

Chapter 52: Differentiated Instructions in Teaching English Language Grammar

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Abstract: There are many problems that can be addressed to fix in Saudi educational system. However, not all of them can be applied due to lack of budget or manpower. Since we are seeking evolution in Saudi educational system we should focus on something that can be both affordable and applicable. Not only a problem that can be addressing to help Saudi system to flourish but also, we can provide them with a new programs or strategies. For example, differentiated learning is a philosophy for effective teaching that provides different individual learners with their needs. Teaching that is planned far away from the ability, needs and desire of students can't achieve its goals. Therefore, Educators should be aware of their student's social, economic and scientific statues to build a good rapport and to help teacher to interact with them in a communicative way. Also, it will support learners to form positive attitude towards both the subject and the teacher.

Differentiated instructions is to create paths that students of different abilities, backgrounds, learning needs and interests experience **appropriate** ways to learn. According to Carol Ann Tomlinson (Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.) Differentiated instructions may means that teaching the same materials to all students using variety strategies or it may require the teacher to deliver the lessons at a varying level of difficulty based on the ability of each learner. It allows educators to set the best opportunities to learners to practice, learn and achieve growth. Also, differentiated instructions help teachers to understand that assessment as an important tool to determine a student's starting point with the learning target.

The importance of differentiated instructions

Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing it is a stupid. (Albert Einstein) **Educators** know that one method of teaching will not meet the needs of all learners inside classroom. There are some barriers that prevent students from learning and doing tasks such as low skills level in reading, writing, and speaking or lack of confidence. Because of the varying skills level that educator encounters with learners, differentiating his instructions gives the opportunity to provide ways to students to access the curriculum regardless of that initial skills level issue. Differentiated learning is the key to help both educators to deliver suitable learning, and students to receive their educational needs and challenges that fit their levels.

The implementation

Differentiated instructions is rooted in assessment, students are no longer tested at the end of the **unit**. They should be assessed before, during and after the unit. Because, it allows teachers

to design learning experience based on students' readiness, modes, and interests of learning. After that, the educator should create groups depending on what he or she wants to deliver for example if the teacher wants to do

remediation or enrichment put them in ability groups. Or if the teacher is going to do a problem solving the learners should be divided into cooperative groups where they get the benefits of different learning styles and

Different ability levels. Then, deliver varied content to learners depending on their needs. Following that up with alter activities then assessment that rely on the demand of the schoolchildren.

The purpose of this IPLP is to provide Saudi schools system with differentiated instructions strategies in teaching English Language grammar and, facilitate the implementation inside school environment.

Review of literature

Differentiation learning provides students inside classroom with their needs since all learners are not at the same level. According to Tomlinson (2017) it grants each learner to access to real learning and allows a learner to absorb information and making sense of ideas. The purpose of differentiating instruction is to enlarge each student's growth and individual success by meeting each student where he or she is and assisting in the learning process (Tomlinson & Eaton, *Reading Rockets*, 2016). Educators know that one method of teaching will not fit all students in a classroom not even the half of them. Simply, because different learners have differing needs, interests, and backgrounds. Learners are individual human beings who learn distinctively. It allows educators to cater to learning styles. Some are visual learners, others prefer to read. Some need to touch things and move. Some are natural with numbers, others "feel" languages. Some need to watch others doing a new thing before deciding to try it for themselves. Others need to explain a new concept to form better understanding. Putting students' needs in the middle of the education system will support them to find those things which they are good at and keep track of them. English Language learners (ELLs) have also their needs that must be identified and met in order to break the barriers that prevent them from learning.

There are several researches that support this study of applying differentiated instructions inside classroom, and the importance of meeting individuals needs in the learning process. Initially, according to Tomlinson, C (2017) in *How to Differentiate Instruction in Academically Diverse Classrooms*, Third Edition one size of teaching doesn't fit all students inside classroom. English language learners need for differentiating because they have different abilities and needs. Educators should address the need of Advanced, struggling and in middle group of learners. Each group need to be engaged and challenged in the learning process to achieve the required growth despite the differences in their abilities. In fact, ignoring those differences will cause more problems such as lack of interest and reduced the numbers of the engaged students inside classroom.

Tomlinson has identified vital strategies to address the English language learners needs. Firstly, create safe environment for ELLs where they feel accepted and valued in the classroom they come to every day. It requires working towards a multicultural curriculum

throughout school years they can represent their culture. Secondly, building bridges between students' first languages and English. It

encourages ELLs to use their first language to bridge to English. For example, write a paragraph in their first language then translate it to English or express an idea orally in their first language to clarify their own thinking then reply in English. Thirdly, giving

ELLs the opportunity to talk and expressing themselves in English. It can be achieved through continually using a language by allowing students to speak as much time as possible. Fourthly, using many instructional approaches to enhance opportunities to learn. Planning to provide

learners with modeling, offering bilingual summaries, using cueing questions, and providing both oral and written directions. Finally, position students for success. It means providing personalized feedback and supporting ELL to focus on his/her next step.

Another study that enhances this project was done by Lori Michalec in *Decidedly Doable Differentiation* 2007. She found that pretesting and individualized instruction have the greatest impact on student success. The pretesting allows students to see an "end" and promotes goal setting, which, in turn, promotes personal responsibility. Then, with the scaled results in an Excel spreadsheet, she updated and reviewed ongoing progress and ensured that students are meeting their possible; and ultimately, by allowing them to work at a level that is indivisually challenging, and at their own pace, the students experienced more success.

According to Tomlinson educators can differentiate in four main scopes.

Firstly, the content or the curriculum those students supposed to learn. For instance, providing learners with charts, models, or giving them resource materials at varying readability level. Secondly, Teachers can differentiate the process of learning by using flexible grouping to address student's needs and provide them with tiered activities. In other words, understand and make sense of the content. Thirdly, differentiate by product means provide products that range in choices from all multiple intelligence. For example, two students show their understanding of the materials in completely different ways. One of them writes an essay while the other one makes poster about the same topic. (Wormeli 2007) Product refers to the way in which your students prove they learned the content. Finally, differentiate the environment means developing an environment that actively encourages leaning process. It allows learners to practice learning without any pressure or fear. Therefore, differentiated instructions can be applied on teaching English as second language skills.

Grammar is a set of rules that administer any language. Crystal (2004) has illustrated that grammar is the core structure of our capacity to speak about ourselves. When grammar knowledge increased, the ability to effective communication took place. Grammar is the thing that eliminates ambiguity and express clarity. Testing grammar is an effective method for assessing and giving feedback to students about their learning process. However, teaching English grammar to Saudi learners has been a challenging duty, since most Saudi students can be catigorized as "anti-grammarians" who consider grammar a threatening and difficult aspect of these skills. The majority of Saudi students' dislike learning grammar and often characterize English teachers as unpleasant grammar mongers whose job in life is to point out students' errors (Alzamil, "Teaching Grammar as a Foreign Language in Saudi Arabia," 2015).

Grammar plays a vital role to improve both written and spoken language. In order to provide students with suitable input to improve their grammar, we must create an appealing environment where they can practice language without any fears of making mistakes. Then, testing them to know their levels readiness, skills, and interests.

The assessment's result allows educators to differentiate their instructions and to state the starting point for differentiating.

The implementation plans

The learners inside the classroom are different from each other, and those differences among learners affect the learning situation. Each individual learner has his own need. Because of that one size

Of teaching does not fit all students. Differentiation becomes responsive teaching for those needs. However, the process of identifying students' needs and trying to respond to them takes a long time. It is a commitment to look beneath the surface to understand and acknowledge those differences to become part of my teaching plan. Therefore, looping English teachers in high school in Saudi Arabia will support both teachers in identifying learners needs, and students to achieve the maximum possible growth. The English curriculum in my city Makkah is (traveler) 1 -5, and it is an obligatory subject in high school.

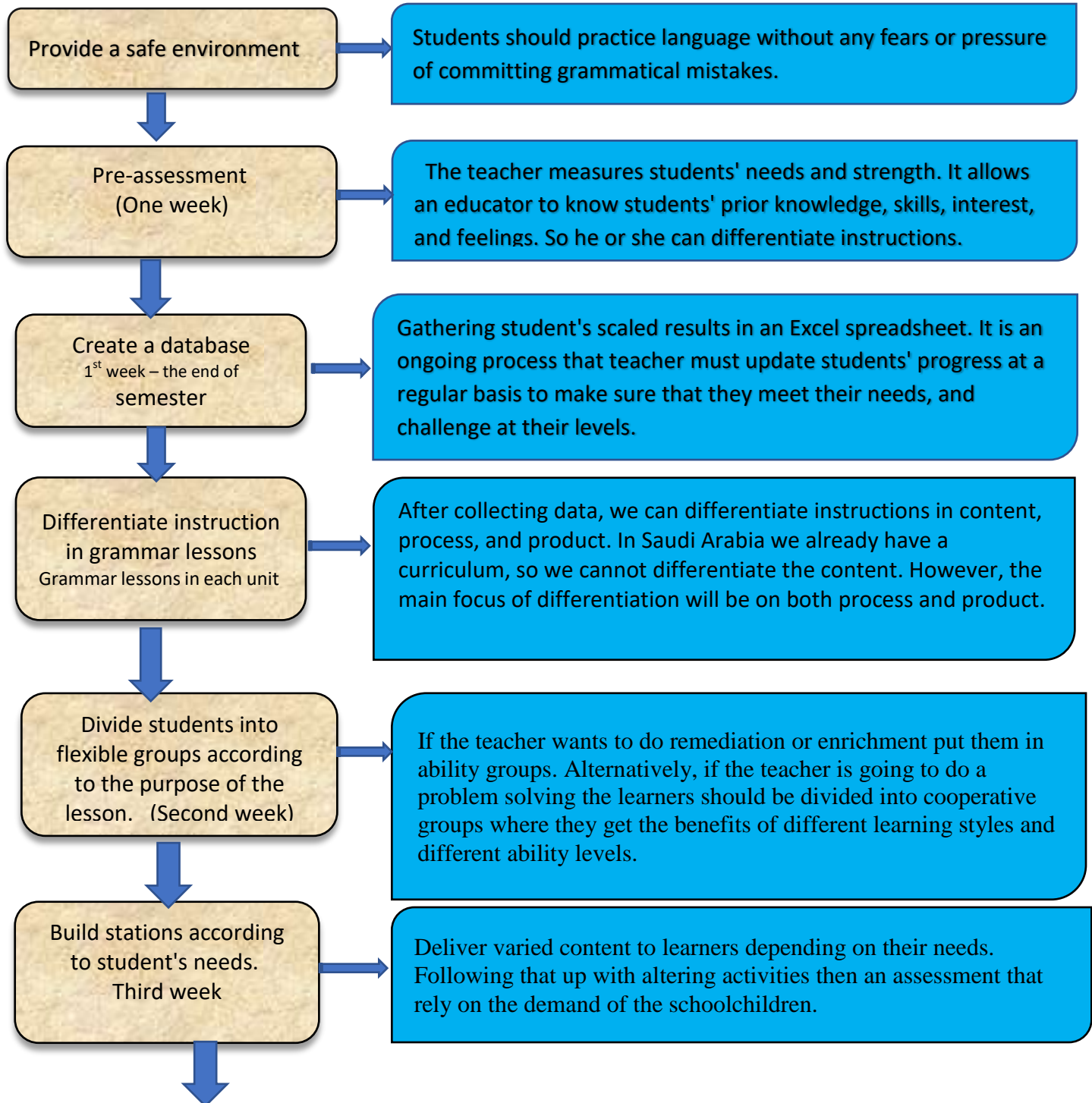
The first targeted groups of this project are my students in the 1st secondary grader. Then, when they succeed, I follow them up through second to the third and last year in the high school (looping). Three years the timeline of this project but the result may appear after only one year. The procedures and steps are shown in the flowchart next page. After evaluation and study the pros and cons of this method, the next step will take place by sharing this approach with English teacher inside my school. After that gradually to the schools inside my area then to the whole district.

The evaluation plan is an integral part of this project. It involves gathering and analyzing data about a program's activities, features, and products. It aims to provide the research with judgement to improve its effectiveness. The evaluation plan is divided into three crucial criteria's. Initially, learner's performance inside classroom is the starting point for teacher to collect information and check student's growth. As mentioned in the implementation plan gathering student's scaled results in an Excel spreadsheet. It is an ongoing process that teacher must update students' progress at a regular basis to make sure that they meet their needs, and challenge at their levels. Then, comparing students result before and after delivering the differentiated instructions in grammar to measure the progress that they have achieved.

Secondly, educator's opinions play a vital role in optimizing performance for both teachers and students. Feedback can be measured through a survey which is allow a great number of teachers to provide their point of view to achieve the most effective use of differentiation. Also, the researcher will perform an interview with English language teachers inside his school and nearby high schools. Both ways will reflect a reliable criticism that will enhance and enrich this project. The interview should be done multiple times during the

project. The first review should be done very early in the project and subsequent reviews should be performed soon after the start of a new project phase. The key is to conduct reviews when adjustments can best be made to improve the probability of success.

Finally, teacher own perception is an essential element in the evaluation process. The daily notes and realization improve the educational experiences that educator provides for learners. Every teacher can realize whether students are learning and achieving progress or not. He or she may go back and forth to set the best possible pursuit to differentiate instructions then forming an impression about it.



Write down the students results in the database. At the end of each unit.

Comparing students results before and after delivering the differentiated instructions. Check out and review their growth and take notes to optimize performance for both teacher and



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| Subject | English Language | | | | | | Date | | | | | | | |
|---------------|------------------|-------------------------------|--|--|--|--|-------|----------|-------|----------------------|--|--|--|-----------------|
| Teacher | Ahmed Alharbi | | | | | | Level | | | | | | | |
| Students Name | Learning Style | Pre-assessment (Periodically) | | | | | | Notes | | Formative assessment | | | | Level of Growth |
| | | | | | | | | Strength | Needs | | | | | |
| 3- | | | | | | | | | | | | | | |
| 4- | | | | | | | | | | | | | | |
| 5- | | | | | | | | | | | | | | |
| 6- | | | | | | | | | | | | | | |
| 7- | | | | | | | | | | | | | | |

A: Understanding of Differentiated Instruction

(1) Not Important (2) Fairly Important (3) Very Important (4)Not Important

| | | |
|----|---------|---|
| 1 | 1 2 3 4 | I know individual student interest, need and can relate it to instruction. |
| 2 | 1 2 3 4 | I know individual student life situations and how it may impact their learning. |
| 3 | 1 2 3 4 | I pre-assess students before instructing. |
| 4 | 1 2 3 4 | I pre-assess readiness to adjust the lesson. |
| 5 | 1 2 3 4 | I assess at the end of the lesson to determine knowledge acquisition. |
| 6 | 1 2 3 4 | I determine the student's learning styles. |
| 7 | 1 2 3 4 | Students learning style play a role in designing/selecting learning activities. |
| 8 | 1 2 3 4 | I adjust for diverse learner needs with scaffolding, tiering instruction & provide student choice in learning activities. |
| 9 | 1 2 3 4 | I clearly articulate what I want students to know, understand and be able to do. |
| 10 | 1 2 3 4 | I use a variety of materials beside the curriculum. |
| 11 | 1 2 3 4 | I collect students result to keep track and check their growth on a regular basis. |
| 12 | 1 2 3 4 | The pace of instruction varies based on individual learner needs. |
| 13 | 1 2 3 4 | I group students for learning activities based on readiness, interests, and/or learning preferences. |
| 14 | 1 2 3 4 | I provide multiple modes of expression in the final product. |
| 15 | 1 2 3 4 | I provide a variety of assessment tasks. |
| 16 | 1 2 3 4 | The product connects with student interest. |

Section II: Background information

17- Current grade taught: A- Elementary B- Middle C- High school.

18- Gender: A- Male B- Female.

19- Your age range is:

___21-30 years ___31-40 years ___41-50 years ___51-60years ___60+years

20- How many years have you been teaching?

1-3years ___4-10 years ___11-15 years ___16-20 years ___21-30 years

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