducting similar study to be applied on the preparatory and secondary stage.

6- Haghhigh & Aliakbar (2014)

This paper presented the comparison between the effect of differentiated instruction and traditional-based instruction on increasing Iranian students' reading comprehension. The study adopted the experimental approach by using a sample of (8) elementary, intermediate, and advanced classrooms. The sample of the study was divided into (4) classes in the control group and (4) classes in the experimental group. The study used the following strategies in implementing the experiment: Flexible grouping, tiered instruction, and tiered assignment strategies. The study used pre-posttest as the tool of the study. The study showed that applying DI was effective in development the students' reading comprehension in the elementary and intermediate classrooms, but no significant effect the advanced level classrooms. The study recommended making a further study to find the effect of DI in the (4) English major skills.

7- Bahlol (2013)

The study investigated the effect of using DI strategy on developing 9th graders English reading skills at UNRWA Schools in Gaza. To achieve the study purpose, a questionnaire was used to identify the reading skills and pre-posttest. The study used the quasi experimental approach. The sample was purposely selected, (35) students in the experimental group and (35) students in the control group. The study revealed that there were statistically significant differences attributed to the

experimental group which was taught by DI strategy. The researcher recommended EFL teachers in Palestine to apply DI strategy in teaching reading comprehension skills.

8- Osuafor & Okigbo (2013)

The study discussed the effect of DI strategy on the academic achievement of Senior Secondary Biology students in Nigeria. The researcher used the quasi-experimental approach to conduct the study. A pre-posttest was used as the study tool. The population of the study was all (4,300) students in (18) secondary schools in Akwa Education Zone in Nigeria. The sample of the study consisted of (67) students, two classes from two schools. One class was used as an experimental group and the other class was used as the control group. The study revealed that the students taught by DI strategy performed better than their counterparts who trained by lecture method. The study recommended Nigerian teachers in general and biology teachers in particular should use DI in their teaching.

9- El Helesi (2012)

The study aimed to investigate the effectiveness of using DI on 6th graders' achievement in English language in Saudi Arabia. The researcher adopted the quasi-experimental approach to fulfill the study aims. The population of the study was all 6th graders in El Qunfuda City in the scholastic year 2011/2012. The sample of the study was purposely selected and consisted of (53) students; (25) students in the experimental group and (25) in the control group. The study showed that there were statistically significant differences in favor of the experimental group that was taught by DI strategy in remembering, understanding and application level. The study recommended using DI strategy to teach English language.

10- Stavroula et al. (2011)

This paper investigated the effect of applying DI on mixed ability students' achievement, in elementary stage in Cypriot. The study adopted the experimental approach and used a sample consisted of (490) students, they were distributed on 24 classes. There were (12) classes in the experimental group and (10) classes in the control group. The experimental group was taught by differentiated instruction while the control group was not. The study indicated the confirmation of the social-oriented

character of differentiation and differentiated instruction. The study also showed the effectiveness of the DI.

11- Dunphy (2010)

The study examined the effect of DI strategy on developing 8th graders' reading comprehension, achievement, behavior and engagement. The study adopted the experimental approach and used a sample consisted of (75) students. The sample was distributed into (25) students in high reading ability, (25) students in average reading ability and (25) students in low reading ability. The study showed the effectiveness of explicit DI that the students achieved above average in the achievement test scores. The study recommended sustained application of explicitly differentiated reading instruction classrooms.

Commentary on the previous study of the first domain the light of:

1. The aim of the study

The studies mentioned in this section aimed to investigate DI strategies on different skills in different materials. All of the studies agree in using DI strategies as independent variable. The variety of subjects gives strength to this study. Since the DI strategies were used in different subjects, it could be used to see its effect on grammar and vocabulary in English language.

2. The place of the study

The study varied in their place. Hassan (2016) was conducted at Iraq, Njagi (2015) was conducted at Kenya, Hogan (2014) was conducted in Georgia, El Raai (2014), Nasser (2014) and Bahlol (2013) were conducted in Palestine, Haghhigh & Aliakbar (2014) was conducted at Iran, Osuaford & Okigbo (2013) was conducted at Nigeria, El Helesi (2012) was conducted at Saudi Arabia, and Stavroula et al. was conducted at Cyprito. as noted that the studies were conducted at different places.

3. The approach of the study

All of the studies used the experimental approach to examine the effect of the DI strategies on different subjects.

4. The Study Subjects

The study varied in using the subjects. Hassan (2016) used university students, Njagi (2015) used secondary students, Hogan (2014) used middle school students, El Raai (2014), used seven graders, Bahlol (2013) used 9th graders, Haghig & Aliakbar (2014) used elementary students, Osuafor & Okigbo (2013) used secondary graders, El Helesi (2012) used 6th graders, and Stavroula et al. used elementary students.

5. The study tools:

The studies used achievement test to approve the effect of DI strategies.

General Commentary on the first domain: Previous Studies Relating to DI Strategies

To pursue the study objectives and methodology, the researcher got benefited from the studies in the first domain. To explain this, the following points could be highlighted:

- The effect of DI strategies ought to be examined through conducting experiments in order to know the real effect and not just taking teacher's or students' opinions about the impact of DI strategies.
- The aim of the studies in this part ranging, as mentioned above, different studies investigated the effectiveness of DI strategy in Art education, mathematics, science, reading, writing and academic achievement.
- The different aims of the previous studies in this section give this study the power to investigate the effect of DI strategies on grammar and vocabulary achievement by DI.
- As noticed from the previous studies that DI strategies could be applied on different ages, grades and levels.
- The previous studies granted this study the eligibility to use the experimental approach to be the suitable approach for achieving the study's objectives.

- All the previous studies findings in this section recommended the suitability of using DI in classes, and that empowers the study to be conducted on 2nd graders and in the English language.
- The studies in this field show the appropriate statistical methods that ought to be applied in this study.

Second: Previous Studies relating to teaching Grammar

The researcher tried to select new recent studies that followed the experimental approach to be the previous studies that investigated various strategies in teaching grammar.

1- Syam (2016)

The study investigated the effect of computerized language games on developing 3rd graders' phonemic awareness. To realize the study objectives, the researcher adopted the experimental approach by using (60) students, (30) students in the experimental approach and (30) students in the control group. The study used two tools, a pre-posttest and a checklist to know the degree of phonemic awareness among 3rd graders. The experimental group was taught by the computerized language games while the control group was taught by the traditional method. The study results showed that the use of computerized language games was effective for developing 3rd graders' phonemic awareness. The study recommended using computerized language games in teaching grammar.

2- Alshumaimeri & Harbi (2016)

The study investigated the application of flipped classroom strategy in teaching English grammar. It also examined the students' performances, perceptions, and attitudes toward learning English. The study adopted the experimental approach. The sample of the study was (20) students in the experimental group and (23) students in the control group. The study used a pre-posttest, a questionnaire and interviews as the study tool. The outcomes of the study showed that flipped classroom strategy was effective in teaching grammar on EFL Saudi secondary school students. The study also showed that the students' responses towards using

flipped classroom strategy were positive and in favor of flipped classroom strategy. The study recommended employing flipped classroom strategy in teaching grammar.

3- Saker (2015)

The study intended to explore the effectiveness of using Jigsaw Strategy on Palestinian 10th graders' English grammar learning. The researcher adopted the experimental approach and used a sample of (72) students. The sample was divided into two classes; one class was as an experimental group comprising of (36) students and the control group consisted of (36) students. The jigsaw strategy was used with the experimental group while the traditional method was used to teach the control group. A pre-post-test was used as the study tool. The study concluded that Jigsaw Strategy has a positive effect on teaching grammar among Palestinian 10th graders. The study recommended using Jigsaw Strategy in teaching grammar.

4- Jendeya (2015)

The study investigated 5E Model to develop 10th graders' English grammar learning and the attitudes of the students towards English. The researcher adopted the experimental approach and used a sample of (68) students, (34) in the experimental group and (34) in the control group. The experimental approach was taught by using 5E model while the control group was taught by the traditional method. A pre-posttest and a pre-post attitude scale were used as the study tools. The study showed the effectiveness of 5E Model to teach grammar and develop 10th graders' English grammar learning. The study recommended using 5E Model in teaching grammar.

5- Taleb (2015)

The study investigated the effect of Pseudo Role-Play strategy on improving grammar in context for 9th graders in Gaza. The study adopted the experimental approach, using (46) students who were equally distributed into control group and experimental group. There were two tools for the study; a pre-posttest in order to know the level of students and a questionnaire to know the students' attitudes towards using pseudo role-play strategy. The study results indicated the efficiency of using pseudo role-play strategy in teaching grammar and improving grammar in context for 9th graders in Gaza. The study recommended using pseudo role-play strategy in teaching grammar to EFL students.

6- Abu Shagga (2012)

This study targeted to explore the efficiency of using computerized educational games on developing aspects of English grammar for deaf 9th graders' in Gaza Governorates. To achieve the study objective, the researcher adopted the quasi-experimental approach. The sample of the study involved (16) deaf students; (4) male students and (12) female students from Atfaluna Society for Deaf Children in Gaza governorate. The experimental group was taught by the computerized games and the control group taught by the traditional method. A pre-posttest was designed as the study tool. The study showed that the computerized games had positive effect on learning grammar among deaf 9th graders. The study recommended teachers to use computerized games strategy in teaching grammar.

7- Elkahlout (2012)

The study investigated the effectiveness of a suggested programme on developing student-teachers' skills to design educational games for teaching English grammar and their attitude toward it. The researcher adopted the quasi experimental approach with pre-posttest. There was one experimental group that consisted of (32) female student-teachers, and no control group. The study used three tools in order to know the effect of the suggested programme for teaching grammar. There was a pretest, pre attitude scale then post attitude scale. The study outcomes showed that effectiveness of using the proposed programme to design educational games for teaching English Grammar and the positive attitudes by students towards the suggested programme for teaching grammar. The study recommended the college of education to take the results of the study into their consideration.

8- Ishtawi (2011)

The research aimed to examine the effects of game strategy on learning of English grammar for the 12th grade students at Gaza governmental schools. The researcher adopted the experimental approach. The sample of the study consisted of (80) students, (40) students in the experimental approach and (40) students in the control group. The experimental group was taught by the game strategy while the control group was taught by the conventional method. An achievement test that consisted of (50) items were used as pre-posttest. The study outcomes showed that

game strategy was effective to teach grammar for 12th graders. The study recommended that game strategy ought to be used to teach grammar.

9- Tanani (2011)

This study aimed at investigating the existed grammar teaching techniques for 6th graders in Gaza Strip in order to propose an applied framework of effective and proper techniques for teaching grammar communicatively for Palestinian 6th graders. The study also investigated the suitability of the suggested framework. The researcher adopted both the experimental approach and the descriptive analytical approach. The study used three tools to realize the study objectives as follows: an observation card, a test and attitude scale. The sample of the study consisted of (140) students distributed into two groups: the experimental groups consisted of (70) students, (35) students in each group and the control group consisted of (70) students who were distributed the same. The study also consisted of (12) teachers. The study showed that 6th graders English teachers do not used appropriate techniques for teaching grammar. It also showed the effectiveness of the suggested framework for teaching grammar. The study recommended the UNRWA Development Center and the Palestinian Ministry of Education to conduct workshops for teachers to train them on how to teach grammar communicatively.

10- Obaid (2010)

The study investigated the effect of three grammar teaching approaches (the inductive, the deductive and the contextualized approaches) on achievement of English grammar among the 11th graders in Khanyounis governorate in Gaza. The researcher used the experimental approach. The study used a sample consisted of (158) students distributed into (4) groups, (3) of them as experimental group, (40) student in each one. There was one experimental group consisted of (40) students. A pre-posttest was used as the tool of the study. The study showed that the contextualized approach was the most effective strategy in teaching grammar to students. The study recommended using the contextualized approach to teaching grammar.

11- Abu Nada (2008)

The study intended to explore the effect of using concept maps on achieving English grammar among the 9th graders in Gaza Governorate. The researcher adopted the experimental approach in order to realize the study objectives. The study used a sample consisted of (103) students, (56) students in the experimental group which was taught by the concept map strategy and (57) students in the control group which was taught by the traditional method. An achievement pre-posttest was used to collect the data of the study. The study showed that there are statistically significant differences in the ninth grades' achievement of English grammar in favor of concept maps strategy. The study recommended teachers to use concept map strategy in teaching grammar.

Commentary on the previous study of the second domain the light of:

1. The aim of the study

The studies in this section tried to investigate the effect of different strategies on achieving grammar among the students.

2. The place of the study

Most of the studies were conducted in Palestine. one of the studies was conducted at Saudi Arabia such as Alshumaimeri & Harbi (2016). The reason why the researcher chose this was that the current study is conducted in Gaza and this will be additional study to the field of grammar in the Gaza libraries.

3. The approach of the study

All of the studies used the experimental approach to examine the effect of different strategies on grammar.

4. The Study Subjects

Syam (2016) used 3rd graders Alshumaimeri & Harbi (2016) used secondary students, Saker (2015) used 10th graders, Jendya (2015) used 10th graders, Taleb (2015) used 9th graders, Abu Shagga (2012) used 9th graders, Ishtawi (2011) used 12th graders, Tanani (2011) used 6th graders, Obaid (2010) used 11th

graders and Abu Nada (2008) used 9th graders. We notice that the most studies are near than grade 10.

5. The study tools:

The studies used achievement test to approve the effect of many strategies on grammar. The study got benefit from the previous studies.

General Commentary on the second domain: Studies relating to teaching Grammar

The researcher selected the most relevant studies that were conducted in the very similar conditions (population and place) of the current study. The researcher reached the following comments:

- The previous studies in this domain followed the same approach conducted in this study in investigating the effectiveness of different strategies on grammar – the experimental approach.
- The previous studies in this section give the researcher a lot of methods and techniques on how to teach grammar and measure the effect of the different strategies.
- To identify the effect of any strategy on grammar achievement, the researcher should know how to construct suitable exams to examine grammar. That gave the researcher the methods of testing grammar.
- The grammar previous studies explained sufficient methods of teaching grammar and that it was taken into consideration when making the study guide.

Third: Previous Studies relating to teaching Vocabulary

In this section the researcher tried to collect the most relevant studies to teaching vocabulary.

1- Laham Study (2016)

The study aimed to investigate the effect of using keyword-based instruction on developing 8th graders' English vocabulary and retention. The researcher used the experimental approach and purposively selected a sample consisted of (78) students distributed into (38) students in the experimental group and (40) students in the control group. Pre-posttest and delayed test were prepared to collect the students' data. The study concluded that the keyword strategy had its effect on developing 8th graders English vocabulary. The study recommended using keyword strategy to teach vocabulary.

2- Bakheet (2016)

The study examined the effect of using a website on 10th graders' English vocabulary, retention and reading skills. The study adopted the experimental approach. The sample was purposively selected. The sample consisted of (84) students and distributed into two groups: the experimental group which was consisted of (42) students and the control group consisted of (42) students. The experimental group was taught by the website and the control group was taught by the traditional method. The experiment of the study continued for (5) weeks. The researcher used three tools to collect data: a checklist for teachers to define the most significant (5) reading comprehension skills, a reading comprehension and vocabulary pre-post and retention test. The study results showed that using website in teaching vocabulary was very effective. The study recommended English teachers to use website in teaching vocabulary.

3- Abdel Rahim (2016)

The research aimed to know the effect of KWL strategy on Palestinian 11th graders' reading comprehension, vocabulary and its retention and attitudes towards English. The researcher adopted the experimental approach by using a sample of (64) students purposively selected. There were (32) students in the experimental group

and (32) students in the control group. The researcher used (5) instruments to attain the study objectives. First, a checklist for teachers was made to select the most significant reading comprehension skills. Second, reading comprehension pre-posttest. Third, vocabulary pre-posttest. Fourth, delayed vocabulary test. Fifth, pre-post attitude scale towards English language. The results of the study showed that KWL strategy had its effect in developing reading comprehension vocabulary and its retention. KWL strategy had also a positive effect on making positive attitudes towards English. The study recommended English language supervisors to conduct training to train teachers to use KWL strategy.

4- Chen, H. & Wang, B. study (2015)

The aim of the research was to use iPad App in Taiwanese classroom in order to assist learners to acquire English language vocabulary. The researcher used the experimental approach by using (74) students in a private university as a sample, (36) students in the experimental group and (38) in the control group. To teach the experimental group, the researcher used word power App to teach British English while the traditional way was used with the student in the control group. The study showed that the student who were trained to learn from iPad get more grades than the students taught by the traditional way. The study also concluded that using iPad in teaching also makes students more motivated. The study suggested interviews with students and teachers ought to be conducted in order to develop the comprehensiveness of the research.

5- El Kurd (2014)

The study aimed to investigate the effectiveness of using computerized educational songs on developing Palestinian 3rd graders' achievement in English vocabulary and structures and improving their motivation towards learning English. The researcher used the experimental approach in order to reach the purpose of the study. The researcher used purposively (80) students, (40) students in the control group and (40) students in the experimental group. Thirteen songs were computerized to teach the experimental group while the control group was taught by the traditional method. The researcher prepared four tools: a vocabulary achievement test, a structure achievement test, a questionnaire and an observation card to compare

students' motivation towards learning English before and after the experiment. The study concluded that computerized educational songs had positive effects on developing Palestinian 3rd graders' achievement in English vocabulary and structures and improving their motivation towards learning English. The study recommended using computerized educational songs in teaching English vocabulary and structure.

6- El Farah (2014)

This study targeted to examine the efficiency of using Smart Boards in developing 10th graders' vocabulary achievement, retention and attitudes towards English. To realize the study objectives, the researcher adopted the experimental approach with two groups, (44) students in the control group and (41) students in the experimental group. To gather data, the researcher set these tools: First, an achievement test (pre-post & delayed). Second, an attitude scale (pre & post) to define the students' attitudes towards English language. Third, a teacher's guide used the Smart Board. The experiment stayed for (5) weeks. After finishing the experiment period, the study found that using smart board's strategy was effective on developing 10th graders' vocabulary achievement, retention and attitudes towards English. The study recommended teachers to be trained on using smart boards by conducting workshops for teachers.

7- El Faleet (2013)

The study intended to investigate the effectiveness of using puzzles in developing 10th graders vocabulary achievement, retention and attitudes towards English. The researcher adopted the experimental approach by using (80) students, (40) in the experimental group which was taught by educational puzzles and (40) in the control group which was taught by the traditional method. The experiment stayed for (6) weeks. The researcher set these tools, First, an achievement test (Pre, Post & delayed). Second, an attitude scale (pre & post) to determine the students' attitudes towards English language. Third, teacher's guide. The study revealed that the experimental group achieved higher grades than the students in the control group. That means puzzles strategy has a positive effect. The study recommended using puzzles in teaching English language to make better results in students' achievement, retention and attitudes towards English.

8- Wafi (2013)

The study investigated the effect of animated pictures programme in learning English vocabulary among 5th graders in Gaza. The study adopted the quasi experimental approach. The sample of the study was randomly selected and consisted of (64) students, (32) students in the experimental group which was taught by the animated pictures and (32) in the control group which was taught by traditional method. Pre-posttest was used as the tool of the study. The outcomes of the study showed that the animated pictures strategy was effective to teach English vocabulary for 5th graders. The study recommended that a study using animated pictures strategy should be conducted on other school subjects.

9- Bani Abdelrahman (2013)

The study targeted to investigate the effect of semantic mapping as a teaching strategy for EFL learners at Al Imam Mohammed Ibin Saud Islamic University. The sample of the study consisted of (50) students in the experimental group and the control group; (25) students in each group. The sample was randomly selected. The study adopted a quasi-experimental. The experimental group studied the lexical items via semantic mapping strategy, and the control group studied them in the traditional method. The study tool was a pre-posttest. The study results showed the effectiveness of semantic mapping. The study recommended teachers to teach new lexical items by using semantic mapping.

10- Sotoudehnama, & Soleimanifard (2013)

The study investigated the effect of teaching vocabulary through synonym, semantically unrelated, and hyponym sets based on Higa's (1963) proposed continuum. The researcher adopted the experimental approach. The study consisted of (120) Iranian intermediate EFL learners and classified into two levels; high and low achievers based on their PET (2003) scores. Four tests were used in this study, two of them were set before the experiment and the other tests were given to the learners after that. The results of the study showed that the learners from synonym sets group gained better ST vocabulary achievement and quantitatively hyponym, semantically unrelated, and synonym the most effective methods.

11- Nilforoushan (2012)

The study examined the effect of semantic mapping on teaching vocabulary and the awareness of two affective scopes, assessment and potency dimensions. The sample of the study consisted of (30) EFL students. The sample of the study consisted of (2) groups, one experimental group and consisted of (30) students and a control group consisted of (30) students. There were two tools of the study; students were given a vocabulary achievement test and a test of awareness of evaluation and potency dimensions. The results of the study showed that teaching collocation was effective to teach vocabulary. The study also approved the effectiveness of semantic mapping.

Commentary on the previous study of the third domain the light of:

1. The aim of the study

The studies in this section tried to investigate the effect of different strategies on achieving vocabulary among the students.

2. The place of the study

Most of the studies were conducted in Palestine. But, Chen & Wang (2015) was conducted in Taiwan. The reason why the researcher chose this was that the current study is conducted in Gaza and this will be additional study to the field of grammar in the Gaza libraries.

3. The approach of the study

All of the studies used the experimental approach to examine the effect of different strategies on vocabulary.

4. The Study Subjects

Laham (2016) used 8th graders, Bakheet (2016) used 10th graders, Abdel Raheem (2016) used 11th graders, El Kurd (2014) used 3rd graders, El Farah (2014) used 10th graders, El Faleet (2013) also used 10th graders, Wafi (2013) used 5th graders and Bani Abdelrahman (2013) used university students.

5. The study tools:

The studies used achievement test to approve the effect of many strategies on vocabulary. The study got benefit from the previous studies.

Commentary on the third domain: Studies relating to teaching Vocabulary

The researcher reached the following comments:

- Teaching vocabulary goes beyond memorization and could be conducted by new various methods.
- The previous studies used different types of strategies for teaching vocabulary and that gives the current study the legitimacy to use the DI strategy to teach vocabulary as a new strategy.
- To know the effect of any strategy on developing student's vocabulary, the experimental approach is preferred to be conducted in these studies.
- The previous studies give the researcher a lot of benefits on how to use different drills to examine vocabulary.
- The studies in this section explain in different ways the way of presenting vocabulary to students, and that helped the researcher in making the guide for this study.
- Pre-posttest exam ought to be applied at the beginning of the experiment and at the end to know the effect of the strategy on developing vocabulary.

General Commentary on all previous studies:

The previous studies that have been mentioned above enriched the study with many benefits, from the beginning to the end. First of all, they paved the way to select the suitable strategies of DI which were applied in this study. Secondly, they help in the way and the methods of presenting those strategies to 2nd graders. Thirdly, they offer many methods of examining grammar and vocabulary to the study sample. Fourthly, the studies gave benefit to the way of distributing the samples, one

experimental and one control group. Fifthly, the studies benefited the current study with the full methodological steps followed in this study.

The following is more a comprehensive commentary on the previous studies with reference to their titles, purposes, tools, samples, statistical treatment and results, the aspects of similarity and differences.

The Title and the Purpose of Previous Studies:

The titles of previous studies related to DI examined different aspects. The most relevant studies are Nasser (2014) and Bahlol (2013). Both of them examined English skills by using DI strategies. Nasser (2014) examined reading and writing skills, while Bahlol (2013) examined 9th graders English reading skills. The other studies examined different aspects in education and curriculum. The vocabulary and grammar teaching studies examined different strategies to teach grammar and vocabulary for different grades, except Jendeya (2015) which examined 5E Model to develop 10th graders' English grammar learning and the attitudes of the students towards English. Chen, H. & Wang, B. (2015) study aimed to use iPad App in Taiwanese classroom in order to assist learners to acquire English language vocabulary. The study is in conformity with Nasser (2014), since it examined the DI among 2nd graders- the same grade.

The tools used in the previous studies

Most of the studies used achievement test to measure the effect of the DI strategies. It is similar to this study which used the achievement test. It seems that the proper tool for examining the effectiveness of strategies is pre-posttest experimental methodology

The Samples of the Previous Studies:

The previous studies consisted of two samples, one control and one experimental. The studies differ according to the number of samples. All the studies used students as samples of studies. All the studies were divided into two groups. The sample distribution was similar to this study. the case is different in Abu Shagga (2012) study, since it used a sample of (16) deaf students; (4) male students and (12) female students from Atfaluna Society for Deaf Children in Gaza governorate. In

Elkahlout (2012) there was one experimental group consisted of (32) female student-teachers, and no control group. There was a study that used college students such as Sotoudehnama, & Soleimanifard (2013) study which consisted of (120) Iranian intermediate EFL learners and classified into two levels; high and low achievers based on their PET (2003) scores.

The Methodology of the Previous Studies

Most of the studies adopted similar methodology which was a sample distributed into two groups –one experimental and one control, the previous studies used the experimental approach or the quasi-experimental approach to examine the effectiveness of strategies. The researcher tried hard to review the most relevant studies relevant to the study. This study is in full conformity with the previous studies.

Results of the Previous Studies:

All the previous studies related to DI indicated its effect on improving learners' different aspects. The strategies were used to investigate the effectiveness of vocabulary and grammar proved its effect and that gave this study the power to be effective to teach vocabulary and grammar to 2nd graders.

Chapter IV

Methodology

Chapter III

Methodology

This chapter reviews the procedures followed in this study from the beginning to the end. It covers the research design, study sample, study variables, instrumentation, and the steps of conducting the study, the pilot study, the test validity, referee validity, internal consistency, and reliability of the test, teacher's guide procedures and statistical tools.

4.1 Research design

The study followed the Qusai-experimental approach by selecting two groups, one group as the control group and the other one as the experimental group. DI strategy was used to teach the experimental group, while the control group was taught by the traditional method.

4.2 Study Population

The population of the study comprised all of the 2nd graders in Rafah UNRWA schools who were enrolled in the second semester of the scholastic year 2016/2017.

4.3 Study sample

The study sample consisted of (79) students who were divided into two groups, (39) students in the experimental group and (40) in the control group as shown in Table (4.1). The researcher purposively selected the study sample since she was working in the same school – Zahret Al Madae'n Elementary Co-ed School. The sample was randomly assigned to both groups.

Table (4.1): Sample Distribution into two groups

Group	No.	%
Experimental group	39	51.8
Control group	40	48.1
Total	79	100

All of the two groups (79), were second graders whose age was between (7-8) years old. The two groups were equivalent and distributed based on their achievement exam results in grade one. The pre-test was used to measure the equivalence of achievement between groups.

4.4 Study Variables

There are three variables in this study as the follows:

- Independent variable: DI strategy
- Dependent variables: grammar and vocabulary achievement.

4.5 Study instrumentation and materials

The researcher used four tools in order to achieve the study aims: vocabulary achievement pre-posttest, Grammar achievement test, teacher's guide to teach vocabulary and grammar by using DI strategies and questionnaire to decide the types of DI strategies ought to be used in the teacher's guide.

4.5.1 Vocabulary Achievement Pre-posttest.

The researcher designed a vocabulary achievement pre-posttest to measure learners' achievement in vocabulary (See appendix 3).

4.5.1.1 The General Aim of the Vocabulary Achievement Pre-posttest

The aim of the test was to measure the effect of using DI strategies on developing 2nd graders' English vocabulary.

4.5.1.2 Sources of constructing the test.

The researcher obtained the data of the test from "English For Palestine "2B", selected units 13, 15 and 16. The researcher selected the vocabulary points specified in the textbook to teach 2nd graders. Furthermore, the researcher relied on her experience in the field of teaching and the experience of the referees who contributed with their comments and modifications to the test. The test was also designed based on the table of specifications shown in Table (4.2) below.

Table (4.2): Table of Specifications for the Vocabulary Achievement Pre-posttest.

Units	N. of questions & Marks	Active verbs			No of questions	Overall marks	Percentage
		Knowledge 2	Comprehension 1	Application 3			
Unit "13 "	Questions	1	1	2	4	4	20%
" 1 " class	Marks	1	1	2			
Unit "15"	questions	3	1	4	8	8	40%
"2"classes	marks	3	1	4			
Unit "16 "	Question	3	1	4	8	8	40%
" 2 " classes	Marks	3	1	4			
Sum of questions		7	3	10	20	-	-
Sum of marks		7	3	10	-	20	-
Sum of percentages		33.33%	16.66%	50%			100%

4.5.1.3 The description and items of the Vocabulary Achievement Pre-posttest.

1. The test began with test instructions.
2. There were (4) main questions including (20) items.
3. Each item took only one mark and the total mark was (20).
4. The time of the test was (40) minutes.
5. All the questions were obligatory.
6. The first question was "Complete the following words by using a suitable letter from the box (3 items with 3 marks).
7. The second question was "classify" (7 items with 7 marks).
8. The third question was "Match each word with its correct picture" (5 items with 5 marks).
9. The fourth question was "complete the following sentences with correct words from the list (5 items with 5 marks) (For more detail, see Appendix 3).

The distribution of the vocabulary achievement test questions and items were shown in Table (4.3) below.

Table (4.3): Distribution of the vocabulary achievement pre-posttest.

Question	Type	No. of Items	Marks
1.	complete the following words by using a suitable letter from the box	3	3
2.	Classify	7	7
3.	Match each word with its correct picture	5	5
4.	complete the following sentences with correct words from the list	5	5
Total		20	20

4.6 Pilot Study

The test was primarily answered by a pilot sample consisting of (18) 2nd graders from the same school. They had the same characteristics of the sample of the study. They were excluded from the experiment of the study. The pilot study revealed the test validity and reliability.

4.6.1 Vocabulary Achievement Pre-posttest Reliability

The test is reliable when it gives the same results if it is reapplied in the same conditions (Al Agha, 2004, p.104) The researcher used the pilot study to calculate the reliability of the vocabulary test, which was measured by Alpha Cronbach and Richardson and Kuder 21.

A. Alpha Cronbach Method

A total sample of (18) students participated in testing the reliability of the vocabulary test. Alpha formula was used to determine the reliability of the vocabulary test as shown in table (4.4)

Table (4.4): Alpha Correlation vocabulary achievement pre-posttest.

Domain	Number of items	Correlation
Questions 1	3	0.82
Questions 2	7	0.76
Questions 3	5	0.85
Questions 4	5	0.91
Total	20	0.92

The results of Table (4.4) show that the ranges of reliability of the item were above 0.92.

B. Richardson and Kuder 21 Method

A total sample of (18) students participated in testing the reliability of the Vocabulary Test. Richardson and Kuder 21 formula was used to determine the reliability of the Vocabulary Test as shown in Table (4.5)

Table (4.5): Richardson and Kuder 21 Vocabulary Test

Richardson and Kuder 21	Level
0.84	Vocabulary Test

The results of Table (4.5) show that the ranges of reliability of the items were above (0.84).

That showed the reliability of the test.

4.6.2 Validity of the Vocabulary Test

Validity could be defined as the soundness of the test in connection to what it is supposed to measure (Bynom, 2001, p. 1). To attain validity, the study used the referee validity and internal consistency validity.

A- The referee validity

The Vocabulary test was checked by (8) referees from the IUG, Al-Aqsa University, Al-Quds Open University, University of Palestine and UNRWA English teachers. Thus, ambiguous items were modified and clarified according to their suggestions.

B- Internal consistency validity:

Internal consistency validity designates the correlation of the degree of each item with the test total average. It also indicates the correlation coefficient of the average of each domain with the total average (Al Agha, 1996, p. 121). Pearson Formula was used to show the correlation coefficient of the items.

Table (4.6): Correlation coefficient of each item within its domain

NO	Q1	Pearson Correlation	Sig. level
Question 1			
1	Q1	0.75	sig. at 0.01
2	Q2	0.68	sig. at 0.01
3	Q3	0.84	sig. at 0.01
Question 2			
1	Q1	0.78	sig. at 0.01
2	Q2	0.88	sig. at 0.01
3	Q3	0.84	sig. at 0.01
4	Q4	0.74	sig. at 0.01
5	Q5	0.63	sig. at 0.01
6	Q6	0.59	sig. at 0.01
7	Q7	0.68	sig. at 0.01
Question 3			
1	Q1	0.89	sig. at 0.01
2	Q2	0.74	sig. at 0.01
3	Q3	0.71	sig. at 0.01
4	Q4	0.80	sig. at 0.01
5	Q5	0.97	sig. at 0.01

NO	Q1	Pearson Correlation	Sig. level
Question 4			
1	Q1	0.74	sig. at 0.01
2	Q2	0.62	sig. at 0.01
3	Q3	0.59	sig. at 0.01
4	Q4	0.63	sig. at 0.01
5	Q5	0.78	sig. at 0.01

r table value at df (18-2) and sig. level ($\alpha \leq 0.05$) = 0.46

r table value at df (18-2) and sig. level ($\alpha \leq 0.01$) = 0.59

Table (4.6) shows the correlation between each item and the total degree at sig. level ($\alpha \leq 0.01$). That means there was a high internal consistency of the test and it was highly valid for the study.

The researcher also calculated the correlation between the domains with the total score of the test as shown in Table (4.7).

Table (4.7): Pearson Correlation coefficient for each domain of the test with the total score of the test

Domains	Question 1	Question 2	Question 3	Question 4	Total
Total	**0.73	**0.71	**0.68	**0.67	1

r table value at df (18-2) and sig. level ($\alpha \leq 0.05$) = 0.46

r table value at df (18-2) and sig. level ($\alpha \leq 0.01$) = 0.59

As shown in the Table (4.7), there was a correlation between each domain and the total degree of the test at the sig. levels ($\alpha \leq 0.01$, $\alpha \leq 0.05$). That showed a high internal consistency of the vocabulary test which reinforces the validity of the test.

4.7. Grammar Achievement Test

4.7.1 The General Aim of the Test

The general aim of the test was to measure the effect of using DI strategies on developing 2nd graders English grammar.

4.7.2 Sources of constructing the test.

The researcher obtained the data of the test from "English For Palestine "2B", selected units 13, 15 and 16. The researcher selected the vocabulary points specified in the textbook to teach 2nd graders. Furthermore, the researcher relied on his experience in the field of teaching and the experience of the referees who contributed their comments and modifications to the test. The test was also built based on the table of specifications shown in Table (4.8) below.

Table (4.8): Table of specification – Grammar Achievement Test.

Units	No of questions and Marks	Active verbs			No of questions	Overall marks	Percentage
		Knowledge 8	Comprehension 5	Application 2			
Unit " 13 " " 4 " class	Questions	5	3	1	9	9	44.44 %
	Marks	5	3	1			
Unit " 15 " " 2 "classes	Questions	2	2	1	5	5	22.22 %
	marks	2	2	1			
Unit " 16 " " 3 "classes	Question	3	2	1	6	6	33.33 %
	Marks	3	2	1			
Sum of questions		10	7	3	20	-	-
Sum of marks		10	7	3	-	20	-
Sum of percentages		53.33%	33.33%	13.33%			100%

4.7.3 The description and items of the grammar test.

1. The test began with test instructions.
2. There were (4) main questions including (20) items.
3. Each item took only one mark and the total mark was (20).
4. The time of the test was (40) minutes.
5. All the questions were obligatory.
6. The first question was "Choose" (7 marks)
7. The second question was "Put the suitable number in the brackets (5 marks)
8. The third question was "Fill in the blanks from the words in the box (5 marks)

The fourth question was "Choose from the box" (3 marks)

Table (4.9): Distribution of the Grammar achievement test.

Question	Type	No. of Items	Marks
1.	Choose	7	7
2.	Put the suitable number in the brackets	5	5
3.	Fill in the blanks from the words in the box	5	5
4.	Choose from the box	3	3
Total		20	20

4.7.4 The pilot study

The grammar test was applied on a random sample consisting of (18) students at the same school of the study sample. The pilot study members were excluded from the experiment. The pilot study examined test time estimation, reliability, internal consistency validity, coefficient of difficulty and discrimination.

4.7.5 Validity of the Grammar Test

A. The referee validity

The Grammar Test was checked by (8) referees from the IUG, Al-Aqsa university, Al-Quds Open University and from the Ministry of Education to ensure its clarity and relevance. Ambiguous items were modified and clarified according to their suggestions.

B. Internal consistency

The internal validity coefficient was computed by using Pearson formula. Table (4.10) shows the data analysis of the correlation coefficient of each item with the domain it belongs to compared to the whole degree of the Grammar Test.

Table (4.10): Correlation coefficient of the items in the first domain

NO	Q1	Pearson Correlation	Sig. level
Question 1			
1	Q1	0.73	sig. at 0.01
2	Q2	0.62	sig. at 0.01
3	Q3	0.62	sig. at 0.01
4	Q4	0.69	sig. at 0.01
5	Q5	0.62	sig. at 0.01
6	Q6	0.73	sig. at 0.01
7	Q7	0.82	sig. at 0.01
Question 2			
1	Q1	0.59	sig. at 0.01
2	Q2	0.62	sig. at 0.01
3	Q3	0.62	sig. at 0.01
4	Q4	0.75	sig. at 0.01
5	Q5	0.69	sig. at 0.01
Question 3			
1	Q1	0.52	sig. at 0.01
2	Q2	0.62	sig. at 0.01
3	Q3	0.72	sig. at 0.01
4	Q4	0.83	sig. at 0.01
5	Q5	0.67	sig. at 0.01
Question 4			
1	Q1	0.58	sig. at 0.01
2	Q2	0.62	sig. at 0.01
3	Q3	0.78	sig. at 0.01

r table value at df (18-2) and sig. level (0.05) = 0.46

r table value at df (18-2) and sig. level (0.01) = 0.59

As shown in Table (4.10), there was a correlation between each item and the total degree and each domain with the other domain at the sig. level (0.01), which means that there was a high internal consistency of the test, a thing which reinforces the validity of the Test.

Table (4.11): Correlation between the four domains with the total

Domains	Question 1	Question 2	Question 3	Question 4	Total
Total	**0.64	**0.67	**0.72	**0.69	1

r table value at df (18-2) and sig. level ($\alpha \leq 0.05$) = 0.46

r table value at df (18-2) and sig. level ($\alpha \leq 0.01$) = 0.59

As shown in the Table (4.11), there was a correlation among the four domains and the total degree and each domain with the other domains at the sig. level ($\alpha \leq 0.01$), which showed a high internal consistency of the Grammar Test.

C. Coefficient of difficulty and discrimination for each of the test items:

- Difficulty Coefficient

The difficulty coefficient of each item of the test was calculated after the test had been applied on a pilot sample consisting of (18) students whose characteristics were similar to those of the study sample using the following formula:

$$\text{Difficulty Coefficient} = \frac{\text{Number of incorrectly answered items}}{\text{The total number of students who answered the items}}$$

The results of the calculation of the difficulty coefficient are shown in Table (4.12) below.

- Discrimination coefficient:

O'dah, (2002:127) stated that the discrimination coefficient refers to the test ability to differentiate between the high achieving and low achieving students.

$$\text{Discrimination Coefficient} = \frac{\text{No. of correctly answered items by high achievers} - \text{No. of correctly answered item by low achievers}}{\text{No. of high achievers}}$$

The calculations of the discrimination coefficient of the pre-posttest are shown in Table (4.12) below together with the calculations of the discrimination coefficient.

Table (4.12): Difficulty and discrimination coefficients for each of the test items:

Questions	Difficulty Coefficient	Discrimination Coefficient
Q1	0.72	0.62
Q2	0.37	0.27
Q3	0.72	0.62
Q4	0.61	0.51
Q5	0.68	0.58
Q6	0.56	0.46
Q7	0.52	0.42
Q8	0.65	0.69
Q9	0.58	0.54
Q10	0.42	0.69
Q11	0.83	0.73
Q12	0.75	0.65
Q13	0.68	0.58
Q14	0.52	0.42
Q15	0.75	0.65
Q16	0.86	0.76
Q17	0.45	0.35
Q18	0.83	0.73
Q19	0.48	0.38
Q20	0.52	0.42

Table (4.12) showed that the difficulty coefficient wobbled between (0.35 – 0.83). This means that each item was acceptable or in the normal limit of difficulty according to the viewpoint of assessment and evaluation specialists.

D. Grammar Test Reliability

The test is reliable when it gives the same results if it is reapplied in the same conditions. The researcher used the pilot study to calculate the reliability of the Grammar Test, which was measured by Alpha Cronbach and Richardson and Kuder 21

E. Alpha Cronbach Method

A total sample of (18) students participated in testing the reliability of the Grammar Test, Alpha formula was used to determine the reliability of the Grammar Test as shown in Table (4.13)

Table (4.13): Alpha Correlation Grammar Test

Domain	Number of items	Correlation
Questions 1	7	0.74
Questions 2	5	0.81
Questions 3	5	0.86
Questions 4	3	0.84
Total	20	0.88

The results outlined in Table (4.13) show that the ranges of reliability of the item were (0.88).

F. Richardson and Kuder 21Method

A total sample of (18) students participated in testing the reliability of the Grammar Test. Richardson and Kuder 21 formula was used to determine the reliability of the Grammar Test as shown in Table (4.14)

Table (4.14): Richardson and Kuder 21 Grammar Test

Richardson and Kuder 21	M	Level
0.86	20	Grammar Test

The results outlined in Table (4.14) showed that the ranges of reliability of the item were above (0.86).

G. Groups' Equivalence

Groups' Equivalence of the two groups (the experimental group and the control) of the Vocabulary and Grammar Test was tested. The result was that they were equivalent as shown in Table (4.15).

Table (4.15): Difference between the mean scores of the pretest of the experimental group and the control group in Vocabulary and Grammar

The skills	Test	N	Mean	Standard deviation	T	Significances
Vocabulary	control group	40	10.6	3.11	0.591	0.556
	experimental group	39	10.2	2.8		
Grammar	control group	40	9.23	2.89	1.64	0.06
	experimental group	39	10.5	3.03		

t table value at df (77) and sig. level (0.05) = 2.58

t table value at df (77) and sig. level (0.01) = 1.96

As shown in Table (4.15), there were no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of the experimental group taught by DI and those of the control group in the pretest.

4.8 Teacher's Guide

The researcher prepared a teacher guide to teach vocabulary and grammar using DI strategy to 2nd graders. The researcher used the following strategies for the sake of applying DI strategies:

1. Know, Understand, Do (KUD)
2. Cooperative learning
3. Brainstorming
4. Menus
5. Tiered instruction.
6. Flexible Grouping.

The researcher used many resources to prepare the teacher's guide such as the educational literature of DI strategies, English for Palestine "2B" and the questionnaire for referees to decide the suitable strategies of DI that could be applied in the experiment. The teacher's guide lasted for (14) classes, each class continued for (40) minutes. (See appendix 5).

4.9 Study

The study was carried out based on the following procedures:

1. Reviewing literature review and previous studies pertaining to Differentiated Instruction, teaching grammar and teaching vocabulary.
2. Designing the teacher's guide to teach vocabulary and grammar to 2nd graders based on Differentiated Strategies.
3. Consulting some relevant experts to modify the guide.
4. Designing the two tests, vocabulary and Grammar.
5. Consulting referees to get their comments and explanations regarding the two tests.
6. Applying the pilot study - giving students the two exams to check the suitability of the tests.

7. Applying the two pre-tests on both, the experimental and the control group.
8. Teaching the teaching guide to students.
9. Applying the two post-tests on both, the experimental and the control group.
10. Presenting the results in the chapter of Data analysis.
11. Discussing the results in chapter (5) and writing the conclusion and the recommendations.

4.10 Statistical treatment and analysis

In order to analyze the data, the researcher used the SPSS statistical packages as a statistical technique. The following statistical tests were used:

1. The data were collected and computed by using Pearson correlation, Alpha Cronbach and Split-half techniques to confirm the validity and reliability.
2. Means and percentages were used to determine the main difficulties encountering students in learning vocabulary and grammar.
3. T. Test

Chapter V

Results: Data Analysis

Chapter V

Results

The current study sought to examine the effect of differentiated instruction on learning English vocabulary and grammar among second graders in UNRWA schools. This chapter presents the findings of the six study questions. The study used various statistical methods and techniques to analyze the study questions.

5.1 Data Analysis

5.1.1 Answer to the First Question

The first study question was stated as follows: **“What is the framework of differentiated instruction that can be used to improve second graders’ vocabulary and grammar learning?”**

In order to answer this question, the researcher constructed a teacher guide which used different strategies of Differentiated Instruction in teaching the experimental group. That guide used the procedures, information, techniques, lesson plans, and different activities to apply the differentiated instruction strategies.

The framework of differentiated instruction was built based on lesson plans which have the lesson title, time, the grammatical and vocabulary points to be presented, instructional objectives, steps, questions, homework and worksheets. The researcher tried to use different strategies of Differentiated Instruction in order to vary in activities, procedures, instructional objectives and educational aids. For more details, see Appendix (5), which includes the Teacher’s Guide.

The first question agrees with Syam (2016), Alshumaimeri & Harbi (2016), Saker (2015), Jendya (2015), Taleb (2015), Abu Shagga (2012), Ishtawi (2011), Tanani (2011), Obaid (2010), Abu Nada (2008), Laham (2016), Bakheet (2016), Abdel Raheem (2016), El Kurd (2014), El Farah (2014), El Faleet (2013), Wafi (2013) and Bani Abdelrahman (2013). It does not differ with any of the questions above.

5.1.2 Answer to the Second Question

The second question was stated as follows: **“What are the vocabulary and grammar items that need to be learned by second graders in UNRWA schools?”**

Vocabulary and grammar items that need to be learnt by second graders were analyzed by the researcher in the units 13, 15 and 16. The researcher reached some points which were used as core points to make lesson plans based on Differentiated Instruction strategies. This question was answered in detail in the teacher’s guide. The teacher’s guide for grammar has in its each lesson plan a set of grammatical items to be taught to grade 2. They were stated in the beginning of each lesson plan. In the vocabulary teacher’s guide, there are vocabulary items that are to be taught to grade 2. They were also presented in the beginning of the lesson plan. These vocabulary and grammar points were as follows:

5.1.2.1 Grammar points to be learned by second graders

1. The use of ‘I’d like/ I don’t like’ (unit 13)
2. The use of ‘I’m, he’s, she’s’ (unit 14).
3. The use of ‘I’m from, he’s from, she’s from’ (unit 16).

5.1.2.2 Vocabulary points to be learned by second graders

1. Using ‘Let’s Go Shopping Vocabulary’ – sweater, socks, hat, pyjamas, boots, and shirt.
2. Using ‘Guess Who’ Family vocabulary (grandfather, grandmother, cousin dad, mum, brother, sister).
3. Using ‘My Country’ words – mountain, tree, river, flower, the sea, Palestine, Hebron, Haifa, Bethlehem, Gaza, Jerusalem, and Nablus.

For more details, see Appendix (5) Teacher’s Guide

The study is in conformity with Laham (2016) as he specified in the research questions the vocabulary points the study was going to develop among 8th graders.

5.1.3 Answer to the Third Question

The third question was stated as follows: **Are there statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of the experimental group taught by differentiated instruction and those of the control one taught by the traditional method in the vocabulary posttest?** To answer that question, the researcher used a null hypothesis stated as follows: There is statistically no significant differences at ($\alpha \leq 0.05$) in the mean scores of the experimental group taught by differentiated instruction and those of the control one taught by the traditional method in the vocabulary posttest.

In order to answer the question and test the previous hypothesis, the researcher used Independent Samples t-test to measure the significant differences between the experimental group ($n=39$), taught by Differentiated Instruction strategies and the control group ($n=40$), taught by the traditional way (that is used by the teacher on daily basis) on the post vocabulary achievement test as illustrated in Table (5.1) below:

Table (5.1): t. Test independent sample results of differences between the experimental and the control group in the vocabulary posttest.

Test	Group	N	Mean	Standard deviation	T	Sig. Value
Vocabulary	experimental group	39	17.5	4.16	7.01	0.00
	control group	40	12.5	1.69		

t table value at df (77) and sig. level (0.05) = 2.58

t table value at df (77) and sig. level (0.01) = 1.96

As revealed in Table (5.1), the t. computed value (7.01) is larger than T. tabled value (2.58) in the test. This indicates that there were significant differences at ($\alpha \leq 0.05$) in the total mean scores of the post-test between the experimental and control group in favor of the experimental group. Table (5.1) also shows that the mean of the post-test of the experimental group was (17.5), while that of the control

group was (12.5). This result shows that using Differentiated Instruction Strategies to teach vocabulary was more effective than using the traditional method.

To measure the effectiveness of DI on grammar learning, the researcher calculated (t) in measuring the effect size through calculated (2μ).

$$\frac{t^2}{t^2 + df} \quad \eta^2$$

The significance of the effect size is calculated using (t) test according to the following criteria:

- If the effect size = 0.2, it is weak (low).
- If the effect size = 0.5, it is accepted.
- If the effect size = 0.8, it is high (Al-Agha, 1996).

Table (5.2) below outlines the effect size of DI on learning vocabulary among second graders.

Table (5.2): Measuring the effectiveness of DI on teaching vocabulary

Skills	T	Degree	effect size	effect size
Vocabulary	16.7	38	0.88	High

As stated in Table (5.2) that the effect size of the Vocabulary test is (088). It is high according to the criteria followed.

5.1.4 The Answer to the Fourth Question

The fourth question was stated as follows: **“Are There statistically significant differences at $\alpha \leq 0.05$ in the mean scores of the experimental group taught by differentiated instruction and those of the control one taught by the traditional method in the grammar posttest”**. Derived from this question was the following hypothesis: “There are no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of the experimental group taught by differentiated instruction and those of the control one taught by the traditional method in the grammar posttest.

In order to examine the previous hypothesis, the researcher used Independent Samples t-test to measure the statistically significant differences between the experimental group (n=39), taught by Differentiated Instruction strategies and the control group (n=40), taught by the traditional way on the grammar achievement posttest as illustrated in Table (5.3) below:

Table (5.3): t. Test independent sample results of differences between the experimental and the control group in the grammar posttest.

The skills	Test	N	Mean	Standard deviation	T	Significances
Grammar	experimental group	39	16.9	3.04	6.95	0.00
	control group	40	13.1	1.65		

t table value at df (77) and sig. level (0.05) = 2.58

t table value at df (77) and sig. level (0.01) = 1.96

As illustrated in Table (5.2), the t. computed value (6.95) is larger than t. tabled value (2.58) in the grammar posttest. This indicates that there were significant differences at ($\alpha \leq 0.05$) in the total mean scores of the post-test between the experimental and the control group in favor of the experimental group. Table (5.2) also shows that the mean of the post-test of the experimental group was (16.9), while that of the control group was (13.1). This result shows that using Differentiated Instruction Strategies to teach grammar was more effective than using the traditional method.

To measure the effectiveness of DI on learning grammar, the researcher calculated (T) to measure the effect size through calculating (μ^2).

$$\frac{t^2}{t^2 + df} \quad \eta^2$$

The significance of the effect size is calculated through (t) test according to the following criteria shown in Table (5.4):

- If the effect size = 0.2, it is weak (low).
- If the effect size = 0.5, it is accepted.

- If the effect size = 0.8, it is high (Al-Agha, 1996).

Table (5.4): Measuring the effective of DI on grammar learning

Skills	T	Degree	Effect size	Effect size
Vocabulary	14.2	38	0.84	High

5.1.5 The Answer to the Fifth Question

The fifth question was stated as follows: “**Are there statistically significant differences at $\alpha \leq 0.05$ in the mean scores of the experimental group in the vocabulary posttest attributed to the gender variable, male or female?** To answer that question, the researcher tested the following null hypothesis: “**There are no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of the experimental group in the vocabulary posttest attributed to the gender variable, male or female.**”

The researcher used T-Test to answer the question as illustrated in Table (5.3) below.

Table (5.5): Differences in means, std. deviation t. value, and sig. between male and female students in the vocabulary test

The test	Gender	N	Mean	Std.	T	Sig
Experimental group vocabulary posttest	Male	18	16.6	5.24	1.3	0.18
	Female	21	18.3	2.83		

t table value at df (37) and sig. level (0.05) = 2.58

t table value at df (37) and sig. level (0.01) = 1.96

As illustrated in table (5.5), the t. computed value (1.3) is smaller than t. tabled value (2.58) in the test. This indicates that there were no statistically significant differences at ($\alpha \leq 0.05$) in the total mean score of the post-test of the experimental group attributed to the variable of gender. Thus, the null hypothesis is accepted.

5.1.6 Answer to the Sixth Question

The sixth question was stated in the following question “**Are there statistically significant differences at $\alpha \leq 0.05$ in the mean scores of the experimental group in the grammar posttest attributed to the gender variable,**

male or female? To answer that question, the researcher tested the following null hypothesis: **“There are no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of the experimental group in the grammar posttest attributed to the gender variable, male or female.”**

To answer this question, the researcher used the t. test, whose results are illustrated in Table (5.4) below.

Table (5.6): Differences in means, std. deviation t. value, and sig. between male and female students in the grammar test

The Test	Gender	N	Mean	Stander	t	Sig
Experimental group grammar posttest	Male	18	16.1	3.29	1.6	0.11
	Female	21	17.7	2.69		

t table value at df (37) and sig. level (0.05) = 2.58

t table value at df (37) and sig. level (0.01) = 1.96

As illustrated in Table (5.6), the t. computed value (1.6) is smaller than the T. tabled value (2.58) in the test. This indicates that there were no significant differences at ($\alpha \leq 0.05$) in the total mean score of the post-test of the experimental group between the male and female pupils. Thus, the null hypothesis is accepted.

Summary

To conclude, the chapter presented the findings of the hypotheses and their data analysis. The results of each hypothesis were analyzed statistically using different statistical techniques. The results showed that there were statistically significant differences at ($\alpha \leq 0.05$) in the total mean scores of both the vocabulary and grammar achievement post-tests between the experimental and control group in favor of the experimental group. The study also showed that there were no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of the experimental group in the vocabulary and grammar achievement posttest attributed to the gender variable, male or female.

Chapter VI
Discussion, Conclusion, and
Recommendations

Chapter VI

Discussion of Findings, Conclusions, Implications and Recommendations

Chapter six discusses the findings of the study and sheds light on its implications and recommendations.

6.1 Study Main Findings

Based on the data analysis outlined in Chapter five, the study main findings were as follows:

1. There were statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of the experimental group taught by differentiated instruction and those of the control one taught by the traditional method in the vocabulary posttest in favor of the experimental group.
2. There were statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of the experimental group taught by differentiated instruction and those of the control one taught by the traditional method in the grammar posttest in favor of the experimental group.
3. There were no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of the experimental group in the grammar posttest attributed to gender variable, male or female.
4. There were no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of the experimental group in the vocabulary posttest attributed to gender variable, male or female

6.2 Discussion of the Study Findings

The study findings revealed that the DI strategies were effective in enhancing second graders' learning of English vocabulary and grammar and that there were no statistically significant differences among the experimental group members attributed to the variable of gender. This findings were in conformity with the majority of the previous studies such as those of Bahlol (2013), Dunphy (2010), El Raai (2014), El Helesi (2012), Haghig and Aliakbar (2014), Hassan (2016), Hogan (2014), Nasser

(2014), Njagi (2015), Osuafor & Okigbo (2013), and Stavroula et al. (2011) Following is a more detailed discussion of the study findings in relation to each study hypothesis.

6.2.1 Discussion of the First Hypothesis Findings

The first study hypothesis was stated as follows: “There are no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of the experimental group taught by differentiated instruction and those of the control one taught by the traditional method in the vocabulary posttest”. This hypothesis was rejected as the study findings revealed that there were statistically significant differences in the vocabulary posttest in favor of the experimental group taught vocabulary by using Differentiated Instruction Strategies.

This finding indicated the effectiveness of Differentiated Instruction strategies in developing vocabulary among second graders. This can be attributed to the following reasons:

1. The researcher used different strategies such as cooperative learning, KUD, Multiple intelligence and other DI strategies that constituted a variety of presenting vocabulary to 2nd graders.
2. DI strategies eased learning English Vocabulary among the experimental group as the students actively interacted with the different strategies.
3. Each learner was addressed with appropriate strategy. This made each type of student to interact with the strategy he/she found suitable for him/her and fulfilled his/her needs.
4. The researcher gave more attention to each student in the class. It is one of the core procedures of Differentiated Instruction to address each student’s needs, desires and attitudes.

The researcher found differentiating in strategies to teach vocabulary was much better and more effective to students to understand vocabulary. The researcher is of the opinion that no one strategy of teaching vocabulary fits all students. Therefore, it is better for teachers to differentiate their methods, strategies and activities.

The result of this hypothesis are consistent with those of El Helesi (2012), Osuaford & Okigbo (2013), Hassan (2016), Njagi (2015) and Stavroula et. al (2011) studies as they all proved the effectiveness of using DI strategies in improving achievement among students. The study did not oppose any study since all the studies approved the effectiveness of DI strategies.

6.2.2 Discussion of the Second Hypothesis Findings

The study second hypothesis was stated as follows: There are no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of the experimental group taught by differentiated instruction and those of the control one taught by the traditional method in the grammar posttest. This null hypothesis was rejected as the study findings revealed that there were statistically significant differences in the grammar posttest in favor of the experimental group taught grammar by using Differentiated Instruction Strategies.

From the researcher's point of view, the result of the second hypothesis could be attributed to the following reasons:

1. Teaching grammar using various strategies is better than teaching it using one strategy.
2. When students were taught via differentiated instructional strategies that fitted their own their learning styles and intelligences, they became more aware of the usage of the grammatical points, and they consequently understood them much better.
3. The different activities that the students were involved in enabled them to grasp the grammatical points from different aspects and therefore they understand them.
4. Grammar is considered by the majority of students as being a tough part of the English language, and it should be presented using different strategies and that is what the researcher did. These results were in conformity with Abu Nada (2008), Jendya (2015) and Obaid (2010).

The result of this hypothesis are consistent with those of El Helesi (2012), Osuaford & Okigbo (2013), Hassan (2016), Njagi (2015) and Stavroula et. al (2011) studies as they all proved the effectiveness of using DI strategies in improving achievement among students. The study did not oppose any study since all the studies approved the effectiveness of DI strategies.

6.2.3 Discussion of the Third Hypothesis Findings

The study third hypothesis was stated as follows: There are no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of the experimental group in the vocabulary posttest attributed to the gender variable, male or female. This null hypothesis was accepted.

From the researcher's point of view, the result of the third hypothesis could be attributed to the following reasons:

1. Male and female students studied in the same class.
2. They were taught by the same teacher, the researcher.
3. They came from very similar environments.
4. They were taught by the same various Differentiated Instruction strategies.
5. They took the same exams.
6. They underwent the same assessment pressures.

The results of this hypothesis are consistent with the study of Njagi (2015) that showed both male and female students witness improvement in their achievement and there was no effect for student's gender. The other studies did not compare between the two genders as they had one gender. The researcher justifies that the current study was applied on both genders (males and females) because the population of the study – 2nd graders at UNRWA schools are mostly mixed between the two genders, while the other previous studies were applied on students in other upper stages which mostly have one gender.

6.2.4 Discussion of the Fourth Hypothesis Findings

The study fourth hypothesis was stated as follows: There are no statistically significant differences at $\alpha \leq 0.05$ in the mean scores of the experimental group in the grammar posttest attributed to the gender variable, male or female. This hypothesis was accepted.

From the researcher's point of view, the result of the third hypothesis could be attributed to previous reasons as mentioned in point 5.2.3. The researcher considers that skills, vocabulary and grammar were taught in the same conditions and procedures. Therefore, the researcher attributed the same reasons in the previous explanation.

The results of this hypothesis are consistent with the study of Njagi (2015) that showed both male and female students witness improvement in their achievement and there was no effect for student's gender. The other studies did not compare between the two genders as they had one gender. The researcher justifies that the current study was applied on both genders (males and females) because the population of the study – 2nd graders at UNRWA schools are mostly mixed between the two genders, while the other previous studies were applied on students in other upper stages which mostly have one gender.

6.3 Study Conclusions

In the light of the findings, it could be concluded that the DI strategies was effective in helping UNRWA school second graders learning English vocabulary and grammar.

The study reached the following conclusions:

1. DI strategies are effective in developing vocabulary and grammar among 2nd graders.
2. Using a variety of lessons can be a source of recreation among students.
3. Students' interaction with each other facilitates the process of learning.
4. DI strategies improved the teacher's instruction in the class since they cater for individual differences, learning styles and intelligences.

5. Students interacted more actively with DI strategies rather than the traditional methods.
6. Students learn better when they learn according to their needs.
7. Differentiated Strategies are a must for each class to activate students and to expel any source of boredom.

6.4 Pedagogical implications

Following are some pedagogical implications of the study:

- Teachers should be aware of the importance of differentiating in the strategies in the class.
- The lesson plan is based on the students' needs.
- Vocabulary and grammar is better learnt when various strategies are presented.
- Using different strategies increases cooperation among students as the teacher used cooperative learning in order that students become very close to each other.

6.5 Study Recommendations

The study most important recommendations were as follows:

- Differentiated Instruction strategies should be used in teaching young children vocabulary and grammar because they can enhance their learning.
- More attention should be given by English teachers, English curriculum designers and English supervisors to the ways of teaching vocabulary and grammar. They have to ensure that the methods being used are in harmony with students' needs, learning styles and interests.
- English language teachers should be trained on using Differentiated Instruction strategies.

- Teachers should pay attention to the students' desires and level at the beginning of the semester so that they can address those needs using different appropriate strategies.
- DI is a philosophy and teachers may use different methods other than those mentioned in the study teacher's guide.
- Teachers are advised to delve into the strategies to know the most important ones through which they can apply DI strategies.
- Workshops should be conducted to train teachers on DI strategies.

6.6 Recommendations for Further Studies

The researcher recommends the following studies to be conducted:

1. Investigating the effectiveness of Differentiated Instruction strategies in learning vocabulary and grammar among other grades' students
2. Investigating the effectiveness of Differentiated Instruction strategies in learning English skills such as listening, speaking, reading and writing
3. Investigating the effect of Differentiated Instruction strategies on student's attitudes towards English language
4. Investigating the attitudes of students toward Differentiated Instruction strategies

To sum up, the study reached the effectiveness of teaching differentiated instruction on learning vocabulary and grammar among second graders in UNRWA schools. This was achieved by a long series of procedures. Second graders showed positive progress after presenting the DI strategies. They had a state of enjoyment, away from dullness that is existed in the classes.

DI is highly recommended to be used by all teachers who teach different subjects. It is not English language strategy, it is teaching strategy fits all subjects and learners that addresses the students' needs.

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Appendices

Appendix (1):
Vocabulary Achievement test Before Amendment

The Islamic University–Gaza
Research and Postgraduate Affairs
Faculty of Education
Master of Curriculum and Teaching Methods



الجامعة الإسلامية - غزة
شئون البحث العلمي والدراسات العليا
كلية التربية
ماجستير المناهج وطرق التدريس

Vocabulary Achievement Test
“Second Graders”

Prepared by
Sarrah' Majdy El Masry

Supervised by
Dr.Sadek Firwana

Refereeing an Achievement Test

Pre-post Vocabulary Test for 2nd Graders

Dear Dr./ Mr. /Ms.....

The researcher is conducting a study entitled "**The Effect of Differentiated Instruction on Learning English Vocabulary and Grammar among Second Graders in UNRWA Schools** " in order to obtain her Master's Degree in Curriculum and Instruction. One of the requirements of this study is to design and conduct a vocabulary achievement test. You are kindly invited to look through the attached test and fill out the form below to indicate whether the items of the test are suitable or not.

Your notes and responses will be highly appreciated and confidential.

No.	Item	High	Average	Low
1.	The assigned time for the test is suitable.			
2.	The test layout is acceptable.			
3.	The instructions of the test are clear.			
4.	The different items reflect the test objectives.			
5.	The test items are suitable for second graders.			

Any further comments are highly appreciated.

Thanks a lot for your cooperation and appreciated time

The researcher

Sarra' Majdy El Masri

Vocabulary Pre-Post Test for second Graders

Dear student,

The researcher is conducting a study entitled "**The Effect of Differentiated Instruction on Learning English Vocabulary and Grammar among Second Graders in UNRWA Schools**" in order to obtain her Master's Degree in Curriculum and Instruction.

One of the requirements of this study is to create a vocabulary test to investigate the effect of differentiated instruction on learning English vocabulary among 2nd graders.

Since the vocabulary test is important, you are kindly requested to answer the questions carefully.

Note that this test is designed for a specific research purpose and its results will not affect your school scores.

Test Instructions

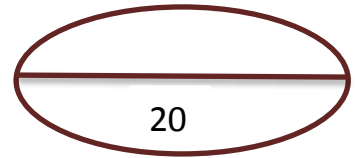
Please, pay attention to the following instructions:

1. The test consists of (4) main questions including (20) items.
2. Each item has one mark only and thus the total mark is (20).
3. Read the questions carefully before answering.
4. Answer ALL the test questions.
5. The time of the test is 40 minutes only.
6. Answer the questions on the same paper.

The researcher appreciates your cooperation and wishes you good luck.

The researcher
Sarra' Majdy El Masri

Vocabulary Achievement Test



Grad: 2

Name: _____ Class: _____ time: 40 minutes

A. Complete the following by using a suitable letter
from the box: (3 marks)

d - w - G

1. s__eater
2. da__
3. __aza

B. Classify: (7 marks)

Haifa -cousin- dress-Nablus- brother- skirt -yellow

City	Clothes	Family	Colour

C. Match

(5 marks)

<p>1. Pyjamas</p>	
<p>2. boots</p>	
<p>3. grandfather</p>	
<p>4. socks.</p>	
<p>5. Jerusalem.</p>	

D. Choose from the brackets:

(5 marks)

mountain

*

mum

*

Bethlehem

*

skirt

This is my _____



I'd like a new _____



This is a _____



I am from _____



This is my _____



Good Luck!



Appendix (2):
Grammar Achievement Test Before Amendment

The Islamic University–Gaza
Research and Postgraduate Affairs
Faculty of Education
Master of Curriculum and Teaching Methods



الجامعة الإسلامية - غزة
شئون البحث العلمي والدراسات العليا
كلية التربية
ماجستير المناهج وطرق التدريس

Grammar Achievement Test
“Second Graders”

Prepared by
Sarrah Majdy El Masry

Supervised by
Dr.Sadek Firwana

Refereeing Achievement Test

Pre-post Grammar Test for 2nd Graders

Dear Dr./ Mr. /Ms.....

The researcher is conducting a study entitled " **The Effect of Differentiated Instruction on Learning English Vocabulary and Grammar among Second Graders in UNRWA Schools**" in order to obtain her Master's Degree in Curriculum and Instruction. One of the requirements of this study is to design and conduct a Grammar achievement test. You are kindly invited to look through the attached test and fill out the form below to indicate whether the items of the test are suitable or not.

Your notes and responses will be highly appreciated and confidential.

No.	Item	High	Average	Low
1.	The assigned time for the test is suitable.			
2.	The test layout is acceptable.			
3.	The instructions of the test are clear.			
4.	The different items reflect the test objectives.			
5.	The test items are suitable for second graders.			

Any further comments are highly appreciated.

Thanks a lot for your cooperation and appreciated time

The researcher

Sarra'Majdy El Masri

Grammar Pre-Post Test for Second Graders

Dear student,

The researcher is conducting a study entitled "**The Effect of Differentiated Instruction on Learning English Vocabulary and Grammar among Second Graders in UNRWA Schools**" in order to obtain her Master's Degree in Curriculum and Instruction.

One of the requirements of this study is to design and conduct a Grammar test to investigate the effect of differentiated instruction on learning English grammar. Since the Grammar test is important, you are kindly requested to answer the questions carefully.

Note that this test is designed for a specific research purpose and its results will not affect your school scores.

Test Instructions

Please, pay attention to the following instructions:

1. The test consists of (4) main questions including (20) items.
2. Each item has one mark only and thus the total mark is (20).
3. Read the questions carefully before answering.
4. Answer ALL the test questions.
5. The time of the test is 40 minutes only.
6. Answer the questions on the same paper.

The researcher appreciates your cooperation and wishes you good luck.

The researcher
Sarra'Majdy El Masri

Grammar Test

20

Grade :2

Name: _____ Class: _____ Time: 40 minutes

A. Choose:

(7 marks)

1. I (has - have) green eyes.
2. Where (is- are) you from?
3. This (are -is) my dad.
4. She (are -is) tall.
5. I (are -am) from Jerusalem.
6. He (has - have) black eyes.
7. It's (a -an) mountain.

B. Match the number:

(5 marks)

1. I () from?
2. I'd like () have green eyes.
3. He's () that?
4. What's () tall
5. Where are you () a new hat.

C. Choose from the following:

(5 marks)

Like * m * have * has * from

1. I _____ a green hat.
2. My mum _____ a blue shirt.
3. I'd _____ a new sweater.
4. I'm _____ Haifa.
5. I' _____ tall.

D. Choose either have or has :

(3 marks)

have * has

1. She _____ blonde hair.
2. I _____ blue eyes.
3. He _____ black hair.

Good Luck!



Appendix (3):
Vocabulary Achievement Test
After Amendment

The Islamic University–Gaza
Research and Postgraduate Affairs
Faculty of Education
Master of Curriculum and Teaching Methods



الجامعة الإسلامية - غزة
شئون البحث العلمي والدراسات العليا
كلية التربية
ماجستير المناهج وطرق التدريس

Vocabulary Achievement Test
“Second Graders”

Prepared by
Sarrah' Majdy El Masri

Supervised by
Dr. Sadek Firwana

Refereeing an Achievement Test

Pre-post Vocabulary Test for 2nd Graders

Dear Dr./ Mr. /Ms.....

The researcher is conducting a study entitled "**The Effect of Differentiated Instruction on Learning English Vocabulary and Grammar among Second Graders in UNRWA Schools** " in order to obtain her Master's Degree in Curriculum and Instruction. One of the requirements of this study is to design and conduct a vocabulary achievement test. You are kindly invited to look through the attached test and fill out the form below to indicate whether the items of the test are suitable or not.

Your notes and responses will be highly appreciated and confidential.

No.	Item	High	Average	Low
1.	The assigned time for the test is suitable.			
2.	The test layout is acceptable.			
3.	The instructions of the test are clear.			
4.	The different items reflect the test objectives.			
5.	The test items are suitable for second graders.			

Any further comments are highly appreciated.

Thanks a lot for your cooperation and appreciated time

The researcher
Sarrah' Majdy El Masri



Vocabulary Pre-Post Test for second Graders

Dear student,

The researcher is conducting a study entitled "**The Effect of Differentiated Instruction on Learning English Vocabulary and Grammar among Second Graders in UNRWA Schools** " in order to obtain her Master's Degree in Curriculum and Instruction.

One of the requirements of this study is to create a vocabulary test to investigate the effect of differentiated instruction on learning English vocabulary among 2nd graders. Since the vocabulary test is important, you are kindly requested to answer the questions carefully.

Note that this test is designed for a specific research purpose and its results will not affect your school scores.

Test Instructions

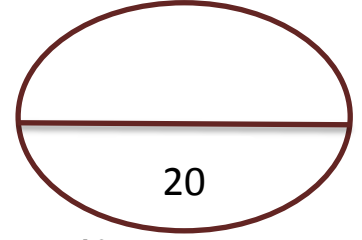
Please, pay attention to the following instructions:

7. The test consists of (4) main questions including (20) items.
8. Each item has only one mark and thus the total mark is (20).
9. Read the questions carefully before answering.
10. Answer ALL the test questions.
11. The time of the test is 40 minutes only.
12. Answer the questions on the same paper.

The researcher appreciates your cooperation and wishes you good luck.

The researcher
Sarra' Majdy El Masri

Vocabulary Achievement Test



Grad: 2

Name: _____ Class: _____ time: 40

minutes

A. Complete the following words by using a suitable letter from

the box:

أكمل الكلمات الآتية باستخدام الحرف المناسب من الصندوق:

a - e - G

3 marks) (

4. Sw__ater



5. D__d



6. __aza



B. Classify: صنف

(7 marks)

Haifa -cousin- dress-Nablus- brother- skirt -yellow

City	Clothes	Family	Colour

C. Match each word with its correct picture:

(5 marks)

صل كل كلمة مع صورتها المناسبة

1. pajamas ()



2. boots ()



3. grandfather ()



4. socks. ()



5. Jerusalem. ()



D. complete the following sentences with correct words in the list: أكمل الجمل الآتية من الكلمات في القائمة: (5 marks)

mountain * Mum * Bethlehem * skirt * hat

This is my _____.



I'd like a new _____.



This is a _____.



I am from _____.



This is my _____.



Good Luck!



Appendix (4):
Grammar Achievement Test
After Amendment

The Islamic University–Gaza
Research and Postgraduate Affairs
Faculty of Education
Master of Curriculum and Teaching Methods



الجامعة الإسلامية - غزة
شئون البحث العلمي والدراسات العليا
كلية التربية
ماجستير المناهج وطرق التدريس

Grammar Achievement Test
“Second Graders”

Prepared by
Sarrah Majdy El Masry

Supervised by
Dr. Sadek Firwan

Refereeing Achievement Test

Pre-post Grammar Test for 2nd Graders

Dear Dr./ Mr. /Ms.....

The researcher is conducting a study entitled "**The Effect of Differentiated Instruction on Learning English Vocabulary and Grammar among Second Graders in UNRWA Schools**" in order to obtain her Master's Degree in Curriculum and Instruction. One of the requirements of this study is to design and conduct a Grammar achievement test. You are kindly invited to look through the attached test and fill out the form below to indicate whether the items of the test are suitable or not.

Your notes and responses will be highly appreciated and confidential.

No.	Item	High	Average	Low
1.	The assigned time for the test is suitable.			
2.	The test layout is acceptable.			
3.	The instructions of the test are clear.			
4.	The different items reflect the test objectives.			
5.	The test items are suitable for second graders.			

Any further comments are highly appreciated.

Thanks a lot for your cooperation and appreciated time

The researcher

Sarra Majdi El Masri



Grammar Pre-Post Test for Second Graders

Dear student,

The researcher is conducting a study entitled "**The Effect of Differentiated Instruction on Learning English Vocabulary and Grammar among Second Graders in UNRWA Schools** " in order to obtain her Master's Degree in Curriculum and Instruction.

One of the requirements of this study is to design and conduct a Grammar test to investigate the effect of differentiated instruction on learning English grammar. Since the Grammar test is important, you are kindly requested to answer the questions carefully.

Note that this test is designed for a specific research purpose and its results will not affect your school scores.

Test Instructions

Please, pay attention to the following instructions:

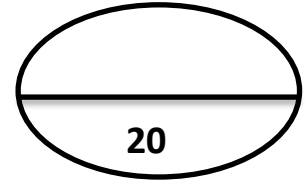
7. The test consists of (4) main questions including (20) items.
8. Each item has only one mark and thus the total mark is (20).
9. Read the questions carefully before answering.
10. Answer ALL the test questions.
11. The time of the test is 40 minutes only.
12. Answer the questions on the same paper.

The researcher appreciates your cooperation and wishes you good luck.

The researcher
Sarra' Majdy El Masri

Grammar Test

Grad :2



Name: _____ Class: _____ Time: 40 minutes

A. Choose: اختر

(7 marks)

1. I (has – have) green eyes.
 2. Where (is- are) you from?
 3. This (are –is) my dad.
 4. She (are - is) tall.
 5. I (are –am) from Jerusalem.
 6. He (has – have) black hair.
 7. It's (a –an) mountain.
-

B. Put the suitable number in the brackets:

(5 marks)

ضع الرقم المناسب في الاقواس

1. I () from?
2. I'd like () have green eyes
3. He's () that?
4. What's () tall
5. Where are you () a new hat

C. Fill in the blanks from the box: أكمل الفراغ من الكلمات في الصندوق:

Like * m * have * has * from

(5 marks)

1. I _____ a green hat.
2. My mum _____ a blue shirt.
3. I'd _____ a new sweater.
4. I'm _____ Haifa.
5. I' _____ tall.

D. Choose from the box: اختر من بين الأقواس: (3 marks)

have * has

1. She _____ blonde hair.
2. I _____ blue eyes.
3. He _____ black hair.

Good Luck!



**Appendix (5):
Teacher's Guide**

**The Islamic University–Gaza
Research and Postgraduate Affairs
Faculty of Education
Master of Curriculum and Teaching Methods**



الجامعة الإسلامية – غزة
شئون البحث العلمي والدراسات العليا
كلية التربية
ماجستير المناهج وطرق التدريس

**Teacher's Guide
“Second Graders”
How to Implement Differentiated Instruction Strategies
to Teach Vocabulary and Grammar to 2nd Graders.**

Prepared by
Sarrah' Majdy El Masri

Supervised by
Dr. Sadek Firwana

Refereeing Teacher’s Guide

Unit 13, 15 and 16 – Second Semester – 2nd grade

Dear Dr./ Mr. /Ms.....

The researcher is conducting a study entitled “**The Effect of Differentiated Instruction on Learning English Vocabulary and Grammar among Second Graders in UNRWA Schools**” in order to obtain her Master's Degree in Curriculum and Instruction. One of the requirements of this study is to design and conduct a Teacher’s Guide to teach grammar and vocabulary. You are kindly invited to look through the attached guide and comment on it.

Your notes and responses will be highly appreciated and confidential.

Your comments are highly appreciated.

Thanks a lot for your cooperation and appreciated time.

**The researcher
Sarra' Majdy El Masri**

Teacher’s Guide to Teach Vocabulary and Grammar in Units 13, 15 and 16 in Grade 2 Textbook Using Differentiation Instruction Strategies.

Introduction:

Modern research and studies in the field of education have place great emphasis on students’ way of learning, interests, needs and nature. The educational studies also show the importance of creating a differentiated classroom with various objectives, procedures and methods. Differentiation gives fair opportunities for all learners (high, average, and low achievers). The strategies conducted in a differentiated class meet different students’ needs.

Justification:

As a teacher of English , the researcher does not prefer using one strategy that ought to fit all students. Learners in the same class have different minds, multiple intelligences and learning styles, and therefore various abilities are available in the classroom. The researcher always observes that there is a considerable number of students who do not pay attention to English classes considering them very difficult. The researcher believes that by using different strategies and styles with students, they all will be involved in the process of learning. This guide is done to meet the needs of the majority of students.

Objectives:

- The general aim is to know the effectiveness of DI strategies in teaching English vocabulary and grammar to 2nd graders.
- Identifying some strategies that ought to be applied to teach grammar and vocabulary.

Operational Definition of DI strategies

The researcher defines the DI strategies as “a group of strategies, activities and tools used by the teacher to meet his/her students’ several needs and abilities. This procedure will achieve fair opportunities for all learners.

Characteristics of Teacher’s Guide

- The researcher used different strategies in each class.
- Each lesson prepared in the guide takes one class.
- The strategies used in the guide are those ones selected by the referees.
- The guide uses different worksheets and pictures.
- The guide is designed to meet all students’ needs.

Strategies

- Know, Understand, Do (KUD)
- Cooperative Learning
- Brainstorming
- Menus
- Tiered Instruction
- Flexible Grouping

Areas of Differentiation

- Strategies
- Objectives
- Way of presentation
- Time
- Assessment and evaluation
- Questions
- Each lesson meets the needs of high, average, low achievers.

Guide Content

- The vocabulary to be learnt in 13, 15 and 16 units.
- Grammatical items and rules to be learnt in units 13, 15 and 16.
- Educational aims.

Number of suggested classes

The lesson plans are expected to be taught to students in 14 classes

Procedure:

The teacher distributes the class into different groups. Each group contains high, average, and low achievers in order that they help each other. In this case, low and average achievers will get a lot of benefits from high achievers. In each class, the teacher teaches students using different strategies.

Methods of assessment

- Observation.
- Students oral responses.
- Worksheets.
- Pre-post-test as the study tool.

Teaching Aids

- Worksheets
- Pictures
- MP3
- Chalkboard
- Computer.
- SB
- Cards

Distribution of classes

Unit	Number of Classes	
	Vocabulary	Grammar
13	4	1
15	2	2
16	3	2
Overall classes (14)		

Vocabulary Teacher's Guide

Unit:13	Grade:2	Period:1+2
Title: Let`s Go Shopping		Strategy used: Know, Understand and Do
New vocabulary	<i>Sweater – socks - blue – shirt – pajamas – boots – green - yellow – red - white</i>	
Resources and materials	SB- pictures – worksheet – MP3 - cassette – chalkboard	Time: 40

Objective	Stage	Activities and procedures	Time/minute	Evaluation
Students mention the colour vocabulary and clothes vocabulary they know	Revision	Teacher asks Ss. verbally to mention color vocabulary and clothes vocabulary that they know	5 min	ss. answers
Ss. identify the new vocabulary through given pictures. (know)	Presentation	<ul style="list-style-type: none"> • T. writes the new words on the board and pronounces them. • Ss. pronounce the words. • T. explains the words meaning by presenting pictures. • Ss. listen to the words from MP3. 	7min	ss. answer question (2) in page (23)
Ss. classify colour vocabulary and clothes vocabulary (understand)	practice	<ul style="list-style-type: none"> • T. draws two umbrellas and in each umbrella writes the concept name (colour – clothes). • T. asks students to give him the words to be filled in each umbrella. 	10min	

Objective	Stage	Activities and procedures	Time/minute	Evaluation
Ss. use colour vocabulary in very short sentences (Do)	Presentation via chalkboard and coloured photos.	<ul style="list-style-type: none"> T. gives Ss. samples to do like them. <ol style="list-style-type: none"> The sweater is blue. The socks are red. T. puts emphasis on the colour words in the previous sentences. T. gives students colored photos and asks Ss. to complete the sentences using the colour of the picture. Ex. (red sweater picture) The sweater is -----. 	7 min	ss. answer
Ss. use clothes vocabulary in very short sentences (Do)	Presentation via chalkboard and colored photos.	<ul style="list-style-type: none"> T. gives Ss. samples to do like them. <ul style="list-style-type: none"> The boots are blue. T. puts emphasis on the clothes words. T. gives students colored photos and asks them to complete the sentences using clothes colours. Ex. (blue shirt) <ul style="list-style-type: none"> The _____ is blue. 	7	
Ss. match pictures and classify vocabulary	Homework	Ss. are given worksheet (1)		
Ss. memorize vocabulary	Homework	Ss. are given vocabulary with missed letters to complete.		

Pictures and vocabulary



socks



sweater



shirt



pyjamas



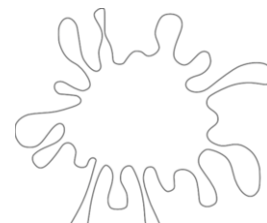
boots



Blue



red



white



green



yellow

Worksheet (1)

Homework

A. Match the words with its pictures: صل الكلمات بصورها

1. Sweater



2. Socks



3. Shirt



4. Pajamas



5. boots



B. Classify: صنف

Sweater – blue – shirt – green – boots — yellow

Colours	clothes

C. Add the missing letter: اكمل الحرف الناقص

j-u - e - l - n - r - a - o - o - i -

Bl_e * shi_t * yel_ow * py_amas * r_d *
 swe_ter * wh_te * * b_ts * gree_ *.

Unit:13	Grade:2	Period:3+4
Title: Let`s Go Shopping		Strategy Used: Cooperative Learning Strategies
New vocabulary :	<i>Hat- socks – t-shirt – jeans -skirt –dress</i>	
Resources and materials	SB – pictures – worksheets – mp3 – cassette - chalkboard	Time: 40 minutes

Objective	Stage	Activities and procedures	Time/minute	Evaluation
	Revision	<ul style="list-style-type: none"> • T. asks Ss. to show their homework. • T. asks the Ss. to answer the homework. • T. writes the answer on the chalkboard. • T. revises the previous homework 	10 min	Worksheets
Ss. identify the new vocabulary through given picture and listing to MP3.	Presentation	<ul style="list-style-type: none"> • T. Presents new vocabulary by pictures. • T. shows each picture and plays the audio in order that students listen. • Ss. repeats the correct pronunciation • T. examines Ss. understanding by asking them the translation of each word or by pointing to the correct picture or word. 	5 min	
Ss. complete sentences using the new words listed above	Presentation and production	<ul style="list-style-type: none"> • T. asks the groups to form a sentence Like: - I'd like _____ - I'd like new _____ • The pictures are shown to students on the board in order to assist them in writing the sentences. • Groups do not know the procedure, may ask other group. 	10 min	Ss answers

Objective	Stage	Activities and procedures	Time/minute	Evaluation
Ss. match pictures with vocabulary	Production	<ul style="list-style-type: none"> • T. distributes picture and words randomly in each group. • T. asks groups to combine each picture with the word. • T. students are allowed to interact to search for the words and pictures 	10 min	
Ss. classify vocabulary	Homework	<ul style="list-style-type: none"> • Ss. are given worksheet number (2) as homework 	5 min	

Pictures (2)



dress



skirt



socks



shirt



jeans



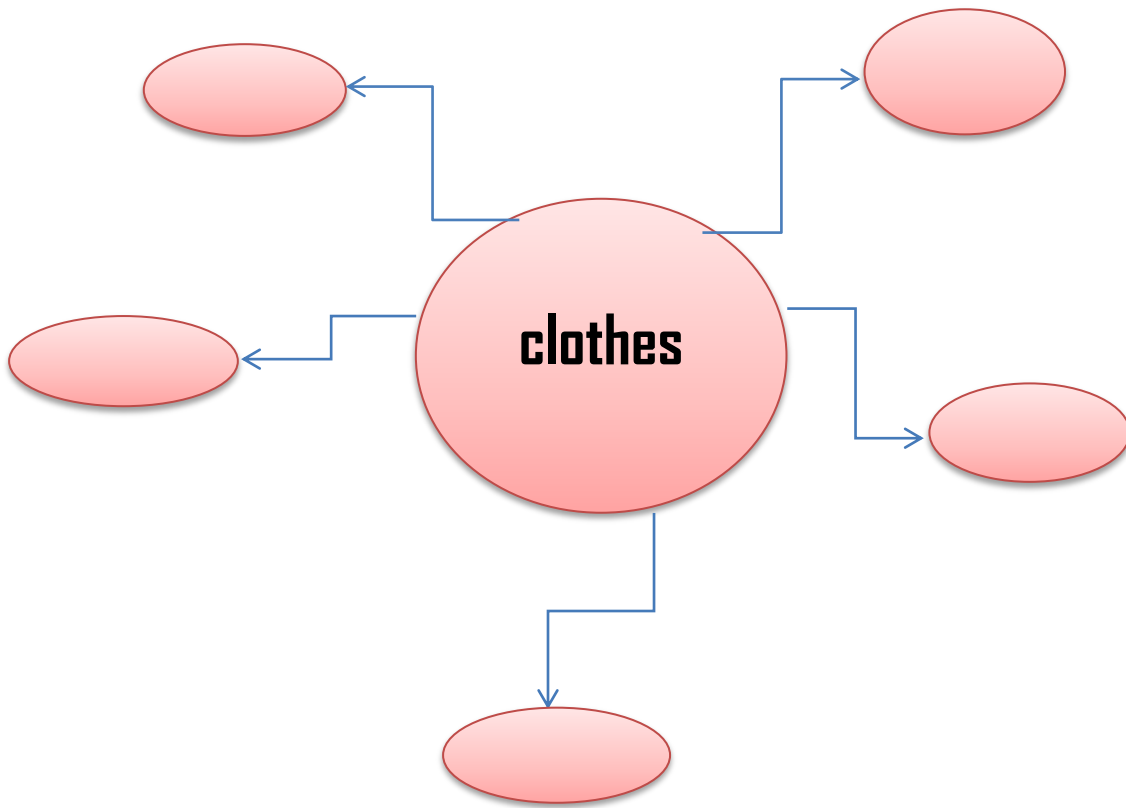
hat

Worksheet (2)

A. Choose clothes words:

اختر من الكلمات الآتية كلمات الملابس:

Hat - black - socks - white - jeans - shirt - red - green -
dress -blue



Unit:13	Grade:2	Period:5+6	
Title: Let`s Go Shopping	Lesson plan by: Menus In order to achieve the lesson explained by menus strategy, students should be classified in groups as possible as they can as if they sit in a restaurant, five to seven students ought to work as waiters and go to ask students what they need. It is preferred if students brought real coloured clothes into class. If not, the teacher may print colorful clothes		
New vocabulary :	<i>Green – yellow</i> <i>see pictures (3)</i> <i>attached</i>		
Resources and materials	SB – pictures – worksheets – chalkboard * real clothes	Time: 40	

Objective	Stage	Activities and procedures	Time/minute	Evaluation
	Revision	<ul style="list-style-type: none"> • Ss. are asked to show their past homework. • Ss. are asked to answer the question with the teacher. • Ss. answer the homework. 	5 min	Ss worksheets.
Ss. use new sentence communicatively	Presentation	<ul style="list-style-type: none"> • Teacher distributes Ss. into (7) or more groups of 6 or 7 children. • T. selects a certain number of students to work as waiters. • T. presents how clients and waiters can perform. • T. should know in advance what each group would request; this is in order that teacher evaluates their output. 		T. observation

Objective	Stage	Activities and procedures	Time/minute	Evaluation
		<ul style="list-style-type: none"> • Teacher may change waiters according to students' wish. • Real clothes or pictures ought to be present and be reached. • Waiters would ask: What would you like to wear? • Clients may answer like the following. I'd like a <u>black sweater</u>. • T. must be a good observer and organizer who offers chances for his students to communicate. • Disturbance or noises are not allowed. • T. has the right to change Ss. roles to cover the whole class. 	30 min	
Ss. play the role of waiter at home	Homework	Ss are given a worksheet to be answered at home. They are told to ask their family members what would they like to wear.	5 min	Ss. worksheets

Pictures (3)



Green sweater



Blue pajamas



Black T-shirt



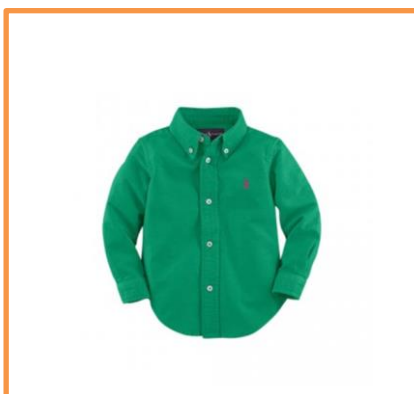
Yellow socks



Red skirt



Black boots



Green shirt



Red dress



Red hat

Work sheet (3)

Ask your mother: What would you like to wear?

اسأل والدتك

Answer: I'd like_____.

Ask your father: what would you like to wear?

اسأل والدك

Answer: I'd like_____.

Ask your brother: what would you like to wear?

اسأل اخاك

Answer: I'd like_____.

Ask your sister: what would you like to wear?

اسأل اختك

Answer: I'd like_____.

Unit:13	Grade:2	Period: Revision all unit	
Title: Let`s Go Shopping		Strategy used: Brainstorming It is a strategy to stimulate students thinking. There are three stages to conduct this strategy: pre- brainstorming, during brainstorming and after brainstorming. Students are preferred to be distributed into groups	
New vocabulary :		<i>Revision</i>	
Resources and materials		Chalkboard - worksheets	Time: 40 min

Objective	Stage	Activities and procedures	Time/minute	Evaluation
Ss. elicit the words related to colours, clothes (before brainstorming)	Revision	<ul style="list-style-type: none"> - T. shows students random words and they are required to know their meaning. - T. names each group. - T. should not revise all words but some of them to help students think in the second stage. 	5 min	Ss oral answer
Ss. recall colour words (during brainstorming)	Revision	<ul style="list-style-type: none"> - T. divides his students into groups. - T. told each group to remember (7) colour words. - T. gives groups enough time to recall. - T. distributes a worksheet to fill colour words. - After (7) immunities, T. begins asking students. 	10 min	
Ss. recall colour words (during brainstorming)	Revision	<ul style="list-style-type: none"> - T. asks Ss. to recall (10) clothes words. - T. gives Ss. enough time to think. - Ss. are asked to fill out the sheet. - T. collects sheets to see the answers. 	10 min	
Ss. know their errors (after brainstorming)	Evaluation	<ul style="list-style-type: none"> - T. deals with Ss. errors by discussion and not imposing her opinion. - T. discusses each point of view to activate Ss. 	15	

Worksheet (4)

- Add the missing letter: اكمل الحرف الناقص:

a - y - u - n - l - e - o - d

1. Dr__ss.
2. P_jamas.
3. Re__.
4. Bl__e.
5. B__ots.
6. Gree__.
7. Sk__rt.
8. Sw__ater.

- Classify: صنف:

yellow - boots - shirt - red - white - skirt - blue - pyjamas

Clothes	colours

Unit:15	Grade:2	Period: 1+2+3	
Title: guess who?		Strategy used: Tiered Instruction. The teacher use tired instruction – activities so that all students focus on essential understanding and skills. The teacher presents her questions in tiered way.	
New vocabulary	<i>brother – grandfather – grandmother –short – tall – dad - mum – cousin – eyes</i>		
Resources and materials	Chalkboard – picture – worksheets – mp3 – cassette – SB	Time: 40	

Objective	Stage	Activities and procedures	Time/minute	Evaluation
Ss. identify family words by pictures	presentation	<ul style="list-style-type: none"> - T. presents the pictures. - T. plays the audio while presenting the pictures. - T. makes students repeat after presenting each word. 	7 min	T. observation
Ss identify the difference between the two words: tall and short.	Practice	<ul style="list-style-type: none"> - Teacher selects a number of students who are short and another number of students who are tall. - T. says the word “tall” for the tall ones and "short" for the short ones. - T. asks students who`s short? And who`s tall. - T. asks students to judge on other students` height. 	5 min	Ss. verbal responses
Ss. form very short sentences about themselves.	Practice	<ul style="list-style-type: none"> - T. asks more different students to stand up and says one of the following sentences according to their height. <ul style="list-style-type: none"> 1. I`m tall. 2. I`m short. 	3 min	Ss verbal responses

Objective	Stage	Activities and procedures	Time/minute	Evaluation
Ss produce sentences using (short/ tall) About their family.	Practice.	<ul style="list-style-type: none"> - T. asks more different questions to students to compose sentence about their family members height such as: <ol style="list-style-type: none"> 1. My dad is tall. 2. My mum is short. - T. selects the students who are able to do this. 	5 min	Ss verbal responses
Ss pronounce a little bit long sentences	Production	<ul style="list-style-type: none"> - T. asks students (expected high achievers) to produce sentences about themselves like the following: <ul style="list-style-type: none"> - I have black hair and brown eyes. - T. listens to Ss. answers. 	5 min	
Ss describe each other	Production	<ul style="list-style-type: none"> - T. asks Ss. (expected) (high achievers) to describe each other such as: <ul style="list-style-type: none"> - He`s short. He has brown hair and black eyes. - A written drill. 	7 min	
	Homework	<ul style="list-style-type: none"> - Ss. are given a worksheet as homework. - Worksheet (6) 		

Pictures (4)



Tall



short



dad



Mum



Grandmothe



Grandfather

Worksheet (6)

A. Re-arrange the following words:

اعد ترتيب الكلمات التالية:

a -d -d

m -m -u

t-h-e-r-b-

a -l -l -t

B. choose from the following : اختر من الاتي :

1. I'm (tall - short).
2. My dad is (short - tall).
3. My mum is (tall - short).

C- Complete the following from the list: اكمل الأسئلة الآتية من القائمة

(hair - green - black - tall)

1. My dad has _____ eyes.
2. My mum has _____ hair.
3. I'm _____.
4. I have white _____.

Unit:15	Grade:2	Period: 4+5+6	
Title: Guess who?		Strategy used: Tiered Instruction.	
New vocabulary:	<i>Blonde –baby sister</i>		
Resources and materials	Chalkboard – worksheets - SB	Time: 40	

Objective	Stage	Activities and procedures	Time	Evaluation
Ss. compose one very short sentences about themselves.	Revision and answer the homework	- T. asks Ss. to show their homework - T. focuses on the points attribute to the current lesson.	10 min	T. see Ss. worksheets
Ss. talk about their height	Practice	- T. asks every Ss. to say a sentence about his height such as: I'm tall –short	5 min	Several responses
Ss. compose two sentences about themselves	Practice	- T. then asks students to compose two sentences such as the following. - I'm tall - I have black hair.	5 min	Ss. verbal Responses
Ss. compose three sentences about themselves	Practice	- T. asks Ss. to add more sentences than before such as: - I'm tall. - I have black hair. - I have brown eyes.	10 min	Oral responses
Ss. speak about other students	Practice	- T. asks students to change the pronoun "I" in the previous activity into " he – she" to describe his / her classmate and compose sentence like the following: - He`s tall. - He has brown eyes. - He has black hair.	10 min	Ss. oral responses

Worksheet (7)

Complete the following information about you, your dad, your mum, your sister and your brother.

Dad's name: _____ اسم الأب

He's _____ (tall – short).

He has _____ hair.

He has _____ eyes.



Mum's name _____ اسم الأم

She's _____ (tall – short).

She has _____ hair.

She has _____ eyes.



Brother's name _____ أسم الأخ

He's _____ (tall – small).

He has _____ hair.

He has _____ eyes.



Sister's name: _____ اسم الاخت.

She's _____ (tall –small).

She has _____ hair.

She has _____ eyes.



Unit:16	Grade:2	Period: 1+2+3	
Title: my country		Strategy used: KUD.	
New vocabulary :		<i>river – flower - sea – town – mountain – tree – Jerusalem.</i>	
Resources and materials		chalkboard – worksheets - SB – picture – mp3	Time:
		–cassette – cards.	

Objective	Stage	Activities and procedures	Time	Evaluation
Ss. identify the new vocabulary about nature and towns (know)	Presentation	<ul style="list-style-type: none"> • T. shows the words by cards to students • T. pronounces each word. • T. plays the mp3. • Ss. repeat after they listened to mp3. 	10 min	
Ss. classify nature vocabulary and city vocabulary. (understand)	Practice	<ul style="list-style-type: none"> • T. draws two circles in each of them the names of concepts (nature cities). • Ss are asked to classify the words above into the two concepts. 	10 min	Ss. Answers
Ss. use nature vocabulary in short sentences (Do)	Production	<ul style="list-style-type: none"> • T. presents the pictures of the new vocabulary • T. asks students: What is that? • Ss. reply "It`s" a ____. - The same procedure followed until the teacher finish asking about all the new vocabulary. 	10 min	
Ss. fill out the missing letters	Homework	<ul style="list-style-type: none"> • Ss. are given a worksheet to answer as homework - worksheet (7) 		Ss. responses

Pictures (4)



river



flower



sea



Jerusalem



tree



town



mountain

Worksheet (8)

A. Complete the missed letter from the list اكمل الحرف الناقص

e - a - o - r - n - w

1. Jerusal__m.
2. Fl__wer.
3. T__ee.
4. Mou__tain.
5. To__n.

B. Classify the following words: صنف الكلمات الاتية

Flower - town - mountain - black - tree - yellow - red

Nature	Colour

C. Match the word with the picture: وصل الكلمات بالصورة المناسبة

1. Mountain

2. Flower

3. River



Unit:16	Grade:2	Period: 4+5+6	
Title: My country		Strategy used: Cooperative learning.	
New vocabulary :	<i>Hebron – Gaza- Nablus –Haifa –Bethlehem.</i>		
Resources and materials	Chalkboard – worksheets - SB – picture – mp3 – cassette	Time:	

Objective	Stage	Activities and procedures	Time	Evaluation
Ss. identify new words	Presentation	<ul style="list-style-type: none"> • T. presents new vocabulary. • T. plays the cassette when she shows the picture to students. • Ss. repeat after listing to the cassette. 	10 min	
Ss ask questions about the city they come from.	Practice	<ul style="list-style-type: none"> • T. distributes Ss. into groups. • Each group names itself using the name of a city from the previous vocabulary. • Ss. are free to choose any group to join. • T. asks for example the first student, and one of the group replied that I'm from_____. • Then T. lets Ss. to ask the same questions to each other. 	10 min	Ss. oral presentation
Ss. complete the missing letters	Production	<ul style="list-style-type: none"> • T. gives each group random sheets of letters. • T. asks student to rearrange vocabulary. • There are some missing letters and so T. asks students to move freely to search for them. • The first group finishing the words will have a prize. 	15 min	Ss. answers
Ss. arrange the words	Homework	<ul style="list-style-type: none"> • Students are given worksheet (9) as homework. 		

Pictures (5)



Bethlehem



Gaza



Haifa



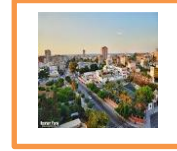
Hebron

Worksheet (9)

A. Re- arrange the following letters to form a new word :

اعد ترتيب الحروف الآتية لتحصل علي كلمة جديدة

1. a - z - a - G _____.



2. a - f - i - a - H _____.



3. e - r - o - H - b - n _____.



4. m - e - h - l - h - t - e - B _____.



Classify: صنف

Hebron - red - Haifa - blue - Bethlehem- white - Jerusalem - green.

<i>Colour</i>	<i>city</i>

Unit:16	Grade:2	Period: revision	
Title: Guess who?		Strategy used: brainstorming.	
New vocabulary :			
Resources and materials	Chalkboard – worksheets - SB – picture.	Time:	

Objective	Stage	Activities and procedures	Time	Evaluation
Ss. mention some nature words and city names (before Brainstorming).	Revision	<ul style="list-style-type: none"> • T. show Ss. random words and Ss. are required to say their meanings. • Ss. should not revise all unit vocabulary. • Questions by teacher " what`s that" 	5 min	
Ss. recall nature words using brainstorming	Production	<ul style="list-style-type: none"> • T. presents all unit vocabulary by cards on the chalkboard. • Ss. are given a worksheet to fill out the nature words 	10 min	
Ss. recall city names	production	<ul style="list-style-type: none"> • T. asks Ss. to fill the same worksheet with the city names 	10 min	Ss. worksheet answers
Ss. correct each other and negotiate about their mistakes	Evaluation	<ul style="list-style-type: none"> • T. deals with students errors. • T. gives the opportunity to Ss. to discuss their mistakes 	10 min	Ss. overall verbal espouses

Worksheet (10)

Classify: صنف

Gaza - sea - Nablus – river – Haifa – Bethlehem – flower – tree -Hebron

Nature طبيعة	City مدينة

Grammar Teacher's Guide

The Islamic University of Gaza

Denary of Graduate Studies

Faculty of Education

Curriculum and Instruction Department



Teacher's Guide

“Second Graders”

**How to Implement Differentiated Instruction Strategies to Teach
Grammar and Vocabulary to 2nd Graders.**

Prepared by

Sarra' Majdy ElMasri

Supervised by

Dr. Sadek Firwana

Refereeing Teacher’s Guide

Unit 13, 15 and 16 – Second Semester – 2nd grade

Dear Dr./ Mr. /Ms.....

The researcher is conducting a study entitled “**The Effect of Differentiated Instruction on Learning English Vocabulary and Grammar among Second Graders in UNRWA Schools**” in order to obtain her Master's Degree in Curriculum and Instruction. One of the requirements of this study is to design and conduct a Teacher’s Guide to teach grammar and vocabulary. You are kindly invited to look through the attached guide and fill out the form below to indicate whether the items of the test are suitable or not.

Your notes and responses will be highly appreciated and confidential.

Any comments are highly appreciated.

Thanks a lot for your cooperation and appreciated time

**The researcher
Sarrah' Majdy El Masry**

Unit: 13	Grade:2	Period:1,2,3 and6	
Title: Let`s Go Shopping		Strategy Used: Know, Understand and Do	
New grammatical items:	<i>Is – are – a</i>		
Resources and materials	SB- pictures – worksheet --- chalkboard	Time: 40	

Objective	Stage	Activities and procedures	Time/minute	Evaluation
Ss differentiate between “is” for singular and “are” for plural	Presentation	<ul style="list-style-type: none"> • T. presents many photos with full concentration on “is” and “are”. • T. says sentences like: That hat <u>is</u> red • T. draws Ss attention to the word preceded the item “is”. • T. gives another example for “are”. • The pajamas <u>are</u> blue • T. puts emphasis on “are” and explains that pajamas are plural. • T. gives Ss. one sentence to fill out by using (is or are) 	15 min	Ss. Verbal and written answers
SS identify plural words and singular words (Know)	presentation	<ul style="list-style-type: none"> • T. draws two circles and puts in the first one the singular words and in the other circle the plural words. • T. fills with the Ss. assistance the two circles with different words. • Ss. are expected to drill with the teacher, the following: plural words are (pajamas, boots and socks). The other vocabulary mentioned in the unit is singular. 	10 min	Ss. Verbal responses
Ss. classify vocabulary that takes “a” and vocabulary that takes “an”. (understand)	practice	<ul style="list-style-type: none"> • T. gives students many sentences like: I’d like a black sweater • I’d like socks. • SS. are asked to answer in their notebooks the vocabulary that takes “a” and the vocabulary that takes “ an” 	10	Ss. written answers
Ss. answer written sheets	Production	<ul style="list-style-type: none"> • Ss. are given worksheet (1) as homework. choose from the following . 	5	Collecting answers on the next day

Picture (1)



The pajamas are blue.



The hat is red.



The boots are



The dress is blue.



The socks are black.



The T-shirt is



The skirt is yellow.

Worksheet (1)

A: Choose from the following: اختر من الاتي

1. The dress (is _- are) red.
2. The socks (is - are) green.
3. The T-Shirt (is -_ are) blue.
4. The pajamas (is _ are) white.
5. The boots (is _ are) black.
6. I'd like (a _ an) dress.
7. I'd like (a _ an) green dress.
8. I'd like (a _ an) white hat.
9. I'd like (a _ an) black sweater.
10. The sweater (is _ are) black.

Unit: 15	Grade: 2	Period: 1 and 2	
Title: Guess Who?		Strategy Used: Cooperative Learning Flexible Grouping	
New grammatical items:	<i>“ am ” with I, “ is ” with he and she</i>		
Resources and materials	SB- pictures – worksheet --- chalkboard	Time: 40	

Objective	Stage	Activities and procedures	Time/ minute	Evaluation
Ss. Identify the verb “am” in different sentences	Presentation	<ul style="list-style-type: none"> • Class is distributed into groups. • T. presents pictures with written sentences and underlined “am and is”. • For example: “I<u>m</u> tall”, “He’s<u>s</u> short”. • T. asks groups to repeat. • T. gives each group worksheet (2) to answer. • T. gives students time to answer. • T. asks Ss. to check each other’s answer inside each group. • T. asks groups to interact with each other to see if they reach the right answer. • T. gives the correct answer. • Group leaders are asked to check the other student’s answers. 	10	Observation Verbal answers worksheets
Ss. identify the verb “is” in sentences	presentation	<ul style="list-style-type: none"> • T. presents the following sentences to students in order to elicit the position of “is” in the sentences. • T. varies sentences by using “he” and “she”. For example: He’s tall, she’s short, my father is tall, my mother is short. 	10	Ss. responses

Objective	Stage	Activities and procedures	Time/minute	Evaluation
		<ul style="list-style-type: none"> • T. gives students a false sentence to see the Ss. answers: I's tall. • T. asks groups to interact with each other to correct the previous false sentence. • T. gives the correct answer. 		
Ss. Use the verb "is" in sentences	Practice	<ul style="list-style-type: none"> • T. asks each group to prepare a list of its names describing their height in sentences such as: Ali is tall, Rami is short. 	5	Ss. verbal answers
Ss. differentiate between the use of "m" and the use of "s"	Comprehension	<ul style="list-style-type: none"> • T. gives groups many false sentences in worksheet "3" to show their understanding of "am" and "is" uses. • Ss. are asked to interact with each other to correct the wrong answers. 	10	ss. answers in worksheet (3)

Pictures (2)



My dad is tall.



My mum is tall.



My grandfather is short.



My grandmother is

Worksheet (2)

Choose the right verb from the following: اختر من الآتي

1. I' (am - m) tall.
2. I' (m – is) happy.
3. I (m – is) short.

Worksheet (3)

Correct the following sentences: صحح الجمل الخاطئة:

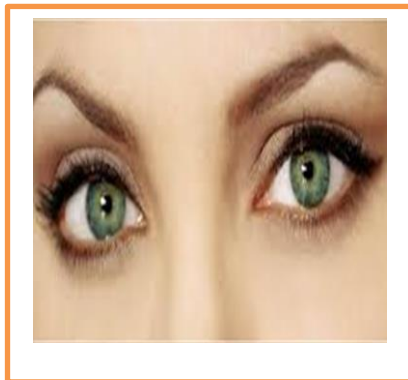
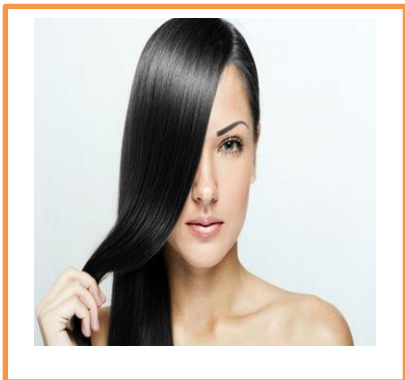
1. My dad **am** tall. (_____).
2. My brother **am** short. (_____).
3. **I's** tall. (___).
4. My cousin **am** short. (_____).
5. My grandfather **is** short (_____).

Unit:15	Grade:2	Period: 3,4	
Title: Guess Who?		Strategy Used: Tiered Instruction	
New grammatical items:	<i>Have - Has</i>		
Resources and materials	SB- pictures – worksheet --- chalkboard	Time: 40	

Objective	Stage	Activities and procedures	Time/minute	Evaluation
Ss. say when we use the verbs “has” and “have”	Presentation	<ul style="list-style-type: none"> • T. explains to Ss. that “I” goes with “have” and “he” and “she” go with “has”. • T. gives Ss. very simple sentence like: I have a dress – I have a hat. He has a car. She has a cat. • Ss. are given worksheet “4” 	7min	Ss. responses worksheets
Ss. use “have” and “has” in a very short sentences.	Application	<ul style="list-style-type: none"> • T. shows students some pictures to compose very short sentences • For example, a teacher gives Ss. a picture of a ‘hat’ and says, “I have a hat”. • T. uses groups’ members, for example, a pupil in other group raises a picture of a sweater, and the pupils in the first group say, “He has a sweater”. • T. tries to let pupils practice using (have – has) verbally as much as she can. 	10min	Ss. verbal response
Ss. interact with each other to from sentences	Practice	<ul style="list-style-type: none"> • T. gives each group a number of words like: “has- have- I- dress” • T. asks Ss. to cooperate with each other (among groups) to find full sentences. 		

Objective	Stage	Activities and procedures	Time/minute	Evaluation
		<ul style="list-style-type: none"> • Ss. will search for parts of sentences to compose. • Ss. will write in their notebook the sentences. • T. should offer a lot of cards. • Systematic and full observation is required by the teacher. • T. then stops the activity and asks Ss. to give him/her the answers. • T. explains the sentences in point (3) in period (3) and (5). • High achieving students are expected to produce sentences like this: He's short. He has black hair and brown eyes. 	15	Ss. written sentences
Ss. answer many questions about the use of "have" and "has"	Application Homework	<ul style="list-style-type: none"> • T. distributes worksheet (5) as homework to students. • The group leader in each one is expected to check the students' answer on the following day 	8	

Picture (3)



Worksheet (4)

Choose: اختر

1. I (have - has) a hat.
2. She (has - have) a car.
3. She (has – have) black hair.

Worksheet (5)

Complete the following: أكمل من القائمة

(have - has)

1. My dad _____green eyes.
2. My mum _____blue eyes.
3. I _____black hair.
4. She _____green eyes.
5. He _____ white hair and green eyes.
6. She _____red hair and green eyes.
7. He's short. He _____brown hair.
8. My cousin _____black hair.
9. My baby sister _____ brown hair.
10. My grandfather _____blonde hair.

Unit:16	Grade:2	Period: 1	
Title: My Country		Strategy Used: Cooperative Learning Tiered Instruction	
New grammatical items:		<i>What's that – What's this?</i>	
Resources and materials		SB- pictures – worksheet --- chalkboard	Time: 40

Objective	Stage	Activities and procedures	Time/ minute	Evaluation
Ss. differentiate between “this” and “that”.	Understanding	<ul style="list-style-type: none"> • T. divides the class into groups. • T. presents many questions using his signs to show that “this” is for near objects and “that” is for objects. • T. many use pictures attachment pictures (4). 	10	T. Observation
Ss. practice the question “What’s this?”	Application	<ul style="list-style-type: none"> • T. distributes pictures to groups. (sufficient photos) • T. asks groups to be ready so that one asks the same group “What’s this?” and the other one in the same group replies, “It’s a ____”. • T. asks each group to do the same, but in order, so that each group listens to the other ones. 	10	Ss. oral response
Ss. practice the question “What’s that?”	Application	<ul style="list-style-type: none"> • T. uses three groups in one time. The first group raises a picture, the second group asks “What’s that?” and the third group replies, It’s a ____. • T. does this drill many times, so each group is expected to ask once, to reply once and to show a picture once. 	10	Ss. oral responses
Ss. form questions using “What’s that?”, “What’s this?”	Application	<ul style="list-style-type: none"> • Ss. are given worksheet (6) to answer. 	7	Ss. responses to worksheet

Picture (4)



Worksheet (7)

A. Ask questions about the following pictures using " what`s this " اسأل اسئلة
عن الصور الاتية " ما هذا "



It`s a river.



It`s a mountain.



It`s atree.



B. Answer the following questions: اجب عن الاسئلة التالية



What`s this?



What`s this?

Unit:16	Grade:2	Period: 3,4,5
Title: My Country	Strategy Used: Cooperative Learning Tiered Instruction	
New grammatical items:	<i>Where are you from? – Where’s she/he from? I’m from _____ He’s /She’s from _____</i>	
Resources and materials	SB- pictures – worksheet --- chalkboard	Time: 40

Objective	Stage	Activities and procedures	Time/ minute	Evaluation
SS identify the right respond to the question: “Where are you from?”	Presentation	<ul style="list-style-type: none"> • T. distributes students into groups. • T. explains when Ss. use question “Where are you from?” • One of the students asks the question. • Another student answers. • T. gives each group a Palestinian city name with its picture - Pictures (5). • T. asks, for example, Gaza group “Where are you from? The leader of the group replies, “I’m from Gaza.” 	7	Ss. oral responses
Ss. ask “where are you from?” and respond “I’m from___”.	Practice	<ul style="list-style-type: none"> • T. asks one group to ask the other group “Where are you from? The other group representative will reply, “I am from___”. • T. asks some different students “Where he/she from?” • Three participants ought to be in this process: the person who asks, the person the question is directed to and the person who replies. • For example, the teacher asks Ali 	5	Ss. oral presentation and responses

Objective	Stage	Activities and procedures	Time/minute	Evaluation
		“Where’s he from? The teacher points to Ahmad. So the question is asked to Ali and the response is Ahmad’s city.		
Ss. use he/she in questions about where is he/she from?	Practice	<ul style="list-style-type: none"> • T. distributes the roles among groups, one asks, one refers to another group, and one replies. • Ss. will work based on previous names of the cities that they have. • If one of the students in Haifa group was asked, “Where’s he from?”, the third person ought to reply, “He’s from Haifa”. 	10	Ss’ oral presentation
Ss answer different questions	Practice	<ul style="list-style-type: none"> • Ss. are given worksheet “8” to be answered. 		

Picture (5)



Worksheet (8)

Complete from the list: أكمل من القائمة:

from - He - where - Gaza

1. I'm from _____.
2. _____ are you from?
3. _____'s from Nablus.
4. I'm _____ Jerusalem.

**Appendix (6):
Referees' Names and Titles**

No.	Name	Qualification	Institute	Achievement Tests	Teacher's Guide
1.	Prof. Hassan Abu Jarad	Full Professor in Applied Linguistics	Al Azhar University, Gaza	Yes	Yes
2.	Dr. Basel Skeik	Ph.D. in TESOL	Al Azhar University, Gaza	Yes	Yes
3.	Dr. Attah Darweesh	Ph.D. in Methodology	Al Azhar University, Gaza	Yes	Yes
4.	Dr. Mohammed Shaat	Ph.D. in Methodology	University of Palestine	Yes	
5.	Mr. Mustafa Abu Taha	Master in English Language and Literature	Al Aqsa University	yes	
6.	Ms. Basima Abu Saleem	Master in English Teaching Methods	University of Palestine		yes
7.	Mr. Wael El Hewiti	Master in Applied Linguistics	Al Aqsa University		yes
8.	Ms. Samar El Abadla	Master in English Teaching Methods	University of Palestine	yes	
9.	Mr. Khalil Abu Rezeq	Master in English Teaching Methods	Ministry of Education	Yes	Yes
10.	Mr. Bahaa El Askari	Bachelor in English Language	UNRWA teacher	Yes	Yes
11.	Mr. Jamal Abu Rezeq	Bachelor in English Language	UNRWA teacher	yes	yes

Appendix (7):

Permission to apply the experiment

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



الجامعة الإسلامية غزة
The Islamic University of Gaza

مكتب نائب الرئيس للبحث العلمي والدراسات العليا هاتف داخلي 1150

الرقم: ج س غ/35 /
Date: 2017/03/ 15 التاريخ:

الأخ الفاضل/ مدير برنامج التعليم
-وكالة الغوث الدولية-
حفظه الله،،
السلام عليكم ورحمة الله وبركاته،

الموضوع/ تسهيل مهمة طالبة ماجستير

تهديكم شئون البحث العلمي والدراسات العليا أعطر تحياتها، ونرجو التكرم بمساعدة الطالبة/ سراء مجدي حميدان المصري، برقم جامعي 220140224 المسجلة في برنامج الماجستير بكلية التربية تخصص مناهج وطرق تدريس في تطبيق أدوات دراستها والحصول على المعلومات، لمساعدتها في اعداد رسالة الماجستير والتي بعنوان:

تأثير التدريس الفارقي على تعلم مفردات وقواعد اللغة الانجليزية
لدى طلبة الصف الثاني الاساسي في مدارس وكالة الغوث.

والله ولي التوفيق ،،،



نائب الرئيس لشئون البحث العلمي والدراسات العليا
أ.د. عبدالرؤوف علي المناصرة



الدفع /مدرسة- جمال رفح لعلمة عنت
برعاية مساعدة الطالبة لطبيتي أضرت
لنيل دة- عافية رة
صورة إلى
15.3.2017

Appendix (8)

DI Strategies Questionnaire

Dear Dr./ Mr. /Ms.....

The researcher is conducting a study entitled " **The Effect of Differentiated Instruction on Learning English Vocabulary and Grammar among Second Graders in UNRWA Schools**" in order to obtain her Master's Degree in Curriculum and Instruction. One of the requirements of this study is to select one of the strategies that is suitable for DI. You are kindly invited to look through the attached questionnaire and fill out the form below to indicate whether the items of the questionnaire are suitable or not.

Your notes and responses will be highly appreciated and confidential.

No.	Strategy	High	Average	Low
1.	Know, Understand and Do			
2.	Tiered instruction			
3.	Menus			
4.	Cubing			
5.	Tic-Tac-Toe			
6.	Socratic Seminar			
7.	Layered curriculum			
8.	Raft			
9.	Think, Pair, Share			
10.	Brainstorming			

Any further comments are highly appreciated.

Thanks a lot for your cooperation and appreciated time

The researcher

Sarra'Majdy El Masri