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Differentiated instruction in the oral EFL classroom

Case Study: Third Year Licence Students at KMUO

Dissertation Submitted in Partial Fulfillment of the Requirements for the Master Degree in Linguistics

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Dedication

I would like to dedicate this work to my beloved parents, Naceur and Rouba.

To my beautiful sisters, Radja, Ikhlas, and Malak..

To the loving soul of my grandmother Mbirika.And my grandmother Hafsa who kept praying and wishing for my success.

To my fiends Dhia, Aimen, and Soumia.

Nourelhoda

Acknowledgements

Abstract

The present study aims to show the efficiency of differentiated instruction in enhancing the EFL oral performance of the learners at the English department of Kasdi Merbah University. Through this study I hypothesized that students learned better when taking their differences into consideration. In order to confirm the previous hypothesis I investigated the case of third year Licence students and the teachers of oral session module at the same level. I have used more than one research tool: a questionnaire, an interview, and classroom observation. The data obtained of the research tools support my hypothesis and shows that this method helps to enhance the students' oral performance and to fulfill the teaching and learning process successfully.

Key terms: differentiated instruction, individual differences, EFL, oral performance.

List of Abbreviations

DI: Differentiated instruction

EFL: English as a foreign language

LMD: Licence Master Doctorate

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General introduction

1. Background of the study

In the last decades teaching and learning processes have developed into new strategies and methods that can suit the different learners' needs, desires, academic level, and interests. Therefore, teachers need to take into consideration the level of their students from the beginning.

One of the modern methods is differentiated instruction; Its main concerns are adapting teaching to the needs and desires of the students. People are different in their abilities, intelligences, needs, and cultures, thus, differentiation in learning is a must to fulfill the learning process. In differentiated classrooms students are more comfortable. Teachers use time flexibly, call upon a range of instructional strategies, and become partners with their students. Differentiation suggests that all learners can achieve and be appropriately challenged within any classroom.

2. Statement of the problem

In recent years, multiple studies such as Tomlinson, C. (2001), Heacox, D. (2012) ..etc proved the efficiency of a lot of strategies of differentiable instruction on the students' improvement in oral classrooms yet some teachers employ the traditional methods of teaching and no differentiation is incorporated in EFL oral classrooms, Therefore, this investigation into differentiated instruction and its efficiency in all oral EFL classrooms would bridge the gap between learning and teaching, it would also prove that taking the learners differences into consideration would help them in enhancing their oral performance and complete the teaching and learning process successfully.

3. Purpose of the study

The aim of the study is to show the efficiency of differentiated instruction in developing the learners' oral performance and to prove that it is highly recommended to use this method. The

goal of the study is to show interest in the learners preferences to motivate them more. It also helps teachers to move from the traditional ways of teaching and using new methods.

4. Research questions

The research questions of the present study are to be formulated as follow

1. What is the How can differentiated instruction help learners/teachers in the oral EFL class?

2. To what extent implementing differentiated instruction has an impact on the oral performance of the learner?

5. Research hypotheses

As stated by Dr. Carol Ann Tomlinson (2005) " In order to teach culturally and academically diverse populations effectively, schools will have to move from standardized instruction to personalized instruction.". I hypothesize that implementing the differentiated instruction approach in the EFL oral classroom has an impact on the oral performance in a way that the learners will be more interested in the EFL oral classroom.

6. Limitation of the study

While conducting the present research, I was limited in time and it was very difficult to distribute the questionnaire and to attend the classroom observations due to the Corona virus pandemic, some of the students were absents and some other preferred not attending the sessions out of fear, the University did not raise much awareness about the corona virus and the social distancing rules which made the students not very comfortable with the idea of the questionnaire distribution therefor my mission of distributing the questionnaire was almost impossible.

7. Research Methods

In order to test my hypotheses, and to reach the objectives of our research, I will use two main tools, descriptive and analytical method. The descriptive method has been selected in order to determine the main individual differences that affect the oral class and to present effective techniques and activities that can be adopted to help teachers conduct a successful course. The analytical method has been used to investigate the problem and reach the answers to my research questions, for that a questionnaire for the third year Licence students will be administered, as well as an interview for two teachers and five classroom observation sessions with at least thirty students in each class.

1. Setting and Participants

The present study takes place at the department of letters and English language at Kasdi Merbah Ouargla University.

The participants of the present study are 3rd year Licence students and two oral instructors. 30 undergraduate (2019/2020) students of English were randomly chosen from both genders to answer the questionnaire.

2. Data collection

The data of the research were collected from the students' questionnaire, the teachers' interview and from the classroom observations. This research was applied on the 3rd year Licence students at the department of Letters and English Language at KMUO during the academic year 2019/2020.

3. The structure of the study

This work is divided into two main parts: a theoretical part that includes one chapter, and an empirical part that includes one chapter.

Chapter one deals with the general idea of differentiated instruction and its efficacy in enhancing the learners' oral performance, this chapter will talk about the importance of this

theory also factors that create individual differences between learners, this chapter will also shed the light on some strategies that can help the learners and teachers to reach their goal in enhancing the oral performance.

The last chapter's aim will be to find the differences between students and knowing how to teachers deal with them to enhance the learners oral performance. This chapter will also provide a detailed analysis of students' questionnaires, teachers' interview, and the classroom observation.

CHAPTER ONE

The theory of differentiated instruction and individual differences in EFL oral classroom

Introduction

In EFL oral classroom many approaches and theories of teaching have been developed to help students improve their level in English, and their oral performance regarding the individual differences in the classroom and to support teachers in reaching this goal.

This chapter deals with the general idea of the theory of differentiated instruction: the definition of differentiated instruction, the importance of this theory, classroom factors that create DI in an EFL learner and the teaching strategy also the teachers' and students' roles in the classroom.

1. Differentiated instruction definition

Differentiated instruction also referred to as differentiated learning is a framework for effective teaching: the EFL teacher uses the diversity and the individual differences of his students to provide a better understanding of new information , developing teaching and assessment and using more authentic materials regardless of the students differences abilities and cultures.

According to Carol Ann Tomlinson (2005) differentiated instruction is the process of "ensuring that what a student learns how he or she learns it and how the student demonstrates what he or she has learned is a match for that student's readiness level, interests and preferred mode of learning". Teachers can differentiate in four ways, through content, process, product and learning environment based on the individual learner.

2. The importance of differentiated instruction

Differentiation can be applied in the content, process, product (Levy, 2008) as well as in learning environment (Tomlinson, 1999). Content or "input" includes what teachers intend to teach and how the students will achieve the level of knowledge and understanding. To Tomlinson and Allan (2000) differentiating the content is to provide multiple ways to get the "facts, concepts, generalizations or principles, attitudes, and skills related to the subject, as well as materials that represent those elements" (p. 7). Another area to differentiate is the process of teaching and learning or "how" the students get the information. To differentiate the process of learning, choices should be provided in expressing the concepts and facts (Benjamin, 2006; Knowles, 2009; Levy, 2008; and Tomlinson, 2001). It is also added that the differentiated process should be directly relevant to the content and assist the learners in getting the knowledge and skills (Tomlinson and Strickland, 2005).

Every student is different when it comes to his approach towards studies even inside one classroom, the thought process, how the content is being delivered, the type of content, the emotional stability, and each and everything else related to instruction. Not all students learn in the same way, using the same resources and through the same teaching method, each of us is different in nature, it has been proved that one method can't fit a whole classroom, the students understanding depends on the teacher to modify the presentation of the content, the type of assessment of each learner or a group of learners. Dr Carol Ann Tomlinson illustrates on the need for differentiation in our day in these words: in order to teach culturally and academically diverse population effectively, school will have to move from standardized instruction to personalized instruction .Our best knowledge of effective teaching and learning suggests clearly that teacher responsiveness to race, gender, culture, readiness, experience, interest, and learning preferences results in increased student motivation and achievement.

An increasingly complex society in which early every career and profession requires problem

solving and flexible thinking means that students must learn to be critical thinkers, problem

solvers, and producers of knowledge (rather than just consumers of knowledge).

Differentiation

is a teacher's response to learners' needs

Guided by mindset and general principles of differentiation

Respectful tasks | Quality curriculum | Teaching up | Flexible grouping | Continual assessment | Building community

Teachers can differentiate through

Content | Process | Product | Affect | Learning environment

According to students'

Readiness | Interest | Learning profile

Using instructional strategies such as:

RAFTS, Graphic Organizers, Scaffolded Reading, Cubing, Think-Tac-Toe, Learning Contracts, Tiering, Learning/Interest Centers, Independent Studies, Intelligence Preferences, Orbitals, Complex Instruction, 4MAT, Web Quests & Web Inquiry, **ETC.**

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Figure 01: Methods and techniques to differentiate instruction

The image above is taken from Tomlinson's article. this diagram tells us why differentiated instruction is beneficial, and also adds how it is done and what are the methods used.

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3.Ways to differentiate instruction

Considering the student's cognitive abilities, learning profile, family factors, readiness, gender, culture and other factors the EFL teacher can differentiate what will be taught (the content), how the content will be presented (the process) and how the student will demonstrate what they have learned (product). Accordingly, they can differentiate one or more of those components of their instruction (Heacox, 2012). Also, as an important factor to differentiate within the teaching instruction Tomlinson (2005) added the learning environment in which she tackled the routine, procedures, physical arrangement of the classroom and the overall mood that exists between the students and teachers.

3.1Content differentiation

The content refers to the topics students are going to learn according to Heacox (2012). Through pre-assessment a teacher can look into the learner's readiness so he can develop the content. Through the pre-assessment the teacher can also deduce the resources and materials he needs to provide his learners with.

3.2Process differentiation

The process is the way we teach the content. The student's learning profiles and performance are what should be taken into consideration while differentiating the process (Heacox, 2012) in addition that Tomlinson stated that the "Process can be thought of as the "sense- making" activities that allow students to begin thinking about, working with, and personalizing the content— either in class or at home" (313).

3.3Product differentiation

The product is the student's presentation of what he has learned after an amount of instruction (Heacox, 2012). Tomlinson referred to the product as a way to assess the student's knowledge, the same author states that:

Facilitate students' ability to critically think about,apply, and demonstrate what they have learned […] provid[e] meaningful opportunities for cooperative learning; focusing on real-world relevance and application; promoting creative, critical, and higher level thinking; […]; allowing choices, such as varied modes of expression; offering appropriate scaffolding and support; and utilizing peer and self-evaluation (p.313- 314).

3.4 Learning environment

Teachers and learners share their responsibilities in the teaching/learning process, when differentiating the learning environment; the teacher provides individual attention to the learners as they need it (Tomlinson (2005) in Santangeb& Tomlinson 2012). The learning environment promotes the respect to the individuals, the materials, space, and time; it also promotes the students support, cooperation, and collaboration among one another.

4. Factors that influence differentiation instruction among EFL learners

Apart from those factors that influence the acquisition of a foreign language in general, there are many of other factors that cause diversity in EFL classes. These set of such influences differ from a learner to another and vary according to the learner's inner characteristics. Authors within the field believe that various factors influence second or foreign language acquisition..

Among these, individual learners characteristics play the main role, Liao (1996:1)

distinguishes the following factors: Intelligence, aptitude, and language learning strategies. Lujan Ortega (2000) proposes, age, aptitude/intelligence, motivation, learning/cognitive styles, and personality. Also according to Dewaele and Furnham (1999), personality has a certain importance. The following are generally believed to play a big part in influencing foreign language acquisition.

4.1Age

It is supported by proponents of the critical period hypothesis that there is a critical period for foreign language acquisition, which states that human beings are suited to learn certain types of behavior including foreign/second language abilities during a certain age and that after this period has passed learning such behavior, is difficult or impossible (adapted from "learner characteristics: factors affecting the success of L2 acquisition"). But there are some researchers that suggest that the critical period in its original conception only concerns pronunciation and native-like accent and that other levels of the target language does not need to be involved (Bongaerts, 1999). Moreover adults can learn or even outperform younger learners in acquisition of second language grammar.

4.2Gender

It is fair to say that males and females demonstrate different features, not just physically but also mentally. They are said to think and perform differently in everyday activities. If the way of thinking of the two sexes differ, it is predictable that the way of acquiring language will be different because thinking is related to language use. Ok (2003:9) states that "according to several studies, the sex of the student makes a significant difference in learning a second or foreign language".

4.3Motivation

The process of learning can hardly be successful without any motivation. Dornyei (2005:66) explains motivation with the primary question of " why people think and behave as they do".

Motivation has a direct impact on how an individual learns. The affects of motivation is normally far reaching because it increases an individual's energy level, determines the persistence in reaching a specific goal. According to Trigos-Gilbert (1999) most people need to learn to speak a new language for personal or professional aims. These aims are the following:

- More employment opportunities.

- Better salary prospects.

- Higher chances for business success.

- Further understanding of someone else's culture.

Thanasoulas (2002:4) mentioned that "ideally, all learners exhibit an inborn curiosity to explore the world, so they are likely to find the learning experience per se intrinsically pleasant in reality, however, this "curiosity" is vitiated by such inexorable factors as compulsory school attendance, curriculum content, and grades, most importantly the premium placed on them". When learners are curious to explore and learn this curiosity is developed into motivation to learn.

Learner's motivation has always had a central place in theories of foreign language acquisition. According to Ellis (1985:118), "motivation and attitude are important factors,

which help to determine the level of proficiency achieved by different learning".

4.4 Personality

Another controversial matter considered as a factor is the learner's personality. Ellis (1985:120) argues that "an outgoing personality may contribute to acquisition". Also Rossier (1976) found out that his subject's oral fluency correlate significantly with extroversion/introversion. Although some researcher found no significant relationship between extroversion/introversion and proficiency like Ellis (1985) the learner's personality possibly influence foreign language acquisition, however, research findings about their effect are still controversial.

4.5 Learning strategies

So that the result the learner wishes for is achieved, there are certain ways that must be used for foreign language learning or any other subject matter. Learning style is a "general approach to language learning" Oxford, (1994). The learning techniques are the ways the learners applies while studying. If both are combined they are called learning strategies. According to Oxford, (1990), learning strategies are "specific actions, behaviors, steps or techniques students use often consciously to improve their progress in apprehending, internalizing, and using L2". The most general viewpoints differentiates between:

- Analytical (field dependent) student: in the field-dependent model of cognitive or learning style, a field-dependent learning style defined by a relative inability to distinguish detail from other information around it.

- Global (field independent) student: student has the tendency to separate details from the surrounding context.

- Visual student: visual students are students who process information that they hear.

This means that visual students prefer to read over listening and write over speaking aloud. They have a greater chance of remembering information that is presented to them in the form of graphics.

- Auditory students**:** auditory students must be able to hear what is being said in order to understand and may have difficulty with instructions that are drawn but if the writing is in a logical order it can be easier to understand.

- Kinaesthetic student (Tactile student)**:** kinesthetic students are students who carry out physical activities rather than listening to a lecture or watching demonstrations.

When acquiring a foreign language, learning strategies can be of significant importance Oxford, (1990).

According to Oxford (1990:9) language learning strategies:

- Allow learners to become more self-directed.

- Expand the role of language teachers.

- Are problem oriented.

- Involve many aspects, not just the cognitive ones.

- Can betaught.

- Are flexible.

- Are influenced by a variety of factors.

In another hand, they are "especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence" Oxford, (1990).

5.Oral EFL teaching strategies

There is nothing called "specific" or "the right way" to teach the EFL speaking skill, the

teacher has to figure out the right teaching strategies through understanding exactly his students' problems and difficulties in speaking there for using the right tools and materials.

5.1 Task based teaching and oral communication practice

Willis (1996,36) defined task based as "a goal oriented communicative activity with a specific outcome , where the emphasis is an exchanging meaning not producing specific language forms"(cited in English teaching forum,2009) . With the task-based activities students are more motivated and the classes are more effective because students interact with each other and discuss real life situation.

According to Brown (1994), the benefits of interactive classes are:

- There is a large amount of pair and group work.

- Students engage in spontaneous and authentic conversations.

- Students write for actual audiences and purposes, not artificial ones.

- Tasks prepare students for the real world outside of the classroom. "(English teaching forum2009,p.25).

5.2 Group and pair work

Group and pair work are requisite to task based teaching in the traditional teacher-centered class working in pairs or in groups creates a different atmosphere.

According to Long and Porter (1985) "small-group interaction allows more talk for each of the students, and greater variety of talk" (bygate,96). In addition to that students are equally responsible in performing a task when working in groups which makes them more autonomous.

5.3 Speaking activities

Speaking activities such as games, role-plays and more can be a very good technique to make the student enjoy the oral session and give him the right atmosphere to be comfortable in speaking students demonstrate a positive reception toward the teacher's use of humor in the classroom, they take his corrections easily without feeling embarrassed or shy.

6.Teachers' role

According to Harmer (2001) there are many roles of a teacher in the classroom. EFL students may face many difficulties and obstacles and for that the teacher changes his role to make the learning process easier. These are the most common teacher's roles.

6.1Controller

Harmer (2001.p.58) states that "when teachers act as controller they are in charge of the class and of the activity taking place in a way that is substantially different from a situation where students are working on their own in groups". Teachers feel more comfortable as controllers because everything said and done in the classroom is decided by the teacher and some teachers find that it is the best way to transmit the information.

6.2Assessor

As stated by Harmer (2001.p.60) "students need to know how and for what they are being assessed". An assessor gives feedback, corrects and grades his students in that way students feel like they are judged fairly.

6.3Participant

The students feel very comfortable when the teacher participates and take part in the activities, but the teacher has to be careful because it is easy for him to dominate the proceedings. According to Harmer (2001) the teacher must intervene only to provide feedback and correct the mistakes.

6.4 Resource

A teacher is a resource of information for the students. During the activities the teacher is sometimes called to give information or to explain difficult words, the teacher must be helpful but not to rely on him completely, Harmer, (2001).

6.5 Observer

The observer is one of the most important roles of a teacher in an oral communication activity in order to provide individual feedback to his students. Also observing students is not just to give them feedback but also to judge the efficiency of the materials, tools and activities used so that teachers can make a change if necessary.

7. Students' role

In the process of teaching and learning EFL the teacher and student must collaborate speaking skill in order to build a vibrant classroom, teachers are responsible for classroom management, however students also have an important role as well:

7.1 Participants

Students should engage in the classroom , this is not only limited to asking and answering questions but also completing class assignments, howework and also being well behaved in the classroom.

7.2 Self-learner

Students select their own real-world, life related topics, activities and projects in the classroom which makes the oral session more interactive, more enjoyable, more relevant and more authentic.

7.3Team member / collaborator

These students both share an individual responsibility and a team work spirit. They are also actively involved and devoted in the classroom, students work collaboratively to know the different opinions and to move forward.

Conclusion

This chapter has stated a general idea about the theory of differentiated instructions and how it is effective in enhancing the oral performance skill for students. I have talked about the importance of this theory also factors that create individual differences in a classroom.

Then I stated some teaching strategies that can be helpful for students, the different teachers' roles and students roles in oral performance session.

CHAPTER TWO

Field of Investigation

Introduction

This chapter is designed to analyze the data found through researching the different problems students' face, their preferences in the oral session, the teacher's choices and their opinion about how they would like the session to be. My aim in conducting this study is to test my hypotheses. To contribute to my study, teachers and students were selected as the best source of information to test the stated hypotheses. I chose to use as tools for this investigation, a questionnaire to the students, an interview to the teachers, and classroom observation. Hence, we have selected to work with the third year LMD English students of the English department of Kasdi Merbah University because they were the most qualified and helpful to our case study, and to two teachers of oral expression course at the third year level of the same University of the academic year 2019-2020.

1. Students' Questionnaire

1.1. Description of the questionnaire

This questionnaire is destined for third year Licence students at the department of English at Kasdi Merbah University of the academic year 2019 – 2020. About 30 students were chosen randomly for the purpose of investigating the difficulties that face them during the oral expression sessions. This questionnaire contains "closed" questions, in which the students have to answer by "yes" or "no", or tick the right answers from a list of suggested options, and "open-ended" questions in which they could give their personal opinions or background knowledge about subjects, or add justifications for their choice. The questionnaire is a set of fifteen questions which are classified under two sections:

Section one

It contains four questions which help gather information about the participants of the questionnaire.

Section two

It deals with students in their oral sessions, problems, preferences and different opinions about the teacher's choices and ways to make the session better for them. It contains eleven questions.

1.2 Analysis of the results

1.2.1. Section one: students' background

1. **Age**

   Table 01: students' age

	number	percentage
19 - 23	15	50%
24 - 28	11	37%
29 - 35	4	13%
Total	30	100%
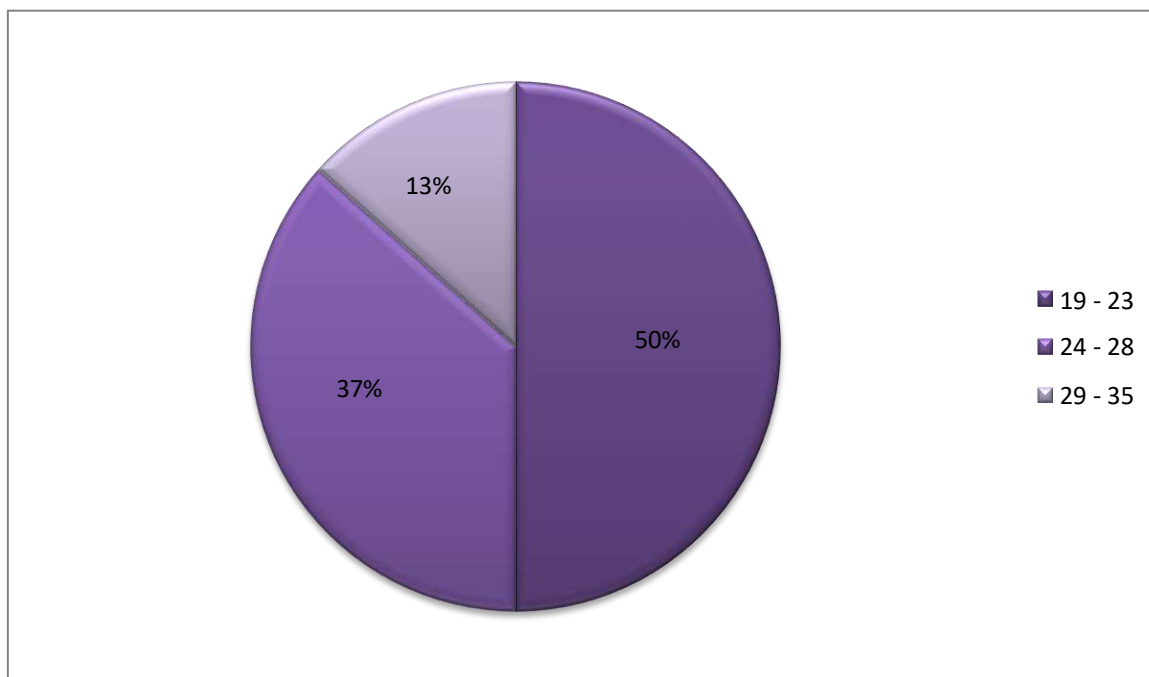
Graph 01: Students' Age

The results show that the majority of students are aged between 19 and 23 years old, which is logical, taking in consideration the year of study (3rd year licence) we are investigating in, followed by a 37% aged between 24 and 28 years old, while a very small group represents students aged between 29 and 35 years old.

2. **Gender**

Table 02: students' gender

	Number	Percentage
Male	9	30%
Female	21	70%
Total	30	100
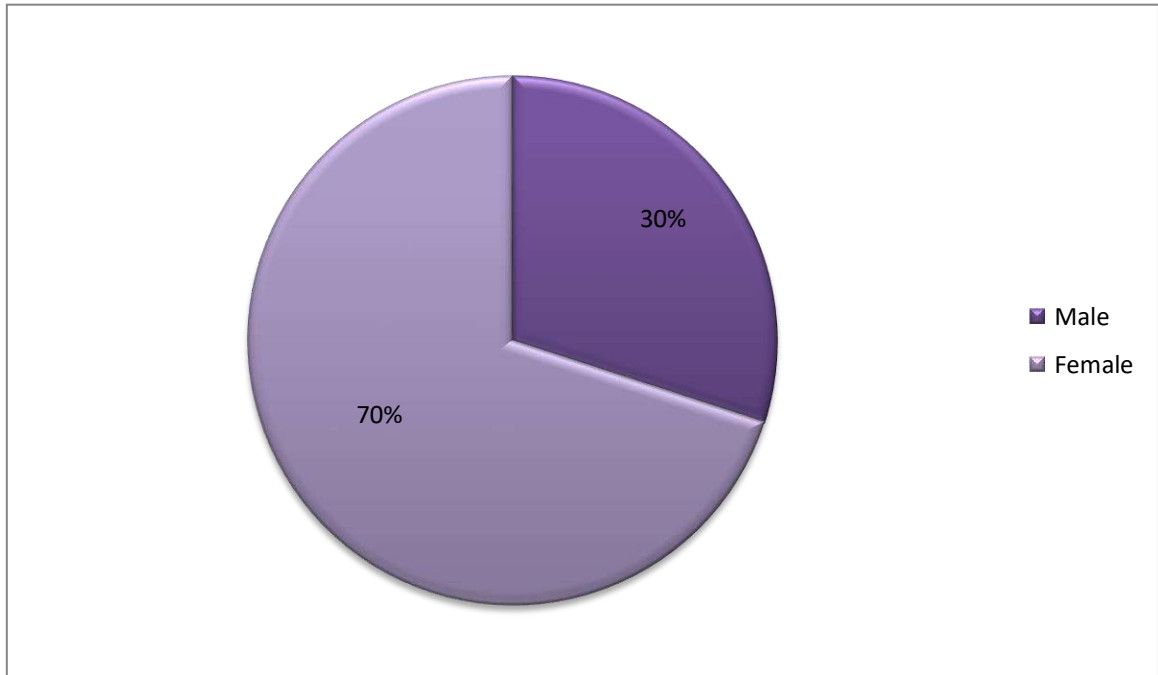
Graph 02: Students' Gender

The results show that the majority of the students are girls "70%", who usually choose to study languages in general, and only "30%" are boys.

3. **What was your stream in secondary school?**

Table 03: students' branch in secondary school

	Number	**Percentage**
Languages	14	47%
Other	16	53%
Total	30	100%
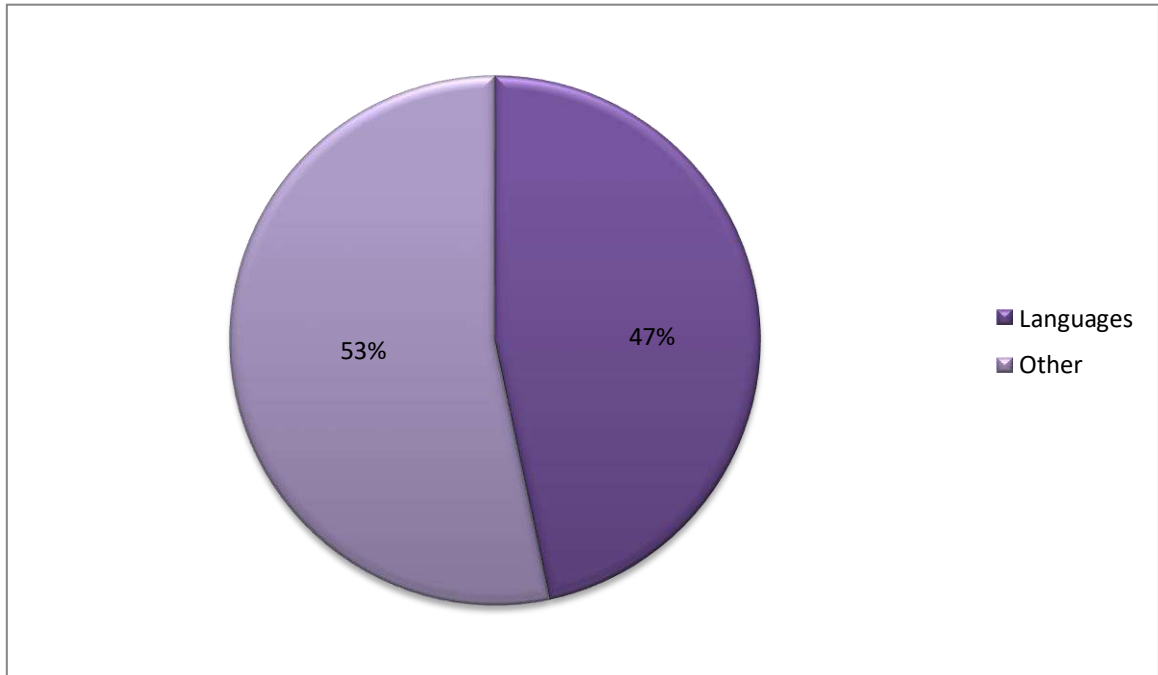
Graph 03: Students' Branch in Secondary School

These results shows that the majority of the students "53%" were in other branches in secondary school which might mean they did not choose to study English at the university unlike the rest, "47%" who were in the languages branch.

4. Have you ever taken extra courses to improve your English?

Table 04: students' extra courses

	Number	Percentage
Yes	11	37%
No	19	63%
Total	30	100%
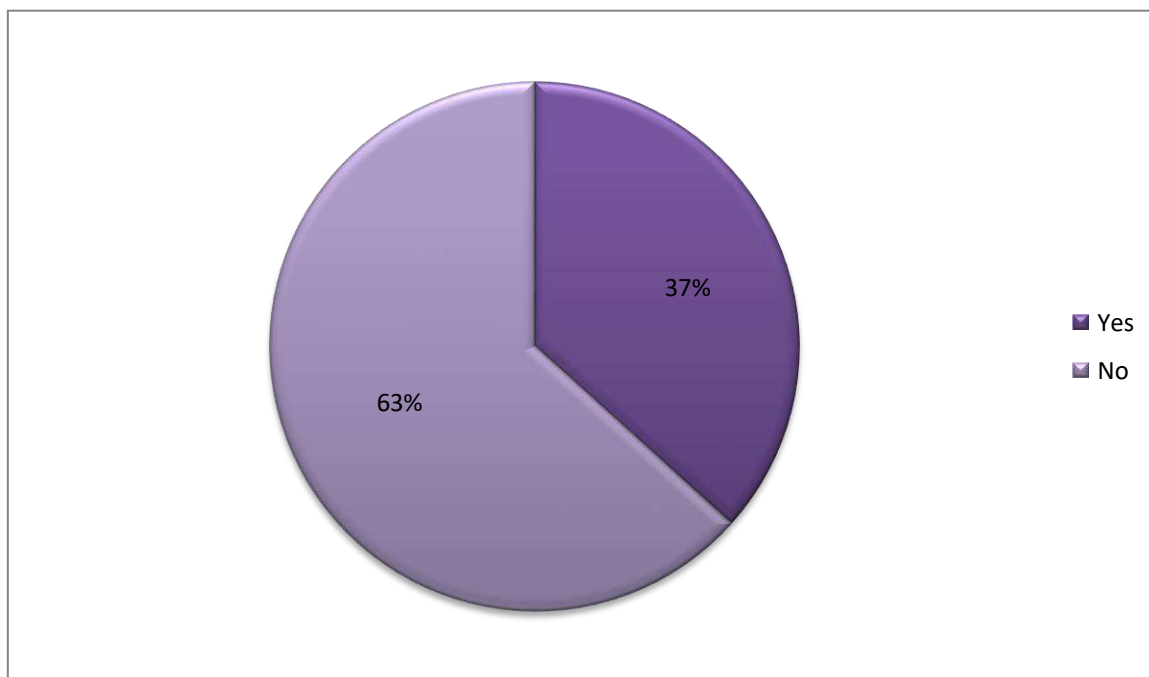
Graph 04: Students' Extra Courses

We noticed from the results that the majority of the respondents "63%" did not take extra courses to improve their English which is related somehow to the possibility that most of them did not choose to study English; however, "37%" showed interest in learning the language.

1.2.2. Section two: Oral Course

5. Do you consider your speaking:

Table 05: students' level of speaking

	Number	Percentage
Beginner	1	3%
Elementary	5	17%
Lower intermediate	10	33%
Intermediate	13	43%
Advanced	1	3%
Total	30	100%
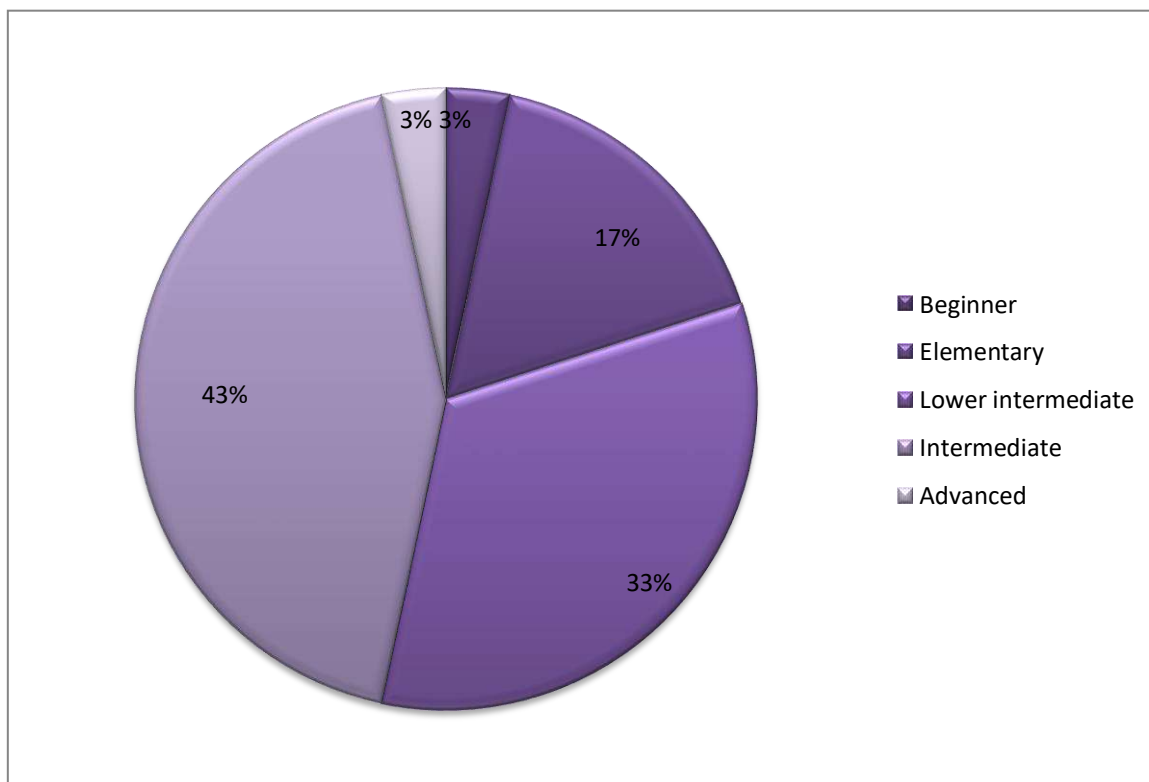
Graph 05: students' level of speaking

The results show that "43%" of the students consider their English level as intermediate, the rest of the students are between lower intermediate and beginner.

6. In an oral session, would you prefer

Table 06: Students' Choice of the Topic

	Number	percentage
'Free topic	23	77%
Guided topic	7	23%
Total	30	100%
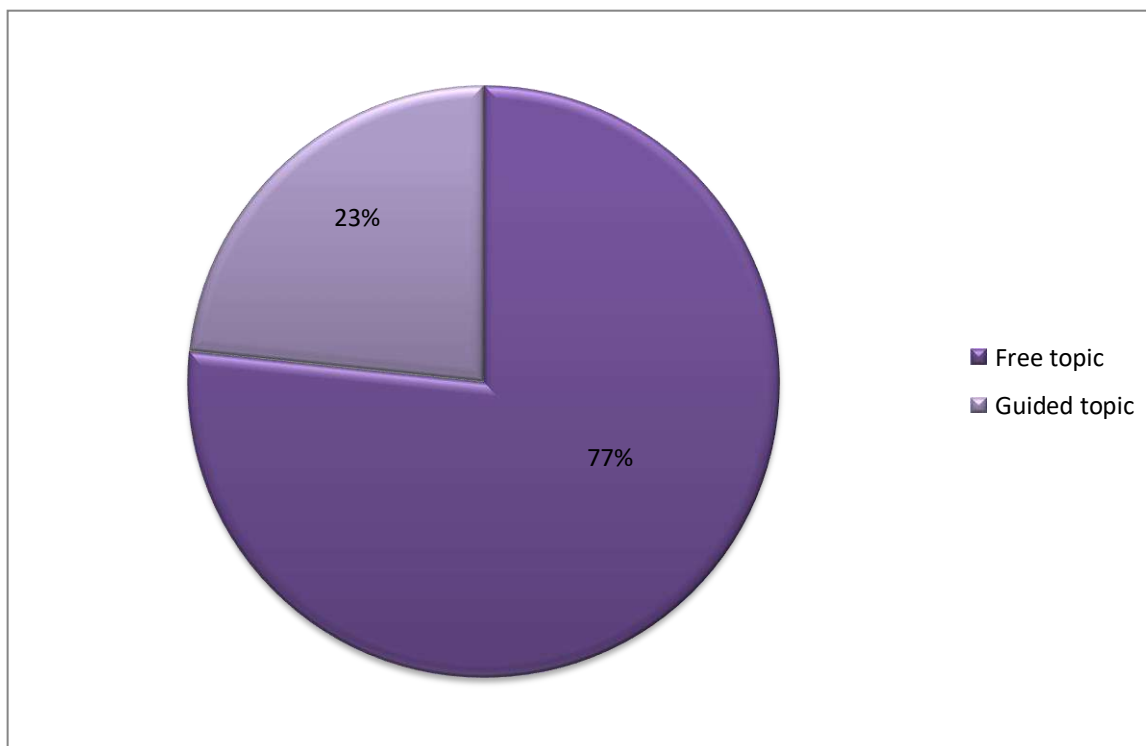
Graph 06: Students' Choice of the Topic

I noticed that the result is exactly as I expected it to be. "77%" of the students chose the free topic and justified that with that freedom, they feel more at ease and confident to express their ideas and opinions, and also feel motivated to share information about the topic they wanted. The rest chose guided topics and mentioned that the choice of the teacher is well thought of and it takes in consideration all students' levels in the language, and that it is time saving.

7. How did you enhance your speaking skill?

Table 07: students' ways to enhance their speaking skill

	Number	Percentage
Through communication	8	27%
Through listening to music	10	33%
Through movies	9	30%
Other	3	10%
Total	30	100%
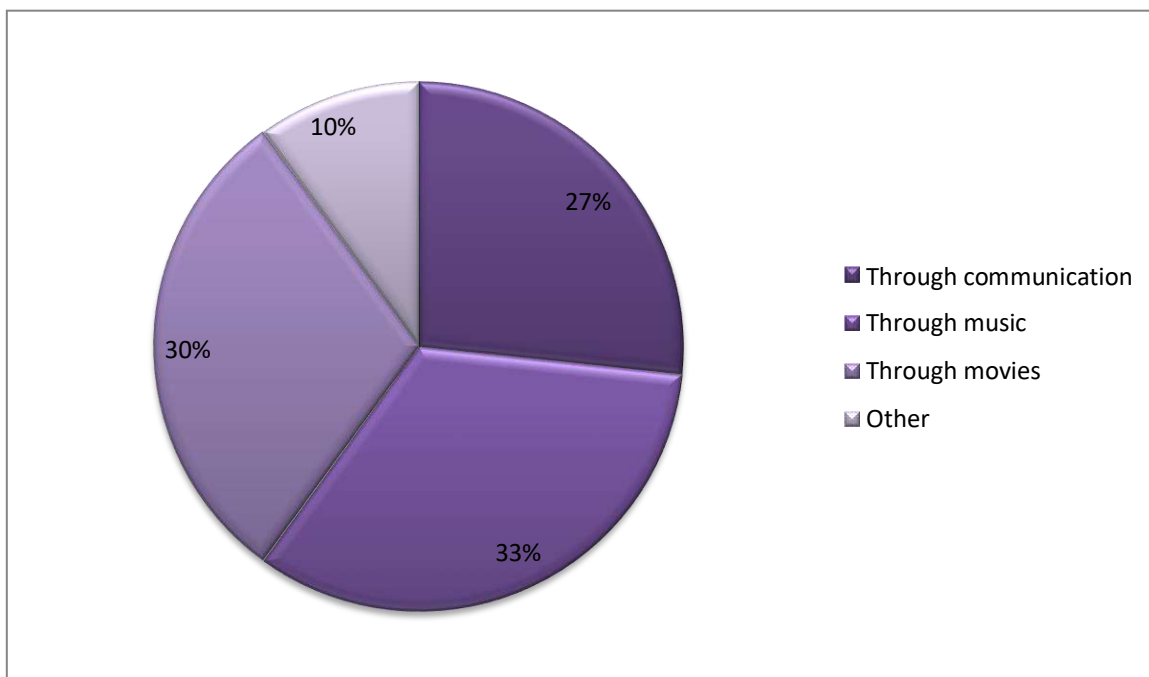
Graph 07: students' ways to enhance their speaking skill

I noticed that the results were very close. "33%" of the students enhanced their speaking skill through listening to music, "27%" of them enhanced their speaking through communication and "30%" said that it was through movies, "10%" mentioned that they practiced the language and watched YouTube videos of native speakers.

8. **What motivates you to attend oral sessions?**

Table 08: reasons that motivate students to attend oral sessions

	Number	Percentage
Debates	6	20%
Speaking freely	4	13%
Practice/improve the speaking skill	14	47%
Learning new vocabulary	6	20%
Total	30	100%
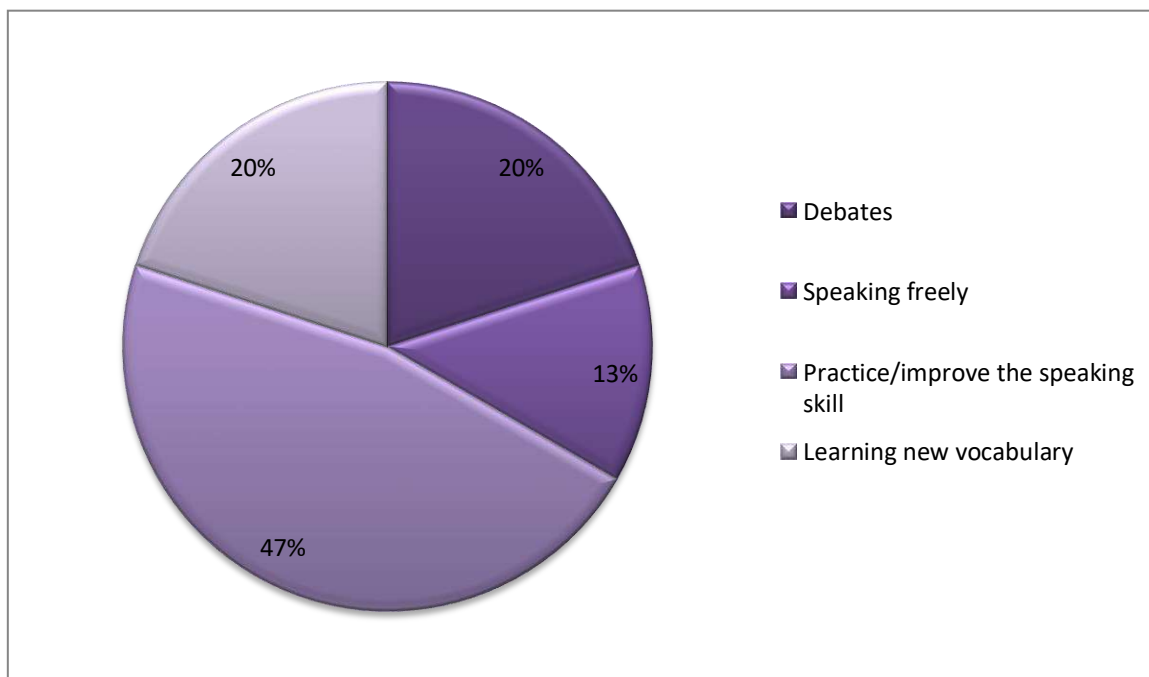
Graph 08: reasons that motivate students to attend oral sessions

Through the obtained answers I concluded the students' reasons as four main ones."20%" of the students are motivated to attend oral sessions for the debates, "13%" said that they like to attend the sessions to be able to speak freely, "20%" of them said it was to learn new vocabulary and the largest number which was "47%" said that it was to practice English.

9. In an oral session, would you prefer?

Table 09: students' preferences in their oral sessions

	Number	**Percentage**
Debates	14	47%
Presentations	7	23%
Dialogues	6	20%
Other	3	10%
Total	30	100%
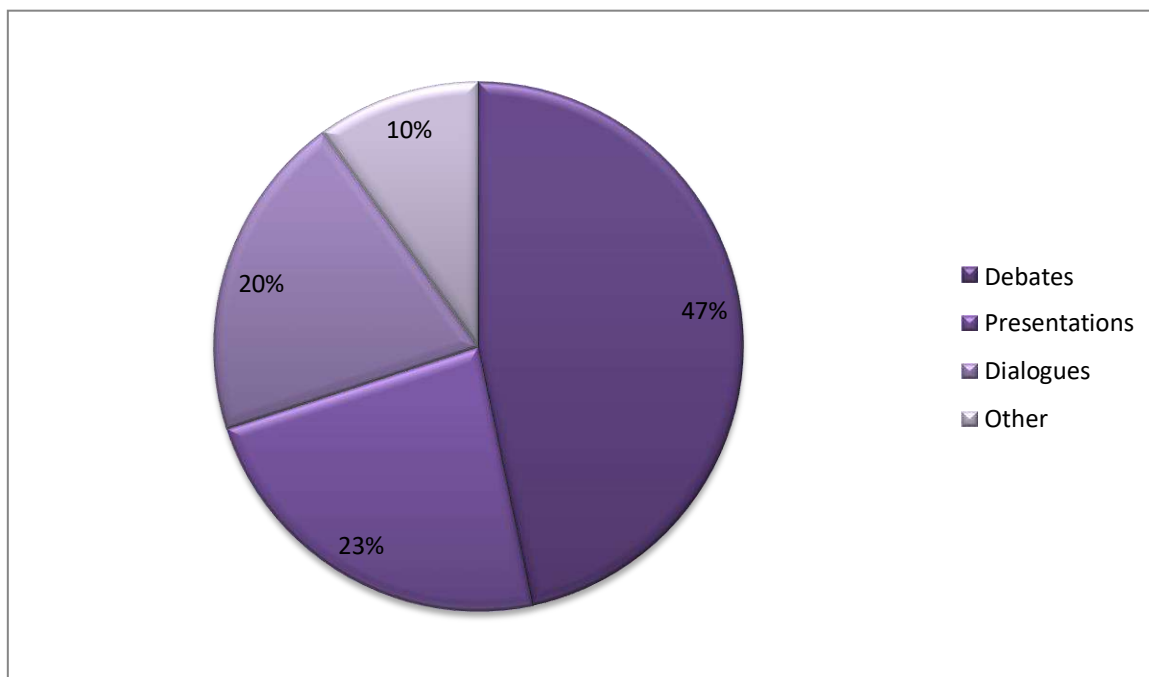
Graph 09: students' preferences in their oral sessions

The results show that the majority of the students which was "47%" prefer debates so that they exchange ideas, "23%" of the students prefer presentations, "20%" prefer dialogues and the rest mentioned role play, plays, and games.

10. In an oral session, would you prefer?

Table 10: students' preference on how to work during an oral session

	Number	Percentage
Individually	14	47%
In pairs	6	33%
In groups	10	20%
Total	30	100%
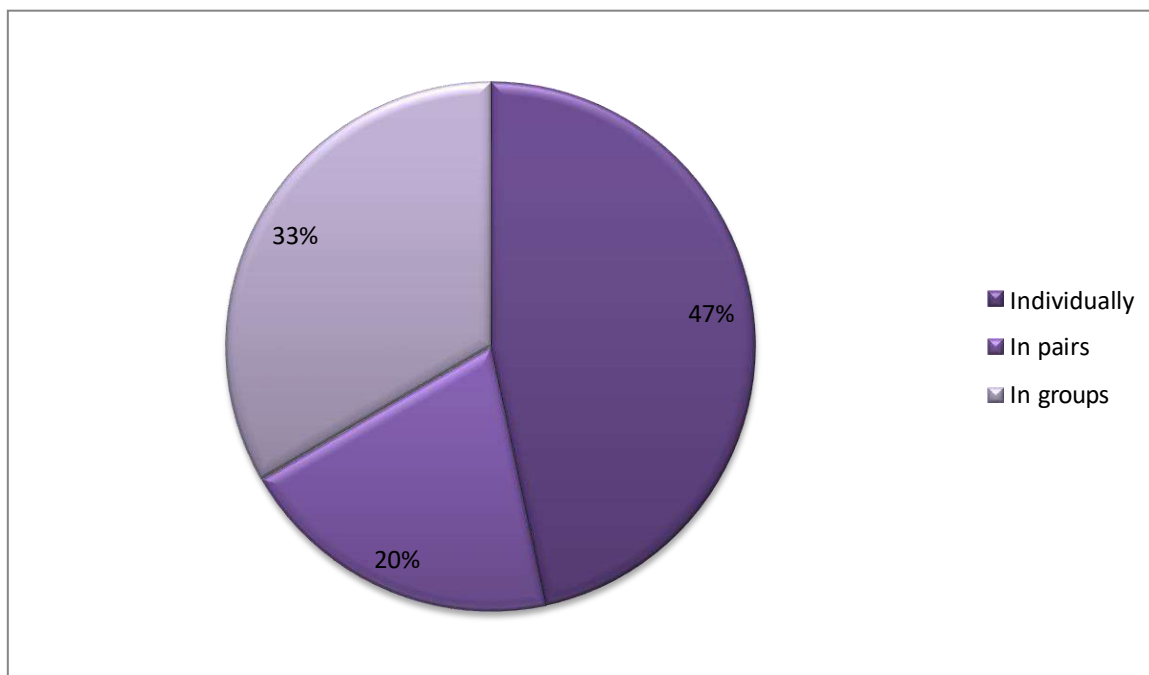
Graph 10: students' preference on how to work during an oral session

I noticed that "47%" of the students prefer working individually justifying with the comfort of working alone, "33%" stated that they like working in pairs so that they pick one friend of their choice to work with. The last "20%" stated that sharing ideas and opinions in a group is better.

11. Do the different levels of speaking of your classmates demotivate you in any way?

Table 11: different speaking levels' influence on students' motivation

	Number	Percentage
Always	1	3%
Often	5	17%
Sometimes	12	40%
Rarely	3	10%
Never	9	30%
Total	30	100%
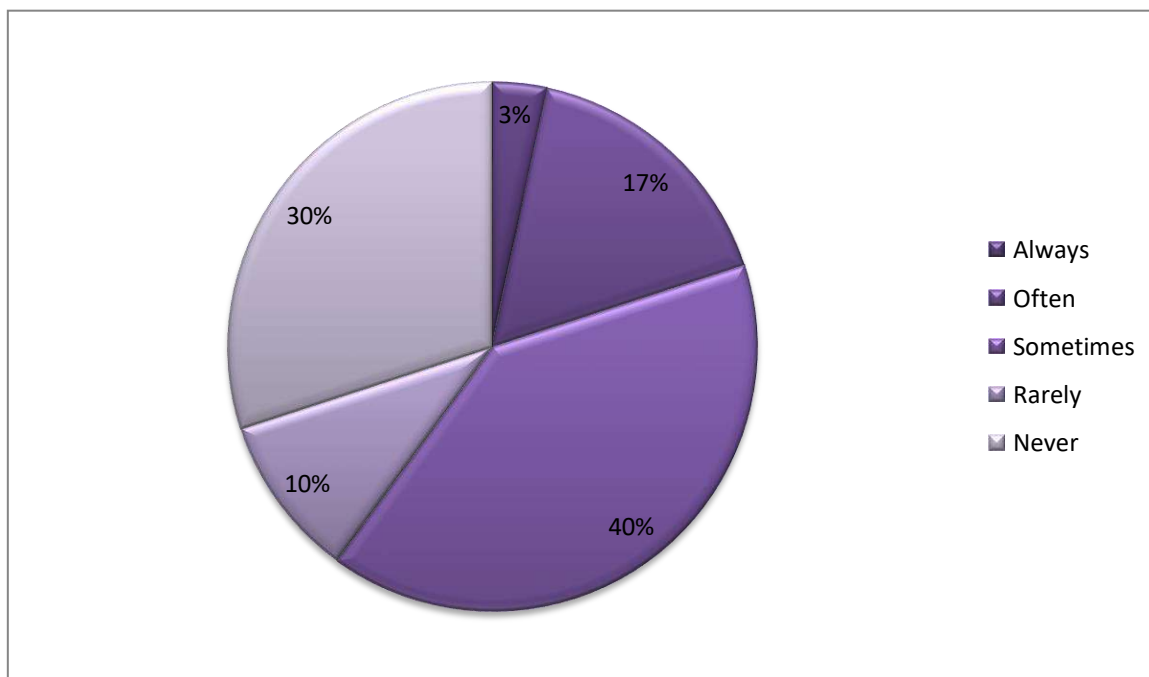
Graph 11: different speaking levels' influence on students' motivation

The results denotes that only "3%" of the learners are always demotivated because of their classmates' level of speaking, whereas, "40%" are sometimes bothered by it because they stated that students with a better English level correct their mistakes which embarrasses them. "30%" are never bothered and feel like different levels help them develop their English. The few rest are between rarely and often.

12. What are the main reasons preventing you from participating in class?

Table 12: reasons preventing students from participating in class

	Number	Percentage
Anxiety	4	13%
Shyness	5	17%
Fear of making mistakes	14	47%
Lack of confidence	1	3%
Other	6	20%
Total	30	100
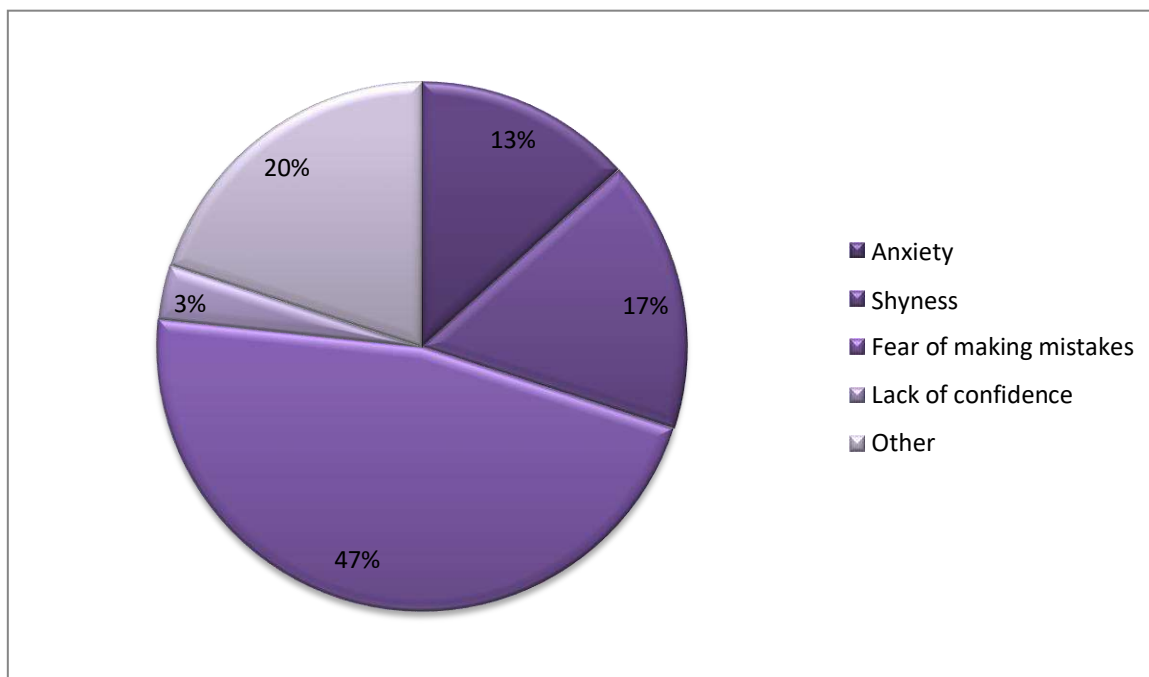
Graph 12: reasons preventing students from participating in class

The results show that "47%" of the learners do not participate because they are afraid to make mistakes, "17%" said that it was because of shyness, "13%" stated it was anxiety, and only "3%" stated that the lack of confidence is the reason. The rest of them said that the teachers' negative feedback embarrasses them or that they find the topic of the session too boring for them.

13. Does your teacher ask about your preferences in the topics you tackle in the classroom?

Table 13: how often the teacher asks about his students' preferences

	Number	**Percentage**
Always	2	7%
Often	3	10%
Sometimes	15	50%
Rarely	5	17%
Never	5	17%
Total	30	100%
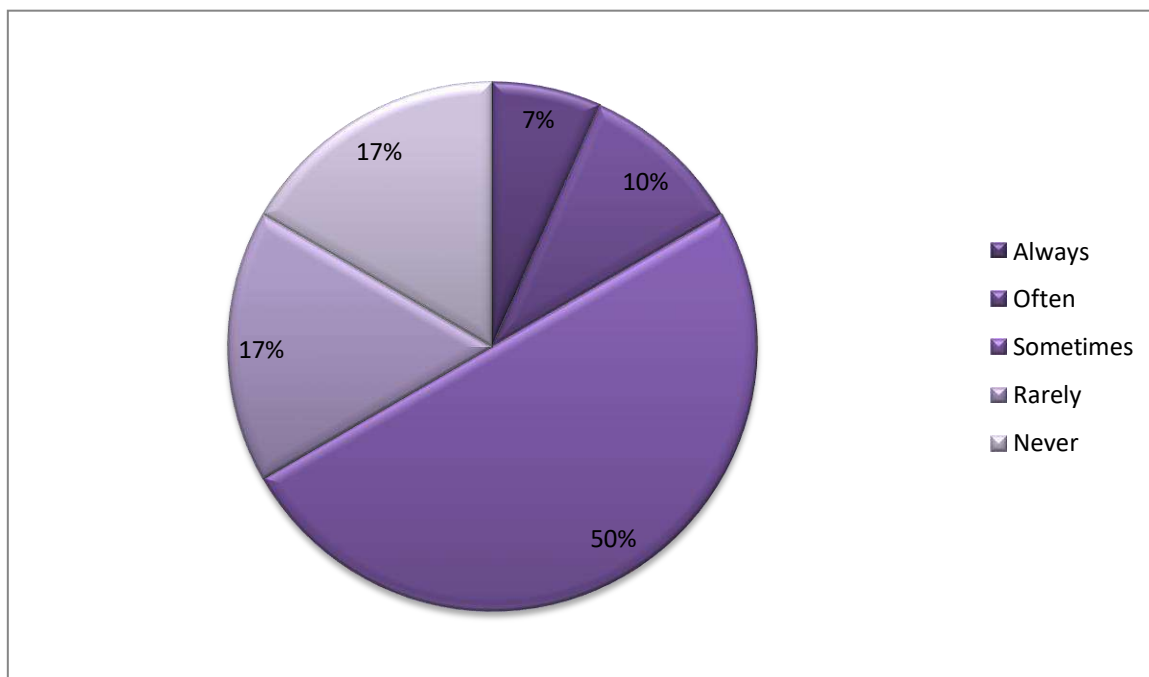
Graph 13:how often the teacher asks about his students' preferences

A large number of students said that the teacher asks sometimes asks about their preferences in the topics they tackle, and only "7%" said the teacher always asks, "10%" stated that the teacher often asks. The rest of the students are between rarely and never.

14. Is the classroom atmosphere helpful for you to be able to speak?

Table 14:classroom atmosphere effects on students' willingness to speak

	Number	Percentage
Always	5	17%
Often	5	17%
Sometimes	12	40%
Rarely	4	13%
Never	4	13%
Total	30	100%
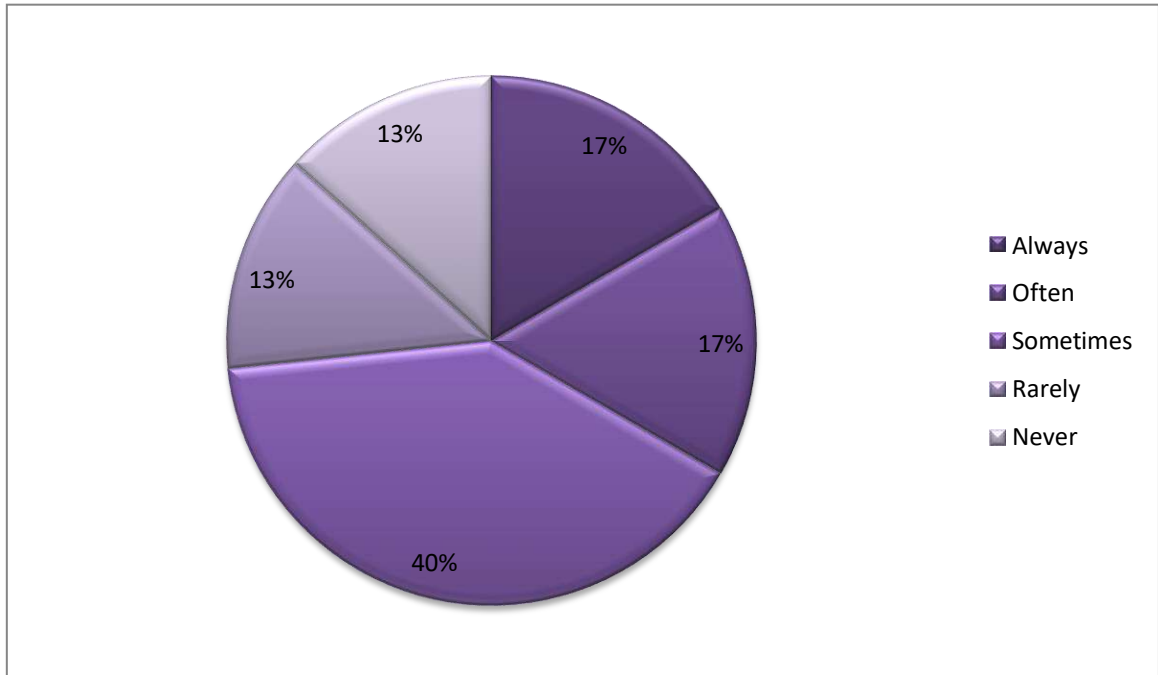
Graph 14: classroom atmosphere effects on students' willingness to speak

The results denote that "40%" of the students said that the classroom atmosphere is sometimes helpful to express themselves, always and often share the same percentage "17%", and rarely and never as well with "13%".

15. Do you think that the oral teacher has an effect on the students' desire to speak?

Table 15: teacher's effect on the students desire to speak

	Number	Percentage
Always	17	57%
Often	4	13%
Sometimes	3	10%
Rarely	5	17%
Never	1	3%
Total	30	100%
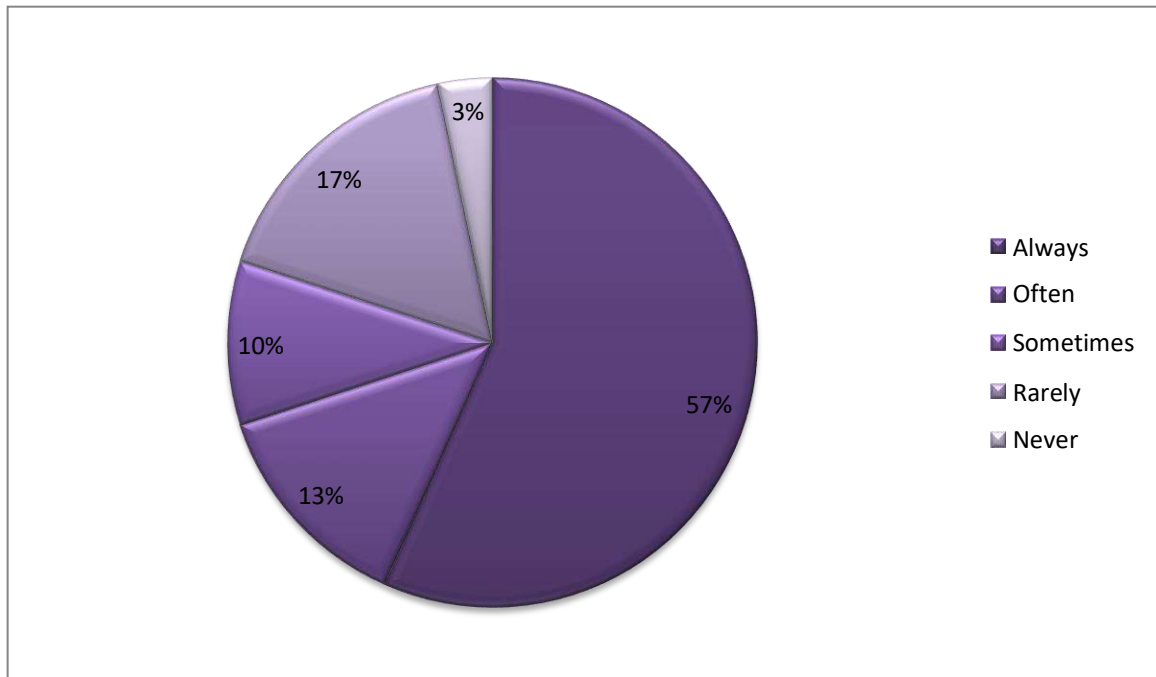
Graph 15: teacher's effect on the students desire to speak

The results show that a massive number of students stated that the oral teacher has an important effect on their desire to speak in the oral classroom, they added that it would be helpful to them to get positive feedback from him and for him to make them feel comfortable and at ease during the session.

2. Teachers' interview

I conducted this interview to find out if the EFL oral teachers adapt the differentiated instruction method in their classrooms, if "yes" how does it help to manage a successful oral performance class. I interviewed two teachers of the third year Licence in the English department of Kasdi Merbah University. This interview is set on five questions**.**

1. **How do you deal with the individual differences in your classroom?**

The first teacher said that dealing with individual differences takes too much time and effort and it is easier and faster to follow his usual method in teaching so that he finishes his curriculum on time, however the second teacher said that he tries different activities and methods and through the feedback he determines what suits the students and the session better.

2. **What do you think of the differentiated instruction method in teaching oral ?**

The first teacher pointed out that it is a new method that some teachers find helpful but for him it is complicated to find out all his students preferences, whereas the second teacher said that it is a very good method specially for oral classes because speaking is an active skill and the students will do better if they are comfortable in the classroom.

3. **What do you think are the reasons that stop students from speaking in the oral session?**

Both teachers agreed that the reasons that stop students from speaking in the classroom are mainly shyness, fear of making mistakes or just laziness.

4. **How do you use the individual differences of your students to build a good classroom atmosphere?**

One of the teachers mentioned that guided topics of his choice make a good oral class. The other teacher answered that choosing activities makes the session more active.

5. Can you suggest activities that help students to participate in the oral session?

The teachers suggested games, role plays and debates**.**

3. Classroom observation

The purpose of classroom observations is to observe the students' performance during the oral sessions and the teachers' ways methods of teaching. This helped me to conclude the effectiveness of differentiated instruction in enhancing students' oral performance in some classes for example one of the teachers used dialogues and discussed real life problems with his students which motivated them to speak but in other classes this method was absent, the students oral performance levels were very different some were still beginners some other were elementary and others were intermediate which made the use this method essential for enhancing their oral performance. Also I have noticed that when this method is used the classroom is very active and the students speak more and try to give their opinion about the subject but when the teacher does not give an importance to the students preferences in choosing the subject most students were absent minded in the classroom. I attended five sessions as a whole, two in one group and three in another.

Conclusion

To conclude, being among the students and teachers in the classroom allowed me to be in direct contact with them and that helped me to gather data that supports my hypotheses.

The chapter's aim was finding the differences between the students and knowing how teachers deal with them to enhance the students' oral performance.

To gather those pieces of information, a questionnaire was submitted to the third year Licence

students of the English department of Kasdi Merbah University, I attended five sessions as classroom observations, and an interview was conducted on two teachers of the same level.

The analysis of the results show that EFL students face some problems in speaking due to the differences between them, the students feel more comfortable in speaking when those differences are taken into consideration which proves my hypotheses right.

Findings

The collected data from the questionnaire administered to the third year Licence students at the department of English at KasdiMerbah University, and the interview conducted on two teachers on the same level confirm my hypotheses. The tables and graphs above show that EFL students' oral performance is developed more when differentiated instruction method is used.

The results show that students would participate more in the oral session if their differences are taken into consideration. Learners' needs and desires are different and that plays an important role in the teaching/learning process.

Classroom observations and discussions with teachers revealed that the idea of learning styles included the components of choice and interest. According to Tomlinson and Allen (2000), differentiation is a response to a learner's needs. I have noticed that students are more interested and engaged in the sessions when the topics studied are topics of their choice. some students are absent minded during the sessions when they are not interested in the topics tackled. Teachers should give more importance on the preferences of their students.

In addition to that, students mentioned that the teachers' support and feedback is one of the factors that encourage them to speak. Many students said that their teachers supports motivates them to speak and helps them to overcome their fear of making mistakes. Other students said that when making mistakes the teachers way of correcting them could be either instructing and welcome or pressuring which makes us uncomfortable to speak.

Through the findings, I have noticed that the students are more comfortable when their teacher provides them with a good classroom atmosphere through using games, role plays, and more classroom activities.

At last, through the classroom observations, it was very noticeable that learners show a

large interest in debates and dialogues, students were able to express themselves, give their honest opinions about real life situations, and communicate with each other which is the main goal of the oral performance class. Teachers need to work on establishing some key differentiated instructional strategies that help learners to gain knowledge as easily and efficiently as possible for the motivation of students for efficient learning.

General conclusion

My research is based on showing the effectiveness of differentiated instruction and its role in enhancing the oral performance of the students. The purpose of the study is to encourage the teachers to use this method. To answer our question, we combined the descriptive and analytical methods. A questionnaire was submitted to the third year Licence students of the English department at Kasdi Merbah University, and conducted an interview with two teachers at the same level of the academic year 2019-2020.

The work was divided into a theoretical part and an analytical part. The first part is classified in one chapter about the general idea of differentiated instruction and its efficacy in enhancing the learners' oral performance. This chapter has stated a general idea about the theory of differentiated instructions and how it is useful in enhancing the oral performance skill for students. I have stated the importance of this theory also factors that create individual differences in a classroom. Then I mentioned some teaching strategies that can be helpful for students, the different teachers' roles and students' roles in oral performance session

The second part of my work dealt with the analysis of the data collected from the students' questionnaire, the teachers' interview, and the classroom observation. The analysis of the results show that EFL students face some problems in speaking due to the differences between them, the students feel more comfortable in speaking when those differences are taken into consideration which proves my hypotheses right.

Recommendations

To conclude my work I suggest some recommendations which optimistically will be useful and helpful to the teachers in the future:

- ❖ I highly recommend teachers to incorporate the differentiated instruction method in their oral performance classes.

- ❖ To make the students feel good during the session, the teacher has to create suitable classroom atmosphere.

- ❖ The teacher has to give positive feedback to encourage students to speak.

- ❖ The teacher has to take into consideration the differences of his students.

- ❖ The choice of the topics dealt with in the classroom should be the students' choice.

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Appendix A

The students' questionnaire

The purpose of this questionnaire is to depict the individual differences in the oral class among students of third year license .you have been selected as the best source of information to contribute to this study .you are kindly invited to answer this questionnaire.

This questionnaire is divided into two main sections, the first is about student's background and the second is about your oral session.it is designed to be answered In 10 minutes .please, answer the questions as accurately as you can .thank you in advance.

Instructions: put a (X) in each square and answer by short sentences if the question needs an explanation or a justification.

A. Student's background :

1. Age :

2. Gender : Male ☐   Female ☐

3. What was your stream in secondary school?

Languages ☐   Other ☐

4. Have you ever taken extra courses to improve your English?

Yes ☐   No ☐

B. Oral course :

5. Do you consider your speaking:

Beginner ☐   Elementary ☐   Lower intermediate ☐   Intermediate ☐   Advanced ☐

6. In an oral session, would you prefer :

Free topic ☐   Guided topic ☐

Why?

………

………

………………………………………………………………………………………………

7. How did you enhance your speaking skill?

Through communicating ☐   through listening to music ☐   through movies ☐

Other

………

………………………………………….

8. What motivates you to attend oral sessions?

………

……………………………………………………………………….

9. In an oral session, would you prefer?

Debates ☐   presentations ☐   dialogues ☐

Other

………

……………………………………………………

10. In an oral session , would you prefer to work :

Individually ☐   in pairs ☐   in groups ☐

Why?

……

………………………………………………………

11. Do the different levels of speaking of your classmates demotivate you in any way?

Always ☐   Often ☐   Sometimes ☐   Rarely ☐   Never ☐

Why?

……

………………………………………………………

12. What are the main reasons preventing you from participating in class?

Anxiety ☐   shynes ☐   fear of making mistake ☐   lack of confiden ☐

Other

……

……………………………………………….

13. Does your teacher ask about your preferences in the topics you tackle in the

classroom?

Always ☐   Often ☐   Sometimes ☐   Rarely ☐   Never ☐

14. Is the classroom atmosphere helpful for you to be able to speak?

Always ☐   Often ☐   Sometimes ☐   Rarely ☐   Never ☐

Why?

……

………………………………………

15. Do you think that the oral teacher has an effect on the student's desire to speak in

class?

☐ ☐ ☐ ☐ ☐

Always   Often   Sometimes   Rarely   Never

Why?

……………………………………………………………………………………………………

…………………………….

Appendix B

Teachers' interview:

1. How do you deal with the individual differences in your classroom?

2. What do you think of the differentiated instruction method in teaching oral?

3. What do you think are the reasons that stop students from speaking in the oral session?

4. How do you use the individual differences of your students to build a good classroom atmosphere?

5. Can you suggest activities that help students to participate in the oral session

Abstract

The present study aims to show the efficacy of differentiated instruction in enhancing the EFL oral performance of the learners at the English department of Kasdi Merbah University. Through this study I hypothesized that students learned better when taking their differences into consideration. In order to confirm the previous hypothesis I investigated the case of third year licence students and the teachers of oral session module at the same level. I have used more than one research tool: a questionnaire, an interview, and classroom observation. The data obtained of the research tools support my hypothesis and shows that this method helps to enhance the students' oral performance and to fulfill the teaching and learning process successfully.

Key terms: *differenciated instruction, individual differences, EFL, oral performance.*

ملخص

تهدف الدراسة الحالية إلى إظهار فعالية التعليم المتباين في تحسين الأداء الشفهي في اللغة الإنجليزية كلغة أجنبية لفصول المتعلمين في قسم اللغة الإنجليزية بجامعة قاصدي مرباح. كنتيجة لهذه الدراسة ، افترضت أن الطلاب يتعلمون بشكل أفضل عند أخذ اختلافاتهم في الاعتبار. من أجل تأكيد الفرضية السابقة ، قمت بالتحقيق في حالة طلاب ترخيص السنة الثالثة ومعلمي وحدة الجلسة الشفوية في نفس المستوى. لقد استخدمت أكثر من أداة بحث: استبيان ومقابلة وملاحظة صفية. تدعم البيانات التي تم الحصول عليها من أدوات البحث فرضيتي وتوضح أن هذه الطريقة تساعد على تحسين الأداء الشفهي للطلاب وإنجاح عملية التدريس والتعلم.

الكلمات المفتاحية: التدريس المتمايز ، الفروق الفردية ، اللغة الإنجليزية كلغة أجنبية ، الأداء الشفوي.

Resumé

La présente étude vise à montrer l'efficacité de l'enseignement différencié dans l'amélioration des performances orales en classes d'anglais comme langue étrangère des apprenants du département d'anglais de l'Université Kasdi Merbah. Grâce à cette étude, j'ai émis l'hypothèse que les élèves apprenaient mieux en tenant compte de leurs différences. Afin de confirmer l'hypothèse précédente, j'ai enquêté sur le cas des étudiants en licence de troisième année et des enseignants du module de session orale au même niveau. J'ai utilisé plus d'un outil de recherche: un questionnaire, une interview et une observation en classe. Les données obtenues des outils de recherche soutiennent mon hypothèse et montrent que cette méthode contribue à améliorer les performances orales des étudiants et à réussir le processus d'enseignement et d'apprentissage.

Mots clés: enseignement différencié, différences individuelles, anglais comme langue étrangère, performance orale.