

Second Annual Action Research conference

Qatar University 2009

Hamad Bin Abdullah Bin Jassim Preparatory Secondary Independent school for Boys

**The Effect of Differentiation on
Improving Reading Skills of English as a
second language**

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Suprvized by : Dr. Adel Khedr

Dedication

- I'd like to offer special thanks to all those who are responsible for holding such a unique conference (Education institute, Qatar university, Faculty of Education)
- I'd like to offer my thanks for all those who attend today to listen to me.
- I'd like to offer my thanks to Dr Adel Khedr for supervising my action research.
- I'd like to offer my gratitude to Mr Ian for helping me a lot carry out this action research.

Abstract

- This research aims to identify the effect of differentiation on improving students' reading skills in English as a second language with a sample of 96 students, their ages ranged from 14 to 16 years old.
- The research was applied to students in Hamah Bin Abdullah Bin Jassim Independent School for Boys (Grade nine and grade ten).

Introduction

Out of the fact that all the students are not of the same academic level; there is a great discrepancy in the same class. In one class we may have the following types of learners:

- A. high achievers vs. low achievers
- B. reflective vs. impulsive
- C. global vs. analytic
- D. visual, auditory, and kinesthetic.

So, the teacher **had to** design lessons including activities that act satisfactorily to all those types of learners. The presenter finds it necessary to focus extensively on reading sessions . These reading sessions were provided in a way that suited the different levels of the students . The teacher believes strongly that Every student in the class room, whatever his academic level is, should have a share in reading . he must get the utmost benefit out of these sessions .

purpose

- The purpose of this study is to determine to what extent practicing differentiation in reading leads to the improvement of students' reading skills and academic achievement.

Feeling the problem

REASON 1 CHILDREN'S LEARNING PROCESS IS VARIABLE.

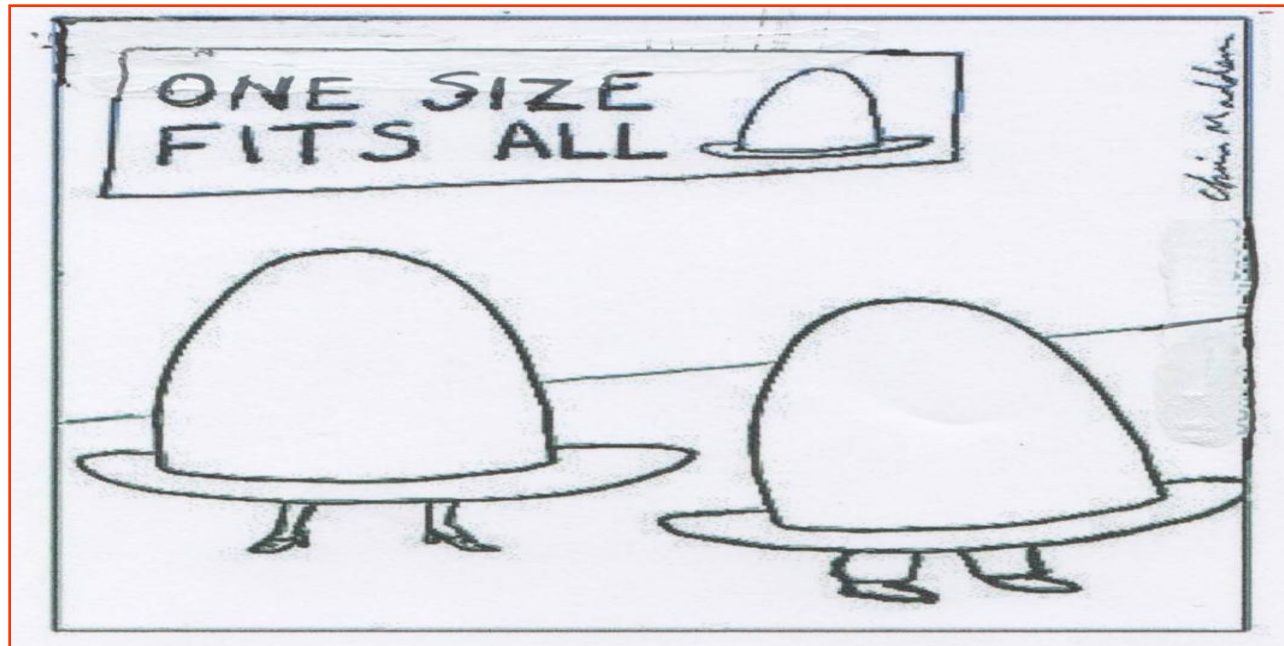
- Each student has a unique combination of intelligences (verbal , logical , spatial , musical ,)



- Based on lectures by Dr: Sarah Rich, Senior lecturer in Education (TESol)

REASON 2 why differentiation is important:

- What seems fit to some SS may be totally unfit to some other learners.
- It would be unfair to provide all the SS with the Same material.



REASON 3

- The most important reason that pushed me to practise differentiation is I observed, during reading sessions, that only the advanced students used to take the lion's share and get the utmost benefit of the reading sessions, whereas the low level students are left behind either struggling or chatting causing distraction to the rest of the class.

Study significance

- The significance of this study lies in the possibility of improving students' reading skills in English as a target language; the thing that may have a positive effect on improving their skills in Science and Math.
- Get the low level ss involved during reading sessions

Research questions.

- Does the suggested differentiated reading program have a significant effect on improving students' reading skills?
- Are there significant differences in the post test between grade (9) and grade (10) students ?

Review of Literature

- “Every body wants to improve reading achievement , but what steps are necessary to accomplish that and which instructional actions should receive the highest priorities?” **Timothy Shanahan**
- “Classroom teachers are encouraged to differentiate instruction in multiple ways (time, group size, focus of instruction, lesson structure) in order to more effectively meet the needs of all students in their classroom..... **Joseph K. Torgesen ,Florida Center for Reading Research at Florida State University June, 2007**

Methods and Methodology

- Action research.
- Quantitative research
- Observation

Instruments

- Burt Reading Test.
- A-Z leveled readers.
- Students' opinion poll.

Procedures

- The teacher followed some strategies:-
- The teacher put 96 students from grades 9& 10 to Burt reading diagnostic test.
- According to the test results ,I classified the students in to three reading levels ranging from level (5 – 7) in what is termed as the reading Age (R-A).
- The teacher had each student to know his level and his group.

- The teacher specified a weekly differentiated reading session to the SS.
- All the SS had to do a unified activity as a starter (title - Author – the new words)
- The SS had to follow the strategies listed below
 - Book walk
 - Read individually.
 - Underline the new vocabulary.
 - Read in pairs.

- write down the main idea with some relevant details.
- Discuss their writing.
- Finally the SS answer the accompanying worksheets related to the lesson objectives that can be one or some of the following:
 - Read different texts to :
 - Recognize periods (level 5)
 - Identify initial consonant S (level 5)
 - Sequence story events (level 7,6)
 - Recognize the use of capital letters at the beginning of a sentence and proper nouns.(level 6)

م	العاشر/8	الجلوس	RAW	RA
1	امان الله خستا باد شاه ميرباد شاه	478	27	6.7
2	جابر خالد صالح راشد القاشوطي	479	22	6.7
3	حمد حمد علي الاشراف	480	45	7.1
4	حمد عبد الله سالم فراج الدوسري	481	11	5.8
5	حمد محمد عتيق الشهبواني الهاجري	482	11	5.8
6	خليفه محمد عبد الله محمد المنصوري	483	21	6.2
7	سعيد عوض محمد الخير محمد	484	30	6.9
8	سليمان عثمان سليمان ياسين	485	37	7.3
9	عابد محمد عبد الله الديني	486	21	6.2
10	عادل سالم عسكر سالم الكربي	487	23	6.4
11	عبد الرحمن احمد السيد عبد الله	488	32	6.1
12	عبد الرحمن مجدي سعيد يونس شلد ان	489	29	6.8
13	عبد الله فلاح محميد عبد الهادي	490	39	7.5
14	عبد الله محمد عبد الله المري	491	33	6.1
15	علي حمد محمد راشد صبيح	492	2	5.3
16	محمد مبارك القحطاني	493	22	6.3
17	فواز فرحان جامان ظميران العتيبي	494	47	8
18	مبارك جابر سعيد الهاجري	495	35	7.1
19		496	42	5.9

	الجلوس	RAW	RA
المصطفى محمد نصر عثمان نصر	196	32	6.1
جار الله علي ناصر علي جار الله	197	5	5.5
جمال عبد الناصر عمر ابو بكر	198	30	6.9
حمد سعود راشد حلوان العنزي	199	67	9.1
خالد محمد خميس سالم المغزوي	200	32	6.1
صالح محمد حسين قاسم محمد الجانحي	201	45	7.1
عبد الرحمن حامد علي النملان	202	24	6.5
عبد الرحمن محمد علي المنيفي الهاجري	203	15	5.11
عبد الكريم احمد محمد حاجي	204	4	5.4
عبد الله فالح مبارك سويد	205	42	7.7
علي عبد الرحمن علي المنيفي الهاجري	206	6	5.5
عيد عبد الله حمود حمد القحطاني	207	26	6.6
فهد فالح ناصر آل فاضل القحطاني	208	26	6.6
فيصل أحمد حسن محمد النعيمي	209	30	6.9
محمد حمد سعيد حمد ال جهويل	210	0	0
محمد سعود راشد حلوان العنزي	211	45	7.1
محمد ظافر علي عجم الحبابي	212	15	5.11
محمد عادل محمد صالح عبدالكريم	213	22	6.3
محمد علي عبدالله حسين اليافعي	214	35	7.1
محمد نبيل محمد عبدالله المشعري	215	38	7.4
مصطفى محمد عيون محمود	216	30	6.9
مفلح طالب مطر الشديد الخالدي	217	39	7.5
ناصر عبدالله ناصر جابر صلاح	218	21	6.2
نوح عبد الله علي احمد البلوشي	219	15	5.11

WORD READING TEST

Score		2	3	4	5	6	7	8	9	10
Reading Age		5.3	5.3	5.4	5.5	5.5	5.6	5.6	5.7	5.7
Score	11	12	13	14	15	16	17	18	19	20
Reading Age	5.8	5.9	5.9	5.10	5.11	5.11	6.0	6.1	6.1	6.2
Score	21	22	23	24	25	26	27	28	29	30
Reading Age	6.2	6.3	6.4	6.5	6.5	6.6	6.7	6.8	6.8	6.9
Score	31	32	33	34	35	36	37	38	39	40
Reading Age	6.9	6.10	6.11	7.0	7.1	7.2	7.3	7.4	7.5	7.5
Score	41	42	43	44	45	46	47	48	49	50
Reading Age	7.6	7.7	7.8	7.9	7.10	7.11	8.0	8.1	8.2	8.3
Score	51	52	53	54	55	56	57	58	59	60
Reading Age	8.4	8.4	8.5	8.5	8.6	8.6	8.7	8.8	8.8	8.9





Students' Works

- Samples of the students' work



I am a blue-billed stork

My beak is shaped like a shoe

I like to eat fish

I use the hook at the end of my beak to cut up my food



- I am a crossbill
- My beak is crossed like “x”
- My crossed helps me get seeds from pine cones



- I am sword-billed hummingbird
- I am very small bird with very long beak
- I used long beak to get nectar from tube-shaped flowers



- *Jam groove-billed Barbet*
- *I have a large' thick beak*
- *It have tooth-like ridges in my lower beak*
- *It feed on fruit insects*

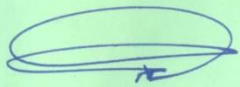
PREPARE :MEFLEH TALEB

SUPERVISION:SAAD

GRAED:9/5

- Students' reflection

فكرة المجموعات فكرة جميلة ولكن اذا وضعنا المجموعات حسب المستويات العالمية فزى أن
المجموعات الضعيفة تزيد في الكسل ولكن من رأيي أن نوزع المجموعات متوائماً لكي الطلاب
الضعفاء يستفيدون من الطلاب المتقدمين كلياً وشكراً



رقياتي : ناصر النعيم

الحمد لله جميل وممتعة وجيدة

* بسم الله الرحمن الرحيم *

~~الحمد لله~~ صلاة قرادة مفيدة لكل طالب وتساعد ايضا على تطور مستوى كل طالب والطلاب الذين لم يثبتوا في
القرادة . ويجب على كل طالب أن يجهد في هذه المهمة المعقدة

١٠/١٦

الإستعداد من حصة القراءة

حصة القراءة مفيدة لنا نحن الطلاب
فهذه الحصة تشجعنا ~~على~~ الشوق
وتعلمنا على القراءة وأن كطالب
مفيدة لي وبنائنا أن نحسن في اللغة.

~~الشكر~~
شكرنا المجموعات مرتبة ومنظمة

~~واشكر من ساهم~~
واشكر الأساتذة ومن ساهم في هذا الموضوع.

Data Analysis and Findings

The Researcher used descriptive statistics and Anova to analyze the data

- Descriptive statistic of two groups

		N	Mean	Std. Deviation
R age St	1	49	6.6933	.82101
	2	47	6.4291	1.75888
	Total	96	6.5640	1.36242
P P os T R aw	1	49	30.0000	11.34864
	2	47	27.5532	16.49085
	Total	96	28.8021	14.08068

Analysis of variance

ANOVA

		Sum of Squares	df	Mean Square	F	.Sig
R a g e S t	B Between Groups	1.673	1	1.673	0.901	0.345
	Within Groups	174.663	94	1.858		
	Total	176.337	95			
P o s t	B Between Groups	143.623	1	143.623	0.722	0.398
	Within Groups	18691.62	94	198.847		
	Total	18835.24	95			

The differences between pre and post Test (Raw scores)

POSRS	PreRS	
93	93	Count
4	2	Min
20	18	25th
32	29	Median
38	34	75th
75	67	Max
29.70968	26.94624	Mean
13.34377	12.46505	SD

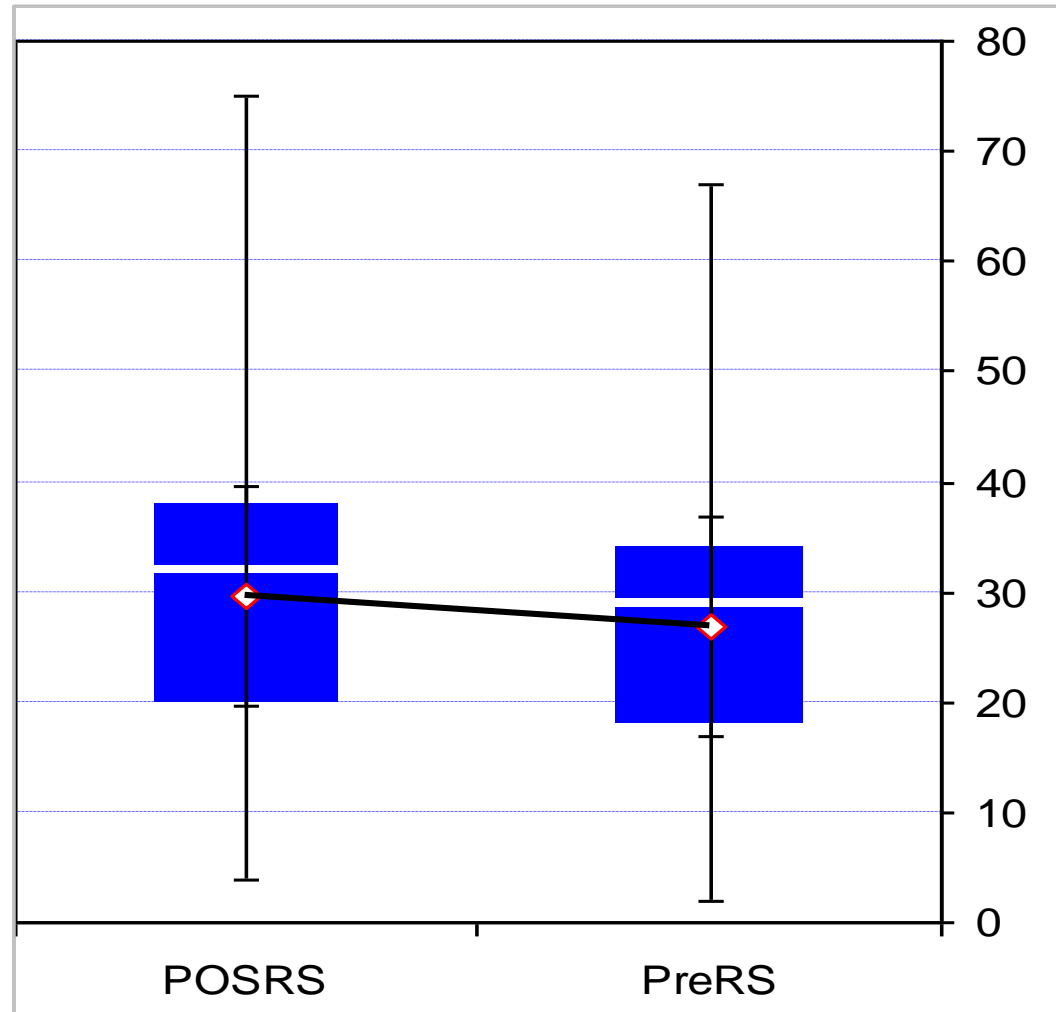


Figure 1 shows the differences between pre and post test (reading Ages)

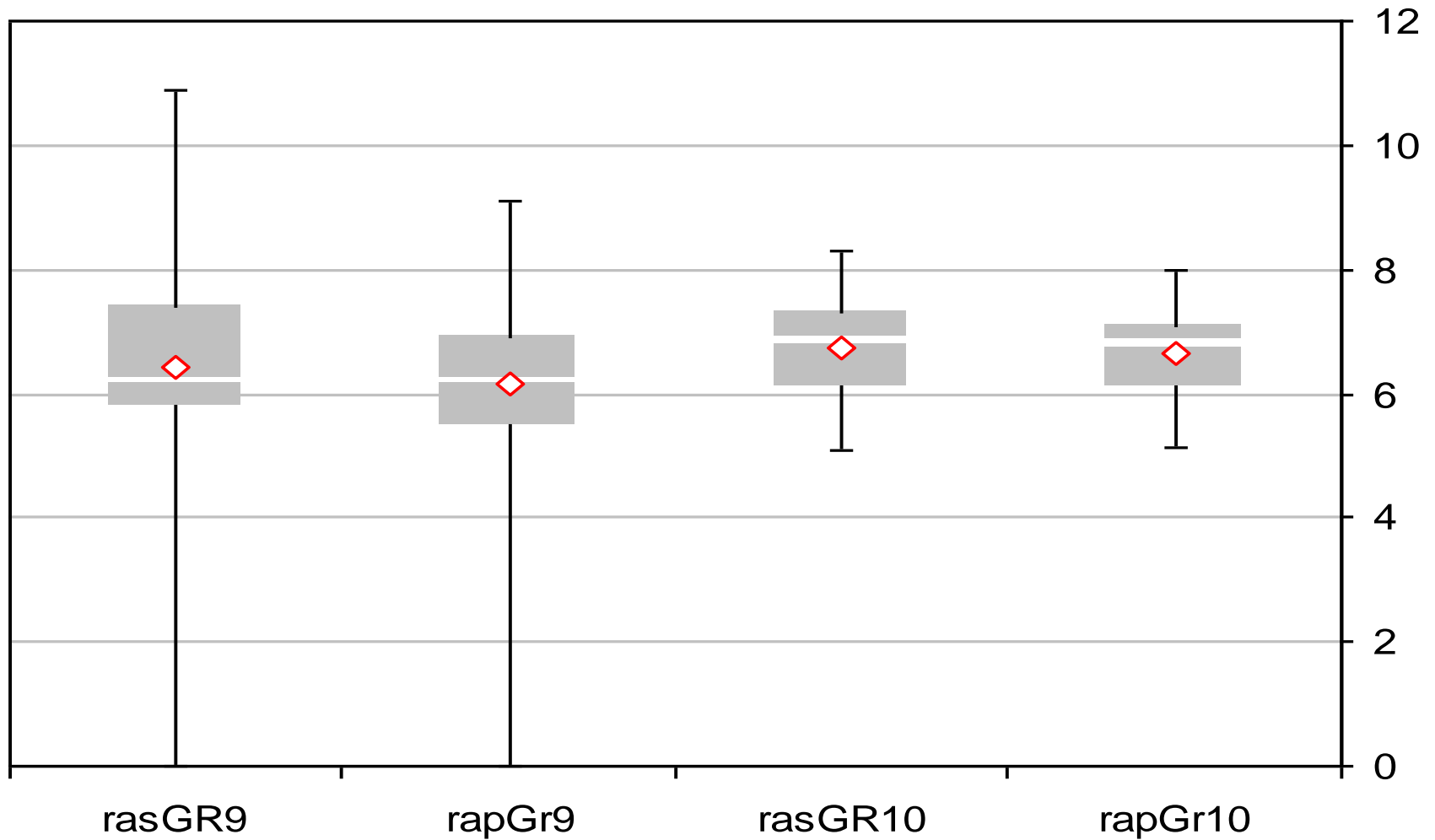
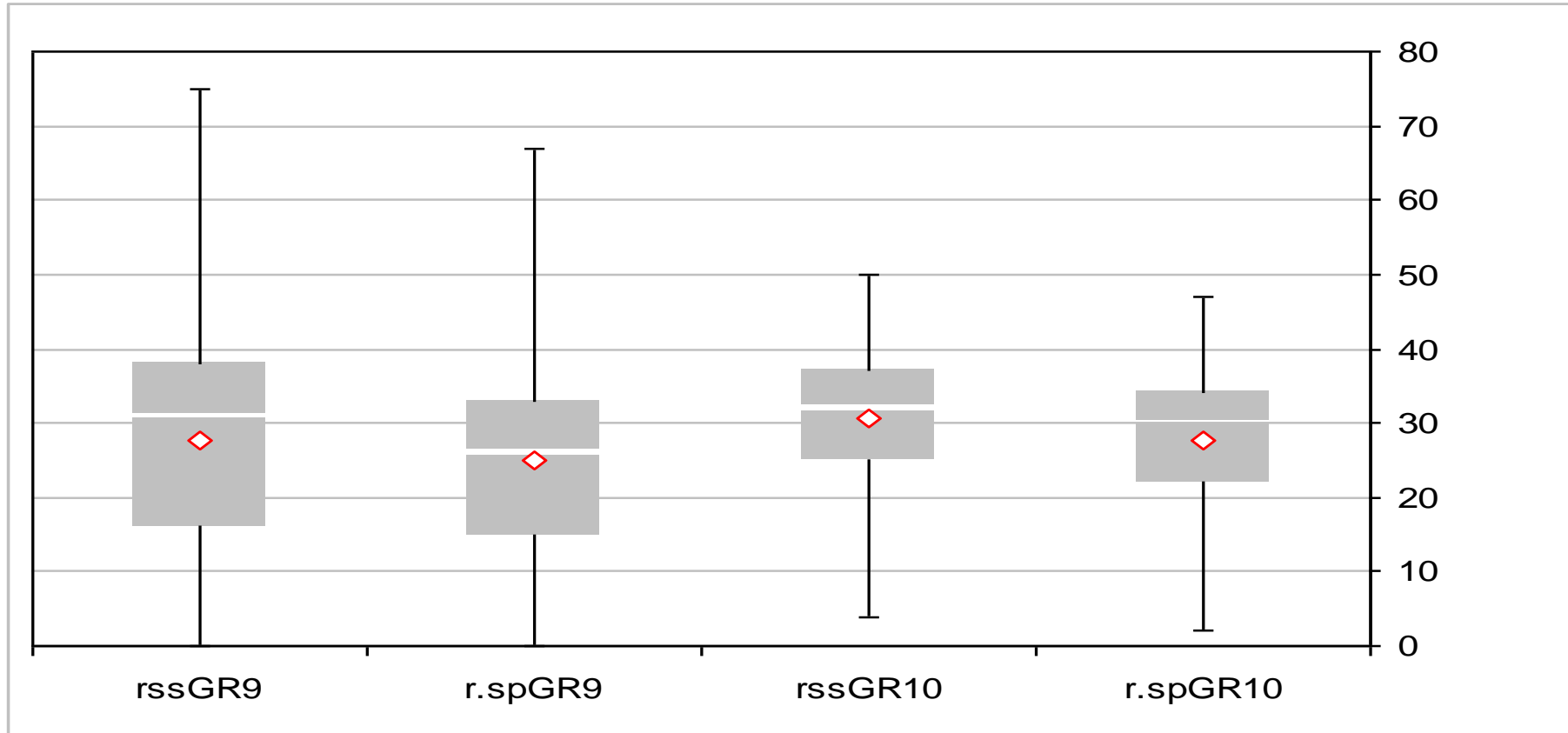


Figure 1 shows the difference between students raw scores in pre and post test for class



- Key: r.spGR10= Raw score pre test grade 10
- rssGR10= Raw score post test Grade 10
- r.spGR9= Raw Score pre Test Grade 9
- rssGR9= Raw score post test Grade 9

Results and findings

- Although the ANOVA has shown that there's a slight improvement in students' reading skills , the above diagram shows that there's a remarkable improvement between the pre and post test.
- The insignificant differences between the pre and post test may be ascribable to one of the following reason :
- 1-The duration of the program wasn't sufficient.
The related studies indicated that in order for the program to achieve the desired results, the duration shouldn't be less than six months and ideally , there should be one year between pre and post test.

Recommendation

- **1. The Need for Improvement in reading skills.**
- **2. Encouraging and Supporting High Quality teaching .**
- **3. Every teacher, when practicing differentiation, should put in to account the “ proximal zone of development”**

Appendix

- WWW.A-ZREADERS.COM
- *Burt Reading Test (1974) Revised*
- *TKT by Mary Spratt, University of Cambridge ,university press, Cambridge, 7th printing 2008*
- *Based on lectures by Dr: Sarah Rich, Senior lecturer in Education (TEsol)*
- *Journal article by John J. Hoover, James R. Patton; Intervention in School & Clinic, Vol. 40, 2005*

Finally

- “ما أردت إلا الإصلاح ما استطعت وماتوفيقى إلا بالله عليه توكلت وإليه أنيب“