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THESIS

“The challenges of differentiated instructions in EFL learning process” Case study with mixed ability students of the Faculty of Philology and the Faculty of Education at the University of Gjakova "Fehmi Agani".

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Tetovo, September 2018

The dissertation is dedicated to my husband who encouraged me to pursue my dreams and finish my dissertation

STATEMENT OF ORIGINALITY

This thesis is the original work of the author for a degree at this university. The thesis does not contain material published either by the author herself or by other authors, except as referred to in its content.

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Signature

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LIST OF ABBREVIATIONS

DI	Differentiated Instruction
EFL	English Foreign Language
ELL	English Language Learning
ESL	English Second Language
L1	First Language
L2	Second Language
TL	Target Language
SSBI	Styles and Strategies-Based Instruction
CALLA	Cognitive Academic Language Learning Approach
SIOP	Sheltered Instructional Observation Protocol
MEST	Ministry of Science, Education and Technology
UGJFA	University of Gjakova “Fehmi Agani”
FPh	Faculty of Philology
FEEd	Faculty of Education

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ABSTRACT

Students have their individual learning preferences and beliefs even the phenomenon of learning in mixed ability classes is inevitable in the educational system. This affects in students' learning behavior taking into account the difficulties in obtaining differentiated instruction within a group of students seeking different individual needs in learning English as a foreign language. Studies have shown that differentiated instruction is the main tool the English Foreign Language teacher can use to involve all students regardless of their abilities, readiness or learning styles. Different strategies and techniques of teaching tend to meet each student's needs until they find the easiest way to learn that best fits for them. The proposed study aims to examine the students' diversity and challenges of mixed ability English Foreign Language classes both students and teachers face with at the Faculty of Philology and the Faculty of Education of the University of Gjakova "FehmiAgani". The proposed study will investigate on the extent of Differentiated instruction implementation and difficulties the teachers and students meet. Moreover, to search on problems and solutions in teaching different students and how to overcome the situation. Furthermore, it aims to highlight different language level proficiency among students and collect concrete strategies that would be used in mixed-ability EFL classrooms in order to benefit on student learning achievements. The presented paper also aims to show the impact of differentiated instruction in English Foreign language learning achievement and pros and cons of differentiated instruction during the teaching and learning process. Also, the paper tends to encourage teachers for further professional development through differentiated instruction application and enrich their teaching methodology in order to easier adjust every student's competence so the learning-teaching process happens for real. The study includes qualitative and quantitative research methods, using students' questionnaire, English Foreign language teachers' interview, focus

group discussion with students and observation in the classroom. Population of the research includes 377 (three hundred and seventy-seven students) and four English teachers. The findings show students' agreement on the implementation of differentiated instruction and at the same time EFL teachers see the application of differentiated instruction as a professional development and as a necessity to be more competent in their profession.

Key words: *differentiated instructions, EFL learning, teaching methodology, mixed ability classes, students' level proficiency.*

PARATHËNIE

Studentët kanë preferencat dhe bindjet individuale të të nxënësve edhe pse fenomeni i të nxënësve në klasa me aftësi të përziera është i pashmangshëm në sistemin arsimor. Kjo ndikon në sjelljen e të mësuarit tek nxënësit duke marrë parasysh vështirësitë në zbatimin e instruksioneve të diferencuara brenda një grupi studentësh të cilët kërkojnë nevojat të ndryshme individuale në mësimnxënien e gjuhës angleze si gjuhë e huaj. Studimet kanë treguar se mësimi i diferencuar është mjeti kryesor që mësuesi i gjuhës angleze mund të përdorë për të përfshirë të gjithë nxënësit pavarësisht nga aftësitë, gatishmëria ose stilet e tyre të të nxënësve. Strategjitë dhe teknikat e ndryshme të mësimdhënies tentojnë të plotësojnë nevojat e secilit student derisa ata të gjejnë mënyrën më të lehtë për të mësuar dhe që më së miri përshtatet për ta. Studimi synon të hulumtojë dallueshmërinë mes nxënësve dhe sfidat me të cilat ata përballen në klasat e gjuhës angleze me aftësi të llojllojshme në Fakultetin e Filologjisë dhe Fakultetin e Edukimit të Universitetit të Gjakovës "Fehmi Agani", në Gjakovë/Kosovë. Ky studim do të hetojë shkallën e zbatimit të mësimit të diferencuar dhe vështirësitë që mësuesit dhe nxënësit i hasin përgjatë implementimit. Për më tepër, ka për qëllim të hetoj mbi problemet dhe zgjidhjet e metodave të mësimdhënies karshi studentëve që dallojnë mes vete dhe si të kapërcehen këto situata. Veç kësaj, studimi synon të nxjerrë në pah aftësitë e nivelit të gjuhës mes studentëve dhe të mbledhë strategji konkrete që do të përdoren në klasat me aftësi të ndryshme të gjuhës së huaj Angleze, në mënyrë që studentët të përfitojnë në rritjen e të nxënësve. Poashtu, studimi synon të tregojë ndikimin e mësimit të diferencuar në rritjen e mësimnxënies së gjuhës angleze dhe përfitimet dhe mangësitë e këtyre strategjive përgjatë procesit mësimor. Mes tjerash, punimi tenton të inkurajojë mësimdhënësit për zhvillim të mëtutjeshëm profesional mes aplikimit të këtyre instruksioneve

dhe pasuroj metodologjinë e tyre të mësimdhënies në mënyrë që më lehtë të përshtasin nevojat e studentit dhe procesi mësimor të ndodh me të vërtetë. Ky studim përfshin metodat hulumtuese kualitative dhe kuantitative/sasiore, duke përdorur pyetësor për studentët, intervista me mësimdhënësit e gjuhës angleze, diskutime me focus grupe të studentëve dhe vëzhgime në orët mësimore. Popullata e hulumtimit përfshin 377 (treqind e shtatëdhjetë e shtatë) studentë dhe katër mësimdhënës të Gjuhës Angleze. Të gjeturat tregojnë pajtueshmëri për zbatimin e mësimin të diferencuar dhe në të njëjtën kohë mësimdhënësit e Gjuhës Angleze e shohin aplikimin e mësimin të diferencuar si zhvillim profesional të tyre dhe si nevojë për të qenë të përgjegjshëm në profesionin e tyre.

Fjalët kyçe: mësimi i diferencuar, mësimnxënia e Gjuhës Angleze, metodologjia e mësimdhënies, klasat e përziera, niveli i aftësisë së studentëve.

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CHAPTER I: Introduction

The expansion of the English language has rapidly increased the needs to gain better communication of English throughout the world because the aptitude to use English is very much needed for further studies, journeys in other countries as well as for social and professional global contacts of different kinds. Therefore, English Language as a subject is included in every primary and secondary schools and as a mandatory course in universities departments as well as one of the students' educational tool requirements.

Even though students have started to learn EFL (English Foreign Language) from the primary school at the same time and according to the same defined levels for all, yet the difference in the English language learning achievement is different. Among many students who have to attend the English language course and pass the exam in the Faculty of Education and those who study English as a scholarly program at the Faculty of Philology at the University of Gjakova "Fehmi Agani", there are encountered different characteristics that these students possess depending on their living circumstances. There are students who know very well English while other courses are not successful, while there are many who are excellent students but have difficulties in passing the exam of EFL. On the other hand, many students are fluent in speaking and have a rich vocabulary but very poor in defining grammar patterns, morphology and syntax while some learn grammar rules because they show willingness to learn but do not have communication skills.

Also, the syllabus has been compiled according to the specific level of education and is based on the literature set out by the administrative guidelines at a certain level. The teaching methodology is endlessly enriched with strategies and activities. Teachers try to apply these activities to the achievement of the learning objectives, which also help their professional development. The students of the university in which the study has been conducted require methods that will suit their individual preferences of learning. Initially, study is based on the importance of differentiated instructions, their use in EFL classes and the impact that DI has on EFL learning achievement. According to Lapkoff & Li (2007), today, "students come from increasingly culturally and linguistically diverse backgrounds in which parental expectations and

community norms may be at odds with traditional schooling.” (as cited in Rock, Gregg, Ellis & Gable, 2008,p.2).

The goal in a differentiated classroom is to help every learner grow as much as he or she can achieve in both general ability and specific talents. As Tomlinson (2001) noticed, “the teacher gets excited about the growth of each individual learner, and of the class as a whole. Students learn to chart their own growth and to talk about both their learning goals and ways of achieving them.” (p.22). The main component that promotes differentiated instruction in EFL learning and teaching is the phenomenon called mixed ability classes. Based on the Akyol (2006) & Chun & Plass (1997), “the idea of single method, understanding and activity is not approved in acquiring language processes since the individuals come with their different knowledge and experience to the learning environment.”(as cited in Karadag & Yasar, 2010,p.1394). The research will also focus on challenges of students with different EFL level proficiency in mixed ability classes, to what extent do EFL teachers use DI and how to find the solutions needed to overcome the situation, which is considered delicate by both teachers and students.

Furthermore, it aims to investigate on how does instruction of differentiating affect the improvement of EFL learning in undergraduate studies. In such cases the teacher becomes confused as to what activities to develop in a given case. Teachers become challenged when a group of students in the classroom are more advanced in English while others remain behind and need greater effort. Students with lower EFL abilities require more time and attention or require more space to perform a task in order to get a satisfactory evaluation.

Hereby, students knowingly or not, explore the way they will learn the lesson, and on the other hand the teacher observes on their learning styles to use them during the course. “Not only does fostering student responsibility make classroom management far more effective, it also helps young learners become independent—an important learning goal on its own.” (Tomlinson, 2001,p.38).

Thus, DI seems to be the best tool to cover every learner’s need and make them find the way which best fits for them. Teacher serves different teaching strategies while students try to pick up the one which is preferable and appropriate for their learning.

1.1. Differentiated instruction: An overview

Differential instruction has now become the most popular theme throughout the last decade. This teaching and learning tool meets the needs of every individual, whether student or teacher, in educational institutions.

As Gregory & Chapman, 2002; Heacox, 2002; Levy, 2008; Nunley, 2006; Tomlinson, 1999, 2001) realized, “a recent and the most popular approach of instruction in teaching methodology which intend meeting the pedagogical needs of students is differentiated instruction.” (as cited in Aliakbari, 2014,p.110). According to Benjamin (2002) “differentiation is a variety of classroom practices that accommodate differences in student’s learning styles, interests, prior knowledge, socialization needs, and comfort zone.”(as cited in Aliakbari, 2014,p.110).

Over the last two decades and up to now in all educational institutions, it continues to be discussed and tries to be implemented inclusion. This model intended to include all students with learning disabilities regardless the differences they have. However, in this modern period of education, inclusion education goes beyond learners with disabilities. It means to consider all students who do not have the same skills to learn or do not practice the same teaching method.

The studies of Arens (2006); Barbaum (2009); Hendricks (2008); Rock, Gregg, Ellis & Gable (2008); Schumm, Moody & Vaughn (2000); Tobin & McInnis (2008) show that “Talented, gifted, struggling, and disabled learners have been the subjects of many studies concerning differentiated instruction.” (as cited in Aliakbari 2014,p.111).

This diversity among learners is manifested by the socio-cultural, economic or psychological factors and other factors that characterize a learner.

Considering all these factors that characterize the students, respectively the differences that make this diversity among learners in the classroom, the whole responsibility to help in learning falls on the teacher. If teachers studied for the sole purpose of becoming a teacher then their obligation does not end there. Teachers are lifelong learners and they should continue their professional development. Their professionalism is proved by fulfilling the requirements of their students, regardless of the difficulties they will have during their teaching.

Therefore, DI is the entirety of teaching methods that are needed to be implemented in order to reach the inclusion of all students in the classroom.

According to Heacox (2014):

In differentiated instruction, teachers design activities that support students' learning preferences and strengths while presenting tasks that encourage growth in areas of weakness. The more ways the teacher can engage students in learning-giving them more opportunities to use their preferred ways of thinking-the better their ability to learn. (p.7).

Consequently, teachers feel challenged by trying to find suitable methods for everyone and their only concern is how to increase the students' learning. Undoubtedly this is achieved only by differentiated instruction implementation if they want to accomplish the task they are dedicated to.

1.2. Key characteristics of Differentiated Instruction

In today's classrooms, teachers across the country are facing an increasingly diverse population of students. Students are coming to school with wide paths of interest, cultural backgrounds, academic readiness and learning styles. If all students are to succeed, teachers need to find instructional approaches that will allow them to respond to the individual needs of each student. Such an approach is that of differentiated instruction. In differentiated classrooms teachers know that in spite of diversity all students share the same basic needs for safety achievement. Teachers also know that students seek to satisfy these needs in different ways and at different times. Paying attention to students' needs, responding to them in appropriate ways and accepting each and every student unconditionally provides an approach to education. The main characteristics of the differentiated instruction are: to understand the individual needs of students and how to meet these needs.

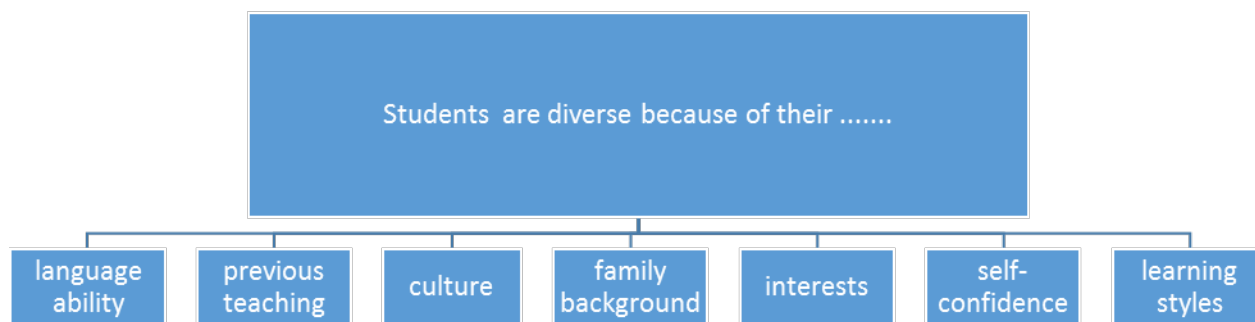


Figure 1. *Factors that affect student diversity*

The ability to learn of each depends on the environment where the student learns and how comfortable he/she feels in the environment the learning is happening. The teaching methodology affects the student's ability to learn consistently based on the activities used in the classroom and meeting their individual requirements. In addition, it is the motive for which the student learns the English language and the purpose to be achieved through the knowledge of the language, whether for further studies, for businesses abroad or to work and live in places where the English language is spoken. But the motivation of the teacher to the students also creates a special feeling that supports learning achievements and encourages students to increase their learning quality. In the end, the ability to learn the language has to do with the student personality; on how determined he/she is in his/her accomplishments and how much he/she allows loss in delicate moments. The teaching that the student experienced during the primary education and secondary clearly reflects on the learning during the undergraduate studies. Previous teaching let consequences on student learning which may be irreparable or difficult to improve. The main reasons for the quality of the prior learning are professional development of previous EFL teacher, the suitability of the literature and practiced methodology applied during the student previous EFL learning. The difference in religion and customs among students is also a characteristic that the teacher should know. Each student has the right to celebrate the holidays with the community that lives and practice their religious rituals as well. The society in which an individual has grown has its implications in the education process. The teacher should consider

each student's family background, the way of living, family behavior, parenting education and the importance they give to their child's education and family financial conditions. The learners' areas of interest in ELL (English Language Learning) are diverse, since they have their preferences and in which they focus. Students focus either on communicative skills, reading or writing skills, specific literature or online material, specific area of study – literacy or linguistics and learning through flexible groupings. Self-confidence is the individual characteristic of everyone who is defined as risk-taker; believe in him/herself or are overconfident; self-esteem, shy and is able to show good performance. The last but the most important element to be noticed by EFL teacher is the students' learning styles. Some researchers call it learning styles and some learning preferences. It sounds like styles preferred for learning. As each teacher differs in his/her teaching methodology, attitude, ability or any personal characteristics, so are the learning styles of students. Regardless of whether a student is a good or weak, each one finds a way for better and easier learning. Although for many decades the researchers have given their opinions about students' learning styles, still the best known model remains VARK (Visual, Aural, Read/Write and Kinesthetic) model developed by Fleming.

1.3. Meeting the diverse needs of EFL students in the class

Variety of backgrounds and life experiences of students in the classroom help us think about the complexities of teaching that teachers serve in the learning environments. Second language learning is a developmental process that has some principles to be considered in reaching the goal. Variability among individual learners affects learners' success based on the personal characteristics as a result of many factors that influence in learning progress. However, the learners have no strength to express their will to learn according to their preferences. In order to facilitate learning, the teacher should be challenged by searching for more student preferences and meet those needs.

According to Fehr & Agnello (2012), "teachers need to understand a broader definition of diversity, and they need skills such as culturally responsive teaching strategies."(p.34). Actually, the teacher should respect them all, have to adjust instructions that best fit for students no matter their differences in learning, and to provide a classroom environment that promotes positive

behavior and enhances student learning. Thus, Fehr & Agnello (2012) define that “teacher being prepared now must be ready for these new changes, and posses the awareness, skills, and dispositions appropriate to teach diverse students of this new century successfully.”(p.34). Even with those students who are more advanced and consider that the material is suitable and feasible for them, it is necessary to offer them additional work in order to get the most out of them. On the other hand, as Burden (2010) points: “a student who is considered a struggling learner cannot learn at an average rate from the instructional resources, texts, workbooks, and materials that are designated for the majority of students in the classrooms.”(p.117). Undoubtedly, teachers have to adapt the literature and working tools and assessments for all so that students have the opportunity to show their real knowledge and skills. Moreover, EFL teachers should identify the appropriate tool to teach everyone in the classroom regardless of the level of language and their readiness, to apply collective work, in different groups, work in pairs or individual work; thus, it would help in socializing students among themselves and cooperation toward academic learning.

In this case, students who help those who need support will feel useful and also those who get help from others will realize that they worth since they are involved in problem solving and their knowledge and skills are valued by others. Some principles that teachers should consider in meeting the diverse needs of EFL students in the class are presented as follows:

- Using curriculum differentiation to respond to students' diversity is the first step in which the teacher expresses readiness and willingness to take into account the diversity among students in the class.
- Strategies to ensure student learning are the methods that teachers change during their tuition while adapting to the needs of students.
- Changing teaching practices and teaching material in the EFL classroom can be altered depending on the student's needs. Course books or alternative material is not the only leaning material in EFL classes. Teachers can also include students in drafting the curriculum and give them the opportunity to choose texts or materials that are relevant to their level and interest. English is a subject that has its own advantages because it can be learned by reading, writing, listening to music or watching movies, and so on.

- Motivating Students in the EFL Classroom has an impact on increasing the capacity to learn and help students to not drop out due to uninteresting teaching and methodology, and as a result are labeled as poor achievers.
- Increasing Student Participation shows its relevance by informing students that participation is not just sitting in a chair and participating in class but their voice and attempt to pick and give what is being done in the classroom.
- The Role of Feedback in EFL Classes is sensitive and should be careful in action.

“According to Hyland (2006), providing feedback to students is often seen as one of the teacher’s most important tasks, offering the kind of individual attention that is otherwise rarely possible under classroom conditions.”(as cited in Klimova, 2015,p.173).

Apart from evaluating students for a particular period or assignment, this act is intended to stimulate the student to improve or concentrate more on what is considered necessary. “Dudley-Evans and St John (1998) suggests, teachers should first emphasize the positive features and then specify in detail those areas which need further improvement.”(as cited in Klimova, 2015,p.173).

1.4. Purpose of the study

The research study aims to:

- Evaluate the function of differentiated instruction in EFL learning process among students at Faculty of Education and Faculty of Philology in University of Gjakova ‘‘Fehmi Agani’’.
- Investigate the extent of DI that EFL teachers implement and improve EFL learning in mixed ability classes through efficient methods of differentiated instruction in UGJFA.
- Influence on teaching methodology development and syllabus design.
- Increase EFL learning regardless of the students’ level English language proficiency.
- Figure out, if teachers who manage DI and meet individual student requirements reflects better on their learning compared to others who approach the method ‘‘one size fits for all’’.

Research questions

In order to achieve the above mentioned goals, the following research questions have been raised:

- How familiar are EFL teachers and learners with differentiated instructions in EFL teaching and learning process?
- To what extent do EFL teachers implement DI in EFL classes?
- How does implementation of DI by the teacher impact in EFL learning improvement?
- What educational components should be differentiated in EFL teaching to reach every student?
- What teaching tools do EFL teachers use to meet students' needs?
- What challenges do English language learners face in mixed ability classes?
- Do students meet their individual learning preferences in EFL classes?

Research hypothesis

Based on the literature review and revealed findings from the research regarding the challenges of DI in EFL learning process, it is hypothesized that:

H1: Differentiated instructions are hardly manageable and achieved in EFL classes.

H2: Teachers give more importance to the implementation of syllabus without paying attention if the students have acquired needed knowledge.

H3: Students show success in learning when the teacher adopts activities according to students' level EFL proficiency.

H4: Different teaching strategies accommodate sufficiently the EFL mixed ability class situation.

1.5. Significance of the study

The study was carried out hoping that the findings of this research would be useful to English foreign Language teachers in undergraduate studies. The study is significant for many reasons, as following:

- it suggest policy makers of curriculum to involve DI in its compilation as the most important component in learning and teaching EFL no matter their abilities, readiness or individual learning styles.
- invite MEST for the further effort on conducting EFL teachers' trainings and seminars to prepare them and gain better experience in applying DI;
- to help EFL teachers improve their teaching habits by implementing strategies that include DI;
- raise the EFL teachers' awareness that the DI implementation is the best approach to achieve their goal of incorporating all students into learning and increase learning and teaching as well.

1.6. Ethical aspects

A letter of approval was provided by the deans of both faculties, Education and Philology, for the development of this research.

All teachers participating in the research have been notified with the approval.

All students were invited to anonymously express their thoughts and ideas about the subject of the study being investigated.

During the announcement and discussion, teachers have accepted their voluntary participation in the research, requesting confidentiality of the collected data. The author of the research respected respondents' request to not record the interviews.

While completing the questionnaires, students as participants of the research, willingly expressed their readiness to collaborate with the author and participate in focus group discussions, and contribute to help reveal the current situation of the subject of the study. They were respected by the author by appointing the time and place where the discussion was held.

1.7. The outline of the thesis

The thesis is presented in five chapters.

The first chapter provides an overview of differentiated instruction and its key characteristics. It also shows the purpose of the study, its significance as well as the research questions on which the study is based on.

Chapter two contains a theoretical background of what was and is said through a review of relevant literature about differentiated instruction and its importance in EFL learning improvement. The main sub-topic provides the literature on what should differentiate and the positive impact in teacher's professional development and at the same time enhancement of EFL learning among students with different language learning proficiency and their readiness.

Chapter three outlines the research methodology used in the study. It is explained the reason of the methods approach used, population and instruments. Also, data gathering and data analyses procedure are marked out in this chapter.

Chapter four describes step by step findings of students' perception in both closed and open-ended questions provided in the questionnaire, EFL teachers' interview findings, focus group findings and observation in EFL class findings, including the plot summary for each research method.

Chapter five presents conclusion based on the discussion served from revealed findings. It also provides recommendations and limitations suggested from the study.

CHAPTER II: Literature Review

Generally, learning needs to be followed by an appropriate climate in the classroom so learners take its seriousness in consideration. At the same time the teacher should be careful in the progress of student's learning by being transparent with students and enabling them to freely express their necessities in order to be able to fulfill their duties that are required by teacher. According to Ainslie (1994):

An environment needs to be created in which learners do not feel threatened and anxious but are happy to acknowledge that they have different strengths and weaknesses from the other participants and to support one another in whatever way they can,(p.33).

Such a teacher's approach in communication with students should be applied as the classes are mixed and the teacher has to do with different students during the teaching process. According to Kelly (1974) & Ainslie (1994), commonly "mixed ability classes are classes wherein the students exhibit differences in their individual achievement, needs, interests, educational background, learning styles, level of anxiety, motivation and their readiness to learn." (as cited in Mohammed, 2017,p.57). In this case, the most appropriate tool the teacher can use to demonstrate effective teaching and to meet the needs of all learners in the classroom is differentiated instruction. Differentiated instruction is a set of strategies, methods or techniques that the teacher applies during the whole teaching and learning process.

When using different teaching strategies and methods, the teacher is offered the opportunity to reflect throughout the teaching process, meaning the three components required to complete one lesson, such as content, process and product. Hereby, as emphasized by Heacox (2012); Subban (2006); Tomlinson (2001) & Tomlinson (2005) "teachers will have the chance to address the students' individual needs in order to make their learning process successful and meaningful to each student." (as cited in Borja, Soto & Sanchez, 2015,p.30). Based on the importance of this teaching approach the proposed study will explore for a general overview of differentiated instruction and what should be considered by EFL teachers in order to conduct teaching strategies differently by including every learner in learning process. Inclusion continues to be one of the most prominent issues in the education system. "The inclusion of students from non-English speaking backgrounds, students with disabilities, students from diverse cultural

backgrounds and students on accelerated programs, compel educators to relook at their teaching and instructional practices.”(Subban, 2006,p.935).

Heacox (2014) pointed that:

All students have individual learning preferences, backgrounds and needs, thus today, educational research enables us to better identify those variables that can affect a student’s performance in school. Once you are aware of the differences that can exist, you are better able to differentiate your instruction to reach as many students as possible. (p.7).

In such diversity of learners’ characteristics the main role of the teacher is to identify these differences and start to differentiate instruction. The enthusiasm of teachers to become more professional enables them to perform by using different strategies but challenge them to face intense work from the beginning of the teaching process.

According to Thousand, Villa, & Nevin (2007):

Differentiated Instruction allows teachers options of varying learning activities, content demands, modes of assessment, and the classroom environment to meet the needs and support the growth of each child”.(as cited in Stanford & Reeves, 2009, p.3).

According to Gregory & Chapman (2013), “differentiation is a philosophy or mindset that enables educators to plan strategically in order to reach the needs of the diverse learners in the classrooms today so that they can achieve targeted standards.”(p.2). Moreover, Gregory & Chapman (2013) pointed out that “a differentiated classroom as one in which the teacher responds to the unique needs of students.”(p.3). When teachers vary instructional strategies and activities, students learn more content and information and they develop the necessary skills.

By targeting diverse intelligences and learning preferences, teachers can label learning activities and assignments in ways that help students choose when to work with their areas of strength and when to work with areas that still need strengthening. (Gregory & Chapman 2013,p.4).

The absence of the implementation of these strategies causes discouragement to students. Regardless of the student's abilities and the level of language skills, everyone may feel the lack of differentiated instruction. Weak students cannot achieve what they want if the teacher refers to ‘one size fits all’ teaching method, and on the other hand advanced students cannot be challenged beyond what they are capable of doing.

Students learn more when what is taught connects to their interests and their own way of learning. Furthermore, they are more interested to discuss about their everyday life, it's more enthusiastic and interesting. Being correct in such themes selections the motivation for productive learning is inevitable.

Different students search for different learning styles to acquire language knowledge. Teachers' duty is to meet their necessities and call them to practice. Brown (2002) suggests that:

Teacher can reinforce students' increasing style awareness and their enlarging storehouse of strategies in a number of ways as you pursue your course objectives, for example if you find that most of your students are reflective learners you might offer enough classroom work to help reflective learners feel comfortable expressing themselves aloud or by recognizing the diversity of styles in your class by offering diverse forms of activities both to stay in the "comfort zone" of students and to challenge them to reach beyond their current preferences, (p. 10-11).

One of the skills that a learner may possess and show success is self independence level to challenge oneself. For the moment they may show confusion and may lose the respect for themselves, thus the learning becomes impossible. Accordingly, in order to students overcome this challenge the teacher can become facilitator by using DI. Moreover, creating an educational atmosphere is an approach that the teacher can practice to facilitate students' learning.

According to Schonert-Reich (2000):

Throughout the reviewed literature, it is recognized that a child's and adolescent's functioning in school is inextricably linked with his or her sense of belonging and connection to the school environment and his or her relationships with peers and teachers within it.(p.9).

There have been many researchers who supported the importance and effectiveness of differentiated instruction implementation in the classroom.

2.1. Research studies supporting the importance of differentiated instruction

The research on the field of differentiated instruction has started and continues to be carried out by the well-known expert in Education, Carol Ann Tomlinson. Tomlinson has been researching on differentiated instruction since 1995 as she noticed the need to differentiate instruction. In a case study conducted, Tomlinson (1995) came to the conclusion that teachers need models of how differentiation ‘looks’ in classrooms, consistent on-site assistance in translating principles of differentiation into their own classrooms over an extended period of time.

It seemed like there was a need for clarity of differentiated instruction definition in Tomlinson (1995,p.79):

In the spring of 1995, in conducting a study at Midland Middle School, ‘In the early days of the differentiation focus at school, many teachers expressed a clear conviction that single-size schooling as it was largely practiced in Midland Middle school was ‘working’ and that there was a little need for significant adjustment in instruction for academically diverse learners. Some educators were direct in their opposition to the idea of differentiation. Some of the teachers comments were as: We are doing a good job here. We have high test scores. Parents are satisfied. I don’t see any students complaining. My job is to make every kid gets the material. We’re producing good test scores, so isn’t that enough?

Using differentiated instruction as often as possible becomes a routine for teachers and their daily use passes into a common practice that will be easily practiced by them.

According to Tomlinson (1995):

There is a need to move beyond an exploratory study of teachers as they begin to differentiate instruction for academic diversity and to investigate in depth the change sequences through which both subscribers and resisters proceed, management routines developed by teachers as they learn to differentiate instruction, teacher-developed heuristics and models for differentiating instruction, and characteristics of administrators who are effective change agents toward differentiation.(p.87).

Throughout the following research, authors noted that teachers rarely pay attention to differentiated instruction when preparing the lesson plan. Therefore, great care is required when it comes to what the teachers say and what do they do indeed in the classroom.

In another study, Tomlinson, Moon and Callahan (1998) investigated the nature of instructional practice among middle school populations, considering the degree to which

teachers respond appropriately to academic diversity, using differentiation. Some of the teachers who used varied instructional strategies facilitated more flexible classrooms, which allowed them to accommodate student needs more appropriately while most teachers expressed frustration about attempting to deal with learner variance, with many choosing the one-size-fits-all approach to teaching”.(as cited in Subban, 2006,p.943).

Research from different studies delivers their differences in the findings, but the ending of the process turns out to be the same, that differentiated instruction, regardless of the challenges the teachers pass, give effective learning outcomes to the students.

In a published thesis ‘An analysis of the impact of a prescribed staff development program in differentiated instruction on student achievement and the attitudes of teachers and parents toward that instruction’ by Hodge (1997) in University of Alabama, Hodge investigated student achievement on standardized tests in reading and mathematics by using differentiated instruction. The results showed that students who were prepared by applying differentiated instruction showed more success, while on the other hand the teachers gave their opinion stating that neither the traditional method of teaching nor the differentiated instruction application had any impact on student learning. (as cited in Alavinia & Farhady, 2012,p.74).

According to Njagi (2014), “the knowledge and comfort of using differentiated instruction are the major predictors of teachers’ willingness to use the approach.”(p.240). This is in accordance with Blozowich (2001) who concluded that “teachers implementing differentiated instruction require continuous and consistent profession development, coupled with intensive dialogue and consultation about how differentiated instruction techniques are being implemented in the classroom.” (as cited in Njagi, 2014, p.240).

According to Subban (2006), “the study of McAdamis (2001) confirms the need for whole-school and whole district change – without these essential support structures and the cooperation of all participants; it is unlikely that any differentiated program will endure.” (p. 943).

The study conducted by McAdamis (2001) reported significant improvement in the test scores of low-scoring students in the Rockwood School District (Missouri), following the use of differentiated instruction. Apart from this tangible impact of the differentiated model, teachers in this study indicated that their students were more motivated and enthusiastic about learning. (as cited in Subban 2006,p.943).

According to McAdamis (2001):

Teachers were initially resistant to the change; however strategies like peer coaching, action research, study groups and workshops offered on-going support and feedback. Teachers were eventually convinced of the benefits of differentiation and were keen to try other differentiated lessons in the year following. It is worth pointing out that training sessions, mentoring and professional development in this study were implemented over a five year period, and required a concerted response from all stakeholders including school principals, teachers, district trainers and school authorities.(as cited in Subban 2006,p.943).

According to Subban (2006) “it is clear that the results of a differentiated program can only be seen over a few years, with the initial stages being utilized to overcome teacher resistance and encourage a sustained effort.”(p.943). In the study conducted by Johnsen (2003), were included teachers to offer teaching based on differentiated instruction with the purpose to meet students’ individual needs. They were asked to differentiate on components for learning as content, process and product are. Teachers used different techniques with the flexible approach on providing literature and different materials and implemented diverse classroom methods and activities to meet the individual student requirements. The study of Johnsen (2003) revealed that “the use of differentiated techniques proved to be engaging, stimulated student interest and providing a gratifying experience for the undergraduate teachers.”(as cited in Subban, 2006, p.942). Johnsen (2003) argues that “teachers have a responsibility to make school a place where every student can benefit. Teachers are instrumental in helping students to reach their heights and potential in learning.”(as cited in Njagi, 2014, p.236).

“An investigation of differentiated instruction strategies utilized by teachers in a study conducted by Affholder (2003) concluded that teachers who used these strategies more intensively showed improved individual perception and adopted greater responsibility for student growth.”(as cited in Subban 2006, p.943).

In addition, the study of Affholder (2003) revealed that:

Teachers employing higher levels of differentiated techniques experienced increased feelings of self-efficacy and demonstrated greater willingness to try new instructional approaches. It would further appear that differentiated instruction was favored by more experienced teachers who were familiar with the curriculum they taught and who had received extensive training prior to implementing these methods in the classroom. (as cited in Subban, 2006, p. 943-944).

Most of the researches related to the implementation of differentiated instruction have been done in primary and secondary schools. But even the little research conducted in colleges and universities show the same conclusions as to the positive impact of these strategies in learning.

The study conducted by Ernst and Ernst took place in an American university setting and aimed to access pedagogical approach of differentiated instruction. Even though during the investigation the authors of this study Ernst and Ernst (2005) noted many challenges the teachers faced, such as the large number of students in the classroom and the limited time to dedicate to each of them or for individual consultations, still the study found that implementation of differentiated instruction helped increase students' interest and motivation of each individual regardless their diverse needs.

The study of Ernst and Ernst (2005) employed a Likert-type survey:

Regarding perceptions of differentiated instruction and their written perspectives acquired through open-ended questions. The majority of the 35 students in the course affirmed that the course helped them reach their learning potential, group work benefitted their learning, and they appreciated having choices and exploring topics based on their interests. (as cited in Dosch & Zidon, 2014,p.345).

“Another qualitative study conducted by Livingston (2006) found success utilizing differentiated instruction in his undergraduate education course wherein 33 pre-service teachers learned how to teach using constructivist methods.” (as cited in Dosch & Zidon, 2014,p.345).

As Dosch & Zidon (2014) show:

The students wrote reflections and responded to a variety of questions throughout the course that were collected by the instructor. Unanimously, the students stated that they appreciated being able to choose how to complete their assignments according to their own learning styles and felt that choice allowed them to better learn the information. The teacher as a facilitator, rather than a lecturer, was also highly approved by students. (as cited in Dosch & Zidon, 2014,p.345).

Also, the study of Chamberlin & Powers gave positive thoughts while trying to understand the impact of differentiated instruction implementation in student learning. “Effective characteristics of differentiated instruction include clear learning goals, ongoing and diagnostic assessments that modify instruction and challenging tasks for all students.” (Chamberlin & Powers 2010,p. 114).

Chamberlin & Powers (2010):

Shared lessons learned about differentiating instruction, in case others wish to consider similar implementations in their courses, but here will be presented the fifth one, as follows: to assist with differentiating based on students' interests and learning profiles instructors may want to ask students to complete interest and learning profile surveys as well as incorporate a variety of instructional formats across the semester. (p.130).

These studies not only reveal data from which we see present situations about certain topics, but also help with the guidance given by the study and the participants in these researches. As in the case above, where we have the idea of a language level diagnosis of students at the beginning of the semester, which enables the proper implementation of the teaching methodology throughout the semester.

More recently, Valiande, Kyriakides, & Koutselini (2011) in their study investigated on:

The effects of differentiated instruction on students' achievement in mixed ability classrooms and b) the dimensions of quality and equity effectiveness of differentiated instruction, implemented by Cypriot teachers in order to improve their effectiveness. Although the Cypriot curriculum supports the theory and practice of differentiated instruction and differentiated instruction was set by the Cyprus Primary Education Department as the official aim of primary education for the school year 2002-2003, almost none or little change has been made by teachers on their teaching practices towards differentiation.(p.6).

“Valiande, Kyriakides, & Koutselini's (2011) research has shown that this is not allocated to teachers believes concerning the effectiveness of differentiation.”(p. 6).

All the above mentioned studies strongly supported the differentiated instruction theory and confirmed the effectiveness of the different strategies demonstrated as a facilitator in the growth of learning in mixed ability classes.

The present study is the investigation conducted in the university in order to found out if teachers and students are familiarized with the term of DI, its implementation, the importance of DI, the challenges that teachers and students overcome and with particular emphasis the research on the level of applicability of DI strategies.

2.2. Theories of Learning

The first experiments from the already known theoreticians came about as a result of learning perceptions. Many theories, hypotheses and suggestions were raised as a result of these theories to be used in the broader literature of educational area in the world. Inclusion and differentiated instruction are much discussed topics in the research area of recent years, which in general include learning and teaching methodologies. But not only, the assumptions and principles of education mainly derived from learning theories and the assertions of the founders of these theories. Behaviorism is a learning theory based on responses or reactions/repetitions founded by Ivan Pavlov and developed by John B. Watson and B.F. Skinner in the early 20th century. Jean Piaget in 1936, Noam Chomsky in 1960s as founders and proponents of the cognitive theory came up with the idea that the process of learning occurs due to reasoning and thinking. Founders and proponents of constructivist theory John Dewey, Lev Vygotsky, Jean Piaget and Jerome Bruner expressed this theory as a process of constructing knowledge based on previous personal experiences.

As Behaviorism began to gain strength, more concepts began to emerge. “Both Pavlov and Watson became proponents of classical conditioning, or S-R(*stimulus-response*) behaviorism, and made significant contributions to the science of Behaviorism.”(Artis 2012,p.34). This theory is based on the behaviors of the learner and the potential reward that the learner will receive. Therefore, regardless of the emotional feelings and the learner’s thought, it is believed on the fact that wrong behavior can be improved and become habitual. Some students do not learn because of their bad behavior. They misbehave for many reasons; maybe they do not pay the right attention, maybe because it does not fit the society in the classroom environment, the influence of the teenage stage affects the control of behaviors, have psychological disorders or particular disability.

Cognitive theory- If behaviorism is the theory based on how an individual changes behavior and is taught to behave by being rewarded, cognitivism is the theory of learning on why and how did the individual make such change. Moreover, it is not a mechanical or automatic but consciously aware process. Thus, Fosnot (1996) argues: “We again run the risk of short-lived reform unless educators understand the theory behind the practice.” (as cited in Yilmaz 2011, p.204). The cognitive theory is a thinking process from previous processing information. As for example the

first and second language when a child starts learning language in the very early stage while acquire a second language by thinking of the objects and words in the first language.

Constructive theory- Constructivism is the theory based on learning and education in general, but not presenting the instructions on how to acquire the knowledge but construct the knowledge through the experience and based on the previous knowledge.

According to Olusegun (2015) known as Dr. BADA:

Constructivism is an approach to teaching and learning based on the premise that cognition (learning) is the result of "mental construction", so, students learn by fitting new information together with what they already know constructivists believe that learning is affected by the context in which an idea is taught as well as by students' beliefs and attitudes.(p.66).

Hereupon, differentiated instruction is required to be implemented in this approach. From something that is already known by students, new ideas and knowledge can be conducted. The teacher adapts to the needs of the students in this case, regardless of their abilities and other factors that make the students different from each other.

Villegas & Lucas (2002) describe culturally responsive teachers as those who:

[...] are socio-culturally conscious; are favorably disposed to diversity; see themselves as cultural brokers in educational institutions; understand and embrace constructivist views of knowledge, teaching and learning; know about the lives of their students; and design instruction to draw on students' strengths and addressing their needs. (as cited in Skepple, 2015,p.60).

According to the study conducted by Renick (1996) "each special educator made serious efforts to differentiate instruction according to the individualized plan provided for each student."(p.12).

Renick (1996) in her study concluded that:

Each teacher encountered difficulties in each situation concerning their needs for material and planning time. They felt the lack of these two important components to teaching impacted their ability to provide differentiated instruction. The lack of materials provided by administration put pressure on each teacher to supplement materials by using personal income.(p.13).

However, the teacher should be a decision-maker in the classroom. The teacher is the only one who can identify the needs of his/her students. The best would be, if what is written in theory to be proved into practice, as far as possible. Sometimes requests from the management of the

educational institution for technical issues take too much time to teachers, who better would present that effort into the practical work.

Consequently, Tomlinson (1999) shares advices to all teachers: “We must remember that we have every opportunity to transform ourselves and our practice, just as we have every opportunity to stagnate, remaining much the same teachers we were when we began.”(p.119).

2.3. The concept of Differentiated Instruction in learning EFL

The differentiated instructions are methods of the learning process that students face with, trying to find the way to get their important academic content whether being aware or without consciousness. This does not mean that students can choose the content of what they want to learn but each individual should fit to what the EFL teacher offers based on the planned syllabus. Therefore, they all learn the same thing but in different ways and also teachers teach same for all students but using different instructions in different ways, so all students try to find themselves in their own learning style.

Nevertheless, although differentiated instructions are attributed to students and learning, it seems like teachers and teaching is being challenged along this process.

MacGillivray & Rueda (2001) claim that: “teachers should find ways to engage students, by tapping into what interests students and by involving students in the daily running of the classroom.” (as cited in Subban, 2006, p.941).

Actually, the main role play teachers as they have to encourage students to demonstrate their strengths no matter to what extend these strengths are. Teachers’ goal is to provide students as with as many activities that would serve them practice and makes them all gain needed knowledge without leaving any student behind. According to Heacox (2014) “Differentiated classrooms reflect teachers’ thoughtful diagnosis of students’ learning needs and purposeful planning of activities and projects that address those needs. In today’s diverse classrooms, often one size doesn’t fit all.” (p.7).

Teaching strategies are therefore related to the learning process as they are based on the interests, needs and student’s learning styles. In order to achieve the foreseen objectives, teacher is oriented towards choosing the right strategies, always adapting to the students’ needs. Being interested in getting all the students to learn in the learning environment, teachers look for the

causes. In addition to subjective reasons as external factors, it is worth pointing out that the main objective cause, of which I think the foremost, is the teaching.

As Heacox (2014) emphasized, the goals of differentiated instruction are:

- to develop challenging and engaging tasks for each learner.
- to develop instructional activities based on essential topics and concepts, significant processes and skills, and multiple ways to display learning.
- to provide flexible approaches to content, instruction and products.
- to respond to students' readiness, instructional needs, interests and learning preferences.
- to provide opportunities for students to work in varied instructional formats.
- to meet Common Core State Standards and/or state or provincial content standards for each learner.
- to establish learner-responsive, teacher-facilitated classrooms. (p.1).

Thus, the different methods, different techniques, different strategies and various activities that the teacher uses in the classroom represent differentiated instructions.

2.4. Factors affecting students' performance in EFL learning

In this section, will be discussed some of the potential factors affecting the English foreign language level. Schools, colleges and universities in one country function and exist only because of the learner's participation and attendance. Therefore, state institutions should take into account their importance as the most essential asset, thus should provide them with conditions for education and quality in teaching they need to be part of these institutions. Not all of these students are able to perform successfully, but as far as they can, institutions should be held responsible.

Above all, as Ali et.al, (2009) point out:

The students' performance (academic achievement) plays an important role in producing the best quality graduates who will become great leader and manpower for the country thus responsible for the country's economic and social development.(p.82).

There are many factors that cause this difference in students' performance and their academic achievement. If we talk about the factors affecting students' performance in learning, we can immediately give some ideas for many factors, like using brainstorming strategy. The factors that

are discussed by the teachers but also investigated by various researchers can be numbered as follows. These factors cannot be ranked chronologically according to their importance, as in the absence of any factor we deal with may cause the failure in learning EFL.

- psycho-sociological factors; society; family problems; economic incomes; family culture; teaching methodology; psychological factors; career aspirations; preferred subject; learning facilities (books, library, PC, etc.); complementary learning and private courses; frequency of using EFL; students' aptitude; socio-educational factors; academic environment; area of living; motivation; communication skills, etc.

There are factors such as society that has influence in individual learning. In a "healthy" society, where the individual is welcomed and supported, surrounded by good friends there is certainly a good mood to pick and to give learning knowledge. Any communication with friend about school subjects affects in the learners' motivation.

Crookes and Schmidt (1991) believed that: "motivation has been identified as the learner's orientation with regard to the goal of learning a second language." (as cited in Oroujlou & Vahedi, 2011, p.996). The role of motivation in EFL is linked with the attitude toward the target language speakers and target language speaking countries and interest to communicate with that community.

Apart from teaching methodology, learning facilities and learning environment as the important factors in language acquisition, the great importance in students' language performance has also the previous knowledge of the target language.

As Raychaudhuri et al., (2010) explained:

Previous learning and knowledge background may be the habit of learning and knowledge gained in advance that can be used later and will encourage learner to reflect upon that knowledge. Moreover, what has been offered before will be the basis for continuing, otherwise at some point it will be difficult to start from the beginning. Socio-economic factors like attendance in the class, family income, and mother's and father's education, teacher-student ratio, presence of trained teacher in school, sex of student and distance of school are also affected the performance of the students. (p. 34).

According to Mushtaq & Khan (2012) "there are two types of factors that affect the students' academic performance, internal and external classroom factors and these factors strongly affect

the students' performance.”(p.18). Paraphrasing Mushtaq & Khan (2012), internal factors are directly related to the capacity of the students themselves to learn and the teachers to offer the proper teaching. Then these capacities are supported in the tools of work that help to achieve learning and teaching as well.

As Mushtaq & Khan (2012) emphasize:

Internal classroom factors includes students competence in English, class schedules, class size, English text books, class test results, learning facilities, homework, environment of the class, complexity of the course material, teachers role in the class, technology used in the class and exams systems and external classroom factors include extracurricular activities, family problems, work and financial, social and other problems.(p.18).

Another noticed important factors that impact in EFL learning performance are the culture and awareness of family members for education and family problems.

According to Noble (2006):

Students' academic accomplishments and activities, perceptions of their coping strategies and positive attributions, and background characteristics (i.e., family income, parents' level of education, guidance from parents and number of negative situations in the home) were indirectly related to their composite scores, through academic achievement in high school. (as cited in Mushtaq & Khan ,2012,p.18).

Moreover, Hussain (2006) claims that: “the guidance from the parents and the teachers indirectly affect the performance of the students.”(cited in Mushtaq & Khan ,2012, p.19). The place where the students live, in mixed classes, especially where students come from rural areas and the mentality is low, students feel inferior to others by keeping their family relationships secret, especially among parents who lack intellectual communication or personal behavior. The stimulation and motivation of the friends with whom the most time the individual consumes has an impact as well.

For instance, in the study conducted by Sacerdote (2001) was noted that:

Fraternity membership is important for career networks and for lifelong friendships which ultimately may have a high impact on outcomes, because it was found that grades are higher when students have unusually academically strong roommates. Peer effects in GPA (grade point average) occur at the individual room level, whereas peer effects in fraternity membership occur both at the room level and the entire dorm level.(p. 681).

Eventually, from many factors that proved to be significant in the academic achievement of learners, it seems that the willingness and attitudes of students to learn is of particular importance.

2.5. The impact of Differentiated Instruction in EFL achievement

The role of differentiated instruction in learning and teaching process gives a great importance on students' English language achievement. Now that the Ministry of Education obliges every child to attend regular school classes, even those with disabilities and special needs, the teaching methodology goes beyond the previous definitions and rules. Just as importance of quality in education and achievement in learning is given, the same importance is also given to inclusiveness. Since classrooms consist of different students regarding their social and cultural background, learning ability, previous teaching, student's personality and learning styles the different teaching methods are unavoidable to be applied in the classroom.

As Lawrence-Brown (2004) highlights:

Given the availability of strategies such as differentiated instruction, responsible pedagogy no longer allows us to teach as if students all learned in one way, and at the same pace. If we are to maximize achievement of general curriculum standards, we must increase our efforts to differentiate instruction. (p. 36).

Therefore, the impact of differentiated instruction in learning is of a great importance and it should be taken seriously. Differentiated instruction impact on getting to know the students, their individual preferences and readiness levels, on giving and testing homework, on student's assessment, affects motivation for learning, students' learning outcomes, etc. But in spite of many available strategies, Adami (2004) indicated that: "unfortunately, although the school being studied believes in a differentiated approach to teaching and learning, the teachers appear to be encountering difficulties in implementing it."(p.81).

Ireson & Hallam (2001) argue that "teachers hold strong attitudes towards ability grouping, that these vary according to the type of school in which they work and also the subject that they teach."(p.106).

Sometimes unreached issues are justified with criticism and complaint. Teachers who see the implementation of differentiated instruction difficult are justified by finding other causes that affect the failure to accomplish their goals. But the effort to implement different teaching strategies will make teachers absorb them and easily adapt to each individual in the classroom.

As noted by Bearne (1996) & Tomlinson (1999):

Differentiation shapes an approach to teaching in which teachers proactively modify curricula, teaching methods, resources, learning activities, and student products to address the diverse needs of individual students and small groups of students to maximize the learning opportunity for each student in a classroom.”(as cited in Nicolae, 2014, p. 427).

2.6. What should differentiate

Even though English foreign language teachers consider mixed ability classes to be challenging to achieve the plan and to achieve their goal of successful teaching again the chances of reflection are to be hoped. The best way to achieve that goal is the teacher’s effort to understand who his/her students are, what preferences do they have, what are their opinions about teaching and why not even creating an atmosphere so students may influence in changing the teaching methodology that would help them in better learning. Therefore, here is instruction supposed on what should be differentiated.

From any debate between two persons, whether they are students, parents, teachers or the society that surrounds us, in the first view of the quality of education it can be assumed that the teacher performs his / her work without taking into account the individual needs of the students in learning, whether they need it or not.

Perhaps several decades ago teaching and learning have missed the tools, whereas today in this century may miss only the teacher’s will to meet the needs of all students. According to Eristi, Kurt, & Dindar, (2012); Wolsey & Grisham (2011) “while the use of technology can foster 21st century skills and provide powerful tools for learning, the value of technology in the classroom is dependent on how effectively a teacher uses it to support instruction.”(as cited in Fisher & Waller, 2013,p.5).

Another way to accomplish students' needs is suggested by Ireh & Ibeneme (2010) that: "teachers need to adopt a philosophy that enables them to plan strategically as well as provide a variety of options to successfully reach targeted standards, goals, and objectives."(p.107). Furthermore, Gregory (2003) & Tomlison (1999) noted that "Differentiated Instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse needs and differing abilities of students in a classroom."(as cited in Ireh & Ibeneme, 2010, p.107). Otherwise it will be called poor teaching.

The intent in the study of Chamberlin (2011) was to examine factors of poor teaching, such as:

Lecturing with an emphasis on rote learning, failing to offer intellectual stimulation, dull material and presentation, lack of enthusiasm for the subject and unapproachable demeanor. Despite these shortcomings and the need to address college students' diverse instructional needs, as this study revealed, differentiated instruction is scarcely used at the undergraduate level, especially in mathematics classes for which no such instances were found in the education literature.(p. 136).

Perhaps, as Wertheim & Leyser (2002) suspect that "while prospective teachers believe in student differences, they feel it is nearly impossible to address such needs."(as cited in Chamberlin, 2011,p.136), or "prospective teachers are often weak in using effective assessment techniques, prospective teachers are not proactive in differentiating; rather, they tend to use a one-size-fits-all approach and only differentiate reactively or perhaps prospective teachers have a limited repertoire of strategies for enacting differentiation." (Chamberlin 2011,p.136).

'According to Thousand, Villa, & Nevin (2007):

Content is defined as "what is to be taught, what level of understanding, knowledge, and proficiency students are to demonstrate, and what context, materials, and differentiation are necessary to allow all students a point of entry to learning. (as cited in Chien, 2015,p.2).

As Tomlinson (1999) reminds "to ensure effective teaching and learning, remember that teachers need to link tightly three key elements of curriculum: content, process, and product."(p.43).

2.6.1. Content Differentiation

Based on Tomlinson & Imbeau (2010) perception:

A fundamental tenet of differentiation is that excellent teachers don't see themselves simply as teachers of content. Yes, they are fully committed to teaching content to young people, but they are also dedicated students in their own right of the content and of their students.(p.84).

According to Tomlinson (1999) “top-down benchmarks or standards shouldn't ‘become’ the curriculum, but they can be incorporated into lessons that engage students.”(p.112). The curriculum gives teachers the opportunity to be flexible in selected materials for a certain course. A learning unit can be achieved by providing the materials suitable for all students, whether they are weak, middle or advanced in English Language.

According to Tomlinson and McTighe (2006):

Teachers attempt to differentiate instruction by giving struggling learners less to do than other students and by giving more advanced students more to do than other learners. It is not helpful to struggling learners to do less of what they do not grasp.”(as cited in Nicolae, 2014,p.428).

Thus, this is the difficulty of learning and teaching in mixed ability classes. This indicates that the teacher, besides having to adapt the material according to the needs of the students, must also be careful about their feelings. The manner of selecting the materials should be careful not to make students feel uncomfortable or hardened in front of others.

Therefore, Tomlinson (2001) claims that:

It is difficult and somewhat unnatural to carve apart the curricular elements of content, process, and products, because students process ideas as they read content, think while they create products, and conjure ideas for products while they encounter ideas in the materials they use. Differentiating content can be thought of in two ways. First, in differentiating content, we can adapt what we teach. Second, we can adapt or modify how we give students access to what we want them to learn.(p.72).

Differentiating Content is selected and provided material that teacher wants her/his students to learn. If students do not understand the language level the material serves they will have less motivation in learning. As Levy (2008) states “content is what we teach. Each child is taught the same curriculum but the content may be quantitatively or qualitatively different.”(p.162).

Moreover, Levy (2008) emphasizes:

We must be sure the building blocks are in place for students before we ask them to move on to the next task. Differentiated instruction allows for variation in content without losing sight of the curriculum to which all children are entitled.(p. 162).

Therefore, according to Hall, Strangman, & Meyer (2003) teachers need to be “flexible in their approach to teaching and adjust the curriculum and presentation of information to learners, rather than expecting students to modify themselves for the curriculum.”(p. 2).

2.6.2. Process Differentiation

This is the process of teaching and learning based on the activities for gaining the content defined for a particular learning unit. In the language of school, process is often spoken of as an activity. Tomlinson (2001) believes “it’s probably wisest to use the term “sense-making activity” to remind ourselves that an activity achieves maximum power as a vehicle for learning only when it is squarely focused on a portion of something essential that students need to know, understand, and be able to do as a result of a particular study.”(p.79).

According to Tomlinson (2001), process or sense-making can be differentiated in response to student readiness, interest, and learning profile:

- Differentiating process according to student *readiness* means matching the complexity of a task to a student’s current level of understanding and skill.
- Differentiating process according to student *interest* involves giving students choices about facets of a topic in which to specialize or helping them link a personal interest to a sense-making goal.
- Differentiating process according to student learning profile generally means encouraging students to make sense of an idea in a preferred way of learning.(p.80).

These activities are not the chosen way of the teacher to realize the explanation just as the teacher has decided but an attempt to fit the way of learning according to student needs. As Anderson (2007) claimed: “differentiating the process within a lesson refers to “how the learners come to understand and assimilate facts, concepts, or skills.”(cited in Joseph, Thomas, Simonette & Ramscook,2013.p.30).

Furthermore, Tomlinson and Allan (2000) describe it as “how the learner comes to make sense of, understand, and own the key facts, concepts, generalizations and skills of the subject.”(p. 8). “A teacher can differentiate an activity or process by, for example, providing varied options at

differing levels of difficulty or based on differing student interests.” (Tomlinson and Allan 2000,p.8).

As Santangelo &Tomlinson (2009) explain:

Differentiating instruction according to students’ existing interests promotes engagement, facilitates motivation, and helps them connect what is being taught with things they already value. Interest based differentiation can also be structured to encourage students to discover new interests.(p.308).

As the expert on differentiated instruction, Tomlinson (2005a) claims that “process can be thought of as “sense-making activities” that allow each student to increase his or her level of understanding about the topic being taught.”(as cited in Santangelo &Tomlinson, 2009,p.309). Differentiating Process are effective activities designed to help students progress from a current point of understanding to a more complex level of understanding.

2.6.3. Product Differentiation

According to Tomlinson (2001) “ unlike a sense-making activity, which is typically short and focuses on one, or just a few, key understandings and skills, a product is a long-term endeavor.”(p.85). The whole range around the process goes to the product. Students connect everything to the product. During a semester they are more interested in how they will be evaluated than to what they are called to be a student, so it is to get knowledge as much as possible.

When it comes to product, as Tomlinson (2001) emphasizes;

It’s time for the teacher to present the product assignment (in writing, orally, on tape, with icons, through models, or with some combination of these). The assignment should make clear to students what knowledge, understanding, and skills they must include in their work; the stages, processes, and work habits they should demonstrate as they work; the option(s) for expressing their learning; and what quality will look like.(p.86).

Differentiating Products represents assignments that are excellent ways of assessing student knowledge, understanding, and their skills in gaining language. Some strategies that the teacher can practice to evaluate students in a variety of ways may be as follows:

- provide differentiating product assignments for advanced learners and weaker students,
- support your students’ use of varied modes of expression, materials, and technologies,
- note that there are many ways students can express themselves,

- use product formats that allow students to express themselves in ways other than written language alone.
- give product assignments in smaller increments, allowing students to complete one portion of a product before introducing another.

Bailey & Williams-Black (2008) suggest that “differentiating the product allows students to self-select a way to show they have learned the material that was taught because when students self-select their product, they normally choose a method that will provide them success which most likely will coincide with their own learning profiles.”(as cited in Joseph, Thomas, Simonette & Ramsook,2013,p.30). Santangelo & Tomlinson (2009) also believe that “it is important for teachers to provide students with adequate scaffolding and support, as well as opportunities for peer and self-evaluation.”(p.309).

“Eventually, based on Levy (2008) & Tomlinson (1999) it is the way through which the students show what they have learned.”(as cited in Aliakbari,2014,p.110).

2.6.4. Learning Environment

As members of a diverse society who interact within a democratic system, students are well served by a curriculum that is designed to disrupt discriminatory discourses. “Teaching students to care about themselves and each other begins with providing the environments and the language they need to interact, both with students who are labeled and with those who are not, is stressed.” (Bagliere & Knopf 2004,p.527).

One aspect of student motivation to learn is the environment where they study. And the environment is not just the space learners find in the institution, but it is the climate that the teacher creates in the first place. The learning environment should be a pleasant place where learning becomes attractive and fun.

According to Umar (2015):

The standard for many classrooms in the past was to have a blackboard and a set of desks arranged in rows within the classroom. This system of arrangement may not fit students in today’s schools. Some modern educators claim that such traditional arrangements make students lose interest and create a higher level of boredom in the classroom. (as cited in Umar, 2017,p.2).

Often the behavior of students depends on sitting arrangement in the classroom. Drawing the attention of all students, the teachers easier manages the lesson. If the traditional form of sitting in the classroom does not involve all students, given that those in the last desks may be out of control in learning and teaching, then modern forms such as circle arrangement or horseshow would be the most appropriate way at certain times.

Tsavga (2011) asserts that:

The learning environment plays a crucial role in determining students' success as it determines how a student behaves and handles his learning tasks. Indeed, the environment in which one finds himself tends to mould his behavior so as to meet the demands of learning.(as cited in Umar, 2017,p.2).

Students in many countries, including Kosovo, generally learn and practice English only in the school environment. This is because we live in a country where English is not native language and because our youth is isolated and the opportunities to visit places abroad are limited.

Obviously, if these students had had the opportunity to communicate more, they would have been the best students in the English language as a foreign language in the region, not just because the need to learn English is necessity for them but even because of the gratitude they have for people living in English-speaking countries.

In university education it seems that students have no flexibility when it comes to adapting to the environment. The lecturers take the classroom and study as compulsory, and that the choice to study is a will and decision of the students without the imposition of anyone, so they have to obey the rules of the institution. But, the fact that the teacher is a class manager gives us a sense of how professionally he/she manages the classroom and learners in it and gives us the courage to say that the teacher is the main responsibility for creating this environment. Some of the actions the teacher can apply to bring for effective learning in the adequate environment can be, as follows:

- to make the class a place where there is space for everyone, in the sense of those who seek tranquility for individual work or for cooperation between them when required,
- create a climate of entertainment in order to learn without stress,
- to create the appropriate affinity with the students in order to feel comfortable if they need teacher's approach for any help,

- to use different sitting arrangements in the classroom or lab.
- Students always show a score, no matter how much they can achieve unless pressure is exerted on them.

Based on the role of the teacher as one of the key actors in the classroom, Lightbown & Spada (2006) assert that:

If teachers can make their classroom places where students enjoy coming because the content is interesting and relevant to their age and level of ability, where the learning goals are challenging yet manageable and clear, and where the atmosphere is supportive and non-threatening, we can make a positive contribution to students' motivation to learn.(p.57).

Among the many personal preferences that learners have, Tomlinson (2001) mentions some preferences regarding the environment:

Some students may learn best when they can move around, others need to sit still. Some students enjoy a room with lots to look at, color, things to touch and try out. Other students function best when the environment is more “spare” because they find a “busy” classroom distracting. Some students need a great deal of light in a room in order to feel comfortable. Other students prefer a darker room.(p.60).

Hence, based on the needs of students and the importance of implementing differentiated instruction, teaching strategies should be applied to all of the above-mentioned components.

The process on how to differentiate, when to differentiate and why to differentiate is best presented in the framework designed by Carol Ann Tomlinson, in her book ‘Responding to the Needs of All Learners’ in 1999. See the figure 2.

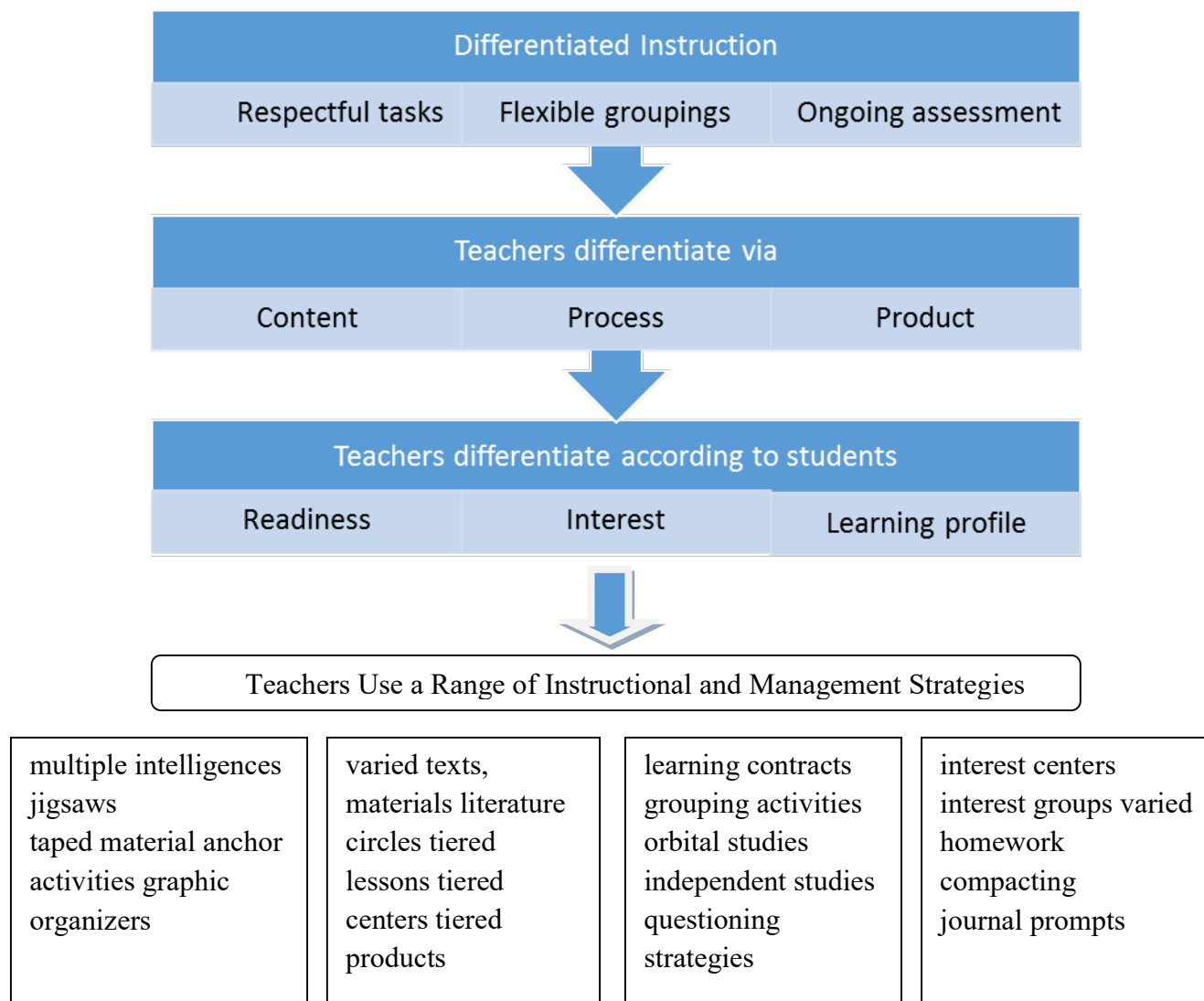


Figure 2. *Responding to the Needs of All Learners according to Tomlinson (1999,p. 15)*

Therefore, once have teachers decided to implement differentiation instruction in the EFL class, they have to apply respectful tasks, flexible groupings or ongoing assessment through three components: content, process and product. This procedure should follow students' readiness, interest and their learning style.

2.7. Teacher's influence on students' learning motivation

Motives according to Brophy (2004) are “distinguished from related constructs such as goals (the immediate objectives of particular sequences of behavior) and strategies (the methods used to achieve goals and thus to satisfy motives).”(p.4). But when it comes to learning, students are not always in a position to keep the motive up to the end. For the fulfillment of this purpose according to Alberto & Troutman (1999); Schloss & Smith (1994): “teachers are advised to reinforce students when they display desired learning efforts and withhold reinforcement when they do not.”(as cited in Brophy, 2004,p.5).

As Brown (2007) defined: “Undoubtedly the most frequency used catch-all term for explaining the success or failure of virtually any complex task, motivation is a star player in the cast of characters assigned to second language learning scenarios around the world.”(p.168).

This definition contradicts Ziahosseini and Salehi (2008) stating that “there is not necessarily a significant relationship between the degree of motivation and choice of language learning strategies.”(as cited in Alizadeh, 2016,p.13).

The term motivation, which simply seems to be defined in theory, is a broad concept that has its own difficulties during implementation into practice, so it's more complicated than it looks when it comes to language learning. Dornyei & Otto (1998) define motivation as “the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalised, and (successfully or unsuccessfully) acted out.”(p.64).

Therefore, Dornyei & Otto agree with Graham's (1994) concluding words:

If there is one message I wish to convey with what has been presented in this chapter, that message is that classroom motivational life is complex. No single word or principle such as reinforcement or intrinsic motivation can possibly capture this complexity.(as cited in Dornyei & Otto, 1998, p.65).

According to Crookes and Schmidt “...teachers would describe a student as motivated if he or she becomes productively engaged in learning tasks, and sustains that engagement, without the need for continual encouragement or direction.”(as cited in Manolopoulou-Sergi, 2004,p.428-

129). While Manolopoulou-Sergi (2004) agrees with many researchers “that motivation is related to persons’ choice of a particular action, persistence with it, and effort expended on it.”(p.428).

Dornyei (1994) defines the term of motivation:

As one of the main determinants of successful second/foreign language learning achievement and, accordingly, the last three decades have seen a considerable amount of research that investigates the nature and role of motivation in the L2 learning process.(p.273).

As English has become more and more important as an international language, in most countries around the world, “large numbers of students are being required to learn it through compulsory programs in schools and universities.” (Trang & Baldauf 2007,p.80).

Therefore, Trang & Baldauf, (2007) conducted the study to investigate de-motivation in English language learning, and:

Teachers were found to have a strong impact on students’ de-motivation or motivation to learn. The majority of the student participants admitted having suffered from some negative aspects of teaching methods, raising the need to reconsider the teaching methods that have been used to teach English (or other foreign languages) in order to understand possible mismatches between teaching methods and preferred student learning styles. (p.100).

Regardless of the intellectual ability of an individual and no matter how much the curriculum offers and how appropriate it is, an individual necessarily needs proper motivation for sustained support.

Perhaps it seems easy to theoretically explain what motivation is but it is hard to make it happen in practice, especially when learning the target language occurs in classroom with a vast number of students. The diversity of human behavior welcomes advices or objections in unpredictable ways. The inability to use the English language for either pleasure or employment and development makes motivation of learning target language difficult, with particular emphasis on an isolated country such as Kosovo, where youth still imagines without experiencing the reality of living in English spoken countries. Accordingly, the achievement of students in English language study and English teaching, especially in isolated areas and schools with poor resources, are still far from ideal. But, in spite of all this, according to many researches so far carried out, motivation continues to remain a prominent element that affects the EFL learning.

Therefore, Dornyei (2001) addresses the teachers:

You have won half the motivation battle if the class group can agree on a common purpose and sense of direction by taking into account:

- Individual goals (which may range from having fun to passing the exam or to getting the minimum grade level required for survival);
- Institutional constraints (you're here to learn the L2; this is the syllabus for this year);
- Success criteria (which traditionally have had to do with exams and marks, but other communicative criteria can often be a better incentive, e.g. to be able to understand most of the lyrics of a pop group, or other specific communicative objectives).(p.61).

As Dörnyei and Csizér (1998) stated “without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricular and good teaching enough to ensure student achievement.”(as cited in Sung, K-Y, 2013,p.19).

This can be understood as a teacher's attempt to influence on students' learning, so, “the teacher's level of enthusiasm and commitment is one of the most important factors that affect the learners' motivation to learn.” (Dornyei 1998,p.130). Apart from the book, as the main tool, students expect the actions of the teacher who is the main character in the classroom. When the student is motivated by the teacher he/she feels worthy and necessarily will show a positive result, otherwise students will lose self-confidence and then there will be difficult to get back in learning again. The strategies used by the teacher are vital to language learning and adapting these activities to students' needs in the classroom means achieving the teaching and learning objectives.

Thus, Lightbown and Spada (2006) claim that:

Teachers can make a positive contribution to students' motivation to learn if classrooms are places that students enjoy coming to because the content is interesting and relevant to their age and level of ability, the learning goals are challenging yet manageable and clear, and the atmosphere is supportive.(p.64).

2.7.1. Dörnyei's L2 Motivational Strategies Framework

Actually, there was always the belief that motivating a student to learn is an indispensable approach that each teacher should have in mind. Also, at the same time endless debates among the researchers as well as the mutual conversations among L2 teachers on how to achieve this have been occurred. This came into question when it became necessary to consider the strategies of learning also, not only the teaching strategies, as a result of the individual needs of learners and as well as because of their differences as a result of the many factors mentioned in this study. From many of the details that are outlined about the learning strategies in the book 'Learning strategies in foreign and second language classrooms' of Ernesto Macaro (2001), he also stressed that "if learners have different learning styles or have strengths in different aspects of aptitude, then clearly a teaching method which relies on whole class teaching almost exclusively via L2 interaction will not be sufficient to cater for the diversity of the learners' needs."(p.27).

Therefore, efforts to explore the pedagogical implications of motivation made a number of researchers to investigate and have led them towards teaching strategies and their use. A great role in providing such motivational teaching strategies has continuously played Zoltan Dörnyei, who is a great investigator of motivational strategies in the language classroom. Dörnyei (2001) believes that "motivation is related to one of the most basic aspects of the human mind, and most teachers and researchers would agree that it has a very important role in determining success or failure in any learning situation."(p.2). Dörnyei's (2001) book 'Motivational Strategies in the Language Classroom' is the first of its kind in the second/foreign language (L2) field that is entirely devoted to discussing of motivational strategies, that is, methods and techniques to generate and maintain the learners' motivation.

Even though Dörnyei (2001) respects the various strategies promoting classroom L2 learning, he suggests several ways to organize them into separate 'themes', as for example: "focus on the internal structure of a typical language class, design a primarily trouble-shooting guide, focus on key motivational concepts and centre the discussion on the main types of teacher behavior."(p.28).

Based on Dörnyei's (1998) assumption:

Although the educational-oriented motivation articles in the 1990s typically contained summaries of relevant classroom-specific motives, these did not offer a sufficiently serviceable guide to practitioners: they helped L2 teachers understand what was going on motivation wise in their classrooms, but the lists of motives themselves were not readily applicable, until the mid-1990s there were absolutely no attempts in the L2 literature to design motivational strategies for classroom application.(p.130).

Thus, in answer to this call, Dörnyei & Csizer (1998) compiled a set of macro strategies, which he called the 'Ten commandments for motivating language learners'. "The first ten entries (either strategy scales or individual strategies) are as ones that teachers considered most important from a motivational point of view and, therefore, these variables were used to form the basis of the 'Ten commandments for motivating language learners.'" (Dörnyei & Csizer 1998,p.215). See table 1.

Ten commandments for motivating language learners
<ol style="list-style-type: none">1. Set a personal example with your own behavior.2. Create a pleasant, relaxed atmosphere in the classroom.3. Present the tasks properly.4. Develop a good relationship with the learners.5. Increase the learners' linguistic self-confidence.6. Make the language classes interesting.7. Promote learner autonomy.8. Personalize the learning process.9. Increase the learners' goal-orientedness.10. Familiarize learners with the target language culture.

Table 1. *Ten commandments for motivating language learners (Dörnyei & Csizer, 1998,p.215)*

When deliberating on the structure of the Dornyei's (2001) book, it seemed that following through the motivational process from the initial arousal of the motivation to the completion and evaluation of the motivated action is in many ways more logical than making somewhat arbitrary decisions about which central themes the material should be built around.

Key units in this process-oriented organization include:

MOTIVATIONAL TEACHING STRATEGIES	
Creating basic motivational conditions	Laying the foundations of motivation through establishing a good teacher-student rapport, creating a pleasant and supportive classroom atmosphere, and generating a cohesive learner group with appropriate group norms.
Generating initial motivation, that is,	“Whetting the students’ appetite”, by enhancing the learners’ language-related values and attitudes, by increasing the learners’ goal-oriented, making the teaching materials relevant for the learners, and creating realistic learners beliefs.
Maintaining and protecting motivation	by making learning stimulating, presenting tasks in a motivating way, setting specific learners’ goal, protecting the learners’ self-esteem and increasing their self-confidence, allowing learners to maintain a positive social image, promoting cooperation among the learners, creating learner autonomy and promoting self-motivating learner strategies.

Encouraging positive retrospective self-evaluation	by promoting motivational attributions, providing motivational feedback, increasing learner satisfaction, and offering rewards and grades in a motivating manner.
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Table 1. *The components of motivational teaching practice in the L2 classroom (Dörnyei, 2001,p.29)*

All these issues are in fact raised by the students' own voice, which should also be taken into account as not always the teacher is aware of whether or not the students are motivated. Students' motivation is based on teacher's strategies. If the classroom activities are tailored to the students' needs and the learning outcomes are greater, then students will be motivated for even greater efforts. Otherwise, "learners become de-motivated when their lack of strategy use (or limited or misuse of strategies) blocks their progress." (Macaro 2001,p.29).

Researchers have often tried to investigate whether motivation is the same as learning strategies. But, there are students who show willingness to learn and on the other hand do not show success, therefore the teacher should assist them and guide them towards learning strategies.

These strategies themselves contain hundreds of teaching methods and techniques, through which all students regardless of their capacities, willingness to learn, culture, family background, learning styles or lack of motivation, can achieve improvement in learning. All these methods involve the entire learning process using the above mentioned components, along with the content, process, product and learning environment.

Motivational teaching strategies have its significant contribution to teaching performance and development of EFL learning. Thus, these strategies were suggested by Dörnyei as recommendations for every L2 teacher who need to observe in order to motivate learners. According to Guilloteaux & Dörnyei (2008) motivational strategies refer to: " a) instructional interventions applied by the teacher to elicit and stimulate students' motivation" and b) self-regulating strategies that are used purposefully by individual students to manage the level of their own motivation."(p.57). Thus, motivational teaching strategies are techniques and methods applied by teachers to have a positive effect on learning EFL in the classroom.

2.8. Problems and solutions in teaching different students

The debates among the teachers today are more about the technical issues. They blame the MEST for requiring a lot of ‘papers’ (planning syllabus). They are obliged to submit the designed syllabus for the academic year, the two-month plan, the weekly plan, the daily contingency plan, etc. to the school principals, not considering the quality of learning at all. The problem has nothing to do with these technical works that ultimately does not give any result. The problem begins with the large number of students in groups or in classrooms, their admission without meeting the required criteria and the last but not least, the diversity among students regarding their language level proficiency, their readiness and different learning styles. Furthermore, the lack of providing teaching tools including sufficient teaching material, concrete and technological tools that enables the flexibility of teaching methods is another problem, limited time, lack of teaching different methods implementation, teachers’ professional development and their enthusiasm are also problems according to teachers who have been accustomed to complain and to justify. Therefore, teachers are inefficient in designing activities, do not have time to cooperate with students in order to improve their education and performance, students rarely get the chance to ask about things that are curious about or express their feelings or opinions, teachers become unclear in learning outcomes, teachers are inefficient in applying appropriate methods of teaching available for mixed ability class and finally and finally the evaluation remains to be seen. All these issues are related to differentiated instruction. Accordingly, the differentiated instruction goes beyond the strategies, methods and techniques of learning.

The moment students begin to ask the teacher whatever questions about the lesson, differentiated instruction is being considered implemented. The problem is how to reach every student and solve it through implementation of differentiated instructions.

All of the solutions to this problem, somewhere less and somewhere more, arise around nine strategies explained in the book ‘Classroom Instruction That Works’ written by Robert Marzano, Debra Pickering, and Jane Pollock (2001).

In their book, Marzano, Pickering & Pollock (2001) list some applicable methods which each teacher must take into account.

- Identifying Similarities and Differences allows students to understand (and often solve) complex problems by analyzing them in a more simple way, (p.13).
- Summarizing and Note taking pushes students to analyze a subject and to expose what's essential and then put it in their own words, (p.29).
- Reinforcing Effort and Providing Recognition speak to the attitudes and beliefs of students. Teachers must show the connection between effort and achievement and about people who succeeded by not giving up, (p.49).
- Homework and Practice provides students with the opportunity to extend their learning outside the classroom without or minimal parent involvement. Teachers should explain that the purpose of homework is a preparation for upcoming units, (p.60).
- Nonlinguistic Representations is a strategy when knowledge is stored in linguistic and visual forms. The more students use both forms in the classroom, the more opportunity they have to achieve, (p.72).
- Cooperative Learning is a positive strategy that effects on overall learning. Teachers should consider variety criteria when grouping students regarding group sizes and objectives, (p.84).
- Setting objectives and providing feedback is the strategy that models the process for identifying the specific things students want to learn. It is referred to the process as goal setting for learning focused on students' understanding and not focused on tasks, (p.92).
- Generating and testing hypotheses explains the reasoning behind their predictions. If students' predictions are accurate, they identify the observations that help them the most. If their predictions are inaccurate, students try to figure out what they miss or misunderstand,(p.103).
- Cues, questions , and advance organizers are instructional strategies that help students retrieve what they already know about a topic. In nontechnical terms, this is sometimes referred to as “activating prior knowledge”, (p.111).

At this time when literature offers unlimited methods to help learners to find comfort during their learning and when technology advances day-to-day, it would be very painful for education system to be handed to teachers who do not that does not require innovation.

As a leader who teaches, Schlechty (1997) suggested that a leader who would promote systemic change must be prepared to answer four key questions:

1. Why is change needed?
2. What kind of change is needed and what will it mean for us when the change comes about?
3. Is what we are being asked to do really possible? Has it been done before? By whom? Can we see it in practice?
4. How do we do it? What skills do we need and how will they be developed?,(p.208).

2.8.1. Teaching strategies for students' different English Language level proficiency

Studies as of this kind in the field of education, with particular emphasis on teaching issues, provided many new methods of teaching that will serve all those teachers who believe on differentiated instruction implementation as a help tool for learning.

Bowen & Marks (1994) pointed out that : “The language teaching profession, just as any other, has generated, and is still generating, its own set of terms to identify, define and differentiate both its subject matter and the ways in which this subject matter is presented.” (p.17).

Teaching strategies are the actions taken by teachers in order to incorporate all learners in the classroom regardless of the level of language and their ability to learn in multileveled classes. A class is considered multilevel because of the fact that students with different level proficiency, or different EFL knowledge, as the paper presents, constitutes a group that operates in the same space. In our country as well as in many other countries, multilevel classes are the only solution the teacher and the students may choose. Regardless number of students, the place where they come from, their life experiences, previous education or other factors, still there is diversity among them. This is definitely a challenge for teachers who have to work in accordance with the interests of students. Students in multilevel classes can use the knowledge capacity of others and learn from other strength in order to develop learning, which encourages them for further collaboration.

On the other hand, teachers need extra time for preparation, need experience and knowledge to act professionally and cooperate with other teachers to plan different activities through differentiated instruction based on the students' needs. However, “the alternative to this effort-- planning and using activities that meet the needs of only those learners whose skills fall somewhere in the middle will frustrate those with lower skills, and bore the more advanced learners.” was claimed by Boyd & Boyd, 1989; Wrigley & Guth, 1992 (as cited in Shank & Terrill, 1995, p.3).

In order to promote success in the multilevel classes, teachers can follow whichever instructional strategies, as lesson planning, needs assessment, grouping strategies and purposes, using native languages, project-based learning and thematic instruction, using self-access materials, etc.

According to Shank & Terrill (1995) “planning for the multilevel class must also include strategies for managing the group, pair, and individual activities.” (p.5).

Wrigley & Guth (1992) shared some effective strategies to overcome challenges in multilevel classes:

- Be sensitive to differences in learners' backgrounds, attitudes, and perceptions when setting up groups.
- Use ongoing assessment to get a good sense of learner needs.
- Evaluate the success of each activity as you go along.
- Involve learners in making group decisions about interesting topics, relevant materials, and effective groupings.
- Provide a wide range of experiences so that different kinds of learner needs are met at different occasions and use different kinds of activities around a common theme with the goal of pleasing all your students some of the time.
- Give learners the opportunity to self-direct their learning through group work, pair activities, and joint projects.
- Use literacy centers as resource and information centers, not only as skill labs.
- Avoid the dangers of individualized instruction, (p.61).

In mixed EFL classes, the weaker students may be left behind if only the English language is used in class without being helped by code switching in L1. In this case, teachers can ask students to collaborate, asking advanced students to help others who need help. To reach the needs of all in the classroom, teachers can use different strategies, of which the most popular ones are categorized into nine different approaches or methods: the Oral Approach and Situational Language Teaching, the Grammar Translation Method, the Audio-Lingual Method, Communicative Language Teaching, the Total Physical Response Method, the Silent Way, Community Language Learning, Suggestopedia and the Direct Method.

The importance of English language learning in Kosovo is enormous, though it is taught only in education institutions, it is now known as an international language. Therefore any dedication and motivation to increase the EFL learning remains a responsibility of EFL teachers and teaching strategies.

According to Crystal (2003a), Huda (2000) & Jenkins (2003):

The current status of English as an international or global language is underpinned by its wide use in a range of fields such as politics, diplomacy, international trade and industry, commerce, science and technology, education, the media, information technology, and popular culture. (as cited in Lauder, 2008, p.12).

Partly inspired by Heckhausen and Kuhl's 'Action Control Theory', Dörnyei & Otto, (1998) have developed:

A new 'Process Model of L2 Motivation', which is intended both to account for the dynamics of motivational change in time and to synthesize many of the most important motivational conceptualizations to date. The motivation model aim was to design motivational strategies for the purpose of classroom intervention in second language (L2) education. (p.43).

Therefore "an important part of any motivational teaching practice is to raise the learners' awareness of relevant strategies and to remind them at appropriate times of the usefulness of these." (Dörnyei 2001,p.115).

However, the motivational strategies of learning and teaching developed by Dörnyei look very helpful to be used by the EFL teachers, but there is a lack of research that show the effect of these strategies in improving the learning of EFL.

2.8.2. Models for language learning strategy instruction

Many hypotheses about models for language learning strategy instruction were raised by different researchers, some of which were proved and some not, mostly based on educational issues, with particular emphasis on teaching methods.

As suggested by Au (1988), the socio-educational model can be summarized in terms of five hypotheses:

- The integrative motive hypothesis: an integrative motive will be positively associated with SL achievement.
- The cultural belief hypothesis: cultural beliefs influence the development of the integrative motive and the degree to which integrity and achievement are related.

- The active learner hypothesis: integrative motivated learners are successful because they are active learners.
- The causality hypothesis: integrative motivation is a cause; SL achievement, the effect.
- The two-process hypothesis: aptitude and integrative motivation are independent factors in second language learning. (as cited in Crookes & Schmidt 1991, p. 472-473).

“A number of models for teaching learning strategies in both first and second language contexts have been developed (see, for example, Chamot et al., 1999; Cohen, 1998; Graham & Harris, 2003; Grenfell & Harris, 1999; Harris, 2003; O’ Malley & Chamot, 1990; Oxford, 1990; Pressley, El-Dinary, Gaskins, Schuder, Bergman, Almasi & Brown, 1992).” (as cited in Chamot, 2004, p. 21).

There will be shown three models below. According to Chamot (2004) “ three models begin by identifying students’ current learning strategies through activities such as completing questionnaires, engaging in discussions about familiar tasks, and reflecting on strategies used immediately after performing a task.”(p.21). “These models all suggest that the teacher should model the new strategy, thus making the instruction explicit and in general try to find solutions for the same problem that all learners have, to find their way to learn.” (Chamot 2004, p.21).

In addition, Chamot (2004) claims that:

Models of language learning strategy instruction are solidly based on developing students’ knowledge about their own thinking and strategic processes and encouraging them to adopt strategies that will improve their language learning and proficiency. (p.21).

However, these models in general try to find solutions for the same problem that all learners have, to find their way to learn. Throughout the SBI students need to realize their individual patterns in strategy use and concentrate on improving those that need improvement.

Style and strategy-based instruction (SSBI) is a teaching approach model which integrates strategy training with embedded strategy practice in the foreign language classroom.

Cohen (2001) states that: “The ultimate goal is to help students become more effective, efficient, and responsible second or foreign language learners.” (p.11-12).

The first model, SSBI (Styles and Strategies-Based Instruction) model, presented by Cohen, begins with identifying students and their individual preferences in learning. See table below:

SSBI Model	
Teacher as diagnostician:	Helps students identify current strategies and learning styles.
Teacher as language learner:	Shares own learning experiences and thinking processes.
Teacher as learner trainer:	Trains students how to use learning strategies.
Teacher as coordinator:	Supervises students' study plans and monitors difficulties.
Teacher as coach:	Provides ongoing guidance on students' progress.

Table 2. *Styles and Strategies-Based Instruction Model developed by Cohen, 1998, (cited in Liu, 2010,p.103).*

“The Cohen (1998) model has the teacher take on a variety of roles in order to help students learn to use learning strategies appropriate to their own learning styles.” (Chamot 2004,p.21).

Another model for language learning strategies is the Cognitive Academic Language Learning Approach.

In the workshop for Allenton City School District, Chamot and Robbins as second Language learning consultants presented the CALLA model: Strategies for ELL student success.

According to Chamot & Robbins (2005) “CALLA integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning in school, and explicit instruction in using learning strategies for academic tasks.” (p.5).

Furthermore, it is emphasized by Chamot & Robbins (2005) that “the goals of CALLA are for students to learn essential academic content and language and to become independent and self-regulated learners through their increasing command over a variety of strategies for learning in school.” (p.5).

As Liu (2010) mentions :

The Cognitive Academic Language Learning Approach (CALLA) is investigated by Chamot and O'Malley and is designed to develop the academic language skills of the students with limited English proficiency. This model integrates academic language development, content area instruction and explicit instruction in learning strategies for both content and language acquisition.(p.103).

The CALLA model presents instructional activities that help students bring their own learning experience, make them think critically, collaborate among peers and groups and reflect and evaluate their own learning.

The procedure of Cognitive Academic Language Learning Approach (developed by Chamot, 2005; Chamot et al., 1999) is expressed in the table below:

CALLA Model	
Preparation:	Teacher identifies students' current learning strategies for familiar tasks.
Presentation:	Teacher models, names, explain new strategy; asks students if and how they have used it.
Practice:	Students practice new strategy; in subsequent strategy practice, teacher fades reminders to encourage independent strategy use.
Self-evaluation:	Students evaluate their own strategy use immediately after practice.
Expansion:	Students transfer strategies to new tasks, combine strategies into clusters, develop repertoire of preferred strategies.

Assessment:	Teacher assesses students' use of strategies and impact on performance.
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Table 3. *Cognitive Academic Language Learning Approach (cited in Liu, 2010,p.103)*

According to Chamot (2004) “CALLA model builds in a self-evaluation phase for students to reflect on their use of strategies before going on to transfer the strategies to new tasks.”(p.21). Also, another model was presented for language learning strategy instruction developed by Grenfell & Harris (1999). See table 5:

Model for language learning strategy instruction	
Awareness raising:	Students complete a task, and then identify the strategies they used.
Modeling:	Teacher models, discusses value of new strategy, makes checklist of strategies for later use.
General practice:	Students practice new strategies with different tasks.
Action planning:	Students set goals and choose strategies to attain those goals.
Focused practice:	Students carry out action plan using selected strategies; teacher fades prompts so that students use strategies automatically.
Evaluation:	Teacher and students evaluate success of action plan; set new goals; cycle begins again.

Table 4. *Model for language learning strategy instruction (cited in Liu, 2010,p.104).*

All three models begin by identifying students' current learning strategies through activities such as completing questionnaires, engaging in discussions about familiar tasks, and reflecting on strategies used immediately after performing a task. "These models all suggest that the teacher should model the new strategy, thus making the instruction explicit." (Chamot 2004,p.21).

Another promising approach to improve the academic performance of English language learners is the SIOP (Sheltered Instruction Observation Protocol) Model.

"The goal of SIOP instruction, developed by Echevarria, Vogt & Short (2008), is for teachers to develop the learners' academic English skills while using specialized techniques to teach and have students engage with the subject area topics in a comprehensible manner."(as cited in Short, 2017, p.4238).

According to Kareva & Echevarria (2013), the SIOP Model (Sheltered Instruction Observation Protocol), provides an explicit framework for organizing instructional practices to optimize the effectiveness of teaching second and foreign language learners.

"The SIOP Model includes features that promote acquisition of both subject area content (e.g., math, science, literature) and language development (the target language)." (Kareva & Echevarria 2013,p.239).

As Short (2017) describes:

We identified best practices for teaching content and language to ELLs from the professional literature and tested combinations of these techniques to build a model of sheltered instruction. At first, we organized these techniques into an observation protocol, but the collaborating teachers suggested that the SIOP Model be used for lesson planning and delivery as well. So we reframed it as an instructional approach that shows subject area teachers how to integrate academic language development into content instruction and how to use ESL techniques to make the concepts comprehensible. (p.4241).

"The SIOP Model became a framework for teachers to present curricular content concepts to second language learners through strategies and techniques that make new information comprehensible to the students." (Kareva & Echevarria 2013,p.240).

Based on the eight components of SIOP model (as cited in Kareva & Echevarria, 2013,p.240-242), the author drew the framework of the process of each component. See figure 3.

Eight components of SIOP model

Lesson preparation	The focus of each SIOP lesson is content and language objectives that are clearly defined, displayed and orally reviewed with students. These objectives are linked to subject area material and the academic vocabulary and language that students need for success, (p.240).
Building background	it's necessary to activate students' prior knowledge in order to learn what students already know, to identify misinformation, or discover when it's necessary to fill in gaps, (p.241).
Interaction	Students learn both conversational and academic language through interaction with one another and with their teachers,(p.242).
Lesson delivery	Throughout the lesson in a SIOP classroom, the tasks, activities and teaching support the content and language objectives, (p.242).
Comprehensible input	SIOP teachers realize that L2 learners cannot learn as if they were majority language speakers and their instruction includes a variety of SIOP techniques so students comprehend the lesson's key concepts,(p.241).
Practice and application	Teachers present new material through lecture and neglect the opportunity for students to practice the new language and content knowledge through multiple modalities,(p.242).
Strategies	This SIOP component addresses student learning strategies, teacher-scaffolded instruction, and higher-order thinking skills,(p.241).
Review and assessment	As part of each SIOP lesson, teachers make time for review and assessment throughout a lesson.. In fact, a lesson may begin with a review of previous learning or a check of students' knowledge of a topic,(p.242).

Figure 3. *Eight components of SIOP*

Regarding the student's proficiency level, "more proficient language learners use a greater variety and often a greater number of learning strategies based on the opinions of Anderson (2005); Bruen (2001); Chamot & El-Dinary (1999); Green & Oxford (1995); O'Malley & Chamot (1990); Wharton (2000)." (as cited in Chamot, 2004, p.18). "According to (Khaldieh, 2000) higher levels of language proficiency have also been associated with less anxiety and more confidence, indicating that affective factors in addition to learning strategies can influence performance on a task." (as cited in Chamot, 2004, p.18). But, as Chamot (2004) indicates "in second and foreign language contexts, beginning level students do not yet have the L2 proficiency to understand explanations in the target language of why and how to use learning strategies." (p.20).

However, according to Wrigley & Guth (1992):

In many programs, the whole class stays together while the teacher tries to adjust her teaching to the proficiency level of various subgroups. This model is very difficult to accomplish in large classes, since teachers often teach "toward the middle," boring the more proficient learners while frustrating those who have difficulties. (p.53).

2.8.3. Ongoing assessment

Assessment is the tool that the teacher uses to plan differentiated instruction required for student feedback and evaluation. Linn and Miller (2005) define assessment of student learning as: "a systematic process of collecting information about student progress towards the learning goals." (as cited in Ounis, 2017, p.117). Assessment as a tool to measure what the students say, write and do, determines the main forms of oral and writing assessment together with a portfolio not forgetting the most used form to assess a student is testing. Assessment will help us to find out what has been done, and it helps the educators to determine what has been accumulated during the learning process as they provide feedback on what needs to be improved in order to reach the academic goal. As teachers, as much as we think on teaching, we also have to think through how to assess what was taught. This is a general definition, and indeed, there are many methods and strategies how to assess students' work. The assessment can be done in different ways starting from one minute paper or to a group project which can take weeks. Every assessments drills understanding or skills acquisition in oral way through presentation or in writing, performing an ability to successfully accomplish the required task. As a result it will

articulate what students have learnt during a certain lesson which put students at the forefront academic planning process. Knowing that every school tend to build students become leaders of what they have learnt, assessment should reflect the achievement of the learning goals from a lesson taught. Assessing students should address if students understood the concept by recalling facts of the lesson taught, the summary of the information learnt and at the same time predict consequences, analyze, compare and justify arguments and this way they will demonstrate their understanding by completing the required tasks. Moreover, teachers should set up assessment that are related to the goals of the lesson taught or think if they are measuring if students have met the learning goals.

To gain the appropriate students' evaluation teachers apply three types of assessments which are important, pre-assessment, formative and summative assessment. In order to differentiate instruction, a teacher can collect information about his/her students' language knowledge and strength, students' needs, interests and learning styles. Pre-assessment can also be done using a questionnaire designed by the teacher that consist specific questions on students' attitude toward the language learning and previous knowledge.

Formative assessment is the evaluation method by which the teacher directs students on what will be required of them at the end of the unit. The teacher should also take into account the continuous activity in the class, which occurs in case of different discussions during the teaching process. The main purpose of the formative assessment is to provide students with differentiated instruction that the teacher will rely on for their final evaluation. While formative assessment are continuous activities that control the progress of learning with learning stimulus activities, summative assessments are evaluations that the teacher gives after a certain time. These forms of assessment are not expected equally by all students considering their differences in learning.

Now, since every teacher seeks to find methods and strategies to evaluate in the most accurate and fair way, we can freely say that assessment also foster the understanding that helps students to proceed with what they have learned. Therefore, applying ongoing assessment can serve educators in a way that provides them with information on how well the students performed on any class activity based on what they have learnt but also what can they work in order to improve while planning on lessons, planning class activities based on the reflection part even for warm-up activities.

Learning in group is a model that teachers often practice, or try to practice in the classroom as the best way to meet students' preferences and implement differentiated instruction. But how flexible are teachers during this procedure is still unclear with regard to higher education. "Flexible grouping was defined by Radencich and McKay (1995) as grouping that is not static, where members of the reading group change frequently." (as cited in Ford, 2005,p.1).

According to Ford (2005):

The difficulty of teaching a diverse group of students the same material often meant that some students—many times those who needed help the most—were not engaged. All grouping patterns—large groups, small groups, teams, partners, and individuals—have value because they all offer the learner slightly different experiences with different outcomes, (p.1).

Therefore, since the teacher can choose for flexible grouping during a given lecture, the teacher can easily apply differentiated instruction. When learning can occur either in the whole group, small group, pairs or one by one or individual work, then the opportunity to meet students' necessities is easier.

Moreover, cooperative group learning, besides helping students to learn content and apply their individual learning preference during the process, it also helps managing emotional intelligence of students.

As Gregory and Chapman (2007) remind:

Students have different needs in these areas, and teachers will observe where those needs are as they monitor groups and recognize the strengths and weaknesses of their students. Some basic skills that students need include are:

- using appropriate language
- speaking politely and quietly
- encouraging others
- listening to others
- asking for help. (p. 111).

2.8.4. Flexible grouping

Learning in group is a model that teachers often practice, or try to practice in the classroom as the best way to meet students' preferences and implement differentiated instruction. But how flexible are they during this procedure is still unclear with regard to higher education. The definition of grouping was best defined by Radencich and McKay (1995) as "grouping that is not static, where members of the reading group change frequently." (as cited in Ford 2005,p.1). According to Ford (2005) "it acknowledges that all grouping patterns—large groups, small groups, teams, partners, and individuals—have value because they all offer the learner slightly different experiences with different outcomes." (p.1). Therefore, since the teacher can choose for flexible grouping during a given lecture, the teacher can easily apply differentiated instruction. When learning can occur either in the whole group, small group, pairs or one by one or individual work, then the opportunity to meet students' necessities is easier.

According to Gregory and Chapman (2007), flexible groups have six elements as follows:

- 'Ample space to work.
- Clear directions and procedures.
- Rules and guidelines established.
- Individual roles assigned for group responsibilities.
- A time frame assigned for one-task work.
- To tap into all members' strengths".

Based on the above mentioned necessities it would be helpful, as Tomlinson (2001) summarizes in her writings about differentiated instruction, to carefully choose teaching strategies in the classroom since if all students have the same homework assignments, some are doing busy work while others are struggling with work that they cannot possibly complete successfully.

2.8.4.1. Grouping students and cooperative learning for individual learner's needs/preferences

Group work is one of the most used activities in the classroom, with particular emphasis on the activities of English foreign language classes. In most cases the student-based learning in groups shows efficiency and in most cases it is practiced on a daily basis by EFL teachers. However, group activities require greater care when dealing with different tasks and different students' English language level proficiency.

The acronym TASK, according to Robbins, Gregory & Herndon (2000), can be used to remember these aspects of cooperative group learning:

T – Thinking is built into the process.

A – Accountability is essential. Goal achievement: both individual and group.

S – Social skills lead to team success.

K – Keep everyone on TASK: roles, tasks, resources, novelty, simulations, and clear expectations. (as cited in Gregory & Chapman, 2007, p.109).

Based on the practice of many teachers, the groups are usually divided according to students' abilities, by mixing students with different abilities within the group or classifying them according to the same skill within the group.

However, not always such an activity gives satisfactory outcomes since they still differ in their test scores and they progress at different levels.

“Johnson, Johnson, and Smith (1991) define cooperative learning as the instructional use of small groups so that students work together to maximize their own and each other's learning.” (as cited in Foundation Coalition, 2008,p.1).

Basic elements as group work as cooperation among students in the class is described by Johnson, Johnson & Smith presenting five elements that form the “five pillars” of cooperative learning, as followed:

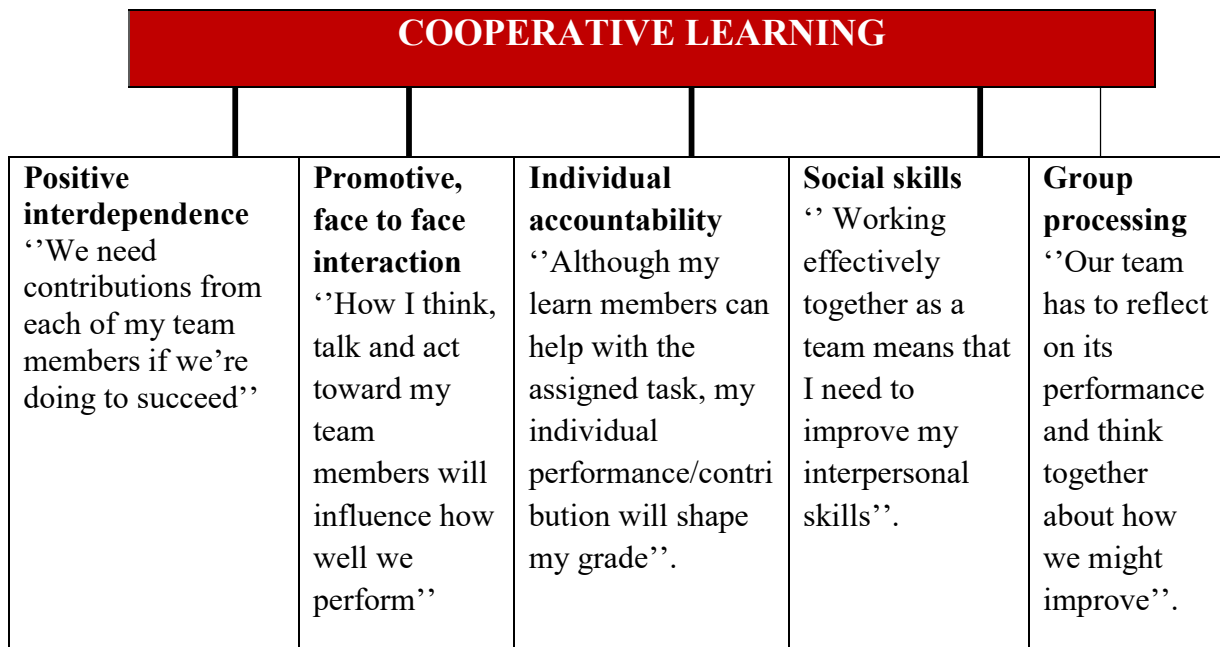


Figure 4. “Five pillars” of cooperative learning described (as cited in Foundation Coalition, 2008,p.1).

“ Johnson, Johnson and Smith (1998) have reported that between 1924 and 1997, over 168 studies have supported the notion that cooperative learning is effective for students over 18 years old.”(as cited in Jones & Jones, 2008,p.63).“Another model developed by Kagan (1992), in the resources for teachers gives the description of cooperative learning that is focused on the process.”(cited in Foundation Coalition, 2008), see figure bellow:

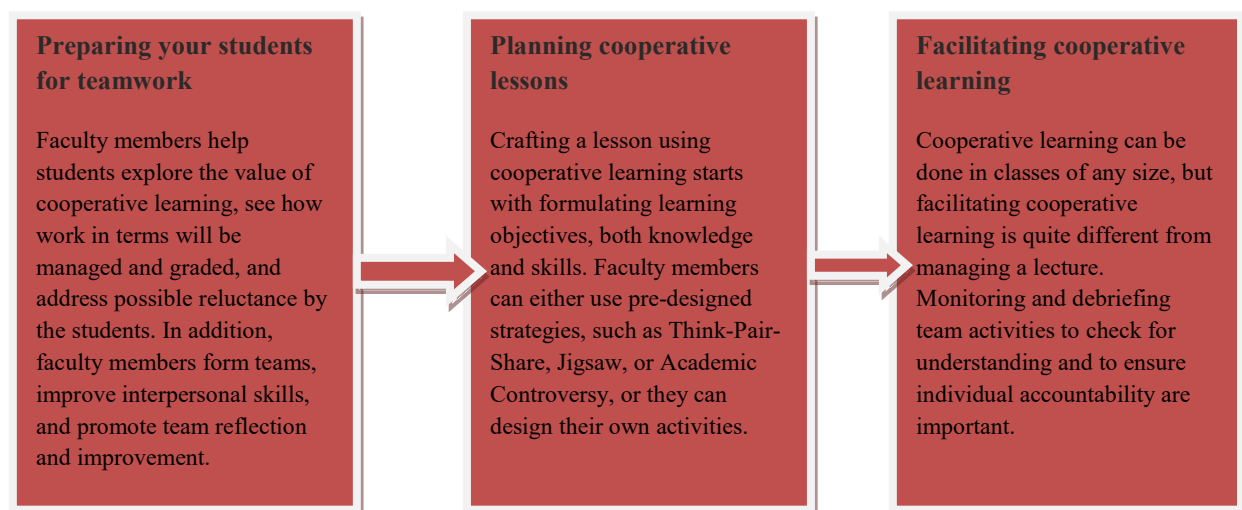


Figure 5. “Cooperative Learning by Kagan, 1992”,(adopted in Foundation Coalition, 2008,p.1)

These models of cooperative learning are the most popular activity to engage the whole members of the classroom within the process of learning.

2.8.4.2. Peer Learning

Many students feel more secure when working and collaborating with other students. The sense that they benefit from others and that their knowledge serves others makes students feel more comfortable and valuable in front of the teacher.

According to Topping (2005):

Peer learning can be defined as the acquisition of knowledge and skill through active helping and supporting among status equals or matched companions. It involves people from similar social groupings who are not professional teachers helping each other to learn and learning themselves by so doing. (p. 631).

Sometimes it is thought that only collaboration between two individuals defines peer learning. But it works beyond this. It needs a more detailed organization if it is supposed to implement working in peers. First we must consider the learning outcomes to achieve through this method, to determine the member who will help the other and the one who will be helped, instruct carefully with the task's details always considering differentiated instruction based on their needs.

“According to Topping (2001a) & Topping & Ehly (1998), when peer tutoring or cooperative learning is implemented with thoughtfulness about what form of organization best fits the target purpose, context, and population, and with reasonably high implementation integrity, results are typically very good.”(as cited in Topping 2005,p.635).

Collaboration among peers is the best opportunity that offers students to learn from individuals who exchange different ideas and methods of learning to strike a similar learning structure required by the teacher. Peer learning remove distrust that students have to accomplish a single task in their own and enrich them with new ideas and knowledge.

2.8.4.3. Individual Learning

Differentiated instruction starts with the individual and his/her features in the learning, exactly with the needs of one individual. In a typical classroom, the teacher always faces students coming from different levels of abilities, where one reads better than teacher expects and the other with a poorer reading or knowledge than the level the student have to follow, while some require specific attention and needs.

Tomlinson (1999) claims that:

It's a way of thinking about teaching and learning that advocates beginning where individuals are rather than with a prescribed plan of action, which ignores student readiness, interest, and learning profile. It is a way of thinking that challenges how educators typically envision assessment, teaching, learning, classroom roles, use of time, and curriculum.(p.108).

Therefore, differentiated instruction itself contains individualized instruction for these students who have other needs compared to other individuals. As Tomlinson (1999) suggests “teachers may adapt one or more of the curricular elements (content, process, products) based on one or more of the student characteristics (readiness, interest, learning profile) at any point in a lesson or unit.”(p.11).

As Gagne et al, (1992) stress “some qualities of the human individual that relate to learning are innately determined. Other learner qualities, however, may affect learning at junctures of information processing that are more critical to instructional planning.”(p.100). Moreover, as McTighe & Brown (2005) explain “the theoretical framework that supports differentiated instruction is rooted in cognitive psychology and based largely on research on student achievement.”(as cited in Rock, Gregg, Ellis & Gable 2008,p. 3). Thus, “it is easier to set up means by which the rate of learning is allowed to vary among learners than it is to predict the mode of learning which will benefit each student the most.”(Gagne et at. 1992,p.261). Differentiated instruction is actually individual instruction that is offered to individual depending on the distinctness that she/he has from others.

Tieso (2003) & Tomlinson (1999) present four guiding principles that relate to differentiating classroom practices:

A focus on essential ideas and skills in each content area, responsiveness to individual student differences, integration of assessment and instruction and an ongoing adjustment of content, process, and products to meet individual students' levels of prior knowledge, critical thinking, and expression styles.(as cited in Rock, Gregg, Ellis & Gable, 2008,p.3).

To better explain these principles, they focus on the idea of literary content responding to the student's needs and demands after the teacher recognizes their abilities. The teacher should be responsible throughout the time period in which students are called to receive knowledge at a defined level, as well as to provide adequate assessment opportunities by meeting each student's abilities. The evaluation done regarding the students' style of learning, at the same time, motivates the students to continue learning and its improvement.

Furthermore, ‘Tomlinson (2000b) presents seven basic beliefs:

(a) same age students differ markedly in their life circumstances, past experiences, and readiness to learn; (b) such differences have a significant impact on the content and pace of instruction; (c) student learning is heightened when they receive support from the teacher that challenges them to work slightly above what they can do independently; (d) student learning is enhanced when what they are learning in school is connected to their real life experiences; (e) student learning is strengthened by authentic learning opportunities; (f) student learning is boosted when they feel they are respected and valued within the context of the school and community; and (g) the overarching goal of schooling is to recognize and promote the abilities of each student. (as cited in Rock, Gregg, Ellis & Gable, 2008,p.3).

Therefore, the teacher's responsibility with a particular emphasis lays on modifying the content conforms to the students' abilities in the particular field, initially intended to find out their differences, similarities, skills or inabilities, in order to further implement the appropriate teaching activities and strategies and finally be able to do the evaluation properly.

Eventually, appropriately matching instruction to individual needs means being professionally developed and dedicated teacher.

2.8.4.4. Constant reflection

One of the solutions that seem to be helpful in realizing successful learning and teaching is the continuous reflection. A self reflection of the student that learning is happening due to the learning strategy he/she applied results in the positive way on how to continue learning process. Also, the teacher should positively reflect the previous mistakes and improve the ongoing teaching strategies. Farrell (2006) asserted that: “reflective practice, a popular item in current second-language teacher education and development programs, can help bridge the gap between a teacher’s beliefs and classroom practices.”(p.77), but as Farrel (2006) adds “teachers do not usually articulate their teaching beliefs to them-selves or to others and are therefore not aware of their influence on their teaching.”(p.79).

Reflection is a form of mental processing that we use to fulfill a purpose or to achieve some anticipated outcome.

Based on Moon’s (1999) thought:

Reflection is a form of mental processing – like a form of thinking – that we use to fulfill a purpose or to achieve some anticipated outcome. It is applied to relatively complicated or unstructured ideas for which there is not an obvious solution and is largely based on the further processing of knowledge and understanding and possibly emotions that we already possess. (cited in Moon, 2005,p.2).

It is an observation process to improve students’ learning and a method to investigate changes for better. Teachers’ evaluation or their feedback to students’ learning encourages students to reflect for further improvement in learning. Self-efficacy of the teacher reflects on the improvement of student learning.

According to Schunk (1991):

Teachers whose self-efficacy is low might avoid planning activities they believe exceed their capabilities, be unlikely to persist with students who are having difficulties, expend little effort to find materials, and not re-teach content in ways students might understand better. In contrast, teachers whose self-efficacy is higher might develop challenging activities, help students succeed, and persevere with students who are having trouble learning. These motivational effects enhance student learning and substantiate teachers' efficacy by conveying that they can help students learn.(p.224).

Thus, teachers should usually give feedback to students motivating them for better learning, thus it will raise their self-efficacy beliefs. When students receive feedback either for a mistake or failure, or get a compliment to their achievements, then a change in their efforts for good will happen. They will try to improve or feel motivated for further effort.

2.8.4.5. Tiered activities

Tomlinson (1999) defines “Tiered activities as a very important when a teacher wants to ensure that students with different learning needs work with the same essential ideas and use the same key skills.”(p.83). By distinguishing students' learning levels, teachers must engage differentiation early in designing the plan. Besides materials and literature that offers access to all students, they should explore different strategies and methods that will find students' needs throughout the process. Nordlund (2003) refers on tiered assignments as “a method applicable to all students utilizing differentiated instruction. The teacher develops a variety of levels of activities. Some students use repetition for learning while others use extension activities.”(p.62). Nordlund (2003) suggests several guidelines needed to be followed in order to create an effective classroom of diverse learning:

1. The classroom teacher and the educational team, made up of support staff and administrators, must view diversified learning as a positive experience for students.
2. The classroom teacher and the educational team must believe that students from a variety of educational, cultural and socioeconomic backgrounds enhance the learning climate for all students.
3. An atmosphere of cooperation (and not competition) must be established for both students and staff.
4. Teachers must utilize all available resources to support learning activities. This requires individualizing learning for each student by arranging the classroom and the entire school for small-group, large-group, and independent learning. A fluid building is developed, students are able to utilize the entire school as their classroom, and teachers can promote student movement throughout the school as determined by learning needs and curriculum considerations, (p. 5).

The above suggestions should be practiced by any teacher. It is important for the teacher to acknowledge the differences of students as a common experience and not as a disadvantage the students possess. Furthermore, not to make students feel embarrassed if they come from another culture, place or family tradition than others. The teacher should not be surprised at others who

differ from the majority of students in the classroom but offer and convince them that they are also part of a classroom where appropriate methods are provided according to their requirements.

However, Nicolae (2014) believes:

That teachers are not aware enough of the importance of learning centers and stations, orbital studies, tiered activities, learning contracts, independent studies, choice boards, group investigations, problem-based learning, etc and their positive and profound effects on student achievement.(p.429).

Therefore, as Bagliere & Knopf (2004) suggest “there is an urgent need to confront the inequalities that are so evident in schools and to work toward creating equal status relationships for every student.” (p.528).

“As Lewis and Batts (2005) emphasized: tiered assignments are assignments designed at different levels of complexity according to students' readiness level." (as cited in Hogan, 2009, p.13), and according to Pierce and Adams (2004) “a lesson tiered by readiness level implies that the teacher has a good understanding of the students' ability levels with respect to the lesson and has designed the tiers to meet those needs." (as cited in Hogan, 2009, p.12-13). Once the teacher searches students’ learning profiles then he/she easier may take control of the activities that are suitable for everyone. “ Students do not all learn the same way, so we cannot teach them all the same way. We have to adjust our teaching style to reflect the needs of our students.”(Levy 2008,p.162).

2.8.4.6. Learning styles in meeting individual preferences

There are very rarely found students with the same individual preferences in learning settings because of the diversity of their proficiency, as a result of different reasons, in mixed classes. Therefore, one of the skills that each teacher should create is to practice teaching methods that will not leave any student out of the classroom but that everyone is involved in it. Normally, students who are not involved and are not active in given tasks and as a result do not have the advantages of those who are always involved. This is often the case because students do not fit their preferred way of learning. D’Amico & Gallaway (2010) assert that “identifying the learning

styles of your students is important when you are planning differentiated teaching strategies.” (p. 18).

Some tips for effective teaching that D’Amico & Gallaway (2010) suggest teachers are: take an interest in your students, establish a positive atmosphere, be clear and concise when speaking, be enthusiastic, develop rules and follow them, do not bring personal business to the classroom, make learning fun, be an observer, use resource professionals, read background information on students to gain insight into their learning, use repetition, use a variety of materials and strategies to showcase learning differences, incorporate various modalities and methods for all types of learners, be a resource to families and students, include families as part of the support system, stay positive, be a good listener, make effective use of paraprofessionals and aides in the inclusive classroom, and include them in program planning, invite parent participation where appropriate and be flexible.(p.25-26).

If teacher wants to apply differentiated instruction for meeting every student in the EFL classes, he/she has to address their students’ readiness, interest and their learning styles, so it is time to replace traditional teaching with modern methods that every day are being served by different researchers and educators.

Gregory & Kuzmich (2004) claim that:

Whether in appearance, learning style, multiple intelligence, prior experience, personal preference, or social/emotional development, students differ, thus, differentiating instruction to meet those diverse learners is a philosophy or mindset that teachers embrace, and there are ways to differentiate learning processes that are appropriate at different times in different situations with different learners.(p.2).

A learner acquires the knowledge better if he/she finds his/her learning style during the teaching and methods served, thus he/she will obviously be better engaged in learning.

As cited in Zare-ee, A., Mohd Don, Z., Knowles, G., & Tohidian, I. (2015) journal ‘Gender Differences in Self-estimates of Multiple Intelligences among learners of English:

Howard Gardner (1999) is well known for his theory of multiple intelligences (MI), first put forward in 1983, which claims that human intelligence is not a unitary concept, and that there are at least seven distinct intelligences: linguistic, musical, logical-mathematical, spatial, bodily-kinesthetic, intrapersonal, and interpersonal.(p. 250).

But, most common learning styles that were noticed among the students who contributed to conduct this study are: auditory, verbal, visual, solitary and social learning styles. Perhaps these learning styles fit more into EF language learning. According to Tomlinson & Imbeau, (2010)

“teaching and learning approaches should accommodate the diverse skills, abilities, and prior knowledge of young adolescents; cultivate multiple intelligences; draw upon students’ individual learning styles; and utilize digital tools.”(p. 6).



Figure 5. *EFL learning styles*

Auditory learners are good on describing things they have heard or writing them down after listening. They like to talk and listen but in a quiet environment because they lose concentration easily. They also like discussion but also may record the lecture to repeat the listening which is considered helpful for gaining the needed knowledge. So, the best way for them is learning by talking about what to do, how to do and why it is done that way. ‘’ Carbo (1983), investigating the perceptual styles of readers, found that good readers prefer to learn through their visual and auditory senses, while poor readers have a stronger preference for tactile and kinesthetic learning.’’(as cited in Gilakjani & Ahmadi, 2011,p.470).

Verbal learners learn better through reading. They are curious to explore new and unfamiliar words and willing to express it in the writing but also in the spoken language. While reading, verbal learner doesn't hesitate to ask questions and process the information by discussion.

Visual learner prefers to see the picture and is able to transmit the message through visual figures. They have ability to scan everything they see, want to observe teacher's movement, body language or facial expression and remember things if have been taken notes.

Moreover, as Reid (2005) adds "visual learners may also get considerable pleasure from learning involving visual and creative skills and may be able to see the whole picture when discussing or working on a problem or task."(p.93).

Solitary learners or intrapersonal learners design their self-plan for learning and they think alone. They choose a quiet space to learn and do not want to mix it with others. Social learners are stimulated by conversations with others and have the desire to work in groups and show better success when cooperating. "Social learners enjoy working with others or in teams and also try to engage others to be involved in a task and therefore you may be quite motivating." (Reid 2005,p.93). Social learners learn by giving and receiving thoughts and sharing information.

However, the most important issue in education is learning, particularly emphasized in learning style is own learner's responsibility to take for his/her learning. The individuals should know what their own learning styles are and what characteristics this style has and they should thereby behave according to this style, thus, "the individual can acquire the constantly changing and increasing amount of information without need for the assistance of others." (Gilakjani & Ahmadi 2011,p.470).

2.8.4.7. Foster learning with study guide/syllabus

The student is focused on finding the way on how to learn while the teacher has to be focused on designing the lesson toward patterns of student's need. At the beginning of a course module it appears to be important a preliminary analysis taken from the reflection of students for an environment that offers comfort for learning. The issues to be discussed are based on English Foreign Language needs, motivation, learning styles and learning strategies, learning pleasure and language level proficiency.

Boekaerts (2006) noted that:

Collaborative teams of researchers and teachers began to design the curriculum in such a way that instruction and assessment were closely intertwined activities, they also discussed the best way to assess students' progress in a developing skill (e.g., their skill to decide what to write about and how to put their ideas on paper) and reflected about how to create a window on the students' perception of cues in the learning environment that help them to self-regulate skill development, as well as their motivation to improve that skill.(p.206).

The issue to be considered by teachers while designing the syllabus is to provide students with the logical approach of the course and technical issues available to follow the certain course. In order not to be learners of a moment but prepared to be lifelong learners, teachers have to foster their learning with study guide which consists of teaching strategies and elements of learning such as content, process and product, these three components that include the entire process of learning and teaching.

According to Tokatlı. & Kesli (2009) “a syllabus is generally defined as a plan that states exactly what students at a school or college should learn in a particular subject and the success of the course is determined by how well the objectives and the outline are designed.”(p.1491). “A carefully planned and clearly written, comprehensive syllabus is one of the most important and valuable resources which can be provided to the students.” (Tokatlı. & Kesli 2009,p.1492). According to Slattery & Carlson (2005), it “(syllabus) may prevent the misunderstandings in terms of course goals and objectives, assessment and evaluation standards, grading policies, student or faculty behavior, assignments, readings, and activities.”(as cited in Tokatlı. & Kesli 2009, p.1492).

Given the traditional syllabus which focuses more on the personal data of the teacher and the strict content of the course literature, it seems necessary to raise other issues of interest to the student. Now that research shows that quality in learning is increased through differentiated instruction, it is necessary that the syllabus has the purpose of linking a pre-contract between the course and the student to ensure that each student have to be involved and find him/herself in the teaching methods they are served during the process. Some of the elements to consider in designing the syllabus is to define student responsibilities for successful learning and based on it the diversity of material provided for different language levels of students. This makes them feel

respected and have academic freedom, meaning on choosing needed material on the way that best suits learners. If at first, the teacher, in cooperation with the students, defies the methods of evaluation by giving them the opportunity to choose, then it is certain that everyone will find themselves in one of the options offered and no doubt that success will be accessible.

Such a document is good to be discussed with the students so they would also give their thoughts that are valuable to the teacher to see their needs. The syllabus is presented to the students in order to get needed information about literature, teaching procedures and evaluation forms. In this way they remove the confusion and understand the expectations of the teacher.

2.9. Teachers' professional development through implementation of DI

Teachers usually stumble in meeting the requirements of all classroom students, considering that an activity which adapts some individuals to others does not produce results. But, teachers who have such beliefs remain to be explored for their professional development and how ready they are to meet the needs of each learner in the classroom.

According to Richards & Farrell (2005):

Professional development should go beyond personal and individual reflection. For example, it can include exploration of new trends and theories in language teaching; familiarization with developments in subject-matter knowledge such as pedagogical grammar, composition theory, or genre theory; and critical examination of the way schools and language programs are organized and managed.(p.4).

Tschannen-Moran & Woolfolk Hoy (2001) assert that “teacher efficacy has proved to be powerfully related to many meaningful educational outcomes such as teachers’ persistence, enthusiasm, commitment and instructional behavior, as well as student outcomes such as achievement, motivation, and self-efficacy beliefs.”(p.783). Moreover, Tschannen-Moran & Woolfolk Hoy (2001) believe that “teachers who express confidence in their ability to teach difficult or unmotivated students evidence a belief that reinforcement of teaching activities lies within the teacher’s control or is internal.”(p.784).

According to TschannenMoran, Woolfolk Hoy, & Hoy (1998) “teachers’ self-efficacy beliefs are related to the effort teachers invest in teaching, the goals they set, their persistence when things do not go smoothly, and their resilience in the face of setbacks.”(as cited in Dixon, Yssel, McConnell & Hardin 2014, p.112). Moreover, the study conducted by Dixon, Yssel, McConnell & Hardin (2014) that was focused on teacher efficacy as a way to explain teacher willingness to differentiate instruction found that “a greater number of professional development hours in differentiation of instruction was positively associated with both teacher efficacy and the teacher’s sense of efficacy beliefs.” (p.111).

Differentiated instruction is also feasible in different ways and different moments based on what level the teacher is teaching and what program are students studying. This issue has be taken into account at the beginning of the learning and teaching process, which starts with planning the curriculum and designing the syllabus. Practically, based on students' readiness, their interest and individual preferences, the teacher should continually modify the content and learning process. According to VanTassel-Baska (1997), “To offer the same curriculum and instruction to all students is to deny that individual differences exist or matter in the enterprise of learning.”(as cited in Dixon, Yssel, McConnell & Hardin, 2014,p.113).

The teacher's prevention on the students’ way that best works for them describes the lack of teacher’s professionalism and his/her experience in teaching. A teacher is efficient if he/she believes in his/her abilities and when he/she succeeds in the circumstances in which he/she is challenged.

Armor et al., (1976) & Bandura (1977) emphasized that a teacher’s efficacy belief is a judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated. (as cited in Tschannen-Moran & Woolfolk Hoy 2001,p. 783).

Perhaps some teachers have a lack of confidence because their knowledge background dimensions make them feel uncomfortable and the otherwise initiative creates fears or trying to act differently may be a failure for them. On the other hand, the time lost for a small number of students is probably considered worthless, without thinking that even an individual needs the proper attention. One of the qualities teachers should possess is the ability to overcome challenges in case of insecurity.

2.9.1. Differentiated instruction in undergraduate studies

Even though the highest institutions of education and science over the last few decades has made efforts to realize inclusion as an indispensable need in education, and worked on curricula development, based on which syllabuses continue to be designed, there is still a lack of teaching methods that meet the expectations of students' individual preferences. Students are perhaps more diverse than primary school children and adolescents of secondary schools considering their longer experience in learning English foreign language during the previous education. They come more different from each other in terms of their individual preferences. According to the results of the present research there is still use of traditional method as 'one-size-fits-all' is, or at least it seems that it dominates the modern teaching methodology. The hierarchy of academic staff over the majority of students constitutes depriving students of the rights on individual needs. Playing the role of the 'most knowledgeable' of all in the classroom, teacher decides on what should be learnt and the evaluation will be based on the teacher's method he/she wants to apply. Considering these requirements, students are evaluated in different ways, and in case of failure students are prejudiced and blamed by teachers, which is considered traditional teaching and teacher-centered model.

Ernst & Ernst (2005) affirmed that at the college level, even fewer studies exist regarding differentiation, possibly for several reasons including the following:

- (a) class sizes are typically quite large;
- (b) the number of contact hours with students is minimal;
- (c) designing several ways to assess students is time consuming and challenging for professors who, in addition to teaching, have research and service obligations; and, finally;
- (d) ethical issues such as fairness in grading can be controversial. (as cited in Dosch & Zidon, 2014,p.345).

Tomlinson (2001) shares an opinion: "It's often possible to have a task or product that combines common elements for a whole class, some readiness-based components, some interest-based components and some learning profile options."(p.58). In this way the teacher would probably meet more students' necessities and will better serve learning based on the students' interest.

To maintain intrinsic motivation, Jensen (1998) suggested to teachers:

Create emotional bridges from students' worlds outside the classroom to the start of learning. Make the assumption (even though it won't always be true) that your students need transition time from their personal lives to their academic lives and from one teacher to the next. You never know what happens out in the hallways.(p.69).

Some of the surveys conducted in undergraduate education have had a positive impact on the implementation of differentiated instruction and differentiation in general. Some worth mentioning are: Ernst and Ernst (2005) who conducted research in an undergraduate political science course.

Ernst and Ernst (2005) found that:

Differentiated instruction was utilized and the majority of the students in the course affirmed that the course helped them reach their learning potential, group work benefitted their learning, and they appreciated having choices and exploring topics based on their interests.(as cited in Dosch & Zidon, 2014,p.345).

This shows that regardless of the level of the course, in this case where the study is being conducted among students of the university level, then again, differentiated instruction is the preferred model and very facilitating to achieve the goal of learning. Offers of differentiated instruction for students are a motive for their advancement.

Livingston (2006) found success utilizing differentiated instruction in his undergraduate education course:

33 pre-service teachers learned how to teach using constructivist methods and students, unanimously, stated that they appreciated being able to choose how to complete their assignments according to their own learning styles and felt that choice allowed them to better learn the information. (as cited in Dosch & Zidon, 2014,p.345).

Santangelo & Tomlinson (2009) designed and administered a pre-assessment and conducted the study where 25 students enrolled in Education and Psychology of Exceptional Learners course have been investigated. The study aimed to explore the nature and impact of using differentiation in an introductory level graduate course.

The study of Santangelo & Tomlinson (2009) concluded that:

Differentiation enabled all students to find meaning and relevance in the course content and activities. Incorporating a wide variety of materials and activities, using flexible grouping strategies, providing options for expression, supporting text comprehension, offering choices, and being flexible with timelines were some of the strategies that proved to be most beneficial. Students' reflections about differentiation revealed that it was beneficial because college students have (a) diverse ways of learning; (b) diverse interests, experiences, and goals; and (c) diverse personal circumstances.(p.319).

Teachers oppose the idea of using DI in university institutions because according to them there is a place where students are enrolled only if they meet the criteria, which are the result of the preliminary education and the result of preliminary assessment exam. According to them (staff of faculty) all students are excellent, but we still do not know how this excellent result was taken when we consider that the criteria vary depending on the school and the place where the student has completed the previous education. Besides, the number of students in university programs is significantly greater than that of learners in elementary and secondary schools, therefore the application of DI and the modification of the methods is challenging for the lecturers. It seems that differentiated instructions are more challenging to be used in undergraduate studies rather than lower level, thus academic professional preparation is required to be responsive.

2.9.2. Pros and Cons of Differentiated Instruction in EFL teaching

The diversity of students in their language skills and the difference in the professional development of EFL teachers indicates that DI has its own advantages and disadvantages, for which some teachers support and are ready to be challenged in order to enrich their intellectual level and support each student in reaching the goal while others believe that such an application requires time and it is impossible to accomplish.

With its own priorities and challenges, DI is the topic that is being explored over the recent decades in the field of teaching and learning scientific research. The pros seem to support the learning and the learners themselves while the cons seem to challenge the teacher.

However, Differentiated Instruction in EFL teaching is an aid to both teachers and students, as students raise their capacities in English language learning and, on the other hand, teachers, unless they become professionally developed, achieve their goal of effective teaching.

Pros of Differentiated Instruction in EFL teaching	
enhances creativity in teaching	There are many ways for teachers to be creative. Looking for material that is of interest to students, including various literatures, videos, music etc. the teacher becomes creative and creates a pleasant atmosphere for class students.
Helps in searching his/her students' characteristics	Faced with different students, the teacher could know their students better, their preferences and readiness, interests and learning styles.
gains experience in overcoming barriers	Faced with different situations, pleasant or tough but unexpected, the teacher is shaped and achieves professionalism or develops in personality.
helps them identify different strategies	In trying to change methods appropriate regarding the students' language level proficiency, teachers naturally can produce clear examples of tasks and activities for different learners.
helps teachers address the learning needs	The teacher tends to understand the skills and the deficiencies of each student. Meanwhile, considering the functionality of a student-enhancing approach to learning, the teacher easier addresses their demands.

Table 5. Pros of Differentiated Instruction in EFL teaching.

Cons of Differentiated Instruction in EFL teaching	
Needs extra time	According to the teachers for the implementation of DI it is required extra time and it is difficult to plan extra time in their schedule.
complexity in teaching	Some teachers believe that implementation of DI lead to complexity, even find impossible to be used properly. Complexity in designing syllabus.
the difficulty in managing the classroom	By engaging all in groups or peers, noise is definitely louder than when working individually in silence. If the teacher does not identify the students' abilities and the diversity among them in advance, then it is natural for the student's dissatisfaction to be expressed during the learning process, which makes it impossible to properly manage the class.
requires training and further development	To reach each student in the classroom, it is required not only hard work but also additional trainings and seminars, further learning on DI guides helpful to develop teacher professionally.

Table 6. *Cons of Differentiated Instruction in EFL teaching.*

2.9.3. Pros and Cons of Differentiated Instruction in EFL learning

Obviously, when dealing with the learning process the advantages of DI overcome the disadvantages as those who benefit from these strategies are learners themselves.

Pros of Differentiated Instruction in EFL learning	
Benefit from diversity of instructions	<p>During the teaching process, when the teacher applies a variety of teaching techniques, students are eager to find the way that best suits their learning style and thus benefit in improving language skills.</p> <p>If a student is offered some opportunities, then he/she will find the easiest way to learn, and the opportunity to choose motivates him/her.</p>
Cause remedial intervention	<p>Effective interventions for struggling students, students with writing difficulties, with non fluent speaking skills, for those who are hyperactive or misbehave can be done through DI and additional work with students.</p> <p>Material and methodology applied would impact students' achievement.</p>
Have individual care/attention	<p>There are many ways the teacher can give individual care to the student in class.</p> <p>Eye contact makes the student feel better and safe.</p> <p>Giving extra class or home work; calling in the name draws the attention of the student; when the teacher mentions the work he/she is doing or did stimulates students for further work;</p> <p>making the student to understand that the teacher requires</p>

	collaboration with him/her and advices for the next class;
Feel closer to the teacher	Teacher may arrive early and chat with students in need; students feel valuable when the teacher offers them the opportunity to give answers regardless of their level of language;
Students have less behavior problems	Avoid unnecessary conversations, do not have the opportunity to do bad behavior;
Motivation	Motivation of the teacher to the students also creates a special feeling that supports learning achievements and encourages students to increase their learning quality.
Give students more freedom when it comes to learning	students feel valuable when the teacher offers them the opportunity to choose the material to learn or give answer on what have they learned in their own manner;

Table 7. Pros of Differentiated Instruction in EFL learning.

Even though many issues are mentioned, many more are observed during the teaching and learning process when it comes to the advantages of DI in EFL learning.

Cons of Differentiated Instruction in EFL learning	
Different from others	Being treated differently might feel embarrassed;
Advanced students become neglected or bored	<p>Stronger students lose motivation due to becoming bored with helping weaker students;</p> <p>Strong student feels comfortable being challenged with hard work (activity, test, exercise, play role, etc.)</p>
Weak students become offended	<p>In cases where the teacher distinguishes students by offering them tasks different from the others because of the low language level, they feel uncomfortable and offended.</p> <p>Labeling as weaker than others lead students to become less confident.</p>

Table 8. *Cons of Differentiated Instruction in EFL learning.*

2.9.4. Diversity and challenges in the EFL teaching

The importance on how to learn and teach the diversity group of students within the classroom is not only due to linguistic diversity but also due to other socio-economic, cultural, ethnic and religious differences. However, teachers are wrong if they think that they should be based only on how they know the foreign language when it comes to English as a foreign language. Their accent differs because of the dialect and their spoken discourse of the area where they live and it depends on the approach they have with the target language (on how often do they watch movies, listen to music, communicate with English speakers, etc.). It also depends on how much they have already learned this language during the previous study and what their language level is to follow. Therefore, to positively impact the academic achievement and learning processes of English language learners (ELLs), English language teachers should be first prepared for such situations and in advance to welcome these challenges politely and with patience.

As Abdo & Breen (2010) give an example “if an EFL instructor uses words of a patient, gentle, and polite nature, the EFL students will be persuaded that the teacher is approachable, credible, supportive, and helpful and this will enable connectivity between the teachers and the students.”(p.47). Moreover, according to Abdo & Breen (2010) “it is also important to take into account that creating a non-threatening environment, in which the students feel comfortable making mistakes in grammar, verbal communication, and writing, is crucial in making students feel secure making errors.”(p.47). A review of studies which have been carried out on the characteristics and qualities of effective EFL teachers on a number of variables in the study conducted by Kourieos & Evripidou (2013), have shown that “despite the differences in the level of importance given to various features, there seems to be a strong consensus on the types of knowledge and behaviors that language teachers need to possess and display.”(p.3).

2.9.5. Teaching English in Multicultural Classrooms

Researchers have been mainly focused on teaching the linguistic components of the language as the issue that facilitates EFL learning.

But, more than that, Abu-Alyan (2011) stressed in a case study, Exploring teachers’ beliefs regarding the concepts of culture and intercultural communicative competence in EFL, that:

It has become highly recommended that greater attention must be given to cultural content as well, because cultural diversity, among many other types of diversity, is an integral part of the language learning process.(as cited in Marlowe 2016,p.34).

It was emphasized in this study that mixed classes have been and continue to be an inevitable phenomenon in every educational institution, not only based on the students' ability but also on their belief, ethnic or cultural differences. It is the reason teachers feel challenged while teaching in such a critical space since it requires the effort to investigate on strategies to incorporate multiculturalism in the classroom. According to Gollnick and Chinn (1998) “educators today are faced with an overwhelming challenge of teaching students from culturally diverse backgrounds in this multicultural global society.”(as cited in Sharma 2005,p.53).

According to Sharma (2005):

Teachers' perceptions and attitudes about culturally diverse students in the nation's classrooms are the key factors in motivating, educating, and making a difference in the education of students irrespective of their gender, ethnicity, age, religion, language, or exceptionality, but still the majority of teachers usually, consciously or unconsciously, exhibit biases towards students in some manner.(p.53).

2.9.5.1. Merging cultural diversity issues in EFL classes

The need to be based on a multi-cultural model, especially for small places where diversity is smaller, is inevitable in educational settings. All the English foreign language books and literature used for all levels and programs in schools and colleges have a content based on everyday life that should be addressed to all students' communication in order to connect classroom learning, knowing and accepting each other regardless the students' different cultures. Kosovo is a small country where Muslims and Christians respect the cultures, traditions and customs of each other. It is guaranteed by the constitution of the country and it brings unity and loyalty between people. Therefore, it is necessary that English student's book to contain stories and elements of different cultures, so the school environment becomes comfortable for all students. In fact, as Crawford-Lange and Lange (1987) claim: "Foreign language educators have long accepted intellectually that language and culture are essentially inseparable." (p. 258). The learning of a foreign language is recognition of a culture, and this shows the connection to one another.

As Brown (2007) emphasized:

As in every other human learning experience, the second language learner can make positive use of prior experiences to facilitate the process of learning by retaining that which is valid and valuable for second culture learning and second language learning.(p.213).

English language is spoken in a lot of countries all over the world by native and non native English speakers, so there are still present cultural differences; this is because of the intercultural misunderstandings, given that a word or phrase gives a different meaning to another culture. Those who are not familiar with a particular culture may be shocked. According to Saville-

Troike (2003) “the domain of cross-cultural communication is defined by interaction (spoken or written) between participants who have significantly different linguistic and cultural backgrounds.”(p.168). As a result, foreign language learning is closely related to the foreign culture learning. The interconnection of learning foreign language and foreign culture occurs in educational settings when students start to learn foreign languages, therefore as such, EFL teaching is considered of its special importance.

Teaching and learning foreign language helps to accept cultural differences more readily due to the literature which more or less contains cultural issues.

According to Smith & Kachru (2008):

Human actions, including verbal interactions, take place in institutions defined by societies, such as the institutions of family, workplace, education, worship, and others. It is thus relevant to look at the socio-cultural contexts in which language is used in order to gain insight into linguistic behavior.(p.32).

As Sharma (2005) indicates “teaching effectively in a multicultural classroom requires culturally sensitive strategies and content to provide equal opportunities for academic success and individual growth of all students.”(p.54).

2.9.6. Teaching EFL learners in the Digital Age

Learning and communication in English as a foreign language has increased significantly among the non-English speaking countries with the development of modern technology, especially in the last decade. This intelligent device cannot only be used in the classroom but are endless opportunities to be used anywhere else outside the school premises. In this modern time, many technological tools are offered to carry out the learning in the manner that everyone fits, as PC-s and mobiles are.

As Nomass (2013) points out:

Among these techniques are online English language learning web sites, computer assisted language learning programs, presentation software, electronic dictionaries, chatting and email messaging programs, listening CD-players, and learning video-clips.(p.111).

Young people today find it impossible to believe that previous generations have functioned as today without the use of technology. At times, even those who studied without these sophisticated technological tools think that studies were more valuable in those times. But, again, they became dependent on modern technology and use it very often.

The statement emphasized by Palfrey & Gasser (2008) is in line with the opinions of every researcher who are being investigated the present issue, that learning itself has undergone a transformation over the past thirty years.

As Palfrey & Gasser (2008) emphasize:

The Internet is changing the way that children—and college students—gather and process information in all aspects of their lives. For Digital Natives, “research” is more likely to mean a Google search than a trip to the library. They are more likely to check in with the Wikipedia community, or to turn to another online friend, than they are to ask a reference librarian for help. They rarely, if ever, buy the newspaper in hard copy; instead, they graze through copious amounts of news and other information online.(p.239).

The use of technology to a large extent by students should be motivated in order to be used for education and not just access to social networking sites which are a waste of time in most cases.

Obviously, this has its own advantages, since all these approaches through technology require knowledge of English as a computer language. Thus, access to the internet enables the acquisition of English language and vice versa. English language learning helps students find endless materials that will help them through their studies. Technology enables the student to have the endless material in his hand without trying to search the library shelves that really require time.

Because technology has progressed rapidly during the last decade and people are using it a lot to get the right information and on time, technology is considered as one of the Determinants of Learning Success.

According to Pelet (2014) “the development of new technologies has extended many opportunities in assisting language learning at all levels of education, especially through the use

of Web 2.0¹, which implies that information is meant to be shared.”(as cited in Solano, Cabrera, Ulehlova & Espinoza, 2017,p.77). In fact, technology greatly contributes to the learning of foreign language, whether for individual needs or also for student collaboration.

Youth of the 21st century is growing up with technology and every day and more they are becoming addicted to it. Since these devices help significantly in the growth of learning, teachers should be more careful in instructing their students for using this technology toward the best possible educational way.

According to Kasapoglu-Akyol (2010):

Computer technologies have dramatically changed the way people reach information, do research and communicate with people all around the world. Because of this reason, schools and teachers need to be aware of improving their technological tools and skills to be able to catch the students' attentions and interests.(p.228).

Teachers can be decisive on how to use this technology in the classroom and in what cases to use it. As Ilter (2009) points “technology might be one of the factors that affect students' attitude positively in the teaching-learning process.”(p.136).

The world today is quite different from a few years ago to not say less than ten years ago. It is the 21st digitized century where mankind is transforming every traditional thing into digitization through the modern technological world. Learners of new generations seem to have readily found this situation, and it is impossible for them to function differently. They make every collaboration, conversation, self-communication or receiving information through the phone, computer or internet in general. Therefore, to inspire students in learning, the teachers should be tailored to their students' preferences by making learning possible through technology.

2.10. Mixed Ability Classes

Mixed ability class is a heterogeneous group consisting of a certain number of learners in a given class, the variability of whom depends on many factors. When we say the mixed class, we are

¹Web 2.0 is term that was introduced in 2004 and refers to the second generation of the World Wide Web. Retrieved on 7th April, 2018 from: <https://techterms.com/definition/web20>

not merely talking about their age, gender, or physical ability. This makes sense beyond these elements. Mixed classes are the inevitable pattern faced by any teacher. These classes exist as a result of many factors that make students different regarding different causes.

“Educational effectiveness has been one of the main problems encountered in modern societies’ educational systems.” is emphasized by (Valiande, Kyriakides & Koutselini 2011,p.2). According to Valiande (2010), “traditional and undifferentiated instructive approaches that do not facilitate the construction of knowledge for all students in mixed ability classrooms are seen as one of the basic factors causing this problem.”(as cited in Valiande, Kyriakides & Koutselini (2011,p.2).

Students in one class differ from each other as a result of their social, economic or psychological differences, experienced so far. Above all, as each teacher differs from the other teacher in physical, pedagogical presentation, teaching methodology, personality, character etc., there are also students who come with different learning preferences in the classroom. Teachers’ adaptability is a precondition for being a real teacher. But it is one of the challenges the teacher has to face. These causes indicate the problems experienced by the teacher together with the students in these classes, so it is necessary to work on solving these problems.

“Your being explicitly inclusive will be a strong sign to students, and it will make way for a crucial part of the learning that takes place in your classroom, whether or not it’s expressed in the syllabus.”(Lieberg 2008,p.43).

Valiande, Kyriakides & Koutselini (2011) assert that “although many curriculum reforms and policies were formed based on providing and promoting equity through enhancement of quality in education, the results of such efforts around the globe have not been very promising.”(p.2).

Some of the causes, problems and solutions to challenge the EFL mixed ability classes are summarized in the figure below:



Figure 6. *Mixed Ability Classes: Causes, Problems, Solutions.*

The students' population diversity depends on socio-cultural backgrounds, learning disabilities, learning styles, readiness level, interests etc., thus these factors are considered as components that cause such diversity among students' abilities within classroom. Eventually, this is the reason that increases the interest to search for differentiated instruction implementation which is the best solution to overcome the problems in mixed ability classes. Furthermore, mixed ability classes assist the teacher to emphasize the point that students learn differently and at the same time help the teacher to show that everyone requires extra assistance once at a time.

Of course, efforts to show success towards this multiplicity among students are laborious, but with greater dedication can be achieved. Diversity of methods and techniques preferable to be used in the classroom were introduced in the study in order to help the teacher/reader practice while teaching.

2.10.1. Causes of EFL mixed ability classes

Students in mixed ability classes are not only those with disabilities or special needs, but are students who have social problems, family, health, personal, psychological or physical problems. Therefore, there are several factors that cause diversity in the mixed ability EFL classes. Among the most controversial factors in the teachers' community of teachers are as follows.

Social and cultural background is a factor connected with the student's sociable approach and family background, his/her position in society and family and relationship, parental education and the importance they give to their child's education, gender influences, and the environment and conditions in which they live.

Learning ability is another cause which has to do with the motivation to learn, talent and desire to gain knowledge, the ability to avoid gaps, disability to ask teacher's help and to communicate with classmates, demoralization from unsuccessful success so far, etc.

Previous teaching affects whether positively or negatively in students' knowledge acquisition based on teacher's professional development of EFL language who taught them during the previous education, teacher's experience, teaching methodology, creativity and the way teacher manages the classroom.

Each student's personality is valued by taking into account their ambitions, problem solving skills, strength and weaknesses, his/her approach to studies, lack of confidence or overconfidence, sense of responsibilities, etc.

Learning styles are the different learning ways that each individual chooses to achieve the goal.

This is not really a style, but a special manner that has become an individual's habit in his/her attempt to learn.

From these assumptions it is considered that factors which cause mixed ability English Language classes are numbered as a result of many differences in human genetics or the creation of human identity by the way of life.

2.10.2. Challenges of DI in EFL mixed ability classes

The most difficult challenge, that EFL teachers consider to overcome, is teaching in mixed ability classes. Mixed ability EFL classes are a composition of students with different English language level proficiency. It is not a matter of a high number of students presenting the group in the classroom, but it is the diversity in language level ability among them that the most challenge the teacher. Moreover, according to Valentic (2005) “there are differences in the level of their abilities in the receptive and productive skills, fluency and accuracy work, grammatical knowledge, size of vocabulary, command of pronunciation and so on.” (as cited in Al-Shammakhi & Al-Humaidi 2015,p.33). In this case, the teacher is challenged by advanced students as well as by the weakest ones. While students who need extra time or additional instructions tend to show success, advanced students show anger as they timely fulfill their task and expect to be evaluated or even rewarded.

According to Bowman (1992) “students are very resourceful. They can create problems or generate solutions, depending on how you engage and maintain their attention.”(p.23).

Ainslie (1994) suggested following steps to engage every student in the classroom:

by creating the right atmosphere - relaxed, non-threatening, positive; developing the learners' study skills - how to make the best use of the time available; involving the students in what we are doing - discussing what we aim to do, why and how; planning and organizing - core and branching activities, records for each individual; starting small - try simple activities first and build up confidence.(p.32).

Given this fact “it is important for teachers to create a relaxed, positive atmosphere in the classroom.” according to Ainslie (1994). The experience of each student and EFL teacher in the classroom is different as a result of everyone’s experiences, culture, expectations, strengths and needs.

Ansari (2013) for instance describes a mixed-ability class:

As comprising of not only learners with various capacities but also those that have a broad range of preferences and learning styles and it is a challenge for the language instructors who are not equipped with the required skills and teaching methods to deal with mixed-ability classes” (as cited in Al-Subaiei, 2017,p.182).

The reasons mentioned as elements that make the classes to be mixed cause difficulties in the implementation of differentiated instruction in the EFL classes.

2.11. Impact of Code Switching from L1 to L2 in EFL learning

Code switching from mother tongue to EFL and vice versa is considered as the one of the strategies of differentiated instruction that positively impacts on EFL learning. In general no one could learn a foreign language without being imposed initially by its native language. Each word connects us with its meaning, form and grammar patterns which by comparing and finding similarities and differences we manage to learn them easily. The assistance of native language is inevitable in the acquisition of foreign language.

According to Owen (2003) “the data on the inter-language and language transfer show that it is highly probable that L2 learners will always think most often in their L1, even at the advanced level.”(as cited in Mahmoud 2006,p.29). Every thought in speaking and every idea in writing is derived from the native language so it can be formulated later in foreign language. A linguistic shift (code switch) should not be evaluated incorrectly by teachers because students may hesitate to express themselves and this hinders them to move forward in learning the target language, especially to students with low level proficiency to whom the teacher should give the opportunity to use native language when they need to be expressed in EFL classroom. Therefore, it has to be considered as a positive teaching and learning strategy needed for a number of students. “Mahmoud (2006) shows the instances when the use of the L1 may be useful:

- explaining the meanings of unfamiliar words and expressions,
- clearing up difficult grammatical issues,
- teaching pronunciation,
- explaining reading strategies, and
- giving instructions for tasks.”(p.29-30).

Schweers (1999), in a study with university students and teachers in Puerto Rico, investigated the desired use of L1 (Spanish) in the L2 (English) classroom.

Based on Schweers’s (1999) investigation:

While all teachers felt the L1 should be used occasionally, some students felt it should not. Moreover, Schweers (1999) reported that students and teachers wanted more use of the L1 to aid comprehension, particularly of new vocabulary and difficult concepts. (as cited in Carson & Kashihara, 2012,p.43).

However, the present study shows that EFL teachers should apply the students' L1 even with more advanced students because it can facilitate their points of weaknesses. Furthermore, code switching in the L2 classroom should therefore be considered as a positive communication strategy, perhaps of equal value as input modification by the teacher and even, possibly, approaching the value of interactional modification between teachers and learners. If the use of L1 is forbidden by the teacher, then it may happen that students will fail for a very small explanation and will not show results in the realization of a task given by the teacher.

Finally, as Macaro (2001) claimed:

What the teacher teaches is not automatically learnt by all of the learners, thus, teachers need to know the strategies that their learners are using in order to better understand some of the problems they may be encountering with their language learning and in order to be able to adapt their teaching styles and materials to the learners' needs.(p.43).

CHAPTER III: Research methodology

This chapter presents the methods of scientific research applied for this study, the population and the instruments used for the realization of this research. The purpose of this study is based on the importance of the topic that was explored in this study as well as in the efforts to improve the teaching not only for the professional development of teachers but also for the improvement of the learning quality of the students in the EFL classes. Also in this chapter will be presented the hypotheses raised and research questions based on these hypotheses. In addition, the data gathering procedure and the process of their analysis will be explained in the following.

3.1. Purpose of research

The purpose of the study is to investigate to what extent is DI implemented in EFL classes in UGJFA, both in Faculty of Philology and Faculty of Education. It aims to investigate on the students' and teachers' perception of DI and its impact in improving the quality of ELL (English Language learning). The research aims also to investigate on diversity of learning styles among students and challenges they face in EFL mixed ability classes. Furthermore, it aims to investigate the EFL teachers' efforts in reaching every student in the classroom and give concrete results on, if teachers who adapt individual student requirements by using different strategies reflect better on students' learning compared to others who approach the method 'one size fits for all'. It remains to be seen whether this study will be a guide or a stimulus to enrich the teaching methodology for the EFL teachers, which is also the purpose of this study.

3.2. Research questions

In order to carry out the research of the present study, research questions are formulated whereas through the answers given by the population of the study it will provide accurate data and the findings will help to conclude based on the chosen topic. In order to achieve the above mentioned goals, the following research questions have been raised:

- How familiar are EFL teachers and learners with differentiated instructions in EFL teaching and learning process?
- To what extent do EFL teachers implement DI in EFL classes?
- How does implementation of DI by the teacher impact in EFL learning improvement?
- What educational components should be differentiated in EFL teaching to reach every student?
- What teaching tools do EFL teachers use to meet students' needs?
- What challenges do English language learners face in mixed ability classes?
- Do students meet their individual learning preferences in EFL classes?

3.3. Research hypothesis

Based on the literature review and revealed findings from the research regarding the challenges of DI in EFL learning process, it is hypothesized that:

H1: Differentiated instructions are hardly manageable and achieved in EFL classes.

H2: Teachers give more importance to the implementation of syllabus without paying attention if the students have acquired needed knowledge.

H3: Students show success in learning when the teacher adopts activities according to students' level EFL proficiency.

H4: Different teaching strategies accommodate sufficiently the EFL mixed ability class situation.

3.4. Research instruments

Instruments used for the research purpose are as follows:

- Questionnaire for students – was designed by 3 general questions, 15 closed questions and 5 open-ended questions needed for a deeper analysis of the research. It was piloted before taking his final. Responses to 15 (closed questions) questionnaire items used Likert scale to measure the attitudes and opinions of respondents.
- Interview for EFL teachers – semi structured interview through which were provided general data and specific ones of teachers at UGJFA, Faculty of Philology and Faculty of Education. This interview was drafted by the research author and after being piloted, has taken its final form. The author of the research respected respondents' request to not record the interviews, so she took notes during all the time. During the interview, teachers were initially asked questions about the subject they are teaching, gender, qualifications and professional development, and their experience in teaching. Moreover, the interview conducted questions about their perceptions about differentiated instruction, to what extent is DI implemented during the learning and teaching process, its importance and affect that DI have in learning English foreign language.
- Questionnaire with focus group students - through this instrument the students were set up for focus group discussions. Since during the explanation of the students' questionnaire there was confusion among students regarding the differentiated instruction, this short questionnaire provided needed information that 28 students who will participate in the focus group discussions are familiar with the topic to be discussed.
- Focus groups discussion with students - since the research considered the survey only through questionnaires as limited case investigations, it also conducted discussion with two focus groups to deepen student attitudes regarding DI. The research provided discussions with two focus groups. In the group of Faculty of Philology participated 16 students while in group of the Faculty of Education participated 12 students. The questions to be discussed with the focus groups were extracted a bit deeper from questions of the questionnaire. The debate took place in the respective faculty classes at the end of May 2017. Each group discussed approximately 60 minutes. It is, therefore,

ethical and good practice to warn the participants about their time commitment, Rabiee (2004,p.656).

- Observation checklist – the research used observation checklist in classroom and investigated if data findings from the interviews with the teacher show in practice as they have stated during the interview. Observation happened in four EFL classes. The observation occurred in: Modern English poetry, Theory and Practice of Translation, English Language II and Practical English.

3.5. Research sample

The study was focused on the University of Gjakova ‘‘Fehmi Agani’’, respectively on the Faculty of Philology and Faculty of Education, so the population included students and professors as groups of interest for this research.

Such research in this university institution is necessary due to the particular characteristics that this institution has. In 1958, in Gjakova was opened a high school, where students who finished secondary school started to be prepared for teaching and qualify as teachers. It became the center of the Faculty of Education by being established as a Pedagogical Academy with the decision of the Municipal Assembly in 1967. Many worthy teachers who graduated in this institution became part of the University of Pristina and founders of some faculties in this university. Showing the quality of teaching and learning, this school opened several programs, such as biology, chemistry, Albanian Language and Literature, Mathematics and History-Geography. Until 2004 at the High Pedagogical School of Gjakova graduated a total of 3940 students. Consequently, in 2013, the Parliament of the Republic of Kosovo, with unanimous vote of the deputies, has approved and has ratified the decision for the establishment of the University of Gjakova, which holds the name of the academician from Gjakova, Fehmi Agani, who was shot by Serbian special forces in 1999.

The University of Gjakova "Fehmi Agani" started its work on October 1, 2013 with the Faculty of Education with Primary and Preschool Programs; Faculty of Medicine with Nursing and Midwife programs and the Faculty of Philology with the Albanian Language and Literature and

English Language Literature programs, accredited by the Kosovo Accreditation Agency in April 2013. Two of the strategic objectives of this university to fulfill the mission are: to provide efficient and quality services for students and to create a suitable environment for practicing research. Therefore, as part of the teaching staff I feel it necessary to conduct the study in the environments of this university and with lecturers and students, teaching and studying in this university.

Therefore, research in UGJFA, with the focus on quality of teaching and learning is indispensable in this institution in order not to lose the values of those who contributed to its foundation.

The research sample was selected according to research advisor 2016, the population of students 500, with confidence interval of 95% and margin error of 2.5%, suggested the sample of 377 students. 182 were second and third year students in Faculty of Philology and 195 were second and third year students in Faculty of Education.

There were interviewed four EFL professors, three who teaches in Faculty of Philology and one in Faculty of Education. All students learn English as a foreign language but at different levels based on the curriculum of the programs. In order to conduct focus groups discussions with students, two groups were selected, one from the Faculty of Philology and one from the Faculty of Education, selected randomly regardless of their English language level proficiency, in order to elicit in depth of information for issue identification.

Krueger and Casey (2000) have defined the focus group as a: “carefully planned series of discussions designed to obtain perceptions on a defined area of interest in a permissive, non-threatening environment.”(as cited in Masadeh, 2012,p.63).

The focus group sample was selected on a voluntary basis and the interest shown by the students to debate the topic of the study. As Rabiee (2004) pointed “experience of researching these groups suggests that lack of confidence and low self-esteem often prevent these individuals participating in a group discussion.”(p.656).

According to Richardson & Rabiee (2001):

Participants in this type of research are, therefore, selected on the criteria that they would have something to say on the topic, are within the age-range, have similar socio-characteristics and would be comfortable talking to the interviewer and each other. (as cited in Rabiee, 2004).

As Burrows & Kendall (1997) stated “this approach to selection relates to the concept of ‘Applicability’, in which subjects are selected because of their knowledge of the study area.”(as cited in Rabiee, 2004,p.655).

Observation in the English language classes was conducted in the classrooms where the same professors who were interviewed were teaching, in order to ascertain whether what they pointed in the interview was applied in practice as well.

3.6. Research methods

The study is an evaluation research with a mixed approach; using both quantitative and qualitative research methods. Quantitative method is used to gain findings from students' responses through the questionnaire, while qualitative method is used through description of teachers' interview, focus group discussions with students and observation in the classroom.

According to Creswell (2007) “qualitative research begins with assumptions, a worldview, the possible use of theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem.”(p.37).

Qualitative method enables when the study requires data to be more accurate or when the data needs to be supported by the sample's opinions or justified by the research population itself.

Dollar & Merrigan (2002) explain that “in qualitative methods such as focus groups are “intended to provide researchers with means for collecting data that can be used to construct a descriptive account of the phenomena being investigated.”(as cited in Avent & Jayaratne, 2017,p.2).

Obviously, qualitative methods research provides more detailed approach on the topic covered by the study, the author has conducted discussions with two focus groups with students/participants in order to present a realistic situation about teaching and learning EFL at

the University of Gjakova “Fehmi Agani”, especially in Faculty of Philology and Faculty of Education.

3.5. Methodology of data gathering

In the data collection process was engaged the author of the research , who was helped by the professors of two faculties of the University of Gjakova “Fehmi Agani” to disseminate and collect student questionnaires. The data collection process was developed during the summer semester of the academic year 2016/2017, specifically during April – May, 2017. For the procedure were informed the deans of two faculties where the research was conducted. Also, deans expressed interest in the topic of research and showed readiness to support the research procedure. It was developed an informational conversation with each professor who was considered as a sample of the research, in order to give the explanation about the purpose of the research and were informed about the permission of the Deans of the Faculty of Philology and Faculty of Education to conduct the research. Then it was discussed about the interview with teachers and their realization.

After completing the students’ questionnaires and their collection was made, volunteer students were selected to be part of the focus group discussions. Focus groups’ discussion took place a week later (Mid May, 2018). Out of 18 students selected for each group, 2 were missing from the Faculty of Philology and 6 from the Faculty of Education, so there were present 16 students from Faculty of Philology and 12 students from Faculty of Education. Before the discussion started, all the participating students filled out a short questionnaire with yes/no questions for the author to ensure that the students are familiar with the topic to be discussed.

Meanwhile, individual interviews with professors have served to express their opinion about their perceptions about DI, to what extent are DI implemented during the learning and teaching process, its importance and affect that DI have in learning English foreign language in undergraduate studies. Teachers’ interviews lasted for 45 minutes with each professor and asked to respect their request to not record their voice but only take notes, so they were short and clear in their expressions. Thus, the interviews were analyzed in a descriptive method. Observation in the classroom was the latest research that was conducted. The author designed observation checklist to select areas of teaching strategies that the teachers tackled in EFL classes. The data were summarized and described in findings stage.

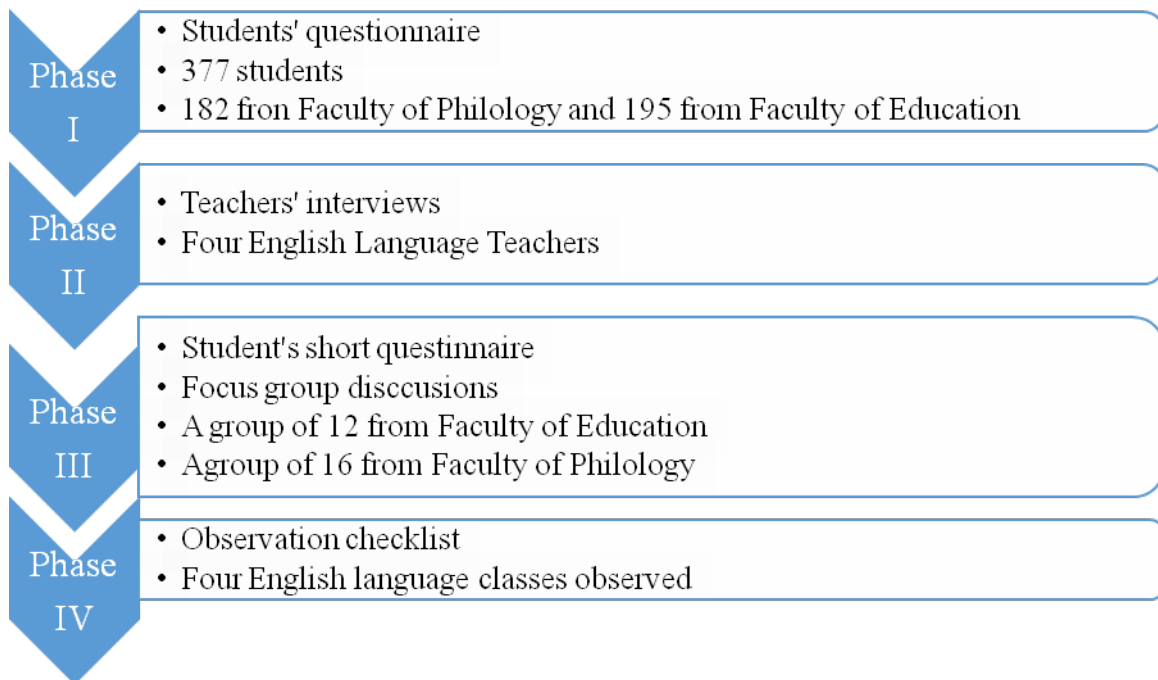


Figure 7. Research design of data analyses procedure.

CHAPTER IV: Findings

This chapter contains all findings of the study, which are revealed according to the instruments provided for the research. The chapter presents in the beginning findings of students' perception in closed questions. After they gave their personal information, students answered to the 15 closed questions with an option solution and finally have written the comments expressing their opinion on the 5 open-ended questions in order to have more detailed information about the study. The findings of students' perceptions in open-ended questions are presented in the next sub-chapter. This chapter also provides findings of EFL teachers' interviews. The interviews were conducted by three lecturers of the Faculty of Philology and one lecturer at the Faculty of Education. The interview revealed the findings from teachers' answers in the 12 questions provided for this interview. Interviews last from 45 minutes to an hour. Moreover, in this chapter are presented findings of focus group Student's Questionnaire first and findings from focus groups discussions. The questionnaire prepared for the 28 students who participated in the focus group discussions was conducted to understand if the participants were aware of the topic that the study is investigating. Students of UGJFA performed separately in discussions, one focus group with students from Faculty of Philology and another with students from faculty of Education. So, the data of the two groups are presented in two parts. And finally, there are presented findings from classroom observation. The study has shown its findings based on the four observation checklist filling forms.

4.1. Data analysis

For quantitative method data processing it was used statistical analysis. Student's questionnaire also contains open-ended questions, which provides wider information.

According to Creswell (2007):

The more open-ended the questioning, the better, as the researcher listen carefully to what people say or do in their life setting. The questions become broad and general so that the participants can construct the meaning of a situation, a meaning typically forged in discussions or interactions with other persons.(p.21).

In addition, in order to understand more clearly and in depth the issues raised in the paper, quality data collection methods were implemented through direct interviews with the professors of the Faculty of Philology and Education at the University of Gjakova “Fehmi Agani”, and focus group discussions with students. The totality of data collected was analyzed through explanatory and descriptive analysis.

As Creswell (2007) emphasizes:

We conduct qualitative research because we need a complex, detailed understanding of the issue. We conduct qualitative research when we want to empower individuals to share their stories, hear their voices and because we want to understand the contexts or settings in which participants in a study address a problem or issue. (p.40).

And finally, in order to verify if what was said is also implemented in practice during the teaching process, four hours of teaching and learning were observed in which the teachers who helped the research were participating.

4.2. Findings of students’ perceptions in closed questions

Students’ responses of questionnaire provided findings based on the individual needs of students, when it comes up about teaching strategies that help improving learning. The fifteen closed questions and its answers are presented in details via the figures. The questions mainly concern the perception of participants about differentiated instruction and the way they prefer to learn English. The study aims to understand how much differentiated instruction is used by the UGJFA lecturers and how does it impact in EFL learning, to find out the difference in learning styles among participants, the teacher's approach in the English language classes, the suitability of the environment and the literature they use, students’ participation and collaboration with the teachers about the subject and material and their impact on the compilation of the syllabus.

To better understands respondents’ area of study, gender and their EFL level proficiency, the questionnaire begins with three general questions. Respondents of questionnaire are students of University of Gjakova “Fehmi Agani” from Faculty of Philology and Faculty of Education. For all students, English is taught as a foreign language but not at the same level. Also, not all students have the same level of EFL knowledge.

Faculty of Philology		N	%
<i>Participants</i>	<i>Male</i>	54	29.67
	<i>Female</i>	128	70.32
	<i>Totally</i>	182	100%
Faculty of Education		N	%
<i>Participants</i>	<i>Male</i>	21	10.76
	<i>Female</i>	174	89.23
	<i>Totally</i>	195	100%

Table 9. Number and percentage of the research sample regarding the field of study and gender.

There are 377 students who helped to conduct the present research. 182 out of respondents are student from Faculty of Philology and 195 are from Faculty of Education. Among participants of the Faculty of Philology 54 or 29.67 % are male and 128 or 70.32% are female. They all study in the program English Language and Literature. Among participants of the Faculty of Education there are 21 or 10.76% male and 174 or 89.23% female. As highlighted above, the participants were selected randomly but it is a phenomenon at all Faculties of Education in the Republic of Kosovo that female gender dominates in study programs for teachers. As far as the respondents' English Language level proficiency is concerned, the findings are showed in the table below. See table 11.

Faculty of Philology		N	%
<i>English Language level proficiency</i>	<i>Advanced</i>	112	61.53
	<i>Intermediate</i>	51	28.02
	<i>Pre-intermediate</i>	11	6.04
	<i>Elementary</i>	8	4.39
Faculty of Education		N	%
<i>English Language level proficiency</i>	<i>Advanced</i>	24	12.30
	<i>Intermediate</i>	46	23.58
	<i>Pre-intermediate</i>	59	30.25
	<i>Elementary</i>	66	33.84

Table 10. Number and percentage of the research sample regarding the EFL proficiency.

The same data are shown in Figure 8 to clearly compare the level of English language proficiency among students of the two faculties who participated in the survey.

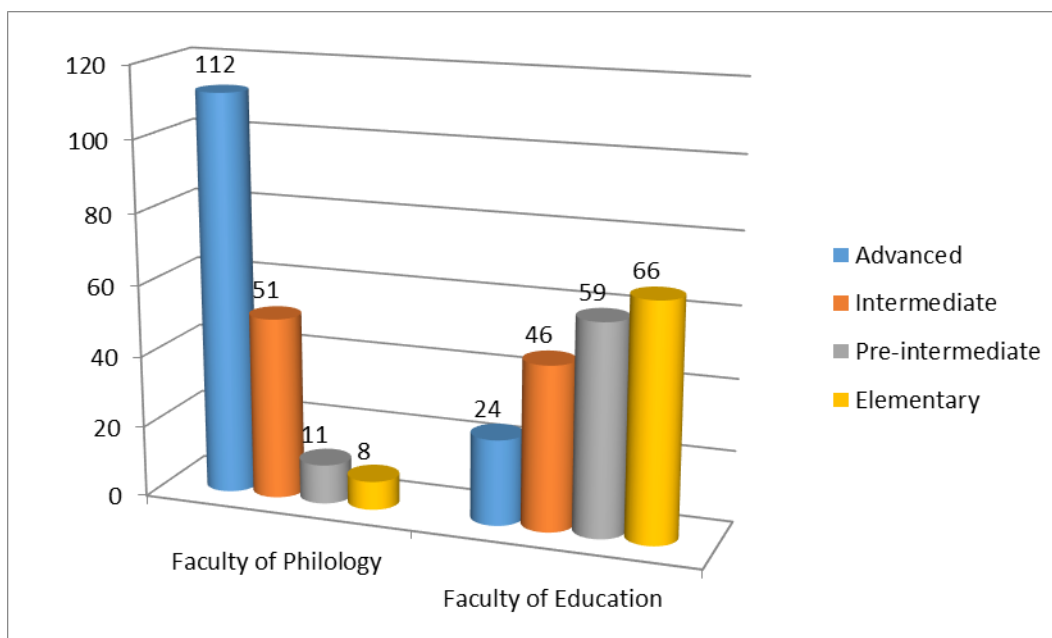


Figure 3. *Students' English Language level proficiency.*

There are 112 or 61.53 % of students from Faculty of Philology who declared their level of EFL as advanced, 51 or 28.02% as intermediate level, 11 or 6.04% as pre-intermediate and only 8 or 4.39% elementary level. Such a level of EF language level proficiency does not stand for the respondents from Faculty of Education. They declared themselves as follows: 24 or 12.30% as advanced, 46 or 23.58% intermediate, 59 or 30.25 pre-intermediate and 66 or 33.84% elementary. The data show that the students of the Faculty of Philology are much more advanced in EFL than students from Faculty of Education. This result is expected as the students of Faculty of Philology have to be more familiar with EFL since they tend to study deeply in EFL during their studying, whereas students in Faculty of Education do attend two to three English language courses during their studying. What challenges the research is whether the implementation of differentiated instruction was supported only by advanced or poor students, or by both groups.

In the following, respondents gave their opinions if learners learn EFL in the same way. In spite of the fact that English language level among students differs, there is a similar thought to the next question. See figure 9.

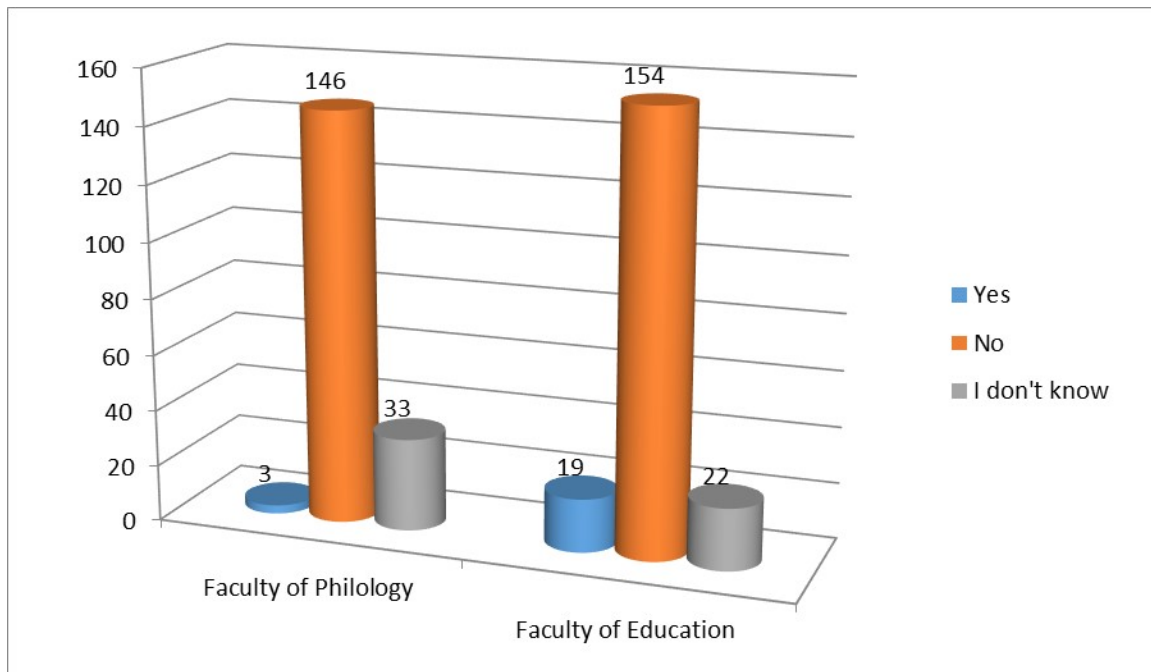


Figure 4. *Do all EFL students learn English in the same way?*

According to the result shown in Figure 2, it is clear that no matter what English language level proficiency the students have, and despite the study program they follow, most of them think that students do not learn English foreign language in the same way. 79.57% of respondents shared the same opinion. No matter abilities of language knowledge we have, it depends on the way we receive the information.

Regardless of the individual preferences to learn, which are closely related to the learning styles, there are many elements that make us learn (each one) in our own way. Even teaching itself is considered as one of the learning tools, as one can learn from other sources that are not rare in the world of modern technology. Therefore, in order to realize the learning methods and to evaluate that learning outcomes have been achieved, we have to be based on the proper way of accessing the information in order to understand the message. Unfortunately, teachers believe that as they teach in the same way, students should also be inclined to understand and learn similarly. See the following figure of what the data provide according to students that helped this study.

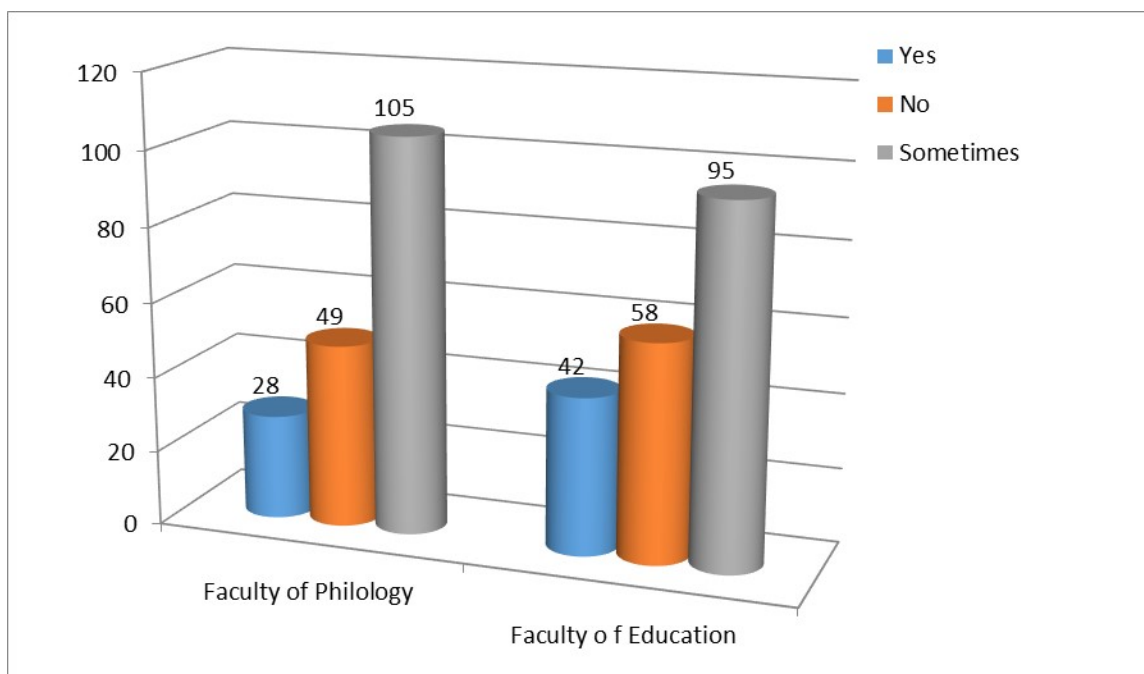


Figure 5. *Do you always connect with the way your EFL teacher teaches?*

Based on the findings, there are 49 students from Faculty of Philology or 26.92% and 58 from Faculty of Education or 29.74% who claim they do not connect with the way EFL teacher teaches them. 28 out of 182 or 15.38% of students from Faculty of Philology and 42 out of 195 or 21.53% from Faculty of Education do always connect to the way their teacher teaches them in the classroom. While, 105 or 57.69% from Faculty of Philology and 95 or 48.71% of students at Faculty of Education do sometimes connect to the EFL teacher's way of teaching. Therefore, 71.61% of all respondents claim that the teacher is aware when he/she meets students' needs during the lecture and sometimes enables students having access to comprehension during the teaching and learning process. But, 28 students from Faculty of Philology and 42 students from Faculty of Education, which is 18.56 % of the respondents, declare they always connect with the way their EFL teacher teaches. If we look at their level of English language proficiency, it seems that this should not be taken into account as the students of the Faculty of Philology have a more advanced level than the Faculty of Education students, and again larger number that supports this element are the students from the Faculty of Education.

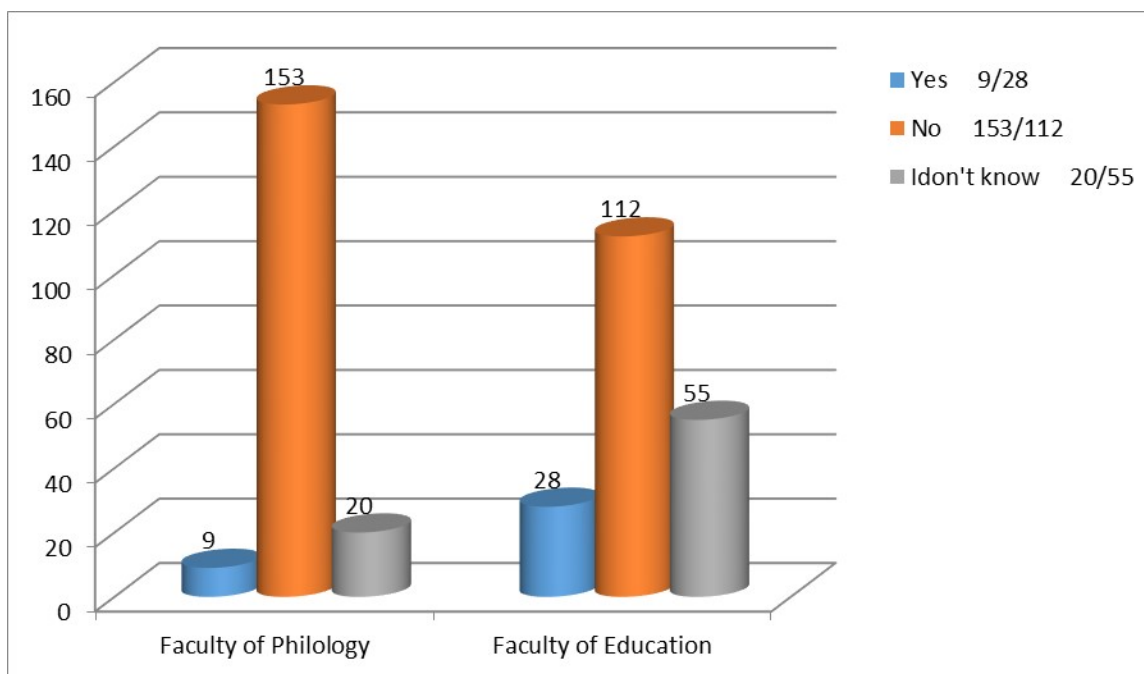


Figure 6. Does ‘One size fits all’ teaching approach works in learning EFL?

Almost the same opinion is shared by respondents in this question. Based on the given results, 153 out of 182 students (84%) of students at Faculty of Philology and 112 out of 195 (57.43%) at Faculty of Education in University of Gjakova ‘Fehmi Agani’ doesn’t agree that ‘One size fits all’ teaching approach works in learning EFL. On the other hand, 9 students at the Faculty of Philology and 28 from Faculty of Education, which is only 9.8% from the whole sample, believe that teacher’s selected method fits to all students in learning EFL in the classroom and 20 respondents out of 182 from Faculty of Philology and 55 out of 195 from Faculty of Education do not know if it works or does not work similarly for all learners. However, no matter their diversity regarding whatever factor that makes them different from each other, they are still aware that a variety of teaching activities and strategies would be a positive approach on EFL learning and that ‘one size fits all’ is not an appropriate teaching method that needs to be supported.

The following data presented in the table 12, show the frequency of DI implementation by EFL teachers that suits student’ individual needs.

<i>How often does EFL teacher use differentiated instruction to suit the individual needs of each student?</i>	Faculty of Philology – 182 respondents				
	Always	often	sometimes	rarely	never
	18	59	62	27	16
	Faculty of Education – 195 respondents				
	always	often	sometimes	rarely	never
	39	45	82	12	17

Table 11. *How often do EFL teachers use DI to meet the individual needs of each student?*

The data shows that English language teachers have to some extent left the impression that they make an effort to often use strategies or sometimes try to satisfy the majority of students in the classroom when it comes to meeting their individual learning needs. These results reflect in the fact that 18 participants from Faculty of Philology and 39 from Faculty of Education claim the EFL teacher always DI in EFL classes, 59 of participants from Faculty of Philology and 45 from Faculty of Education confirm they often do and 62 from Faculty of Philology and 82 from Faculty of Education believe their EFL teachers sometimes use different strategies in the classroom. A smaller number of 27 from Faculty of Philology and 12 from Faculty of Education complain that teachers rarely or never offer different methods which would enable every student to find the best learning way. Based on presented data, the research indicated relatively satisfactory result from the participants since 305 out of 377, more or less appreciate teaching approach in University of Gjakova as a positive approach.

In the above-mentioned question, students of both faculties seem to be satisfied with the English language teaching in terms of differentiated instruction. If so, then surely the conditions for achieving these activities are also adorable. See figure 12.

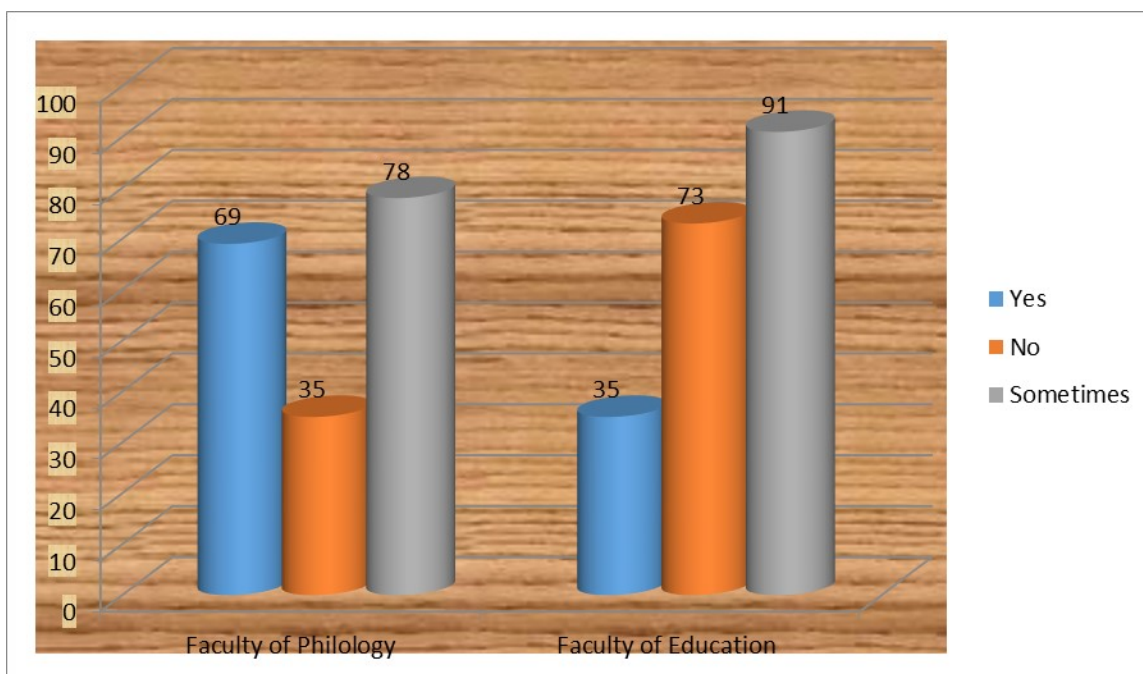


Figure 7. *Do you have enough learning tools in case you don't understand the lecture?*

The question was made with the emphasis on modern technology, as internet, phones, books, Power Point Presentation, CD player, etc. Technology might be the most helpful equipment to provide students with different activities. Students at the Faculty of Philology appear more positive about the possibilities to use technology tools in the classroom. 69 out of 182 (37.91 %) claim they use enough learning tools as a choice to understand the lecture and 42.85 % claim they sometimes use different modern technology tools helpful for the EFL learning. But, if we compare the participants separately according to the faculties where they study, we discern a remarkably high opposition in their opinions. Only 35 respondents from Faculty of Education emerge with positive attitude that modern technology tools during the teaching process are used, while two times bigger number of respondents complains for not using technology. See figure 13.

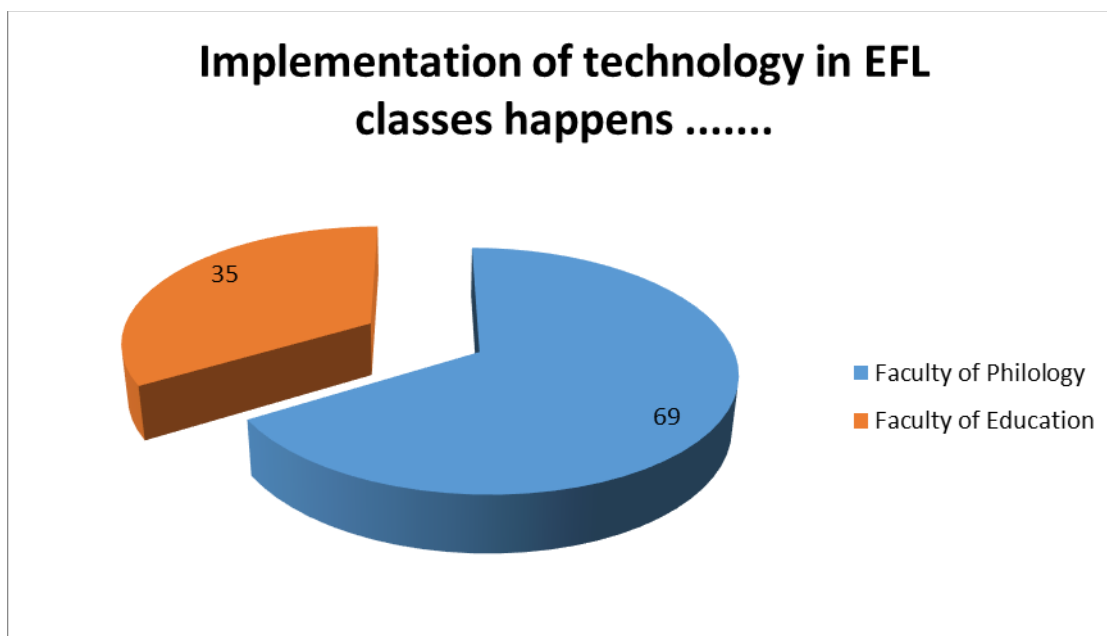


Figure 8. *Student perceptions: to what extent is technology in the classroom used by EFL teachers.*

During focus group discussions the author sought the reasons for this disproportion regarding the above question by asking the participants to support their opinion.

Along with providing suitable tools one of the most important initial tasks of the teacher is trying to know as much as possible his/her students. If we want to know them we need to know their learning ways and try to adapt them by differentiating the teaching strategies. The table 13 shows the learning styles of students at Faculty of Philology and Faculty of Education in the University of Gjakova “Fehmi Agani”.

Faculty of Philology 182 students	Aural	21		Faculty of Education 195 students	Aural	34
	Verbal	39			Verbal	45
	Visual	35			Visual	21
	Solitary	28			Solitary	23
	Social	59			Social	62

Table 12. *Learning style that best fits you in EFL learning?*

The data prove that individual learning styles are varied and there is a mixture of the ways they used to learn. According to Kirby (1984) “the term learning styles was started to use when researchers tried to find the ways to match teaching methods and instructional materials to the need of each learner.”(as cited in Ghaedi & Jam, 2014,p.1232). Each individual learns how to learn better, easier and faster, and it begins to become a habit. According to Ghaedi & Jam (2014) “student's individual learning styles and preferences, their past experiences in learning language, their linguistic attitudes, their personalities, perhaps even their view on life, are probably all quite different.”(p.1232).

Being concluded by many researchers as well as the experience of teachers teaching students who posses different learning styles, make us believe that this phenomenon must be considered

As Dwyer (1998) asserted “studies about learning show that considering learning styles in planning and presenting education can improve learning processes meaningfully.”(as cited in Ghaedi & Jam, 2014,p.1233). This is the result in percentage for the answers that the participants have given. See table 14.

Student – Faculty of Philology	
Aural – prefer using sound and music to learn	11.53 %
Verbal – learn best through speech and writing	21.42 %
Visual – prefer learning using pictures and images	19.23 %
Solitary – do best through self-paced studying	15.38 %
Social – like to learn in groups with others	32.41 %

Table 13. Diversity of students' learning styles in Faculty of Philology.

The proportion of the students of Faculty of Philology who characterized themselves as aural is 11.53 %, verbal – 21.42 %, visual-19.23 %, solitary- 15.38 % and social – 32.41 %.

Student – Faculty of Education	
Aural – prefer using sound and music to learn	17.43 %
Verbal – learn best through speech and writing	23.07 %
Visual – prefer learning using pictures and images	15.89 %
Solitary – do best through self-paced studying	11.79 %
Social – like to learn in groups with others	31.79 %

Table 14. Diversity of students' learning styles in Faculty of Education.

The proportion of the students of Education who declared themselves as aural is 17.43 %, verbal – 23.07 %, visual-15.89 %, solitary- 11.79 % and social – 31.79 %. From the findings that the students gave to their learning styles each of them gave an opinion and none of the learning styles options remain unanswered, but an element that was noted and worth emphasizing is the largest percentage of students in both faculties who declared that they learn easier and better in groups. There were 32.41 % from Faculty of Philology and 31.79 % of students from Faculty of Education that proclaim themselves as social learners.

To get a closer overview of the method that the EFL teacher most often applies during the teaching EF language in the classroom, a question arose to give the results on how often the students work individually. The same question revealed the frequency of working in groups as well.

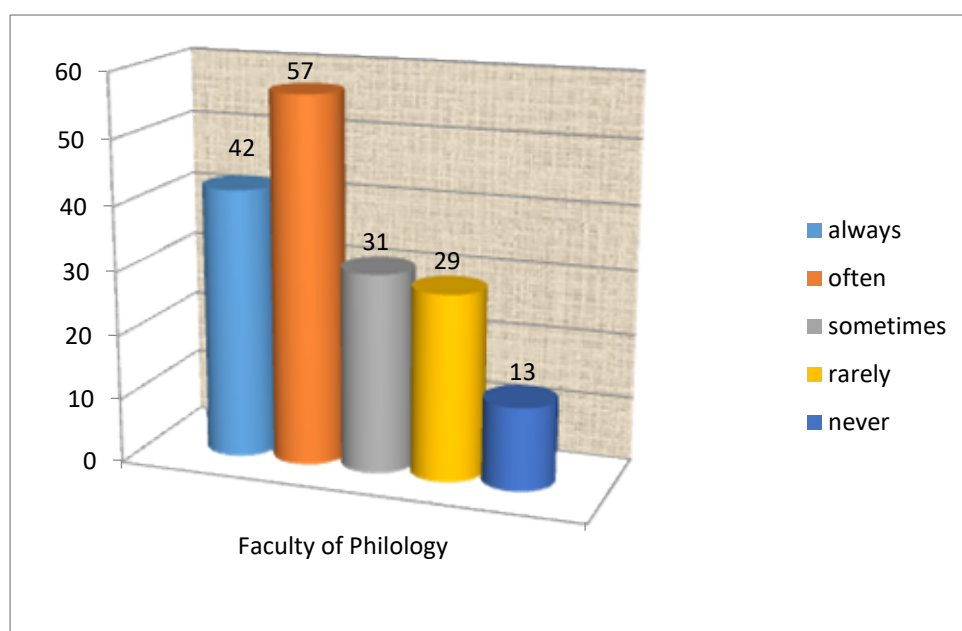


Figure 9. *How often do you work independently in the classroom so you may construct the lesson on your own learning style?*

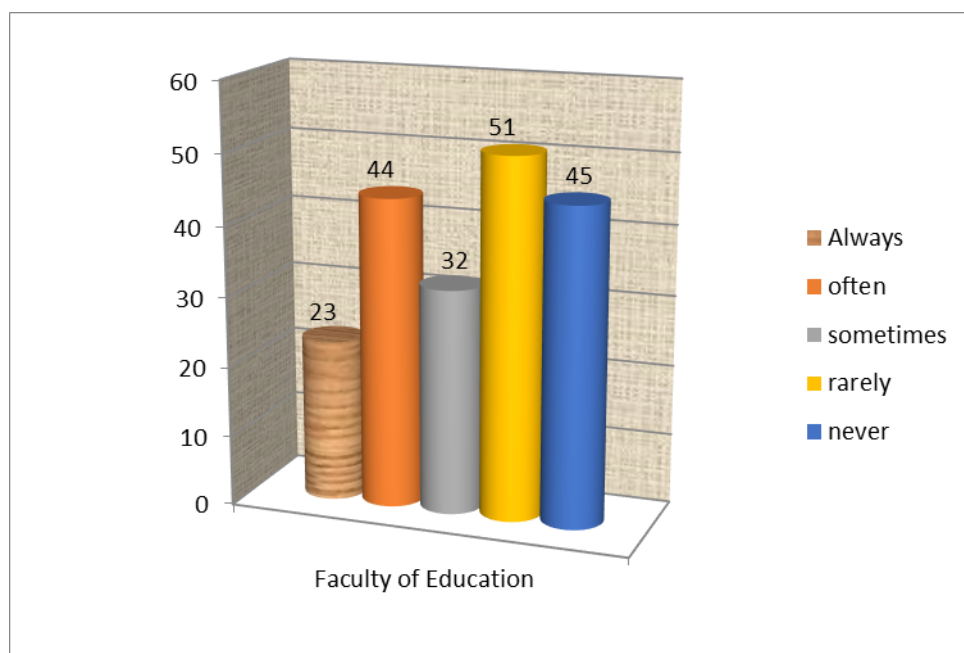


Figure 14a. *How often do you work independently in the classroom so you may construct the lesson on your own learning style?*

Based on the findings in figure 14 and 14a, there were provided data among students of both faculties. It is clear from the data that the students of the Faculty of Philology obviously work more independently while the students at the Faculty of Education do not. That's because, 49.23 % of respondents in Faculty of Education claimed they rarely or never work individually while students at Faculty of Philology around 54.39 % do often or always work independently. The percentage of students of the Faculty of Education in the options rarely and never is obviously in contradiction to the same options given by the students of the Faculty of Philology. The study links such a difference to the students' level of English language proficiency. It seems that majority of students in Faculty of Education declared themselves to be elementary or pre-intermediate (exactly 125 out of 195) who possibly need to learn in peers or in groups, while the students of the Faculty of Philology who declare themselves as advanced and intermediate (173 out of 182) that is almost 90% seem to be able to take over a task and complete it in their own. If this is true, then probably the DI is being used based on students' needs.

Radencich and McKay (1995) believed that “when teachers plan for flexible grouping, they consider the strengths and weaknesses of each grouping approach and then put them together to allow the teacher to best meet the needs of the classroom.”(as cited in Ford,2005,p.1).

According to Heacox (2014):

Depending on the assignment, teachers may work individually, in pair, in teams, in collaborative/cooperative groups, in flexible instructional groups, or as a class. Determining the most appropriate ways to organize students for learning is a key task for teachers who differentiate instruction.(p.12).

Considering the importance of flexible groupings and their impact on learning, the study revealed the findings from students responses if EFL teachers provide flexible grouping where students can work in pairs, small groups or alone, as shown in the figure 15.

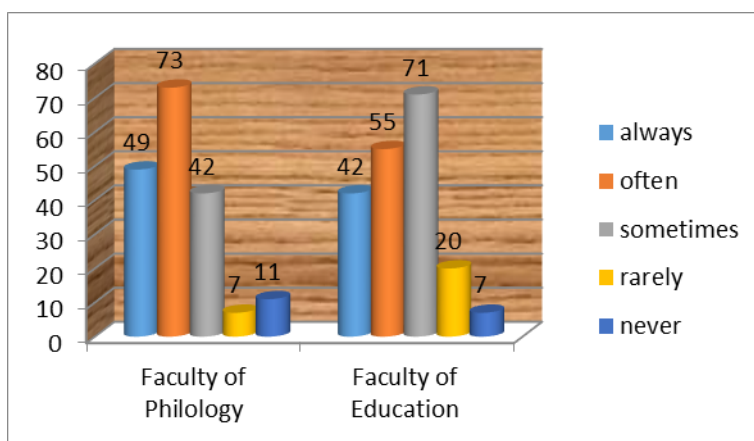


Figure 10. *How often does EFL teacher provide flexible grouping where students can work in pairs, small groups or alone?*

According to the data there is no significant discrepancy in the opinions among respondents from Faculty of Philology and those of Education. About 24.13 % of the questionnaire's sample responded to the option always, 33.95 % responded to option often and 29.97 % to option sometimes. Generally, this means that about 88.05 % appreciate teachers' effort to apply different grouping work in EFL learning. Flexible methodology of teaching increases learning undoubtedly.

As Ford (2005) pointed "differentiation becomes easier if flexible grouping can be used to tailor instruction to small groups or individuals." (p.28). Separating students into different groups helps

the learning to happen to the most students because they will find the group that will better suit them.

People are created to make different choices and to get knowledge in different ways from others. Researchers for decades investigated methods, strategies, techniques, various activities as the components of differentiated instruction largely based on learners' learning styles. The significance of these researches remained and continues to remain in the transformation of traditional teaching into the modern one, but also in how teachers encourage students to learn and gain knowledge by providing them a variety of models and ways on finding themselves successful in learning. Therefore, great effort is being made for significant change from traditional methodology to modern methodology, with particular emphasis on learning strategies of EFL.

Present situation of EFL teacher's effort to encourage students in University of Gjakova "Fehmi Agani" on using various learning styles are presented in figure 16.

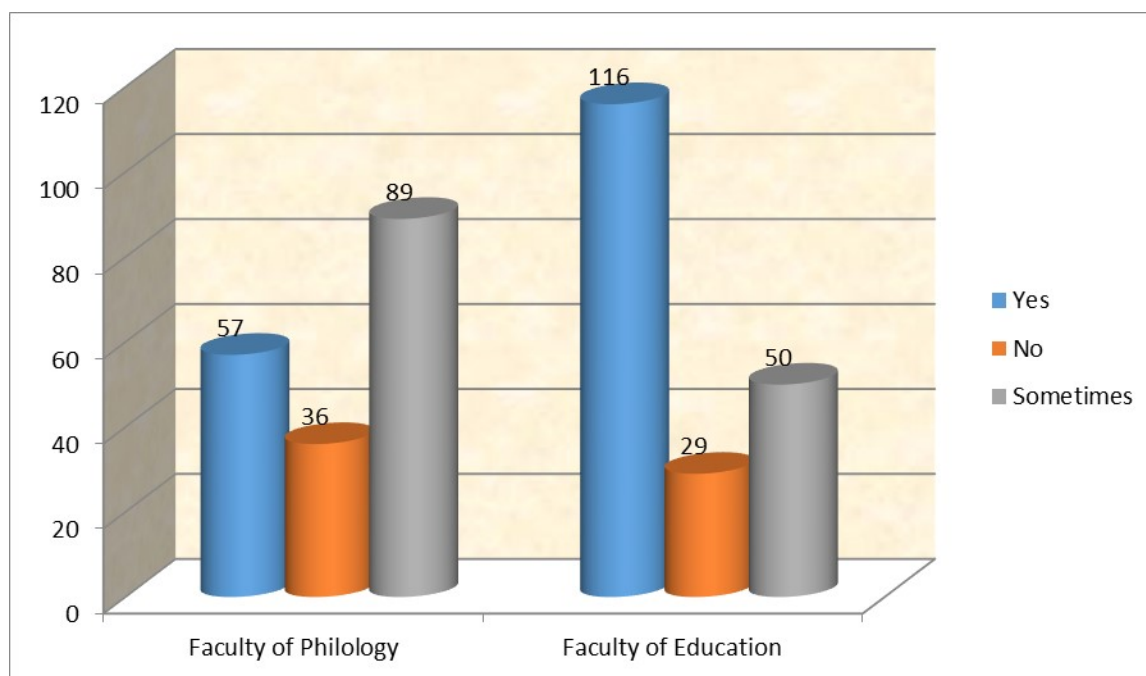


Figure 11. Does your EFL teacher encourage you the various learning styles?

Respondents from Faculty of Philology share their opinions if they are motivated to apply their own learning styles while EFL learning, as follows: 31.31 % responded to yes, 19.78 % to no and 48.90 % claim that the teacher sometimes encourages them to use their way of learning EFL, while respondents from Faculty of Education gave this opinion: 59.48 % answered yes, 17.87 % said no and 25.64 % show that sometimes they are allowed to learn according to the way that best works to them. It remains to be seen whether this finding is based on the usage of the material or application of activities that take place during the EFL learning process.

The next question was designed to find out whether the previous question was understood by students and does the EFL teacher encourages the students to follow the model of how should students learn. See figure 17.

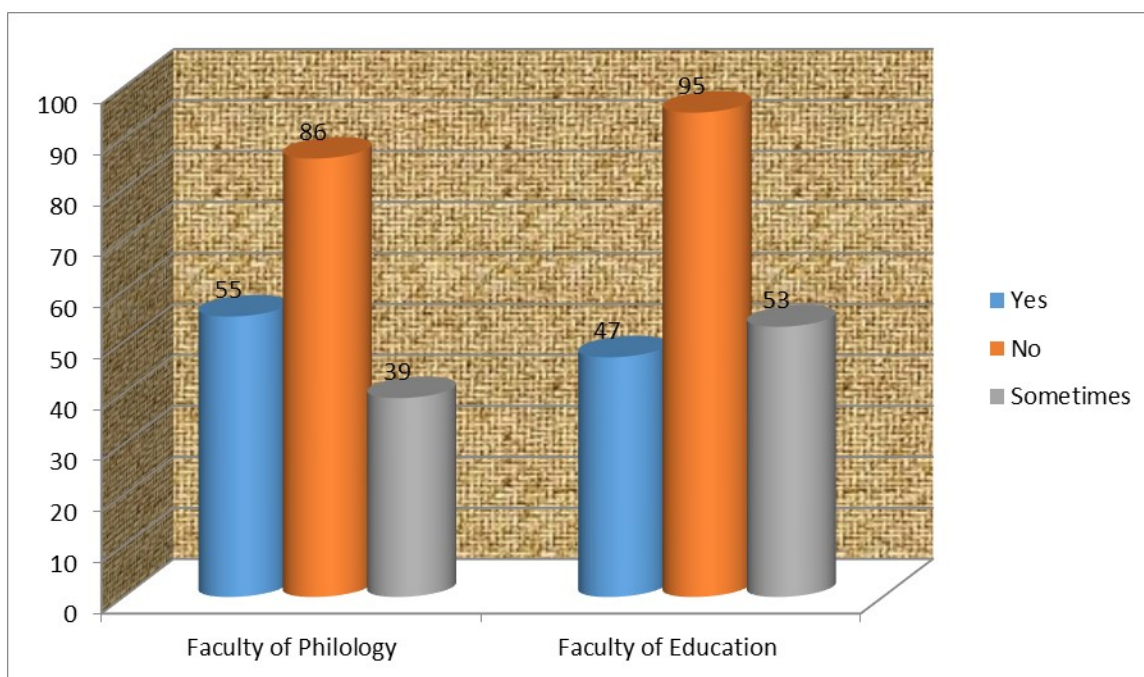


Figure 12. Does your EFL teacher encourage everyone to fit the ‘model’ of how should students learn?

According to the students' answers, the teacher mainly does not direct them to follow any particular model of how should they learn, although a considerable number of 27 % of respondents think otherwise, but still they are not the majority. It is not clear yet on where were this group of respondents based on when they gave such opinion or if the teacher suggested or obliged them to use a certain method of learning.

Hereupon, 181 out of all 377 participants, 86 from Faculty of Education and 95 from Faculty of Philology, or 48.01 % of students claim that the EFL teacher encourages them to adapt the model each student used to apply in getting knowledge and 24.40 % are sometimes ‘‘forced’’ to follow the model EFL teacher serves for them. So, about half of participants show that the allowance to apply different learning styles is not very limited.

The environment in which the students learn is also important for the effective implementation of the EFL teaching methodology. Those who fit in group working or individual work do not have the luxury to always choose, since such a thing often happens with the initiative of the teacher. Therefore, it would be more than necessary if the teacher were to consider such a thing and be more flexible in this regard. The findings in ‘‘if learning environment allow students to take control over their own learning style’’, are shown on the figure 18.

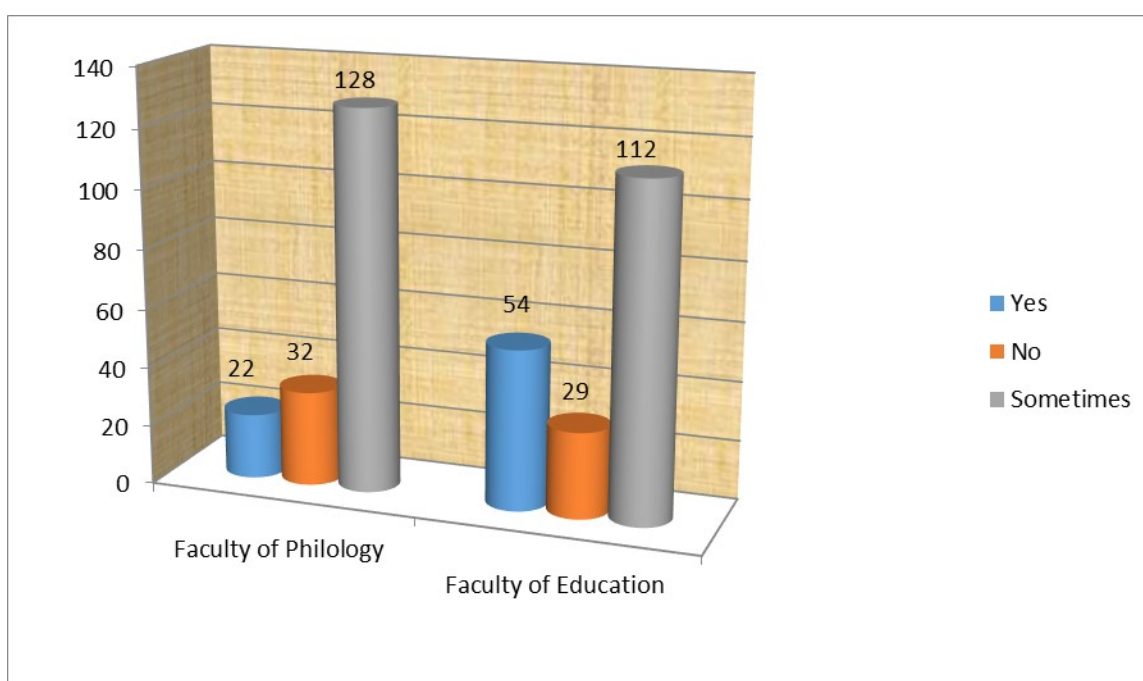


Figure 13. *Does learning environment allow you to take control of your own EFL learning style?*

Based on the above figure, students of the Faculty of Philology are less satisfied with the comfort and the opportunity that the environment offers. It seems they prefer to learn outside the classroom, perhaps in other settings of the school institution or to do any possible changes in the classroom. According to 32 students of Faculty of Philology and 29 of Faculty of Education the

environment is not suitable to learn according their needs while 22 from Faculty of Philology but 54 from Faculty of Education fit the learning environment, while the largest number of 240 out of 377, which is 63.66 % believe that the classroom sometimes is a comfortable place for gaining effective learning, but not always. Apart from the environment in which students study, implementation of different teaching strategies and different students' learning styles, differentiated instruction may also occur when applying the variety of teaching-learning materials.

Based on the findings in figure 19, it appears that implementation of differentiated instruction in the content is flexible and not fixed and that the literature and material learnt and taught that is used in the class may be chosen by students themselves.

When it comes up to choose the learning material for a particular EFL subject, we have these findings according to participants.

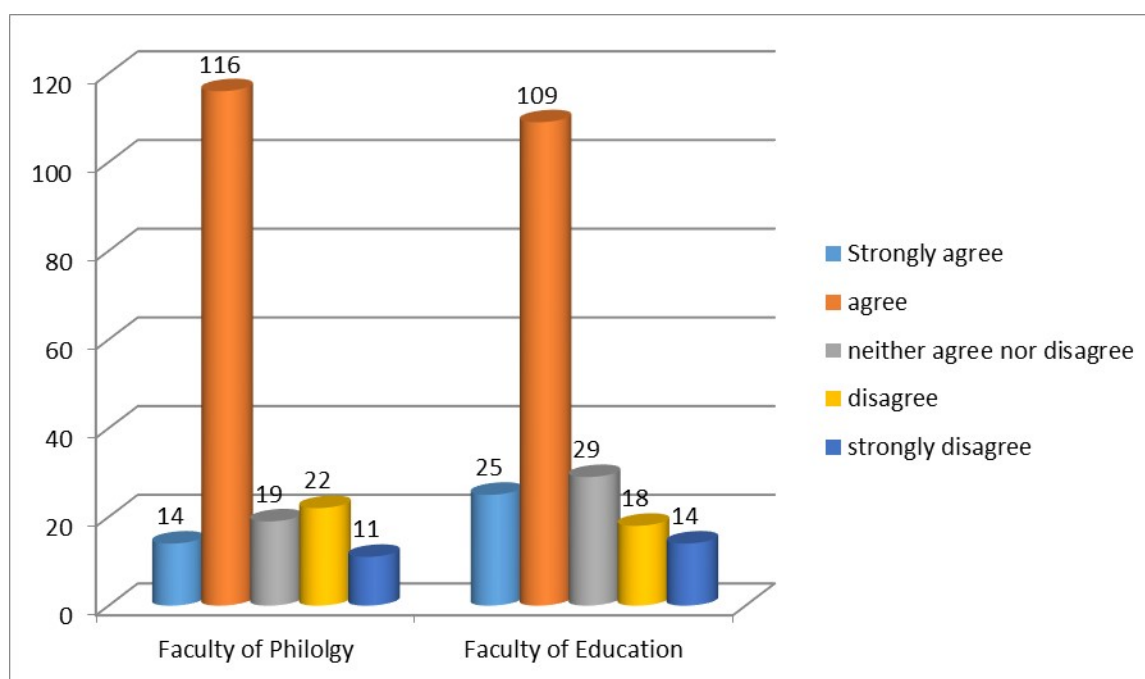


Figure 14. *We are allowed to self-select the learning material for the EFL course.*

A vast number of the students from both Faculty of Philology and Faculty of Education in University of Gjakova claim they are free to learn from different sources of literature. So, 225

out of 377 respondents, that are almost 60 %, do agree, and 10 % do strongly agree, which does not leave much to those who disagree or strongly disagree. As Sewell (2003) claimed that “allowing students to self-select their books results in more involvement and thus more motivation to read.”(p.5). In the very first class usually the teacher examines the syllabus and discusses it along with the students because the teacher is not inclined to dominate the classroom in front of students. A good cooperation between teacher and students would give positive results in EF language learning. Furthermore, EFL teachers should also consider collaborating with students for the content, process and product as the main components of the differentiated instruction during the compilation of the syllabus. It is not indispensable that the teacher should know more than his/her students. Students’ given thoughts do not only show their abilities but are also helpful for suggesting teaching methodology and offers the teachers to know the students better.

All these issues should be considered and planned during the design of the syllabus, as a guide for a certain time of teaching and learning. Findings revealed from the next question show that teachers present the syllabus in the very beginning of the semester. See figure 20.

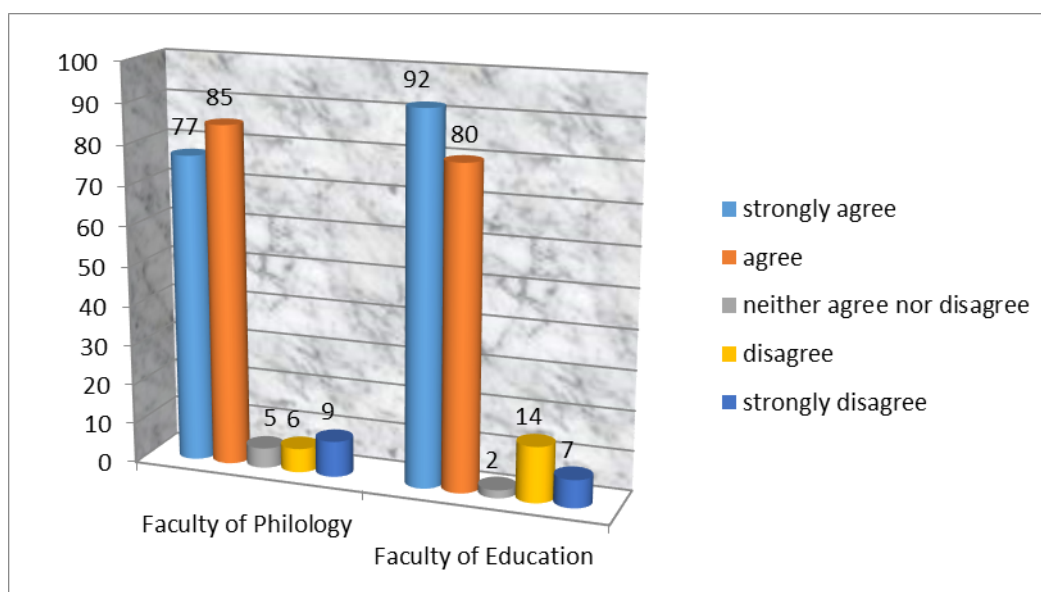


Figure 15. Teachers present the syllabus for the EFL course at the beginning of the semester.

Teachers seem to pay attention when it comes to informing students about planning the process of learning and teaching as well during a semester. Teachers are not shown to be disrespectful in this regard, since majority of participants unanimously affirm this fact. Respondents from

Faculty of Philology have given this view: 77 out of 182 do strongly agree and other 85 respondents agree that teachers present the syllabus for the EFL course at the beginning of the semester, while 20 others strongly disagree, disagree or neither agree or disagree. Even more positive thought gave the students from Faculty of Education, who answered as follows: 92 out of 195 strongly agree, 80 do agree and 23 others strongly disagree, disagree or neither agree or disagree. From the general point of view, there were 88.59 % of respondents who shared the same opinion that teachers care about presenting the course syllabus on time. But how much the students have access to the compilation of the syllabus in University of Gjakova “Fehmi Agani”. Do teachers discuss with students about any possible interventions about literature, activities in the classroom or methods of evaluation, remains to be seen in the results outlined in the figure 21.

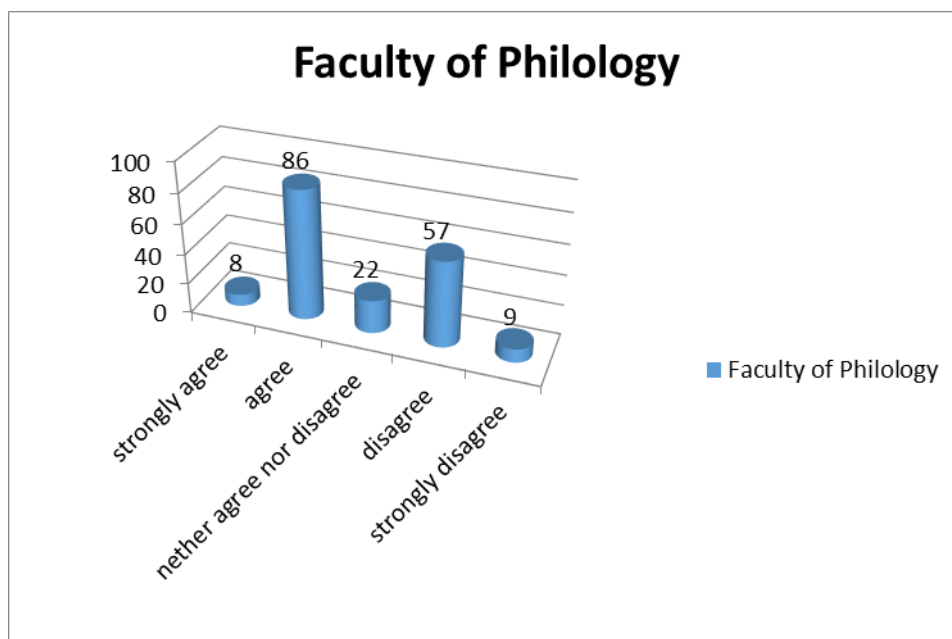


Figure 16. *EFL teachers discuss with students (FPh) about any possible change in the syllabus.*

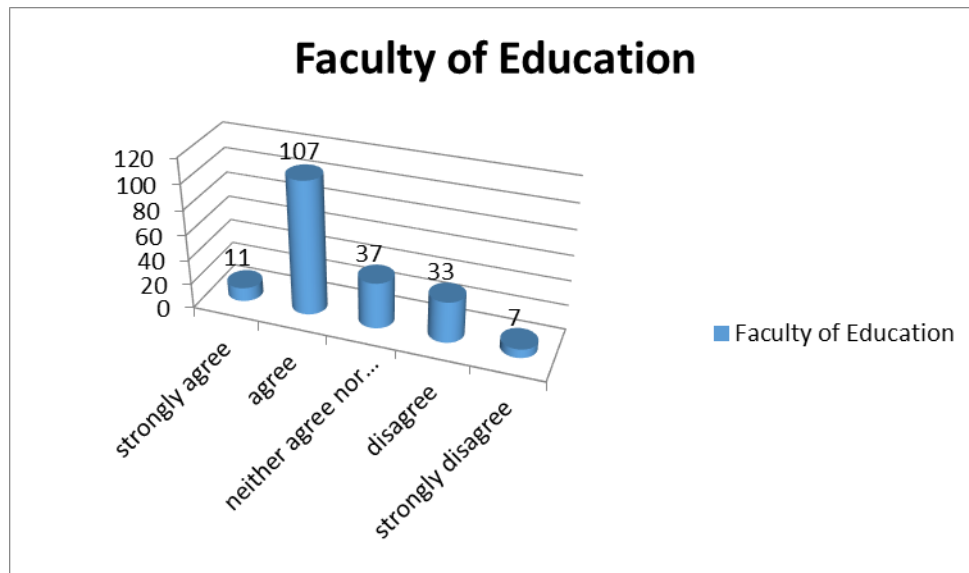


Figure 21a. *EFL teachers discuss with students (FEEd) about any possible change in the syllabus.*

According to the results a number of respondents disagree with this attitude. 57 out of 182 respondents from Faculty of Philology and 33 out of 195 from Faculty of Education do not agree that teachers discuss the issue of compilation of the syllabus in cooperation with students. However, 86 respondents from Faculty of Philology and 107 from Faculty of Education agree regarding syllabus collaboration among students and teachers which in percentage indicate that over 50 % of all respondents agree to this approach. The same question was discussed during conversations between author and students in focus groups.

Different instructions are in fact the various strategies used during the teaching process. Their importance is indisputable by researchers and the educational experts, as well as by teachers and students themselves. The application of these activities and methods besides making more attractive lessons also raise the students' motive which is among the main factors in increasing the learning capacities. These strategies are trying to pass on modern teaching methodology, leaving behind the traditional teaching method, where learning was with the focus on teacher-centered. Innovation has gripped the research "world", and education science with a special emphasis in teaching, is claiming to increase the quality of learning as the primary goal of all education actors. To substantiate the opinions and suggestions of many researchers, the last

closed question in the student's questionnaire asks respondents to give their opinion on improvement of English language learning when teachers use different activities and strategies in the classroom.

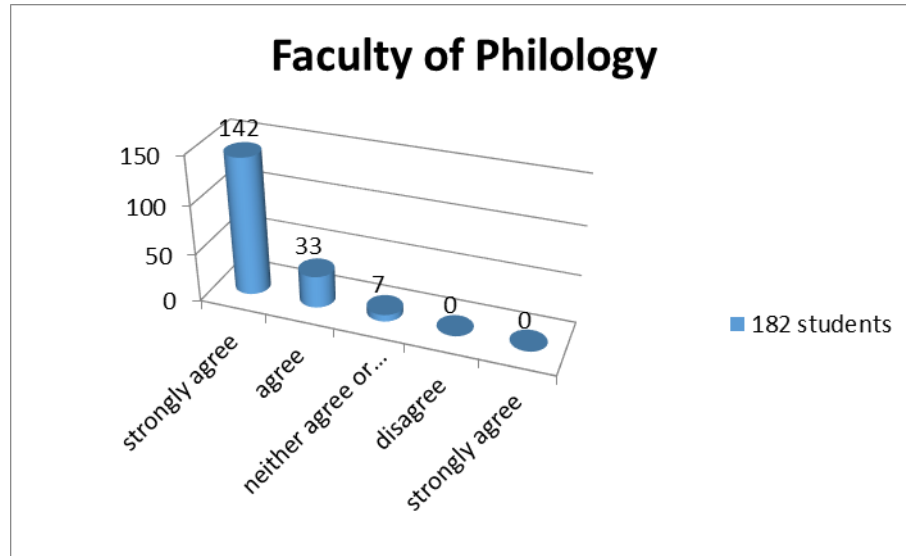


Figure 17. *Will speed and quality of EFL learning be improved if the teacher uses different strategies (FPh)?*

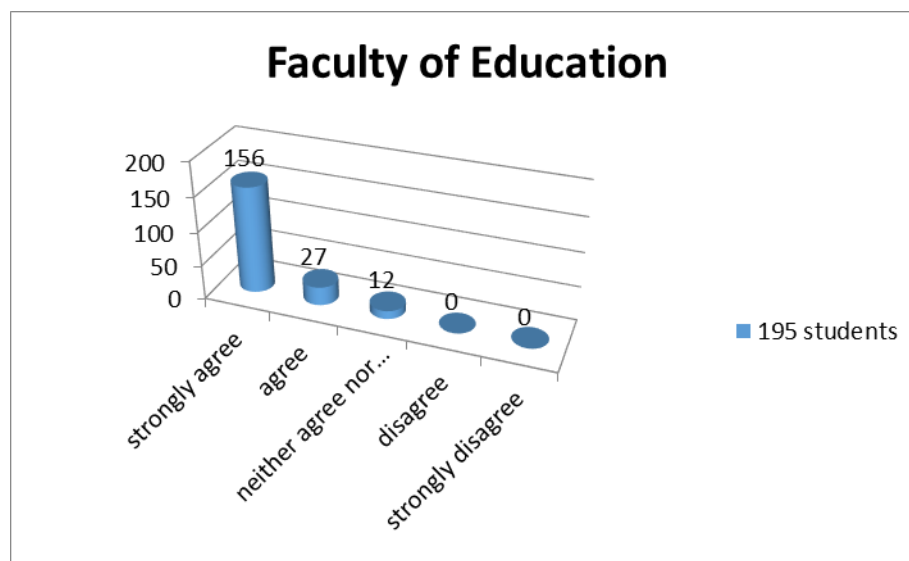


Figure 22a. *Will speed and quality of EFL learning be improved if the teacher uses different strategies (FEEd)?*

According to the results, all the respondents unanimously supported differentiating strategies during the teaching and learning of English language regardless of what they study, what is their level proficiency of EFL or regardless of the differences in students' learning styles. Figures 22 and 22a present 96 % of the general sample who agree that DI is a set of strategies and methods of teaching and are certainly helpful for EFL learning improvement.

4.2. Findings of students' perceptions in open-ended questions

In open-ended questions which were also part of the student's questionnaire most of the respondents have written their statements and gave their opinion. The findings below listed some of their thoughts on how they are given and then a general explanation was included in plot summary.

Opinions of respondents from Faculty of Philology for each open-ended question are listed as follows:

Is Differentiated Instruction difficult to manage and reach in EFL classes?

- No, I do not believe. Perhaps for some teachers who do not care if the students achieve the result or not.
- I think not always can DI be accessed.
- Most of the time there are opportunities to differ in teaching strategies.
- I believe DI is hardly achievable.
- Sometimes because the environment doesn't allow different instruction to happen always.
- It is very hard to meet everyone's preference.
- If the teacher is professionally developed and he/she has a will to succeed in students' achievement it is not considered as a difficulty but as a duty.
- I think teachers become confused when DI is needed to be implemented.
- Of course it is hard, but teachers should pay attention to their students, especially to ones who require special needs.
- It is hard since each student has different individual learning style.
- In case the teacher is determined to make effective learning in the classroom it is possible to reach DI.

- No teacher can identify the needs and students' learning styles.
- I believe it is very easy, but not all teachers are interested to DI since they decide the way how should a lecture be taught and learnt.
- Some teachers do not have patience.
- It is difficult because teachers have to face many thoughts, desires and objections.
- It depends on teachers' readiness, it is doable.
- I suppose the implementation of DI depends on students' willingness to learn, so the teacher willingly prepares activities.

What challenges do students face in EFL mixed ability classes?

- I have to hear the same things several times. It is boring.
- I am confused when others debate and I feel outside the classroom.
- It is lack of inclusion.
- Not all of us have the teacher's attention.
- In some courses there are only a few students involved.
- In mixed classes, there are some students full time engaged or some others full time silent.
- It is difficult for all students, no matter if they are weak or advance students. The teacher has to apply different strategies and try to not leave anyone behind. These challenges have a psychological impact on students, I often feel insulted.
- There is lack of honesty among students. Nobody shows respect for the other, all students want to benefit for themselves.
- I often do not find myself capable among others.
- The problem is that students are faster and some are slower. For instance, some students who have finished the task have to wait for others.
- Some students are embarrassed, and they remain passive until the teacher encourages them.
- Successful students are always more privileged by the teacher. What about the others, me for example.
- Students in these classes do not have the same level of English language so they will not be included same during the lectures.

- Students face difficulties in understanding the same literature. Some students are better while some are not, therefore the teacher should find the appropriate material to be understandable for all.
- Some students complete the task, which the teacher asks, earlier and have no patience to expect to others. They continue further while we have not participated at all.
- I'm challenged because the teacher does not pay the same attention to everyone.
- Sometimes lecture becomes boring and we lose interest.
- I hate the behavior of some colleagues, when someone makes a mistake and others start to laugh on him/her, so this makes the student to lose the motivation and has no courage to speak anymore.
- We are challenged because we all want to participate in the classroom but not all of us can participate.
- I become annoyed when a few students do not stop responding all the time and teachers do not interrupt them, it is lack of managing the time for everyone, and then I'm eager to finish the lecture.
- I do not feel comfortable speaking English, although this happens seldom.
- All students are challenged in EFL mixed ability classes. They should either hear the same thing many times, or they are not given the opportunity to hear it once again.
- When individual work happens in EFL mixed ability classes it is impossible for everyone to get feedback from the teacher.
- I lose time on things that are well known for me.

What is the impact of using different teaching strategies on EFL learning in the classroom?

- It has only positive impact on students' learning achievement.
- It has a great impact. It does not only help students with different abilities on language but also makes everyone involved and the lecture becomes more attractive.
- Different strategies are helpful for different students.
- It would improve the quality of learning.
- Using different strategies enables each student to understand the lesson in the manner that best suits them.

- Implementation of different strategies by the teacher would be one of the most useful efforts to give all students the same opportunity to learn.
- Different strategies have great impact on the creativity of the classroom since otherwise the students would lose the interest on learning which would correspond to poor results.
- Teaching constantly with the same teaching strategy is undoubtedly boring for students, which is considered as the most useless approach in education.
- Using different strategies in EFL classes would definitely involve all students' participation in learning.
- By using different teaching strategies students find their "safe zone" where they would feel comfortable and become productive.

If you were an EFL teacher would you make sure every student gets the needed attention?

- Yes. Of course. I would give all students the chance to learn effectively.
- I would try to give them the attention they need.
- I would use different methods of teaching.
- I would try my best to make everybody part of the discussion.
- I would let every student to give the opinion for the topic, so I would realize their readiness and interest.
- I would have offered the opportunity to make them feel free on expressing their needs.
- I assume it would be possible for all the time.
- I would have tried to change the teaching style all the time and identify the best ways to fit the students.
- it is true that it is hard to meet every student's needs but I would never neglect any of my students.
- I would be careful on managing the time for all students, so if I would notice that some students are taking time and neglecting others, I would control timing.
- I assume it is possible, only if the group is smaller, up to 15 students.
- I would have introduced new teaching approaches so students can be active participants in the classroom. Being curious on what will they learn today would raise their readiness and interest.

- I believe that by using different teaching strategies and involving all students in activities I can say that the teacher can achieve the goal.
- As a student I understand the importance of the teacher's attention since I have experienced such a lack from some teachers. This will serve as a lesson to me, so if I'll be the teacher in the future I will make sure that each student gets the needed attention.

If you were an EFL teacher how would you make the classroom comfortable place to approach lecture based on students' learning style/preference? Give an example if possible.

- First of all I would try to search on their language abilities than find out the way that best works for each student.
- I do not know. Seems difficult at the moment.
- I would try different strategies. For example, I could concentrate on the student's book together with them, put them to work in groups, show them a video, etc. All these activities may happen during the 90 minutes lecture.
- I would try to make the classes more attractive by using various strategies based on students' learning preferences.
- if the teacher uses a variety of strategies, all students would have the opportunity to acquire the necessary knowledge in one of the ways the teacher has used.
- I would mix strong students with weaker ones so they would benefit from each other and at the same time I would create a comfortable and sociable environment.
- First of all, I would hear students' thoughts and get their opinion for the most adaptable way for further teaching strategies and applied in the process of learning and teaching.
- I would have understood their styles of learning and then worked in groups to meet the needs of everyone
- I would have wanted to learn how readily the students are to learn in order to motivate them. In this way I would be familiar with them.
- I would prefer to find out their individual learning preferences.
- Using varieties of teaching methodology the teacher can provide the comfortable place for every student.
- I would give different assignments; provide different readings, different material so everyone would meet his/her own individual preference.

- By including video-audio devices, the classroom would not only be comfortable but also more motivating for the students to study.
- I would use simple and understandable English language for everyone.
- First I would use the projector so that the lesson is presented through the pictures and I would have repeated it with additional explanations.
- I would be open minded and monitor each student's need and would try to generalize all this issues during the teaching.
- I would try to work independently with students and give them opportunity to share their knowledge in the classroom.
- I would probably use pictures, images and music depending on what students like.
- I would have asked whether students would like to use the book for a specific unit or power point presentation. I would respect the opinion of the majority, but I would also find time for other students who had the other preference.
- Initially, I would work with them individually to find out their English language level proficiency and then divide them properly in flexible groups to have each other's help and me as a facilitator.

Opinions of respondents from Faculty of Education for each open-ended question are listed as follows:

Is Differentiated Instruction difficult to manage and reach in EFL classes?

- It is difficult for teachers who are not used to search for students' needs.
- It is hard for those who want to pass as fast as possible things while teaching, finish the job regardless of value.
- Depends on teacher, how does he/she perceps the learning process necessities.
- If teachers are professionally developed it is not hard to manage DI.
- Depends on how ready the teacher is to overthrow challenges in order to benefit in both students' learning and his/her own teaching.
- It is very hard because no two students learn in the same way.
- issues that students make different from each other, such as the different level of English language knowledge raises conflicts among students and make teacher to find difficulties in managing the classroom when each is different in his/her own way of thinking or learning.

- Considering it needs time I think it is a pretty difficult.
- I believe it is hard to use different teaching strategies within or more students in the group.
- The problem is that students are not asked about what and how we want to learn, it is teacher's choice and decision.
- Depending on the number of students it is hard but not impossible to achieve.
- It could be done if the teacher knows who likes to work in group or others who are good on working alone.
- No, it is not hard. All the teacher has to do is finding out the students' learning styles and then follow the message to everyone.
- It's hard. It requires an excessive engagement and dedication.
- I think it's difficult because no student has the same level of knowledge as the other.
- it is difficult because various activities are to be prepared.

What challenges do students face in EFL mixed ability classes?

- The biggest challenge that makes me nervous in English course is when I decide to answer any question, everyone starts laughing with the mistakes I do in pronunciation. This makes me feel bad and it seems to me that I will never gain the confidence to speak freely.
- EFL mixed ability classes challenge all students. There are students who are able to help but do not want to help, do not know and we should practice them so it is boring to deal with weak students and students who are not interested to learn and on the other hand we are obliged to help because of the teacher recommendation.
- We cannot present our thoughts because the time is limited. The teacher does not spend extra time.
- I feel left out because I don't have self esteem.
- It is unfair for strong students. In mixed ability classes they remain in same level of knowledge because the teacher deals more with weak students.
- If the teacher uses more advanced vocabulary it is very hard to follow the lecture, then only advanced students take the information.
- In such classes not all students are included in the lecture.
- Some students are left aside because of some nonstop active students.

- It causes me with misunderstandings during the description and giving instructions for any activity or assignment.
- We face with a lot of challenges. There is not enough time for each student based on their English language ability.
- Not all the students are able to understand the way in which the teacher elaborates the lesson.
- The biggest challenge we have to overcome in the mixed classes is that good students try to perform better than others.
- It is difficult to adapt in EFL mixed ability classes.
- My opinion is that these classes have their own advantages because students can benefit from each other.
- Teachers can benefit from this mix by engaging good students to help others who need help.
- In these classes not all students enjoy the same sympathy from the teacher, regardless of the good behaviors of the students who are weak in the language.
- These classes are challenging when the collaboration between students and between teachers and students is not good.

What is the impact of using different teaching strategies on EFL learning in the classroom?

- During the practical work I have done in one of the elementary schools in municipality of Gjakova, I have noticed how happy are children when the teacher changes the games or the way of teaching and learning.
- Implementation of different strategies encourages students' interest in learning.
- The application of different strategies results only the positive approaches for students' learning.
- When different teaching methods are applied, students are more likely to fit into one of them.

If you were an EFL teacher would you make sure every student gets the needed attention?

- if I were a teacher I would have asked the students what was the best teaching for you so far, and so I would understand what their interests are.
- I would use both students and the teacher native language to make sure every student is gaining the necessary knowledge.

- I would ask all students to concentrate during the teaching process in the classroom and get the message given by the teacher, but always repeating it several times.
- I would try to reach the learning outcomes and make sure if everyone has received the information.

If you were an EFL teacher how would you make the classroom comfortable place to approach lecture based on students' learning style/preference? Give an example if possible.

- I would create a comfortable environment by working in groups and practicing speaking skill through class discussions. I believe it is helpful.
- During the teaching I would have been careful by stopping myself time by time and asking students if they need any repetition or further explanation.
- I'm giving an example. If I were a teacher and if I have had to explain on how to give direction to any English speaker, I would go out from the classroom and practically describe the directions and force them practice several time.
- To create a comfortable environment for all students in the classroom I would have tried to get them rid of the pressure and stress that students might have.
- Of course, through teaching methods, an appropriate climate for classroom learning is achieved. I believe that the most suitable approach for learning English language is dialogue and students' expression without hesitation. Once they receive positive feedback from the teacher they gain the confidence that is most needed for further learning.

4.3. Findings of EFL teachers' interviews

The interview was held with four teachers at the University of Gjakova ‘‘Fehmi Agani’’. Three teachers were part of academic staff at Faculty of Philology and one from Faculty of Education. The interview questions were designed in such a way that the participants were not given the opportunity for short answers with yes or no, but a brief possible clarification opinion.

General questions	T1	T2	T3	T4
Lecturer at Faculty of ...	Philology	Education	Philology	Philology
Gender	Female	Female	Female	Female
Current certification/qualification	Prof. ass.	PhD. candidate	Prof.assoc.	Prof.ass.
Teaching experience	20-25 years	5-10 years	15-20 years	15-20 years
EFL Teaching course	-Modern English poetry - Contemporary American literature	-Theory and Practice of Translation -Syntax	-English Language I and II -English language for teachers	-Practical English -English for academic purposes

Table 15. Teachers' teaching courses in UGJFA.

The first interview was conducted with T2 who is part of academic staff at Faculty of Philology. She is PhD. Candidate of English Language and Literature and has more than five years experience in teaching. Her teaching courses are Theory and Practice of Translation and Syntax. The second interview was conducted with T3 who teaches in Faculty of Education for more than 15 years. She teaches English Language I and II and English language for teachers. The third interview was attained with T1 who teaches Modern English Poetry and Contemporary American Literature. She has been teaching for more than twenty years, who shows a long

experience in teaching. And, final interview was realized with T4 who has more than 15 years teaching experience. She teaches Theory and Practice of translation and English for academic purposes in Faculty of Philology at University of Gjakova ‘‘FehmiAgani’’. The results were extracted according to the order of the questions. Each teacher had its own verdict in expressing thought about DI, its importance and to what extent do they implement set of strategies that define DI. In order to respect their right for not recording the interview, the author during the interviews took notes that are valid for the research being investigated.

Question1: What is your definition on differentiated instruction?

T1: Differentiated instruction is a group of independent ways of learning applied by each learner, trying to find the best way that works for them. In general, DI is the learning styles that characterize each student.

T2: I might summarize the definition of DI as following, that differentiated instruction is a term which is used to enable students to be engaged during the lecture or tutorials. It can be considered as very helpful and challenging at the same time since teachers, professors or assistants should prepare different activities in order to satisfy students’ needs or their way of learning.

T3: DI cannot be defined within a sentence but there are too many ways of learning that support an individual to realize the meaning of what is required in order to gain and interpret it accurately.

T4: Differentiated instruction is a large group of activities that help reach every student in learning situation. These activities are the preferred ways of each individual to reach the goal in the field of education. DI are based on difference we are developed based on the family background, different cultures, the way of education and living, the impact of the society in the area where we live, previous education, etc.

Q2: Is there any collaboration among teachers?

T1: Unfortunately, little attention has been paid on this issue, and it seems like we feel comfortable in this silence. We have a lot of students and teach different courses, all we discuss

about are literature and the students' language level proficiency, as with the teachers in other programs we do not talk much about the students.

T2: No, there is not enough collaboration among teachers. As an assistant, I often feel insulted by the ignorance of the professor for the limited cooperation we have between ourselves. I often need to discuss about any particular literature which is part of the syllabi that the professor has designed without my presence or any cooperation or to take additional suggestions with the activities that I must apply to the class. I do such activities in my own way, without any feedback if I'm on the right path or need some change. But, since I teach syntax, I have collaboration with Albanian Language teacher (native language), because both in parallel teach comparisons and grammatical models in L1 and L2.

T3: We collaborate with each other, mainly to exchange ideas helpful for teaching. We often discuss teaching methodology and draw the best that we believe the students have been satisfied. We discuss the impact of technology in teaching and learning when we have different presentations from which endless discussions unfold. Of course, I have a great collaboration with my assistant since it connects us a joint work for the same students and the same course we teach.

T4: Collaboration between teachers within a faculty must be inevitable, and I believe that relationship within the academic staff of our faculty already exists. I collaborate with professors who have more experience in teaching and come up with suggestions especially about literature.

Q3: Do you believe that every teacher should implement differentiated instruction in the classroom?

T1: Yes, such a thing must happen, given that we teach in mixed classes and each student has his/her own individual preferences.

T2: Actually, I think teachers should implement differentiated instruction in the classroom since having different styles of learning among their learners, teachers can provide the engagement of all students. Otherwise we will become a teacher of a group of students without counting everyone as a class participant.

T3: It is a ‘‘must’’ I believe. It is good that once we start the course we focus our attention not only on a mass of students, but also on a group of individuals who are already waiting for instructions and ways to learn from us. We are still learners and we have our way of learning that we practice every day, we also still expect suggestions and instructions when we need to achieve something.

T4: It is no coincidence that the teacher plays the role of facilitator. Different stages of students’ development can be achieved by different flexible groupings. I think that trying to find methods that support students’ learning styles helps us to advance ourselves and develop professionally. Last but not least, the investigation of these activities and their implementation on daily basis make us life-long learners.

Q4: How often do you implement differentiated instruction in teaching-learning process in the classroom? Rate your level on a scale of 1 to 10.

T1: I think I may rate level 8. I often provide additional material for students. For those who I think they need to see that task, I print it and offer them the opportunity to see it as a sample. For instance, in the subject Modern English Poetry, regardless of the theoretical part explained in the classroom, I give them an example of a poetry analyzed in order to be based on it and follow every step of how to analyze the poem.

T2: Since the syntax is a complex field known in linguistics, in general, I plan more activities where the repetition and drills take the primary place. As more exercises, students begin to find themselves in their individual preferences. Often, some students require to code switch for additional explanation, so, I practice this method by giving concrete examples to achieve the learning objectives. I guess I can rate my level at 7.

T3: The course of English Language I and II is based on pre-intermediate or intermediate level of English language. Literature offers texts and grammar patterns of this level. In cases when students are more advanced, I prepare advanced vocabulary texts, and for students who have lower English language level proficiency I search and print texts that are appropriate for them. When it comes to the teaching process, I consider a series of activities to ensure that all students have understood the unit. Flexible groups help, for example, to accomplish grammatical tasks, either groups of 3 or more students, peers group or individuals. I rate my level at 7.

T4: I try to teach in the best possible way, but at the evaluation stage, when I do not get satisfactory feedback on the question of what was accomplished during the particular teaching unit, I try to engage them with homework. Tasks are often based on the will of the students, therefore, in the way they choose to give the product. Presentations can be descriptive, PPP or paper based presentation. Occasionally, an organized portfolio throughout the semester can be a chance for students, which papers or writings will necessarily enable to gain knowledge. I rate my level at 9.

Q5: Do you consider differentiated instruction when planning the syllabus?

T1: When designing the syllabus we have the section that describes the teaching methodology. I think there are the percentages that show how the students will be evaluated during the semester and in what activities this assessment is based on. There is not specifically mentioned about the strategies to be used, but however, the learning outcomes intend to summarize activities to be implemented.

T2: Of course, I consider it and I try to input it while designing the syllabus (by including all English skills, even though it depends on the course). But, as the syllabus acquires the literature provided for the course it is difficult to be flexible on the content. In some ways, the syllabus does not foresee student differences as to their ability in English. However, as long as we discussed this matter, it seems that such an initiative should be foreseen and taken by the teacher. The designed syllabus is presented to students at the beginning of the semester and we often offer opportunities to get advice or remarks from students so we can improve or add something during the semester. This semester will I consider this part and I hope that the students will find themselves more and the percentage of passing in the exam increases. It remains to be seen the effect of this strategy this semester.

T3: I will show how activities are engaged on the course syllabus. I think the students have enough opportunity to reach the points to show success in the exam. Perhaps teaching strategies are not implemented satisfactorily, but the syllabus offers activities that most students can apply. There is an example:

<u>Course Syllabus English Language II</u>			
The contribution in student loading time (should correspond with results of students learning)			
Activity	Hours	Days/week	Total
Lectures	2	15	30 hours
Practical work	2	15	30 hours
Time of self learning of student (library or home)	2	15	30 hours
Home work	2	12	24 hours
Exam preparation	10	2	20 hours
Projects, presentations, ect.	1	10	10 hours
The contact with lecturer/consults	2	3	6 hours
Total			150 hours
ECTS			6

Table 16. A part of course syllabus.

T4: I consider that the course aim and expected learning outcomes are issues mentioned in the syllabus and based on them the teacher applies differentiated instruction. However, I apply DI whenever it's necessary and whenever students show willingness to implement them.

Q6: Was any of your professional development trainings with the focus on differentiated instruction? If yes, how helpful was it? Did you change your teaching methodology after?

T1: I had some training but not specifically for DI. Recently, the Ministry of Science, Education and Technology (MEST) of Kosovo is making efforts to carry out endless seminars and trainings to raise the quality of education, with particular emphasis on curriculum development. The Kosovo Education Center (KEC) is a local non-governmental and non-profit organization established by the Kosovo Foundation for Open Society (KFOS) and registered in Kosovo. Its mission is advancing the education system through the provision of services and high quality resources, as well as through active co-operation with all primary and secondary school. Many years ago I had the opportunity to attend such trainings when I was a high school teacher, but not

any as a university lecturer. However, the courses during the Master's and PhD studies have been closely linked to teaching methods and inclusion as a concept based on the main principles of quality in education which I consider helped me to be prepared in this regard. These courses been mainly related with the teaching methodology which in fact aim at the increase learning improvement.

T2: We lack too much in attending trainings related to this issue. I can remember only one training and it was not so helpful. I usually read online books or watch tutorials related to teaching methodologies. However, no matter if a professor attends or not trainings, he or she should be creative, flexible and talented in relation with DI implementation. Eventually, it is something we understand during the teaching. The students' requirements itself familiarize us with their learning preferences.

T3: On the training I followed six months ago, which was not devoted to DI, it still had components of how to meet students' needs. It was based on curriculum development which aimed on teacher's professional development and academic achievement. The curriculum was built as a result of inclusive education which is considered a first step towards the inclusion of all students without distinction. To include all learners then we should bear in mind that each of them needs teacher's attention because not all learners are same or learn in the same way. However, if a teacher knows her/his students, finds the way that best works for each student and adapts their learning styles than he/she may reach students' individual preferences. Noting the concrete results of a few teachers who had achieved implementation of different strategies and made each class participant active, I see it could be done, so I am trying to implement those activities time by time.

T4: The Ministry of Education, Science and Technology is ready to cooperate with all governmental and non-governmental, international and local organizations with all the various associations that provide services to the education staff in Kosovo. But, not many trainings are available for those who teach at universities, because the whole attention is being focused on primary and secondary school teachers. It is probably thought that teachers who teach undergraduate students do not need this kind of trainings taking into account that university education is not mandatory and that no special care is required, such as the application of DI is.

Q7: What do you do in order to know students' learning styles/preferences better?

T1: I always try to meet student's necessities in order to improve my teaching first of all and at the same time to develop their learning as well. It is important to search for their learning styles and do an effort to meet their needs by flexible grouping. I think learning styles are considered as prerequisites for ways of learning and are closely related to the kind of the student's personality. So, even they experience the same teaching by the same teacher, the same material, the same activities and proceed the same duration of course in the same learning environment, still at the end they achieve different level of knowledge. Since the course requires analysis of poems and novels and a lot of readings I let them speak of a poem or novel chosen in their own. Some find easier to do a presentation, while those who do not feel comfortable presenting have the ability to write works and collect them throughout the semester in a portfolio.

T2. I have tried to do pre-test and through it somehow to be familiarized with the way that best work for them but I did not manage to test them in the best possible way because it was based on writing. I have later noticed that some of them were better in speaking EFL. So recently I am giving them many opportunities and I use different methods of assessment to evaluate students. In addition, I usually do different activities in the first few weeks in order to understand when and how students achieve the learning outcomes. Being given the opportunity to realize the learning by applying different methods, I manage to some extent to meet their needs.

T3. I don't know how to do self evaluation on DI implementation, but I try different teaching strategies time by time in order to include everyone in learning activities in the classroom. I teach by using power point, by description, or by going through unit along with them. In English language for teachers I've noticed that students like to speak and interfere while teaching. They easily percept lecture when I ask them for any other opinion to share while I give examples of how to teach reading, writing, speaking or listening as the course material provides. By discussing the unit together, I ask them to answer the questions and let them know that these questions should be resumed at home because based on such questions they will be evaluated at the end of the semester.

T4. Usually, after the first lecture I ask them to write a reflection paper about the lecture and everything they would suggest for next classes. In this way, the methods they might propose I

would use in the on-going lectures. It is really challenging because their preferences vary a lot. I try to develop lessons in different ways and often it succeed, but not in all cases. There are cases when students require that the same unit be repeated again in another week, so I have to think about changes on teaching methodology, but still I'm not sure if I have achieved to DI successfully.

Q8: What are challenges you meet when you need to differentiate instruction?

T1. I feel challenged when I have to change the teaching approach while other activity is already planned. In the syllabus we have planned units and teaching methods on how the unit will be developed. But, never know how it will happen during the process. I feel embarrassed when I offer two or three opportunities for how to develop a classroom activity because the three methods will be required by different students trying to adopt their learning styles. If I share them according to the way they ask, I will need a lot of time to evaluate them. They want being evaluated because they need extra points but the time is limited and the evaluation cannot be done properly. Sometimes, I find myself unable to do apply DI.

T2. It happens when I need to think immediately about another explanation after the students have asked for a repetition of the lecture. This happens when I ask the attention of everyone to listen carefully and in the class the absolute calm prevails. Then I start to explain things with great energy and enthusiasm for thirty minutes or more. But, what happens next? There are students who want to take notes and want once again to go back through the unit. Sometimes this request is asked a few minutes before finishing the scheduled time and others want to use the pause, so not always I can reach it appropriately.

T3. I feel in doubt when I am in the situation if I should allow them to work individually or in groups. Sometimes I have to give assignment for individual assessment. I feel bad when the students admit that they are not ready for an individual work regarding the given assignment. Then I divide them into groups and tasks end successfully. But, from time to time during the monitoring, I realize that not everyone is engaged in the group. I try to include them by separating their duties. But still I realize they didn't do the best.

T4. I meet difficulties when the topic is not familiar to the students and I have to control them all regardless their English language level proficiency. In such cases it is necessary to prepare

additional materials for individuals or groups of students. Sometimes I wonder if I am on the right path because with this variability I do not know if I will achieve aimed learning outcomes when it says every student will have to achieve any of the particular language elements.

Q9: How do you modify the content so the differentiated instruction may happen? Circle the option you believe implement. You have to choose only one as the most important according to you!

- a. variety of books and resource materials
- b. present information through technology, PPP, so they can watch and listen
- c. providing different literature based on students' level proficiency

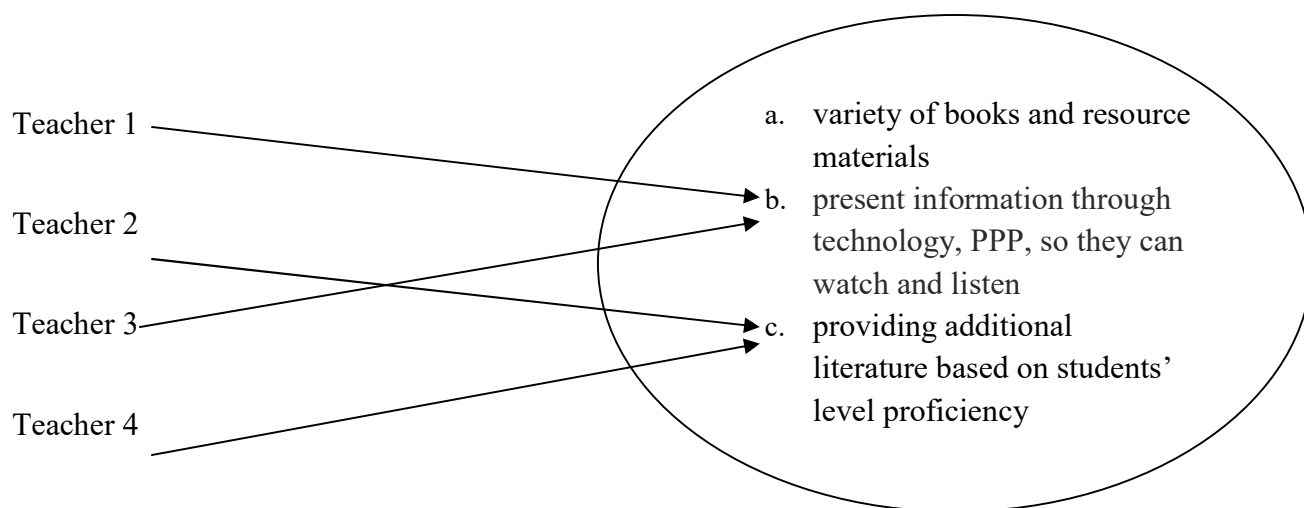


Figure 18. Teachers' perception on modifying the content.

Teacher 1 has chosen information through technology so students can watch PPP and listen the EFL teacher at the same time. Power point is an auxiliary tool that effectively aids learning. It also, contributes to increasing the visibility and the students' focus.

Teacher 2 modifies the content by providing additional literature based on students' level proficiency. I try to find reading materials at lower lever or shorten the amount of required literature readings for students with lower level of English, or offer extra literature for advanced

students.

Teacher 3 modifies the content by presenting information through technology, PPP, so they can watch and at the same time they can listen the unit scheduled. It is also presented through concrete items and enables students to take notes for questions or debates after lecturing or for any uncertainty.

Teacher 4 also prefers to provide additional materials of literature based on students' level proficiency to modify the content. I also prefer providing the list putting the main ideas of the unit through which students easily may organize the content.

Q 10: How do you modify the process so the differentiated instruction may happen? Circle the option you believe implement. You have to choose only one as the most important according to you!

- a. Support students by additional explanations
- b. Giving chance to investigate or debate an issue presented
- c. Support students by re-teaching once or more again

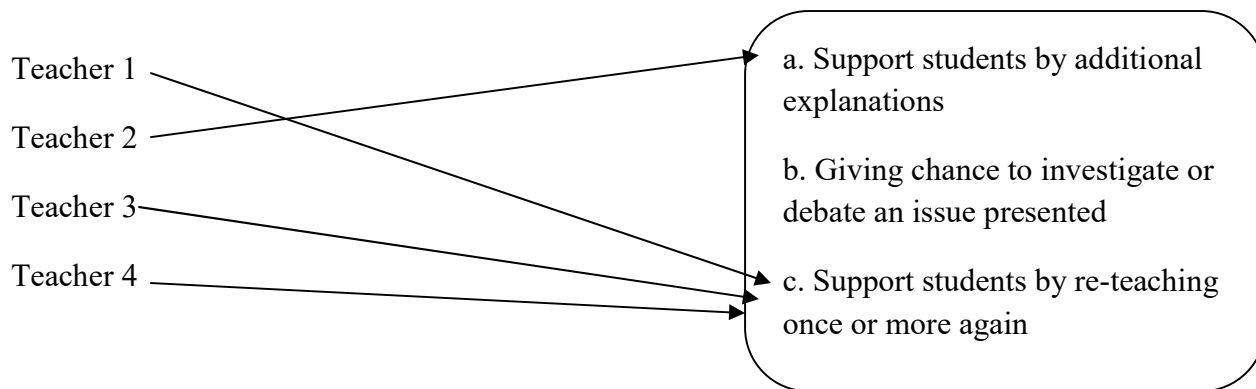


Figure 19. Teachers' perception on modifying the process.

Teachers 1, 3 and 4 offer supports to their students by re-teaching once or more again to modify the process. According to them this is a requirement that they most demand. So they ask for once again explanation of the same lesson, while Teacher 2 declares that tries other ways of sending the message in order to clarify students the unit as easily as possible.

Q 11: How do you modify the product so the differentiated instruction may happen? Circle the option you believe implement.

- a. Giving opportunity to be evaluated throughout the semester by creating a portfolio
- b. Giving chance to demonstrate their knowledge based on the written test/exam or verbally.

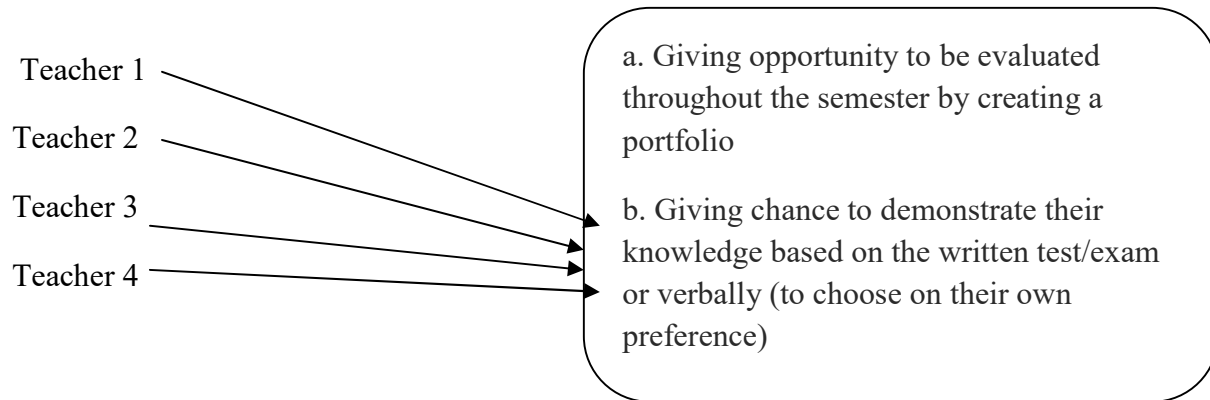


Figure 20. Teachers' perception on modifying the product.

All teachers claimed they give chance students to demonstrate their knowledge based on either the written tests during the semester, final exam or verbal evaluation. But do not exclude the possibility of considering activities throughout the semester, since being active is considered as a skill to convey the lecture at any time, which is understood as a way to choose on their own preference.

Q 12: How do you think differentiated instruction impact on students' learning?

The answer to this question was summed up as all teachers gave similar thought about this question. According to them, undoubtedly these instructions have a positive impact on the quality of learning even though the implementation of DI really does require great dedication. T1 - "Since modern teaching is trying to dominate over the traditional one then we should at all times strive hard to use these instructions".

T2 – “The importance of DI lies in the fact that it affects different students no matter what their preference is. DI is indispensable to each learner”.

T3- “If the student is advanced, DI encourages him/her to deepen the knowledge of learning and also helps the student to use various methods to achieve the lesson. All this influence of DI has its importance also in better structuring of the syllabus which helps the teacher to practice different strategies”.

T4 - Firstly, this affects students’ motivation to learn. By implementing a student-meeting approach, each of them demonstrates readiness to meet the requirements of the subject and the teacher.

4.4. Findings of Focus group Student’s Questionnaire

This questionnaire was realized in order to understand clearly if students who participated in focus group discussions are aware of the topic to be discussed. In addition to the three general questions that point to the faculty in which they study, their gender and the level of knowledge of English as a foreign language, they will answer with yes or no to ten specific questions asked in this questionnaire, see table 20. Their brief thoughts on these questions will be discussed later in the discussions between focus group students.

Faculty of Philology		N
<i>Participants</i>	<i>Male</i>	12
	<i>Female</i>	4
	<i>Totally</i>	16
Faculty of Education		N
<i>Participants</i>	<i>Male</i>	1
	<i>Female</i>	11
	<i>Totally</i>	12

Table 20. Number of the focus group students regarding the field of study and gender.

Table 20 shows that 12 students from FPh and 1 from FEd are male while 4 from FPh and 11 from FEd are female. According to table 21, they show good skills in EFL level proficiency since 14 from FPh and 1 from FEd are declared as advanced, 2 from FPh and 9 from Fd as intermediate and only 2 from FEd as pre-intermediate.

Faculty of Philology		N
English Language level proficiency	Advanced	14
	Intermediate	2
	Pre-intermediate	/
	Elementary	/
Faculty of Education		N
English Language level proficiency	Advanced	1
	Intermediate	9
	Pre-intermediate	2
	Elementary	/

Table 21. *Number of the focus group students regarding their EFL level proficiency.*

The first specific question gave these responses from both focus group students.

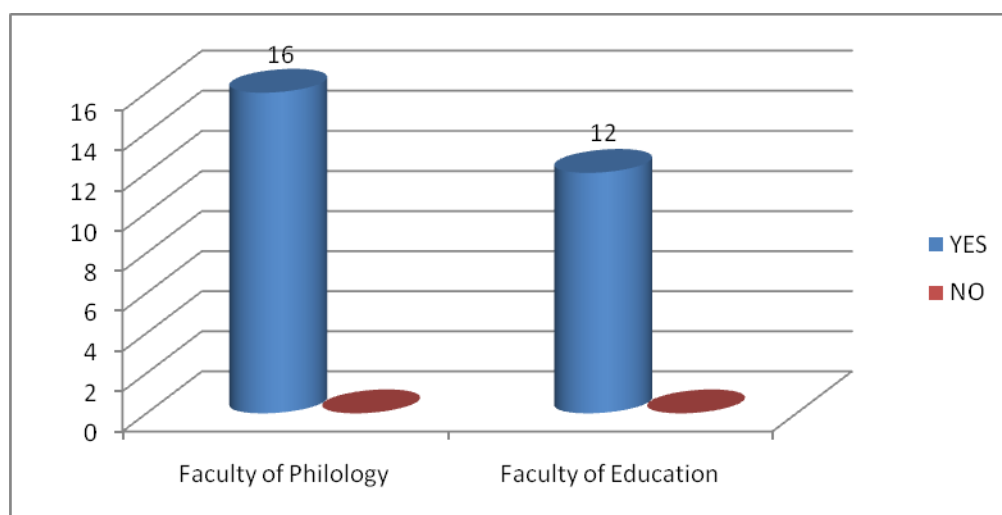


Figure 24. *Do you know what does differentiated instruction mean?*

All students, no matter their field of study or level of EFL totally know what differentiated instruction is as they circled the option Yes. So, students totally are familiar with the term of DI.

But, on the other question they totally said NO, that students differ in their language level knowledge. See figure 25.

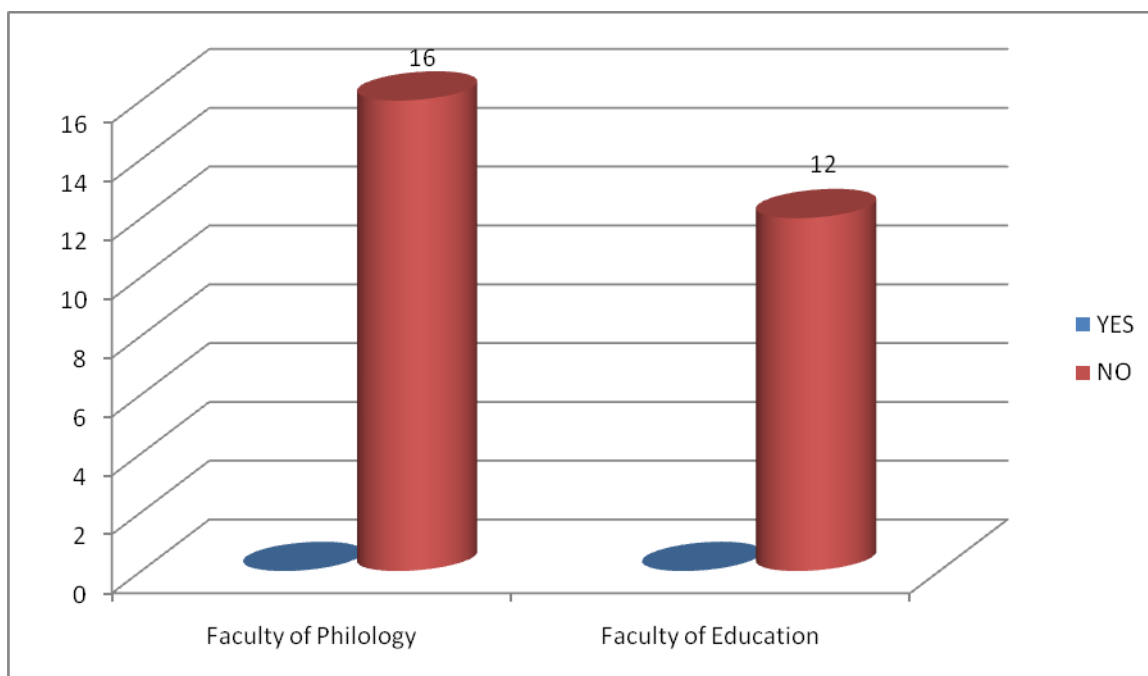


Figure 25. *Do all students in the classroom know EFL in the same level?*

In the third question, not all students were of the same opinion. Some students from both faculties emphasized that they do not know what the EFL mixed ability classes really are.

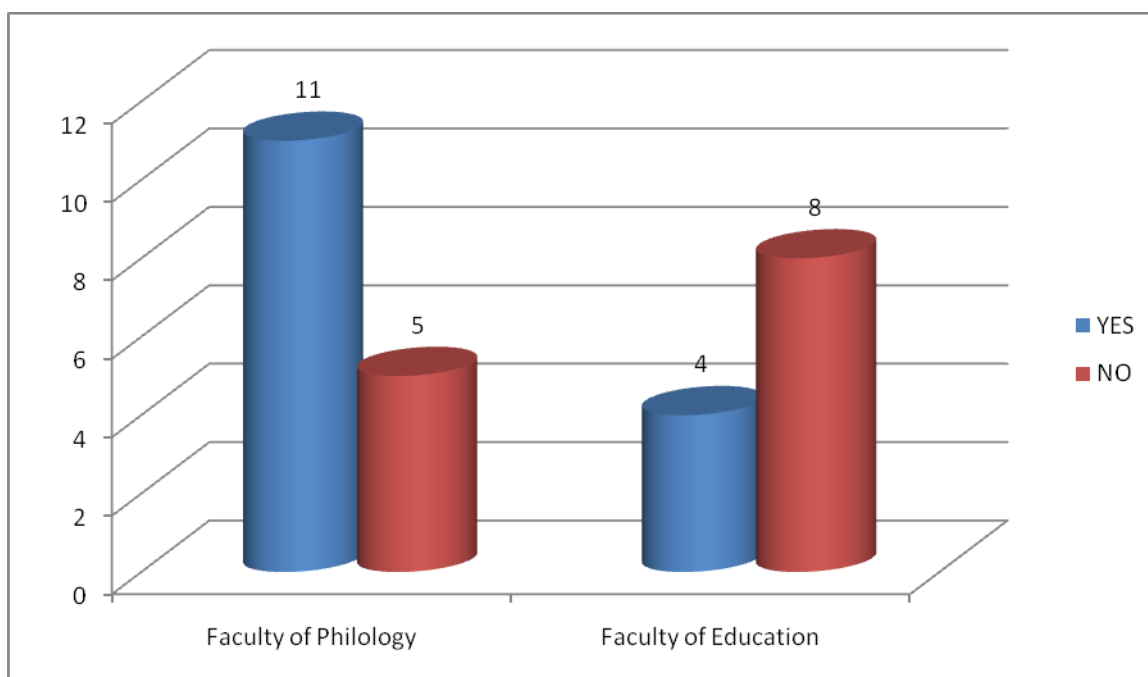


Figure 26. *Students' perception on EFL mixed ability classes.*

5 out of 16 students from Faculty of Philology and 8 out of 12 from Faculty of Education never heard about mixed ability classes. The discussion on explaining what the mixed classes are is going to happen between students who have heard before or know the function of these classes.

In the next question, if “One size fits all” is an effective teaching approach, students gave the opinion as shown in the table below:

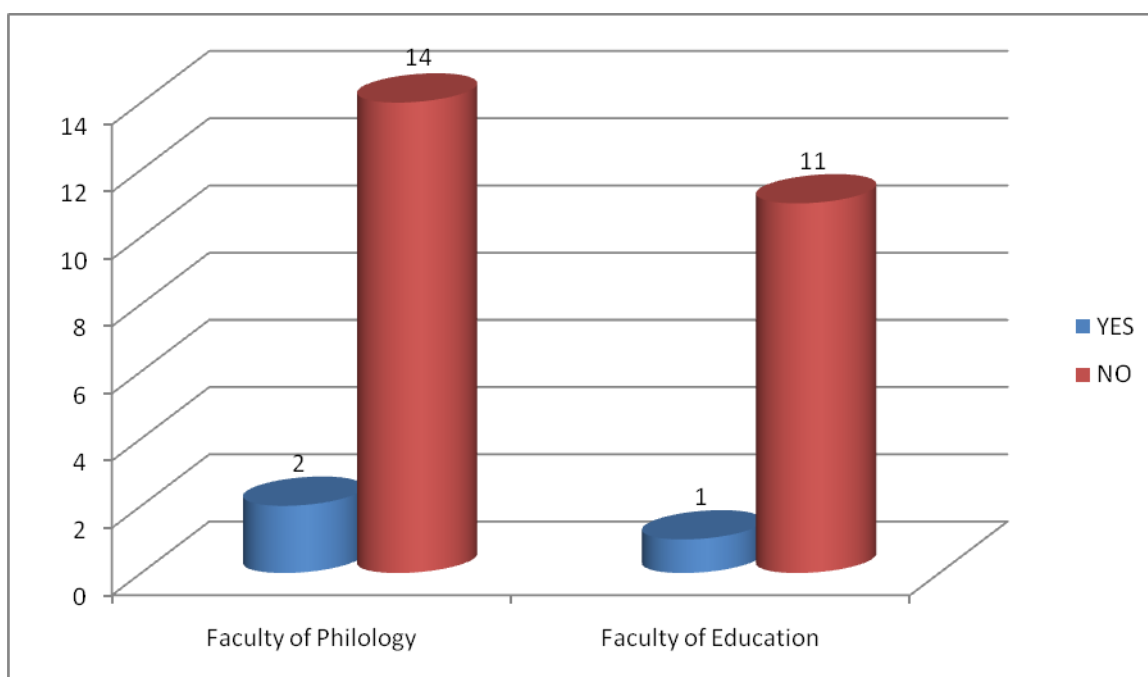


Figure 27. “One size fits all” is an effective teaching approach.

These three participants who believe that “one size fits all” is an effective teaching approach owe an explanation on why do they think so and will support their opinion during the focus group discussion.

But almost equal opinions have been given by the students of both faculties in answering the question: Do EFL teachers change their teaching methodology during the semester? Here is their opinion:

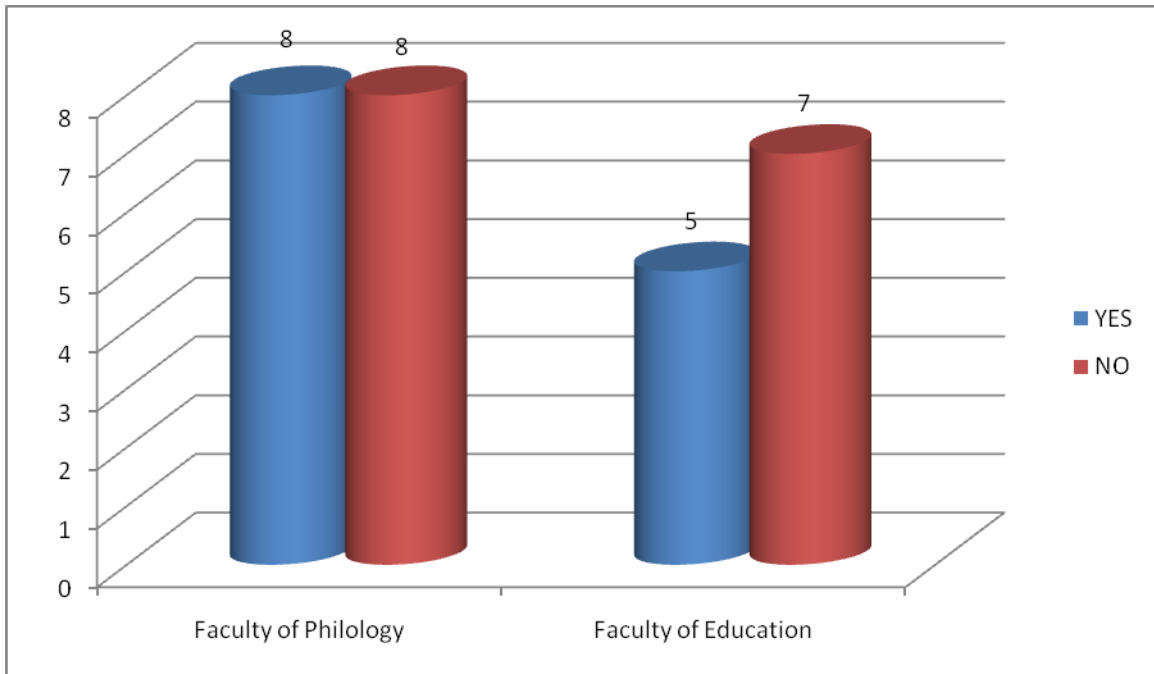


Figure 28. *EFL teachers change their teaching methodology during the semester.*

Student perceptions about the flexibility of teaching methodology by lecturers throughout lectures during the semester are not the same. Nearly half of the students participating in the focus group discussions think that not all the lecturers apply different methods that would facilitate students' learning. They also think the class is not always a suitable place to learn.

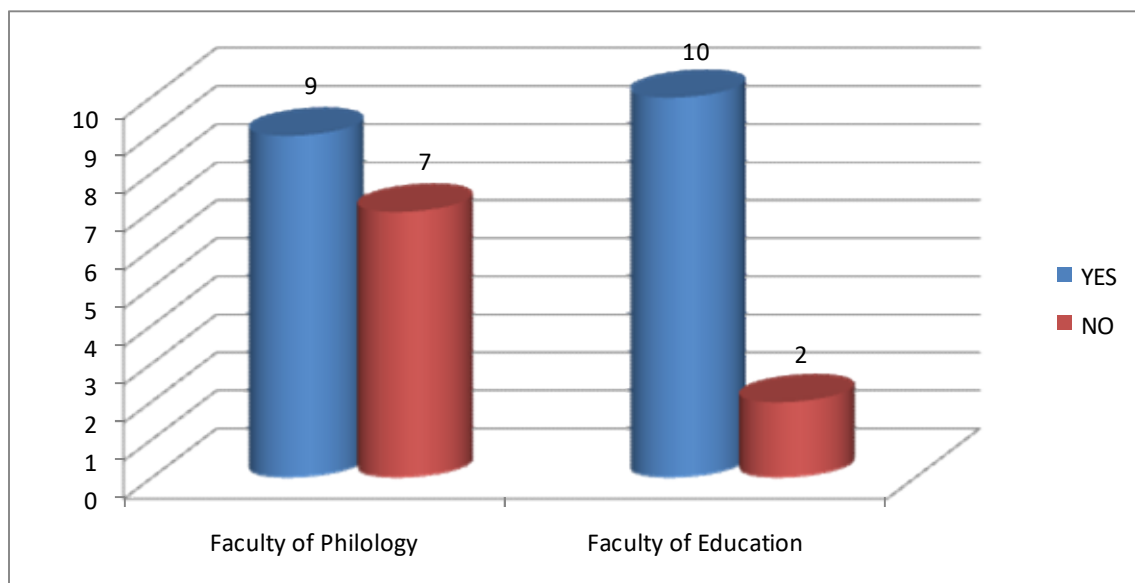


Figure 29. *Classroom is comfortable place to learn and follow lectures.*

In the seventh question of students' questionnaire participating in focus group discussions: Does any teacher do a pre-assessment in order to know your language abilities, finding show the results as in figure 30.

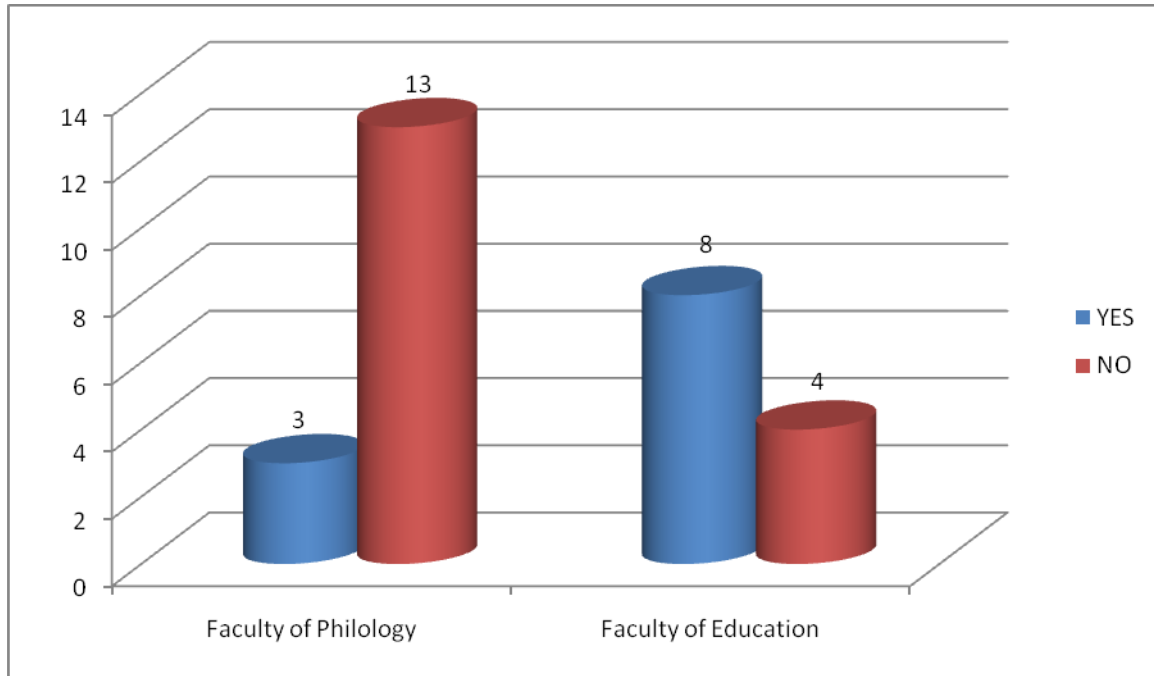


Figure 30. *Teachers do a pre-assessment in order to know students' language abilities.*

Again, these findings make us confuse and cause curiosity to reader to know why students have this attitude on this question. We will see this later. The study also aims to show if after the teaching, lecturer includes all the learners in activities that enable students to understand what was being taught already in the classroom. See table 31.

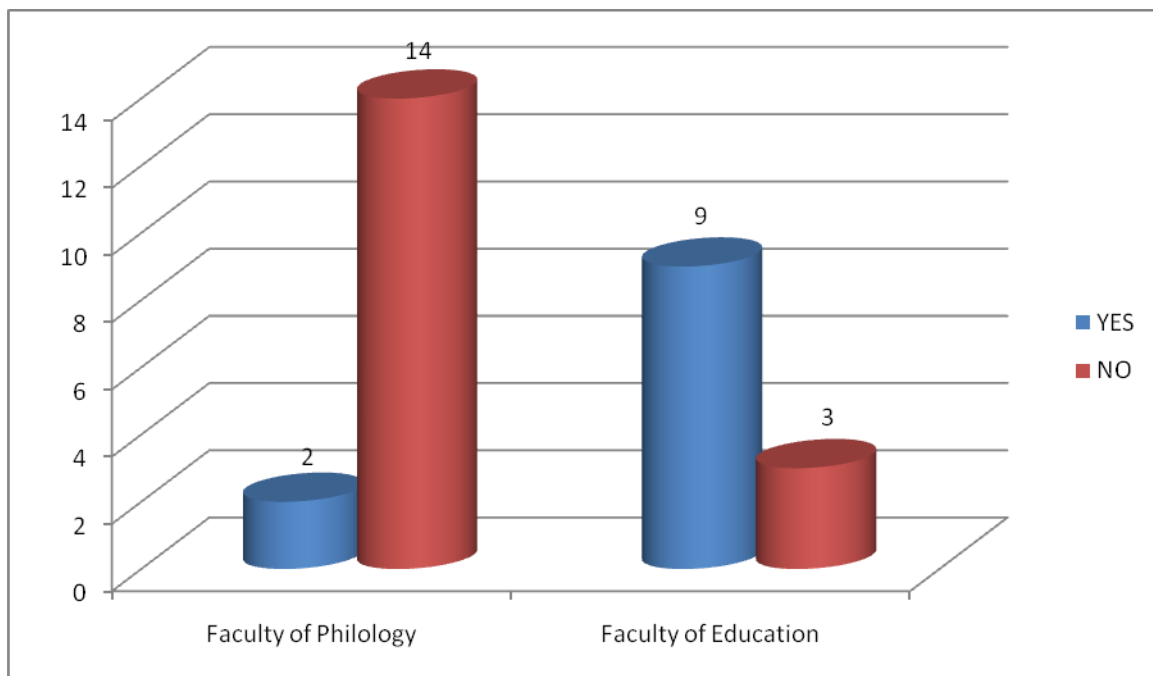


Table 31. *We are all involved in learning after the lecture was taught by the teacher.*

14 students in Faculty of Philology claim they are not involved in learning after the lectures taught while 9 students in Faculty of Education assert they do activities after the teaching of a certain unit by the EFL teacher. This disproportion between student thoughts remains to be seen.

If teachers manage to observe his/her students on how do they perform their EF language and give clear instructions on how to correct themselves or motivate them by giving compliments, it would affect the quality of learning. Therefore, the following question: Does your EFL teacher observes your learning performance and directs you further, shows the students' thoughts on this issue.

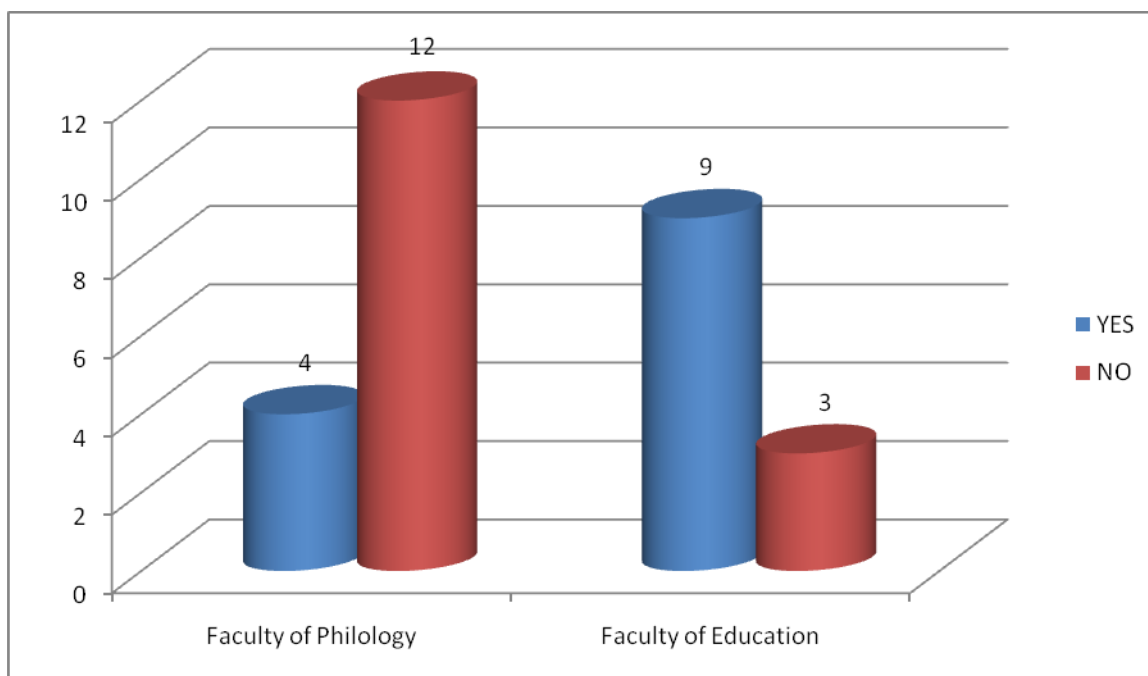


Table 32. *EFL teacher observes students' learning performance and directs them further.*

It is still not known why do students from Faculty of Education pointed more yes, while the students of the Faculty of Philology deny to be observed by their teacher on how do they perform and further receive instruction that would help their improvement in English language learning.

Moreover, they complain for not being involved in preparing the lesson plan or influencing the teaching methodology.

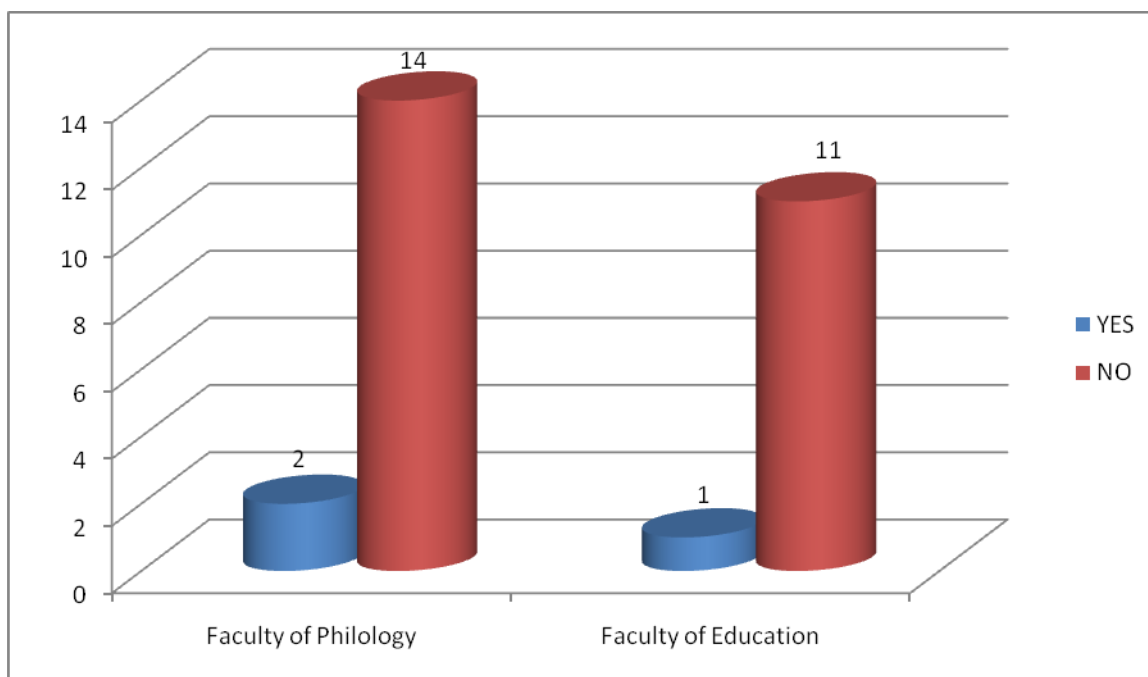


Table 33. *Students are involved in planning lesson and impact on teaching.*

For all of these data, whose responses were very short, with yes or no, the study will provide additional comments on discussions between students in focus groups. A summary of these discussions is in 5.4.

4.5. Focus groups findings

While completing the questionnaires in the Faculty of Philology, the author noticed students' curiosity about the investigation being done. They exploited the opportunity for several times to express the importance of the research, realizing that such research was directly related to the current situation that they were being challenged, that is learning. The author has noticed they have more to say. Therefore, while thanking for the dedicated time, the author used the opportunity to ask a question: How important do you find the attempt for using DI in EFL classes? Immediately, many of them wanted to give their opinions, but in order not to interfere the lectures scheduled they had, the author arranged a meeting with them to discuss more freely.

The same thing was done with students at Faculty of Education. So, the discussion with focus groups happened and lasted about 45 to 50 minutes. The students were all on time.

Initially, there were given some instructions by the author who asked students to respect each other, not to dominate during the debate and to be brief but understandable on their thoughts in order the author could take notes. There were chosen the questions which were most likely to generate the needed information and at the same time the author was sensitive to the time in order to complete the survey, since there were not only multiple choice questions but also the open ended questions that gave respondents an opportunity to give in depth feedback.

The findings of the focus groups were extracted from discussions that were in line with the questions set out by the study. The students showed not only readiness but also were curious to know about the differentiated instruction as their need to improve their EFL learning. The research study listed the students' thought and opinions according to the questions asked to carry out the debate.

1. Do all students in the classroom know EFL in the same level?
 - No, no way. We are very different in the sense that not everyone has the same English knowledge. Some speak fluent English although they may have difficulty in grammar.
 - Some are good at grammatical rules but are reluctant to communicate in activities where speaking skills are required. Some try, but they hardly show any results while on the other hand there are students who are excellent but rarely appear active in the classroom.
 - There are also students who have a lot of desire and would like to learn the English language and try hard but cannot succeed.
2. What causes mixed ability classes? Why are you different regarding English level proficiency?
 - The students gave their opinions by mentioning many factors that influence the creation of these classes, as:
 - We come from different cultural background.
 - Different beliefs.
 - Different family customs.
 - Different knowledge of previous learning.

- Our English level proficiency depends on our previous teaching, in primary and secondary education.
 - My parents never learnt English in the school.
 - Not each of us has financial support, either from the family or university to attend any private course.
 - I don't have chance to communicate in English, so the practical work would happen and help a lot.
 - I come from the rural zone and we don't have network, it would help to listen English, music, movie or any debate on YouTube, etc.
 - I would like to have the opportunity to travel abroad and during that time to practice English, I would like to challenge myself.
 - I think that I cannot improve the language to the point of analyzing a poem or paragraph.
3. What are challenges of being part of this kind of class, mixed ability class?
- Sometimes I get disoriented when I see others being faster in response and I cannot reach them.
 - I sometimes become desperate when the teacher gives us individual work and I need my friend's support.
 - I sometimes get furious when the teacher does not give us the feedback for the task we have already done because of seeking extra time for those who have not done the task yet, so we should wait.
 - I do not like when the teacher asks to work in groups because I have to engage in maximum while all of us get the same points.
 - I do not like when the teacher asks us to work in groups because often other members of the group work without involving others as they know better than we do and we are not able to make a contribution.
 - When working in groups I should all the time give instructions to other members of the group of what am I doing and distract me.
 - I sometimes have to translate to a friend sitting next to me when the teacher gives us instructions for the homework.

- I am very concerned when the teacher asks us if we want clarifications to be done by code-switching in first language (L1), and a group of students respond immediately to no need, then my request is inadmissible and I do not feel good about to react.
4. What does Differentiated instruction mean for you?
- I think it's the best way to improve learning and I define DI as solution for learning.
 - DI are different strategies, different activities in the classroom.
 - Different homework.
 - are techniques for different students who do not have the same skills.
 - are the utilization of different literature, additional materials.
 - are different ways of evaluating.
 - are different ways of learning and teaching.
5. Do you believe that all EFL learners learn in the same way? Support your opinion.
- No, most of us have our learning style.
 - I am happy when teacher enables us to do task at home because I sit quietly and work without interference from others.
 - I like to work in peers because my classmate sitting next has a rich vocabulary and I learn a lot.
 - I have noticed that many students are happy when it comes to do projects in groups.
 - It helps when the teacher presents the lecture on PPP, so I can see better about the topic introduced.
 - It is very helpful for me when we hear an audio sequence so I improve my pronunciation.
 - I would have succeeded if I could see an example about a task that the teacher gives, so I would follow the steps one by one and make it properly.
6. Why do you think that teaching approach "one size fits all" doesn't work in learning EFL?
- because we aren't same learners.
 - because what is considered helpful for a student, for others doesn't stand.
 - because also the way we answer the teacher is not evaluated in the same way by the teacher.

- because we do not have the same language skills.
- because not always the topic for everyone is interesting.
- because I'm not always motivated to learn.
- because the way of teaching does not fit my style of learning.

7. How often are different strategies and activities offered in EFL course, so the DI happens?
Do you think it's enough?

- compared to the methodology that teachers have been teaching EFL for many years, nowadays, I see a great deal of progress because of the flexibility the teacher offers us with different activities.
- First of all, the usage of modern technology is enough helpful for learning EFL, either in the classroom or at home.
- I think it can be done more in terms of diversity of activities and more practical work would be necessary.
- I think we have enough opportunities to gain the needed knowledge, since there different activities teacher serves in the classroom. I like when we are asked to write down the meaning of the lecture and have chance to read and re-read, so it helps a lot.
- Teacher provides additional material in the course of Syntax. It helps us understand the meaning of syntax patterns and also tutorials help us a lot.
- It's helpful when teacher gives us the opportunity to explore the internet and choose the poetry for analysis, so it depends on our interest.
- I am satisfied when teacher gives the instruction in both EFL and native language, so it clarifies all details.
- Sometimes in the course "Modern English poetry", teacher divides handouts for students with the poem and a glossary with more advanced unknown vocabulary items.

When talking about the methodology of teaching, it cannot be neglected a part of the discussion that was made with the focus group of the Faculty of Philology.

Although during the research it was not I do not observed the course of syntax, there were many comments from students regarding the teaching methodology the teacher uses in the class. But, with the same teacher in the course theory of practice and translation theory, an inactivity on

the part of the teacher and poor management was noticed which made the author to take students' thoughts and comments into account. Some of the comments given by the students of the Faculty of Philology regarding the progress of this course are as follows.

Syntax is a subject that has been covered more by the assistant rather than by the professor. All lectures are covered by power point presentation prepared by students. The presentations are mostly copy-past from internet or the book of syntax, and no further questions are raised. There is no logic of asking other students for answers for something that they are studying themselves. Students who prepare and present a presentation have extra points given to their grade on final exam.

All needed explanation and answers we receive from the assistant, not from lecturer as she is obliged who is paid for the lecture. Although, several times the assistant reminded us that she is there for tutorials not lectures, because she is not competent to do so and that would be interfering in professor's authority. We, the students, have insisted to at least answer to our questions. In fact these questions cover most of the lectures presented on professor's class by power point presentation prepared by other students.

The assistant that covers Syntax tutorials, except for many exercises, provide us with extra materials, which clarify everything that we find unclear in books that we use. Sometimes, when we have difficulties in understanding, the assistant asks our permission to use first language, respectfully native language, which in some cases is very helpful.

Once, we had difficulty to understand the difference between the function and the structure of different parts of sentences. She managed to clarify that, by taking an example from our daily life, which was extraordinary and very clarifying.

The assistant often gives us helpful links in the internet for additional information. She dictates us explanation which we need to read every time before tutorials start. By doing this it is impossible not to remember main things that help us during syntax.

There was a huge problem for us students to understand Direct and Indirect Object. Our assistant explained to us many times. In theory it seemed acceptable, but during tutorials, while analyzing a sentence, we still had the same difficulty.

Then she said that she needs to go back to morphology, and previously give an explanation on verbs. We had an extra hour and learned about, copulative, transitive and intransitive verbs. Only after we learned to identify transitive verbs from intransitive, we managed to identify direct objects and then indirect objects.

Tutorials always include group exercises and individual ones. A sheet with 5 to 7 assignments is provided to us, from our assistant and we correct them all together. Extra explanations are given while correcting our work.

From time to time, the assistant conducts a short test, which she checks them after hours and explain where we have made mistakes, while to other students are given other assignments.

These comments stated by the students show that DI implementation by teachers happens by the teachers who love their profession and want to share their background knowledge in order to help the students, and not those teachers who call themselves 'professors' because of their title and qualification.

8. What are your individual preferences so you might use to reach learning easier? Are you allowed to learn in your way or you are directed by the teacher.

- not always we are allowed to learn in our own way.
- I succeed when the teacher gives us the material to learn the relevant unit rather than the PPP. She passes slides fast so I cannot remember all of it.
- My problem is in the syntax. If I'm asked to formulate a sentence in my own and be followed by the teacher to every step, it helps me understand and memorize how it goes. So I need a special dedication, which I don't have always.
- I need first to hear else one how expresses an opinion or answers to the question, then I feel like I'm OK to try myself.

9. Is the classroom comfortable place to learn and follow lectures? Support your opinion.

- I guess yes, we have now used that we have to learn in the classroom.
- No, I don't agree. Often, in the course "Theory and Practice", the teacher gives us the task to finish for about 20 minutes. When the network is weak and we do not have access to the Internet we find it very difficult to accomplish the task.
- I share the same opinion. I do not know why the teacher matters of such movement, either in the library or in the faculty hall? It would be relaxing for me.
- I fit in the classroom, we have the projector, the necessary material, the teacher to give us the necessary instructions and above all we have each other for any help.

10. What about the course syllabus? How is it designed? Does your teacher collaborate for planning the syllabus?

- The syllabus is presented to us in the first lecture by each professor. Designed step by step about each unit and each week along of all semester.
- Syllabus is designed according to the professor or as she comments, based on the level of the program and projected level. Some professors ask for advice or confirmation of the students if everything is OK with the offered literature.
- The method of evaluation is included in the syllabus, too. It is introduced to us in the first lecture. And we immediately start to feel worried because we knew it was said and done, unchangeable already. There are some teachers who ask for our opinion on how would we like to be evaluated, during or at the end of the semester.
- No, there isn't any previous collaboration at first. Sometimes, during the semester we look for another form of evaluation, whether week after week through portfolio, presentations, classroom or home assignments, but not everyone has a positive approach. Some teachers support our choice.

11. If you were an EFL teacher would you make sure each student gets the attention they need?

- Certainly yes, especially now when the possibilities are extraordinary, in a modern educational world.

- As a future primary school teacher, we do the practical work for weeks in the schools of our municipality, and I try to get notes when I succeed through any activity with children. I think to keep it all the time so it would remind me achieved successes.
- I think it is difficult to manage a class and meet each student's needs. I believe it needs great dedication, which should not be missing anyway and try as much as I can.
- I think it takes time to know every student in the classroom and recognize their individual preferences, but I would have tried at first being flexible in explanations and exercises and find out the proper way that fits most of the students.
- I would have divided into groups according to the language skills, the learning styles, some in groups and some individually and provide appropriate tasks and activities regarding their differences. I do not know if it would work but I would have tried it.

4.5. Observation in EFL classes

To prove if the statements emphasized in the interviews with the teachers stand, the author of the study accomplished four hours of observation of the four teachers interviewed.

T1: Modern English poetry class

The professor seemed to have an ethical and professional attitude in the initial confrontation with students. The students did not look very enthusiastic about the course, even though there were heard many compliments about the professor before she entered in the classroom.

First, the professor was interested in the students' participation. After verifying that there were some students missing in the classroom she started teaching without greeting or a way to stimulate students on learning the present unit. However, the professor was well prepared for the subject. All the time she required student's interaction, she encouraged students to be part of the lecture. She always included reading and analysis of each poem. She divided handouts for students, which included the poem that was analyzed that day with translation of unknown words, which was very helpful for students. However, every time the analysis of a verse or a stanza of any poem started, she imposed her opinion to students. If while analyzing the poem one

of the students did not give the answer by sharing his/her own opinion which was not the same or at least similar to the professor's opinion, that answer was considered as not correct. Her reactions were like: "You're not even close", (expressing disappointment), "How did you come up with that opinion?!!!" (With a surprise intonation), "Were you listening when we read the poem?" (Expressing confusion), there have been even some laughter associated with an apology by her.

She did not stop talking until the explanation or analyze of a poem finished, except if any student interfered with his/her opinion which was not very welcomed by the teacher. During the process, she used whole class activity by asking questions regarding the presented unit but did not care on students' participation in the discussion. The whole discussion took place among a group of students who seemed more advanced than others.

All of these make her not approachable by the students. At the end, during the learning process the students came up with same answers which in reality were the answer that the professor gave during the lectures and all students took notes as if it were the answer to the question that could be part of the final exam.

Although the professor tried to use different tools and gave different instruction of how to analyze a poem, at the end, students were not benefiting much, meaning that they were hold back when it came to giving their opinion. It could even be considered as discouragement.

T2: Theory and Practice of Translation

The professor communicated kindly with students and tried to create a relaxed environment for learning. Even though the level of English proficiency that the teacher possessed was high and her English was totally understandable for the students, her class management was poor, therefore most of the time the students were not focused. The professor continuously clapped her hands as a sign to invite students be focused in lecture.

The professor during the lectures used only power point presentation, no additional materials what so ever. Something I have noticed, the teacher said: we will continue with the unit we had to do last week but we did not in the absence of electricity, which made me realize that the

professor reschedules the lecture for the next week if there is not electric power. She uses PPP (Power Point Presentation) only. From time to time, the professor put a slide with a text consisted of one or two sentences and its translation for the purpose of explaining the equivalence between the original text and the translated one. She used projector and some handouts as a material for students.

After the presentation which lasted more than an hour, she divided students in groups, no matter if they were to work individually or not. The professor monitored each group while doing given assignment but did not give extra explanation while monitoring, but motivating them like: “You’re doing well”, “just go on”. I heard a student when asked if she would give any feedback for the given homework of previous week, and she said there was no time. Just as I was informed by a student, every week they had homework, short translations from Albanian to English language and vice versa, for which students have never received any feedback, but which were set as a criteria which students must fill in order to have professor’s clearance to sit the exam. Another criterion was the creation of portfolio consisted of 10 translated documents, which students were free to choose by themselves, but which must have a text of an advanced language, from both languages.

The teacher set the deadline for the class activity and students were doing their best to be on time. However, she allowed extra time for students who needed it. Not every member of the group was involved in the assignment. The teacher investigated such a thing and determined who would say the translation of the part she had offered to translate. So, she paid attention to each student. While listening to students, the teacher carefully corrected students’ mistakes in given responses. During the time students gave the product, teacher all the time asked other students if they have different opinions and tried to push students co-operate to each other. Finally, she asked students if they have suggestions for the coming week, including teaching strategies.

T3. English language II

The purpose of this subject was to increase students’ skills in speaking, listening, reading and writing through pre-intermediate and intermediate grammar level. The professor was interested in the students’ participation and expressed the opinion on the way students were sitting because

some students were sat at the end of the class while desks nearby were free. The professor started the lecture by mentioning some adjectives to enter the topic and to attract students' attention for the present unit. She was motivating students as the learning outcomes will be achieved easily and they will gain the needed knowledge required regarding the unit. As a result, she required everyone's attention. Students had the book as a literature to be used that was set in the syllabus. The student's book seemed to be accessible for students. During the lecture, the professor several times stopped to ask if there was someone to ask in order not to go further without clarifying what had been said until then. There were students who asked for additional explanation and the teacher, without hesitation, explained once again. When the teacher emphasized, that's it, I thought it was a little planned time to the teaching unit. But, there happened a lot of activities. She offered additional material and provided printed tasks, readings and exercises. Then, she engaged all students in various flexible grouping. There were 52 students in the classroom. There were 7 students who wanted to do task individually and the teacher offered the same task to each. There were 5 peer groups (ten students), and three small groups within three members the teacher divided in voluntary basis. Further, she divided other 26 students in six groups (four groups of four students and two groups of five students). The teacher defined each student's responsibility in peer and group work. Her given instructions were clear. After the students started to do their tasks, teacher monitored her students carefully by giving extra explanation and paying attention to each of them. The teacher calmly improved their mistakes as there were different students with different English level proficiency. Based on this issue, the teacher gave different assignment to different students as homework. Finally, she asked if they have suggestions for the coming week, including teaching strategies or any possible changes on teaching methods used so far.

T4: Practical English

This is a subject whose purpose is to increase students' English language skills and help them for easier and better English language acquisition. Students have to attend only once a week a class that lasts 90 minutes. There are no tutorials for this subject. At the beginning of the lecture, the professor seemed very approachable, open-minded and flexible and her English fluency was great. The number of students that attended the class was small. However, she tried to create a

relaxed environment for learning by greeting students and stimulating them on learning. She started a class with a question: “What helps a person to achieve success?”. This prompted a discussion immediately, since her topic was so attractive and trendy. Answers started flowing from each and every student. They all participated. The discussion was so deep and everybody had different opinion. The discussions passed in the debate, with agreements and objections but with a lot of enthusiasm.

One said, “You need luck”. Even if you are a hard worker and smart but unlucky person, you cannot achieve anything.”

Second student said that you need to be neat and well dressed. First impression matters.

“You need opportunities and use them properly, and then work hard for them” –was another opinion.”Look at Johnny Deep. He did a favor to a friend by driving him to an audition, he took the opportunity and ended up auditioning and got the part”.

One even said you need to be beautiful. “If you are beautiful all the doors open by themselves. So if you want to be successful you need your beauty. Look at Kim Kardashian, she doesn’t work at all, probably has no degree and who knows if she is intelligent or not. She has a beauty and most known fashion companies pay her a lot to dress their clothes”.

Some students disagreed. “You need to be smart, very smart if you want to be successful. Look at Prof. Malcolm Walmsley or Albert Einstein. Beauty didn’t make them successful, their brain did”.

“What about Oprah Winfrey. She is so successful but not so beautiful” – said one of the students.

Throughout the discussions and pros and cons by the students, the teacher marked names of the popular people in the whiteboard and the reason why the students believe the person has succeeded. After being given some names and discussed for them, the teacher organized an activity. All those students who proposed someone as a successful person would write about how she/he achieved that success. On the other hand, the students who opposed the proposed people as successful had to find out by taking information on internet and prove their disagreement.

Everyone was online, searching on Google and were looking for the success stories of the people they mentioned, but still the debates did not stop. The students were practicing the English Foreign Language in the best possible way, as the teacher did not allow switching in the first language. It seemed that all English language skills were practicing at the same time, as they were listening what classmates are saying, they expressed their idea by speaking and they were writing as well. Students needed almost half an hour to express their opinions and information in writing. As the students finished the assignments they began to read, but there were still objections and the debate was continuing. The discussion was very interesting, for sure educational. The lecture was of interest to students, they were highly motivated for learning and students were free to use their language level, some expressed their thoughts using simple language some used more advanced English language. The total time of participation during the lectures between the teacher and students was divided 70% for students and 30% for the teacher.

The teaching strategy that the professor practiced was enjoyable for students since she made a 90 minutes class to look like a 15 minutes.

CHAPTER V: Summary and analyses of the results

The study has extracted data from the analysis of four research instruments. Each given data, as it is presented in detail, is also summarized in this chapter. In each summary are presented the most important outlines of this study in order to be a guide for all those EFL teachers who make an effort to function professionally in meeting the needs of all students in the classroom. Besides the participants' answers to closed questions as well as open-ended questions provided in students' questionnaire, the present study reveals also thoughts and opinions of participants who were part of the discussions in focus groups.

This research that is conducted to facilitate teachers in further enrich with new teaching strategies, also motivates students in a stimulating manner to ask for EFL learning activities in the classroom according to their readiness, interest and individual learning style preferences. This stems from the fact that the participants showed interest in focus group discussions, not only to answer the questions and to discuss with the author and the other members of the group, but were also curious to know more about the teaching methods that would be practical in adapting to learning based on their skills.

On the other hand, teachers throughout the interviews expressed their willingness to show as much as possible about differentiated instruction and its implementation during EFL teaching. The questions provided in semi structured interviews often seemed to remind them of new methods and teaching strategies that should have been part of their syllabi. Such an effort was noticed during the classroom observation. Moreover, the summaries for each investigation will be presented in the following parts.

5.1. Plot summary of students' perception in closed questions

The sample of the present study are 182 students from Faculty of Philology and 195 from Faculty of Education in University of Gjakova "Fehmi Agani" in Gjakova, totally 377 respondents were questioned at the same 15 closed questions and 5 open-ended questions of the student's questionnaire. Based on general questions the research has revealed differences among

respondents regarding their study department, gender and their EFL language level proficiency they possess, whilst have declared their level as elementary, pre-intermediate, intermediate or advanced.

Notwithstanding these changes, the majority of respondents claimed that not all students learn EFL language in the same way, or exactly 79.57 % of all share the same opinion. At remaining of 20%, 14.58% didn't know and only 5.57 % believe that all students learn in the same way.

From this question the author noted a curiosity among students because they started to discuss individual students' preferences. According to the data provided by the participants, a considerable number have sometimes or never been connected to the way their EFL teacher was teaching in the classroom and suggested that "one size fits all" doesn't work for everyone in the learning process, just as their clothes do not fit to each other. This is because, as Wong-Fillmore, & Snow (2000) claim "students in our schools come from virtually every corner of the planet, and they bring to school diverse outlooks, languages, cultural beliefs and behaviors, and background experiences." (p.35).

If the teacher applies only one method of teaching then it means that he approaches only part of the class participants. And if this always happens then it means that the teaching does not reach all the students. Of course this teaching model becomes easy practice for the teacher but it is very difficult and boring situation for the passive part of the class students.

During the questionnaire process, the students started to become more familiar with the purpose of this study and DI is considered as a sublime need for the EFL learning. No difference was noted between the students of the Faculty of Philology and others from Faculty of Education in their thoughts about the frequency of differentiated instruction implementation by EFL teachers.

Most of respondents stated that DI happens often or sometimes while teacher taught the lecture in the English language course. The data on how often teachers apply DI in order to meet the individual needs of students show that the teachers make enough effort, but most of the respondents, about 38% claimed that they sometimes happen, while 15 % declared teachers always DI and 27.58% often. Only 19 % of respondents (72 out of 377) have given negative opinion. These results give an answer to the 6th research question. According to the data of this study the importance of strategies does not depend in the nature of the study program,

respectively the subject studies, given that the English as a subject in Faculty of Education is foreseen to be taught at lower levels based on skills such as reading, writing, speaking and listening are and basic grammar patterns as well. On the other hand, students of Faculty of Philology face greater foreign language challenges and greater teacher's demands, since the planned curriculum regarding the field of study acquires the analysis of different literature and linguistics, analysis of novels, prose and poetry, advanced vocabulary, translation, etc. Regardless of these elements, implementation of various activities and strategies should not be limited but expanded and implemented as much as possible in English language courses.

Furthermore, students are delighted with various tools of modern technology used in the classroom, whether by the teacher or by themselves. Except of internet links or PPP's offered by the EFL teacher, students can use their PC, phones, CD player, different online books, online dictionaries, etc. To the question of whether students have enough technology tools that help them understand the lesson better, respondents indicated that different tools of modern technology are used in English language teaching and learning. But, a disproportion between the students of the Faculty of Education against the students of the Faculty of Philology was noted. Students at the Faculty of Education are offered less technology tools than students at the Faculty of Philology. There is still no certain explanation, but as far as the study noticed, programs differ, so the material of literature has to be taught in accordance with the predictions of learning outcomes. If the English language in the Faculty of Education offers English skills, then more repetition and exercises are required while in Faculty of Philology, respectively in English language studies which include literatures of American and English cultures, analyzes of novels, prose and poetry, learning may be facilitated through the internet and other resources. This could be considered like an answer to 5th research question.

The findings also proved that individual learning styles among all the students, both from Faculty of Philology and Faculty of Education, are varied and there is a mixture of the ways they used to learn EFL. Stewart and Felicetti (1992) define "learning styles as those educational conditions under which a student is most likely to learn." (as cited in Ghaedi & Jam, 2014,p.1232).

Students mostly reach learning by using their own learning styles: aural, verbal, visual, solitary or social, as learning styles investigated in the present study. Thus, there is no difference

regarding the program study they are following but it is a matter of the personal issue of each individual. In addition, the main factor that influences in learners' learning is the planning design that initially provides the tools for necessary educational support for learners.

Because of this variety of students' learning styles it seems impossible for everyone to adapt to the teaching strategies the teacher offers so they might construct the lesson on their own learning style. Based on the findings, students at the Faculty of Philology work more often individually while others at the Faculty of Education work more in groups.

However, working in groups and teacher initiative to apply group activities should be done carefully, because groups should not be fixed, whether in numbers or in their content (always the same group students). Some students prefer working in larger groups while others are more comfortable if they work in smaller groups, in pairs or individually. Therefore, it is considered as a difficult teaching management strategy.

Perhaps, the content and the process of EFL course require this DI difference that enables them to acquire and improve the target language. Likewise, participants appreciate working in flexible grouping, small groups, working in pairs or individual work. According to Ford (2005) "all grouping patterns—large groups, small groups, teams, partners, and individuals—have value because they all offer the learner slightly different experiences with different outcomes." (p.1).

Based on the findings, flexible grouping is teacher's activity often applied in the EFL classes and it seems that the students at Faculty of Education are offered the opportunity to learn according to their individual preferences since 60 % of students are encouraged to learn on a way that best works for them and around 40 % assert that the teacher does not direct them to follow any particular model of how should they learn. However, trying to fit into the students' learning styles is a matter that needs to be supported by the teacher, thus they have to make an effort to accomplish it.

According to students of Philology, the classroom does not always give them the opportunity to learn according to their individual preferences. Due to the requirements the program serves and more advanced literature that EFL studies require, it is meant that a more comfortable place, such as a library or home lessons, can help in realizing effective learning. Units that require deeper reading for specific information acquisition are difficult to reach in a space where you

cannot be focused properly or where obstructions from each other are more evident. But, apparently, student at Faculty of Education feel more comfortable when they receive the right instruction from their EFL teacher in the classroom. Fostering grammatical forms and patterns of sentence construction over tenses require special focus in the classroom, when the teacher gives the right instruction, and then the activities occur to help them reinforce the knowledge.

Another fact is that not always the material or literature is welcomed by the students, because there are cases when students find a particular unit harder comparing with other units. Hence, according to Wong Fillmore & Snow (2000) “teachers need to understand how to design the classroom language environment so as to optimize language and literacy learning and to avoid linguistic obstacles to content area learning.”(p.8).

In an Inquiry Project developed by Pohtola Taru (2015) for participating in the Fulbright Distinguished Awards in Teaching Program at Indiana University, titled ‘Differentiating Instruction in EFL Classrooms in Secondary Education’, it was well investigated about the teaching strategies in the way different EFL learners regardless their ability, interest or readiness learn in the classroom.

Among the researchers that this research referred to was also “Blaz (2006) who pointed out some important features of differentiated instruction:

First of all, the students have a choice, they can influence what and how they learn and also how they show what they have learned; secondly, the new things that students are learning should be connected to their interests or something that the students have previously learned or experienced. Connection to something familiar helps the learning process. Thirdly, it is important to make students learn to see their own strengths and weaknesses and to teach them learning strategies. (as cited in Pohtola, T., 2015, p. 9).

Based on the findings it appears that implementation of differentiated instruction in the content is flexible and not fixed. According to respondents, the literature and material learnt and taught that is used in the class may be chosen by students themselves. Majority of sample from both Faculty of Philology and Faculty of Education in University of Gjakova “Fehmi Agani” claim they are free to learn from different sources of literature. Further, teachers seem to pay attention when it comes to informing students about planning the process of learning and teaching as well during a semester. They show respect by cooperating with students about compilation of the syllabus. While reviewing the syllabus in the beginning of the semester students are offered the

opportunity for any change that would be based on their learning needs because as the students stated, the implementation of DI seems to be the most important factor that helps increasing EFL learning quality. This gives some form of evidence to the second hypothesis that the study has raised. In the 14th question of the student's questionnaire: If EFL teacher uses different strategies it will improve the speed and quality of learning, the findings also confirm the last two hypotheses since all students regardless of the faculty they study or program they attend and regardless of their language level proficiency, claim that DI is the best way of teaching in order to achieve the desired success in learning.

5.2. Plot summary of students' perception in open-ended questions

The data showed that the differences on given opinions by both students of the Faculty of Philosophy and students of Faculty of Education are very close on their perception about all open-ended questions, so in this summary the description of opinions of the two groups were included indiscriminately. In the first open-ended question of the student's questionnaire, students of both Faculty of Philology and Faculty of Education in University of Gjakova "Fehmi Agani" showed whether the DI are feasible and manageable in EFL classes. The respondents thought that DI is difficult to be implemented but not impossible to reach. A small number believe DI is not accessible and reached because of the high number of students and difficulties the teacher meets in differentiating too many strategies for present students in the classroom since all of learners have their individual preferences and different learning styles. It requires an excessive engagement and hard work on trying to know every student's individual learning style. Furthermore, according to Tobin and Tippett (2014) "implementing DI can be a daunting task for teachers because it requires a new way of thinking about curriculum and instruction."(p.423). Again a small number of participants claim that DI is not difficult to manage by the teacher because it is their duty and they are obliged to meet every student needs so the learning would happen properly.

On the other hand, majority of respondents believe on the difficulties teachers meet when they have to implement DI in EFL classes but there are some skills that teachers should possess in order to achieve this goal. If teachers are professionally developed, if they are determined on

being successful in their teaching and want to impact positively on students' learning improvement it is undoubtedly manageable. Tomlinson (2001) claims that: "by offering variations on well designed products with core commonalities, teachers encourage all students to draw on their personal interests and strengths. In these ways, all students can grow from appropriate challenges." (p.92).

On the other hand, students are also challenged in EFL mixed ability classes. While teachers are keen to protect the students' interests and meet their necessities by creating a comfortable environment for learning, students face with obstacles and distress from each other. Some require the teacher to change approaches to his/her teaching strategies while others do not agree. Some students are more advanced in English language so the slow learning process by weaker ones make them feel bored in EFL classes. One of the respondents in Faculty of Education expressed, as follows: "the biggest challenge that makes me nervous in English course is when I decide to answer any question, everyone starts laughing with the mistakes I do in pronunciation. This makes me feel bad and it seems to me like I will never gain the confidence to speak freely". Another one pointed: "There are students who are able to help but do not want to help, do not know and we should practice them so it is boring to deal with weak students and students who are not interested to learn and on the other hand we are obliged to help because of the teacher's recommendation". Teachers are more focused on the weaker students while advanced students have to face the monotone classes. For this reason, in mixed ability classes advanced students remain in same level of EFL knowledge because the teacher deals more with practicing individuals and repetition of things which are already known by strong students. Another group of students complains, too. Being slower in carrying out tasks due to the weaker English language level they feel left aside because of some nonstop active students who do not respect those who need extra time to conduct the task. Some teachers are focused only to advanced students because only they have the ability to engage in the lesson and the teacher does not care to deal with others. Another factor which deprives students' right to be an active part of the lesson in mixed classes is the limited time. When working individually it is hard all students to have teacher's attention, therefore not all students are included in the lecture. Therefore, the most important step that the teacher has to undertake is to use as many ways to fit all students alike.

According to Ireson & Hallam (2001):

One hundred years ago it was more rigid in its structures – class, gender roles, and religious identity – and working practices. Our society is now multicultural, class and religion play a smaller part in the identity formation of most people and gender roles have changed considerably. The nature of work has also changed.(p.212).

Teachers need to admit that a class is of mixed-ability because learners differ in their weaknesses and strengths and improve according their different skills. Once the teacher recognizes students' needs his/her next step is implementation of DI. As a set of strategies, DI has a great influence on students' learning improvement. Implementation of different strategies encourages students' interest in learning, gives them the same opportunities to learn, the lecture becomes more attractive, students feel more comfortable and become more productive.

Does a new generation promise a better effort on meeting learners' individual needs? Students of Faculty of Philology and Faculty of Education show readiness on overcoming the challenges they would face to pay attention on every student in the classroom, no matter how difficult it would be. A small number seems hopeless since they think it is hard to be achieved because of different abilities of students, the large number of students in the classroom and limited time. But the thoughts of the majority are more optimistic. Majority of students admit that DI is a difficult approach to achieve in EFL mixed ability classes but not impossible. With the effort teacher can achieve attractive classroom climate and be a good teacher for every students. Meeting students' needs means being professionally developed on the field you have studied but also have devoted for a long time. Teachers who manage the time are able to meet every learner's necessity.

Daniel Butterworth in his doctoral thesis 'Placing Gifted Students At-Risk in Mixed-Ability Classrooms ' believes that "instructors in mixed-ability classrooms need to be afforded continuous training to better manage the challenges of their diverse learners." (Butterworth 2010,p.8). To make all students feel equal in a class, regardless of the differences that students have, the teacher should consider students' readiness, interest, identify each learning style, invite every student in discussion, raise their motivation and last but not least, implement DI in the classroom. Students practice more if their teacher serves activities and implement differentiated instruction in EFL classes, thus the chance to language learning progresses better.

On what does a differentiated classroom look like, according to Tomlinson & Kalbfleisch (1998) is that “teachers are hunters and gatherers who energetically continue to find out all they can about students’ current readiness, interests, and learning profiles.” (p.55).

By fulfilling these achievements in the class, the teacher may consider that he/she has reached the goal and has gained learning outcomes.

5.3. Plot summary of teachers’ interviews

In the summary of the answers that were said by the interviewed teachers we found that the teachers of University of Gjakova “Fehmi Agani” are familiar with the definition of DI and its meaning. They defined DI as a collected methods used in teaching which best help students’ learning in EFL classes and enable students to be engaged during the lecture offering the opportunity to satisfy students’ needs or their way of learning. Commonly, DI are the different teaching strategies the teacher applies to meet the learning needs of each student. This gives the answer to the 1st research question: How familiar are EFL teachers and learners with differentiated instructions in EFL teaching and learning process?

The teachers of the two faculties have been reserved about the collaboration among them, even though they consider this to be of greater significance. According to them, more is discussed about the good work that is done by them and expects to be complimented than for a problem that should be discussed among colleagues. However, the need to cooperate seems to be very necessary and should show professionalism and not lack of knowledge as is considered by some of the academic staff. Since the mixed ability classes are accompanied by different students according to the way they learn and diversity is present in each class of English language, teachers consider it an inevitable method of implementing different teaching strategies in the classroom. Teachers at University of Gjakova “Fehmi Agani” claim that our obligation and the challenges we must overcome is when our efforts are realized by involving every student indiscriminately and leaving no one out of the teaching and learning process. As teacher 2 expressed “ *teachers should implement differentiated instruction in the classroom since having different styles of learning among their learners, teachers can provide the engagement of all students. Otherwise we will become a teacher of a group of students without counting everyone as a class participant*”. They consider implementation of DI as “a must” and effort to

continuously research for new strategies that would help ease and comfortable learning for all students. This is teachers' opinion regarding the 3rd research question: How does implementation of DI by the teacher impact in EFL learning improvement?

Consequently, they provide additional material for students, use different literature based on the unit planned, implement flexible groupings and different activities and offer different ways to evaluate, always taking into account the different levels of English language skills among students. But not all this flexibility is shown from the outset when students are presented with the course syllabus. Teachers perceive the syllabus based on the form/sample approaching the institution. Teachers reasoned that the syllabus includes all phases of the semester's process including the teaching methodology. They point that syllabus consists of the course aim and expected learning outcomes, the evaluation methodology and all issues about a certain course but still they apply DI whenever it's necessary and whenever students show willingness to implement them. As regards the training of teachers for differentiated instruction, the teachers point to the engagement of the Ministry of Education to hold trainings of interest in improving the quality of teaching and learning but not with particular emphasis on the teachers' training to implement the DI. Some of them emphasize that teaching experience dictates to implement diverse strategies, as they face differences in student skills and some search for new methods in order to meet student requirements. In general, teachers state that there is a lack of such trainings. Even if trainings are organized, they are more for elementary and secondary school teachers than for university teachers. Universities organize trips abroad for exchange of ideas in teaching, where not much can be found for DI. However, according to teacher 3, if teachers know their students they will find the way that best work for each student and adapt their learning styles, so they may reach students' individual preferences. This improves also the teaching and develops teachers' professional attitude. According to teachers at UGJFA, learning styles are considered as prerequisites for ways of learning and are closely related to the kind of the student's personality because even they experience the same teaching by the same teacher, the same material, the same activities and proceed the same duration of course in the same learning environment, still at the end they achieve different level of knowledge. They try different teaching strategies, activities in the classroom; collecting different class or homework for evaluation, do pre-test, use modern technology, etc. It seems to be response of the 5th research question: What teaching tools do EFL teachers use to meet students' needs?

Further, teachers showed the challenges they face in English language classes. They mostly challenge when they have to switch to another way of teaching when students require extra explanation. Also, they feel challenged when not all students show the same interest about the topic introduced, so the teacher have to find the way how to motivate them. Mostly, teachers try to modify the content by presenting the information through technology, PPP or offering students the opportunity to use their PC or mobile phones to cover their necessities or providing different literature or additional printed material based on students' level proficiency. On the other hand, teachers try to modify the process and apply DI by giving extra explanations and repeating several times the same unit using different teaching methods. Furthermore, when it comes to get the product from students and meet their gaining knowledge based on what was done during the lecture, teachers try to modify the product and implement DI by giving them chance to demonstrate their knowledge based on the different ways, including written test or answering the question, or in case anybody was not prepared at the present day he/she has chance to be evaluated at the end of the semester via the final exam. It's an answer to 4th research question: What educational components should be differentiated in EFL teaching to reach every student? All this effort to implement differentiation of teaching strategies in the classroom demonstrates the importance that teachers give on DI with the great impact on EFL students' learning. According to them, undoubtedly these instructions have a positive impact on the quality of learning even though the implementation of DI really does require great dedication. Some citations from teachers interviewed:

Teacher 1: “Since modern teaching is trying to dominate over the traditional one then we should at all times strive hard to use these instructions”.

T4: “ The investigation of these activities (meant DI strategies) and their implementation on daily basis make us life-long learners”.

T3: “ It as a ‘must!’”.

These definitions given by teachers answer the 3rd research question: How does implementation of DI by the teacher impact in EFL learning improvement?

5.4. Plot summary of Focus group Student's Questionnaire

The idea of this questionnaire in this study was to provide questions for focus group students who would, the first: prove that students are aware of what will be debated, the second: put students in doubt with their responses, since they did not have many options to choose from and the possibility to give another answer, such as "I do not know" was predictable and the third: to encourage students to justify their responses during the discussion. Hence, 16 students of the Faculty of Philology, of whom 12 male and 4 female, mainly with advanced and intermediate skills in English language knowledge, as well as 1 male and 11 female from Faculty of Education, mainly with intermediate skills gave their options in the questions provided in the designed focus group students' questionnaire before the debate started among the participating students in focus groups. All participants of both focus groups are familiar with the term differentiated instruction. Some of them knew beforehand, and some had understood the day when the questionnaire was shared and the author made a brief explanation about the topic that the study is about, therefore, students became curious about these teaching strategies that helps their learning. Of course, students do not know the English language at the same level and also do not all learn in the same way. This opinion was given by all students regardless of gender or regardless of their EF language abilities, but not everyone was aware of what the mixed ability classes are. The author asked the students who had given a positive answer to this question to elaborate the answer to all other students who needed an explanation. They gave their thoughts by stressing that mixed classes are an inevitable phenomenon and that each class consists of different learners according to their learning abilities, their readiness to learn or their way of learning. Moreover, they come from different local areas where cultures and mentalities change, where family problems change and not everyone has the same idea of whether to be educated or whether they are able to be educated. One of the students who studies primary education showed an example, as she pointed that there are a lot of conservative families living in rural areas, as one of her friends of the group when asked for help to learn English language and she offered her help but also told her to watch more movies without subtitles and listen to music, she desperately said that such a thing is not allowed by her parents because it is a great luxury for the girls of our village to listen music and watch movies since we have other work to do according to them. Besides this, participants of the focus groups claimed that the factors surrounding us make us different learners, for example, the society we meet with every day, economic conditions or

psychological factors. Every day of ours is not the same, so we do not always have the same opportunity to learn or we are not in the same mood for learning. One of the students gave his opinion complaining that his sister together with her friends has been stuck in learning English since elementary school. According to him, they blame the English language teacher who was not professionally prepared, so they spent four years of elementary education without being able to express even the basic things in English. This comment also joined another participant when he said that during the entire eighth year of primary education, when the English language teacher was replacing another teacher, we only wrote reading stories from the book, which was the only engagement in the English language class. All these comments given by the participants shared the clear picture of what mixed ability classes really are. As 3 of the 28 students gave their opinion that “One size fits all” is an effective teaching approach, as the study promised, they owe an explanation because majority is convinced that one teaching methods cannot meet every students’ needs. According to a student, this is said by the lecturers themselves, that now they are in higher education and the choice to study is theirs and that undergraduate studies are not mandatory, so they have to obey the ways the lecturer chooses. Another stressed that the course and literature are the same for all without considering the teaching methods that may vary according to the students' requirements. The other's thought was that his father as a teacher once said that his students complained that the exam was very difficult and he had said that he does have time to design different tests for different students, so I was based on this fact. So these are the comments of the three participants who gave different options from others. This shows a lack of professional preparation of teachers who are called ‘academic staff’ of any school institution and learners had the chance to face with them. But almost equal opinions have been given by the students of both faculties in answering the question if EFL teachers change their teaching methodology during the semester. The students of the faculty of philology held an equal stand for the two options. Those who think teachers change their teaching methods were justified by the fact that teachers sometimes present the lecture through power point, sometimes from any piece of literature received from the internet and sometimes from basic literature. But others who denied this fact showed that we are dealing with the learning, so we believe teachers should consider the way that is best suited to us. For example, as the lecture ends, whether presented with PPP or through literature, we are individually assigned by a task which provides points for its realization. Often, students need to cooperate and such a thing is not allowed because the

teacher asks for silence. This way, students who are social learners have never given an opportunity to receive those points that are worthwhile to pass the exam. Maybe there would not be too difficult for a teacher to meet the need of those who prefer working in groups. On the other hand, students in Faculty of Education point out that the English language course required to be taught in their study program has more to do with grammatical forms that are fixed and do not have much chance of change. Therefore, after having been taught a grammatical model, students should all be approached as many exercises as possible. But, the teacher uses flexible groupings, assigns different tasks to different groups and tries to stay close to all those students who need additional explanation. Sometimes, the teacher writes in the whiteboard the topics for certain projects and offers students the opportunity to choose the topic according to their interest. According to the majority of students from both faculties, the class is considered as the appropriate learning environment. Students who study English and need additional resources from the internet do not think their goal can be achieved only in the classroom. They prefer the library or computer in their home where they have access in the internet so they can read novels and poems of English and American literature or whatever required by the lecturer, so not always the classroom offers relaxing environment to learn. On the other hand, the Faculty of Education students believe that the formation of grammatical models is not explained in the literature they use in the English language course. Thus, the only source to ask questions and get answers in the classroom is the lecturer. Then, if we show readiness to practice these patterns, we have plenty of opportunities while tutorials with the assistant. Even though the students support the lecturer's initiative that plays the facilitator role in the class, students of Faculty of Philology deny being pre-assessed by their lecturers, so they would know their students better and would meet the students' skills. Other attitudes regarding this question have students in Faculty of Education. They say that because the content of the English language course is the continuation of what they have learned in high school, teachers are curious to know how much they have benefited and what their EF language skills. In this case, teachers first test us how much we have come to know the grammatical rules, word formation, sentence structure, and so on, in order to reflect their teaching methodology according to the needs of the students. Whereas, as far as the courses that the students develop in the Faculty of Philology, there is mainly new knowledge and examinations which students did not have the opportunity to experience during the pre-school education. As a student cites: "we only heard that Shakespeare was famous for his writings, but

we have never read any of his novels or sonnets, much less we have not analyzed them, and we have not even researched what do hundreds of critical say about his writings". But, again, another student claims that just being more engaged with such studies, the lecturer has to consider whether we are capable of accomplishing all this knowledge and doing a pre-assessment would be very appropriate. Again it seems to be a matter of how difficult is the English language course. Students who learn English language skills are more engaged in learning after the lecture taught by the teacher. After each unit, the teacher gives us tasks or delivers the worksheets to everyone in order to evaluate how much we have come to understand the taught unit. Also, activities in different forms are realized, where students have the opportunity to find themselves either in working groups, in peer or individual work that suits their individual preference of learning. Meanwhile, the students of the Faculty of Philology say that most of the lecturers carry out their job as a lecturer and do not show any interest in whether or not students have understood what was said during the teaching process. In this case, usually benefit those who are advanced in the English language while others hesitate to even ask questions and to participate in the debate, they do only attend the class. Apparently the teacher only conveys the implementation of the syllabus envisaged even if only a group of students is involved in the discussions. So this is the situation according to the students of both faculties regarding the inclusion of students in the learning process. Moreover, the teachers of the Faculty of Philology observe only the work of the students in the presentation of the projects. Others who are not involved in projects are not invited to show what they know but expect to pass the exams where stress and anxiety are great. Projects are usually taken by advanced students, while the students with weaker level proficiency of EL do not have the courage to ask on being involved on projects and have no support from the lecturer, which causes the students to be de-motivated. Moreover, as students emphasized, there do not have any role in preparing the lesson plan or impact in changing the teaching methodology. As a student pointed: ‘we do not have the courage to ask such a thing from the lecturers because we believe that we would be offended by them and we would be in an unpleasant position in front of others.

5.5. Plot summary of focus groups with students

The students claimed that within the group everyone learns English by the way they are adapted or used to learn. They showed some of the language abilities that students possess and what is the way that works better to meet their needs. Students' willingness to learn English is unprecedented and they are grateful for every good action the teachers take to improve EFL learning.

The students believe there are several factors as social, cultural, psychological and educational that influence on their learning, with the great emphasis in EFL. Therefore they are different according to the way of living, the place where they are grown, parenting education, differences in cultures and customs, previous learning and teaching. Family support for instance: different in ideas about why should you learn English since we are living in an isolated place and the only communication may occur in native language or another level of the family where the support is maximum and the children are required to learn the English language as a global language. In addition, classes are mixed regarding language level abilities and from their point of view, the mixed ability classes have more disadvantages than priorities. Advanced students complain about lost time due to weak students. Teachers often deal with those who do not give results and we remain neglected. It's better to be evaluated for the work done and continue with another task, according to the participants. As they say, this is preventing us from learning further, even if we have the capacity to learn more. On the other hand, weak students complain that they are not allowed to express their knowledge as active students always react immediately. They say they hesitate to ask two or three times for a certain question because they feel offended when others react by losing the patience. However, work in groups joins every student in learning process. Moreover, students feel comfortable when responsibility does not all fall on them and that group members are often motivating for the accomplishment of the given task. Some like to work individually so they will show others how good they are. Some students may choose to work in pairs, small groups, or independently, but all are working toward proficiency on the same performance standards or curriculum objectives, (Anderson, 2007,p.50). Based on these thoughts it can be concluded that DI is the best way to meet the needs of each individual in the classroom. According to Bagliere and Knopf (2004):

Participation in and completion of the assignment can be made to fit each individual student's particular needs and strengths, which may be determined through individual teacher-student discussions and student choice and combined with specific individual, pair, or group curricular goals, in cooperative groupings, students support one another in meeting their goals. (p.527).

By identifying students' learning ways the teacher would easier search for right solutions. The teacher should not be confined to what the students will be learning but how they will learn.

Nunan (1991) suggested the systematically incorporation because according him:

One of the advantages of systematically incorporating into one's teaching these learning-how-to-learn tasks are that the learners become aware not only of their own preferred ways of learning, but also of the fact that there are choices, not only in what to learn but also in how to learn. They should encourage learners both to be more flexible in their approaches to learning, and to experiment with a range of learning experiences. (p.181).

Participants have shown that regardless of the language abilities that students have in English, they welcome strategies and diverse activities in each component of DI, content-literature and additional materials, process-teaching and learning methodology and product- feedback and evaluation, as the main drivers for improving the quality of EFL learning.

"The overarching premise of differentiated instruction is that learning experiences need to be designed and adapted to meet students' individual, and diverse needs in order to facilitate student success." (Santangelo & Tomlinson 2009, p.308).

Even though the students were aware that the main responsibility for their learning is theirs, still an amount of the responsibility is left to the teacher, too. Students want to attract teachers' attention to the right choice of materials that are of interest to them, to the teaching strategies suitable for everyone, use different teaching and learning tools and act reasonably in the assessment since no learner is same. Thus, Levy (2008) confessed that "educators can make their classrooms more responsive to student needs by being more systematic in our approach to differentiation." (p.162).

The students of both Faculty of Philology and Faculty of Education at University of Gjakova "Fehmi Agani" admitted that they differ greatly from each other based on their learning styles and they try to use their individual preferences whenever they have such a possibility but at the same time require continued effort from their EFL teachers. A student of the focus group

emphasized: ‘‘my problem is..... If I’m asked to formulate a sentence in my own and be supervised by the teacher to every step, it helps me understand and memorize how it goes. So I need a special dedication, which I don’t have always’’. “As human beings, we generally like what we do well and are therefore more likely to do it again, and put in more effort. If we put in more effort, we generally get better, and so this sustains our motivation” Littlejohn, (2001,p.6).

Students agree that the classroom is the environment where they are used to study but in certain situations they would feel comfortable as if they were allowed to use other facilities of the faculty to gain the knowledge. Sometimes access to the Internet or communication with others outside the classroom indicates the right efficiency.

Also, the collaboration among the EFL teacher and students in compiling the syllabus would be a good opportunity to achieve DI.

Therefore students/participants agree with Tomlinson (2001) that:

Even in the presence of high-quality curriculum and instruction, we will fall woefully short of the goal of helping each learner build a good life through the power of education unless we build bridges between the learner and learning. (p.9).

Reserved to be expressed, students suspect that teachers may feel underestimated, in terms of academic level, if students’ requirements become part of the syllabus, but this definitely demonstrates the high professional development of the teacher.

Regarding this issue, Schlechty (1997) intend to suggest:

Strategies for redesigning schools so that they are more clearly focused on providing quality work for students and on helping students design such work so that the students become the true focus of all decisions made in and around schools. (p. 13).

Even though the students admitted that teaching in the mixed classes where each individual needs the proper attention is difficult to realize, they believe it is not impossible. Maybe it's worth trying. Students predicted themselves as teachers and pledged they would make an effort to meet the needs of each learner as they are different in their preferences since each has the same right to achieve his/her purpose, no matter the way it is.

As Levy (2008) suggests:

A systematic way of providing DI, because Differentiated Instruction is a set of strategies that will help teachers meet each child where they are when they enter class and as far as possible on their move forward educational path. (p.162).

5.6. Plot summary of observation in EFL classes

To summarize the findings from the observations in the English language classes in UGJFA the research has accumulated gaps and applicability of DI. Regardless of the fact that teachers should not be satisfied with teaching they offer to students, there is still noticed a relatively satisfactory use of DI in both Faculty of Philology and Faculty of Education in UGJFA, in Gjakova. Professors who are part of present study show professionally developed skills in the field that they teach and in the teaching methodology as well and start teaching with greeting or a way to stimulate students on learning. They pay attention on students' attendance and prefer close communication with students. Eventually, as Schlechty (1997) pointed: "schools are about children and their needs but also about society and its future." (p.57).

During the observation in the class of Modern English Poetry, the lack of implementation of DI by the teacher was noticeable. In Theory and Practice of Translation the teacher showed poor management, this not only limits the use of different teaching strategies but also the progress of the entire teaching process. From another positive point of view, during the observation there was noticed teachers' motivation in meeting learning outcomes and achieve easily in order to gain needed knowledge by students. Apart from the book and literature that the professors provide for the lecture according to the planned syllabus, the professors also offer additional materials as resources accessible for students. Moreover, students are allowed to use online sources helpful for learning improvement, which technology is also used by professors for printed readings, tasks or exercises. To implement all of these materials by adapting to the needs of students, there is a variety of teaching strategies implemented by EFL professors in UGJFA. Professors are flexible in teaching lecture and getting the product from students. They use whole class activity by asking questions regarding the presented unit, use group work, peer and individual work in order to engage all students in learning process. Therefore, they seek to pay attention as much as they can to every individual preference of students. Eventually, when it comes to evaluation, professors check if learning outcomes are reached by correcting students carefully without offending them. EFL teachers ask for suggestions and reflection from the students for the necessary changes in the teaching methodology that consequently improve the learning component and this is certainly achieved by using DI.

5.7. Teachers' overview on DI and their influence on learning

This study has found compatibility between teachers for the concept of defining teaching strategies, teachers' perceptions about the implementation of DI and the impact that DI has on the quality of EFL learning. Teachers of both Faculty of Philology and Faculty of Education in UGJFA have been reserved when it comes to discuss about collaboration among them, even though they give a great importance to its implementation. They discuss more about the merits they think they have achieved in teaching than they discuss the problems they are facing in reaching learning outcomes or how to differentiate learning strategies for students' benefits.

The findings of this study have reinforced the idea that teachers are obliged to overcome challenges in meeting students' necessities and leaving no one out of the teaching and learning process. According to them, it is neither ethical nor professional to become a teacher of a group of students without counting everyone as a class participant.

According to the results of interviews with teachers, EFL teachers provide additional materials for students based on their language skills, they implement DI during the process of teaching to achieve students' learning through different activities and apply different methods of evaluation, so the DI might be considered as applied. They also state that the syllabus contains all the steps that will be followed within a semester, including the above-mentioned teaching and learning issues, so certainly the DI is included as well.

What has been reported in this study by teachers can serve to reflect and analyze the needs of university teachers in Kosovo's regarding trainings. Trainings are more conducted for elementary and secondary school teachers than for university teachers and there is a lack of teachers' training to implement the DI. However, they consider that Master's and PhD studies and teaching experience have been closely linked to teaching methods and inclusion as a concept based on the main principles of quality in education.

Data obtained in this study show that UGjFA teachers have observed on their students' learning styles in order to meet them during the teaching and learning process. This effort demonstrates the professionalism of teachers, and trying to get the best of the students and using the teaching strategies to meet their learning styles, teachers do not only increase the quality of learning but

also improve the quality of teaching. Participants in this study have shown clearly that teachers who consider themselves professional as a process that goes through the whole career, apply different teaching strategies to know their students better, ask to write a reflection paper about the lecture and everything they would suggest for next classes, develop lessons in different ways until it succeed or try to do pre-test and through it somehow to be familiarized with the way that best work for them.

However, the participants in this study and the interviewers themselves, who are UGJFA teachers, point to the challenges they face when they need to apply DI to the classroom. This group of teachers feel challenged when they have to change the teaching approach while other activity is already planned. They also feel challenged when they need to change their teaching approach because of the demands of some individuals, and on the other hand to think about others and the limited time available, or when a task in the classroom needs to be done and the requirements for individual, pair or group work are different among the students. Data found in relation on how to modify the content so the differentiated instruction may happen show that teachers present information through technology, PPP, so students can watch and listen and provide additional printed material based on students' level proficiency, but do not use variety of books and resource materials except those mentioned in the syllabus. Regarding the process, teachers mostly support students by re-teaching once or more again and rarely give chance students to investigate an issue presented. When it comes on the product as one of the components of DI, teachers mainly give them chance to demonstrate their knowledge based on the written test/exam or verbally (to choose on their own preference) but rarely give the opportunity to be evaluated throughout the semester by creating a portfolio. From the findings of the teachers' interviews, it can be concluded that teachers believe that DI has a great importance and impact on students' learning.

‘ ‘The importance of DI lies in the fact that it affects different students no matter what their preference is. DI is indispensable to each learner’ ’ is emphasized by a teacher.

According to the results obtained from observations in class teachers have a disparity from what has been said in the interviews, but it is not to be disturbed. It was noticed not very close relation between the teacher and students and a lack of ability to manage the teaching in few classes.

At her doctoral dissertation, Alixa Rodriguez (2012) conducted a research that investigated the knowledge teacher's possess about differentiated instruction, how often do they actually use it in specific subjects and which factors can actually help or hinder this process.

Based on Rodriguez (2012) study:

The results have shown that some of the more complex instructional strategies that require teachers to dedicate time for planning and implementation (i.e., independent study, provisions for student choice, and curriculum compacting) were rarely implemented even by teachers who reported being knowledgeable about various different differentiated instructional strategies, (p.77).

But, the academic and professional development of the teachers in relation to the quality of teaching and the implementation of the various activities taking place in the classes of the Faculty of Philology and Faculty of Education at the University of Gjakova "Fehmi Agani" is satisfactory. They seek to pay attention as much as they can to every individual preference of students by using flexible groupings in the classroom, they often differentiate teaching strategies, apply repetition as much as students ask for it and try to reach learning outcomes as much as possible, even though the large number of students and limited time sometimes complicate the process.

CHAPER VI: Conclusion

This chapter summarizes thoughts and the findings from the analysis of results based on the population of this study. All findings, either by students as study participants or teachers, support the application of differentiated instruction in EFL classroom. Also, in order for the study to have more in-depth information on the subject being explored, focus group discussions came to the conclusion that teachers are challenged during the use of differentiated instruction in mixed classes but also showed that the lack of professionalism of the teachers and their inability in teaching results negatively in the EFL learning. Therefore, their efforts to meet the needs of students in the classroom must be unstoppable. Many efforts by the teachers came to convince the implementer of this study that differentiated instruction takes place in the English language classes at the University of Gjakova ‘‘Fehmi Agani’’, when observation has been conducted. It was noted the willingness of the teachers to teach professionally during the lecture hours but still lacked some elements that would involve all the students in the learning process. The teachers’ approach towards students in the classroom needs further improvement. Thus, noting the necessity and interest that any research, including the present study, will help the EFL teachers to be equipped with new methods and strategies, hope to have more investigation on differentiated instruction in continuation, with the focus on its implementation.

6.1. Conclusion

Of all the findings that were extracted from the research, some conclusions were drawn to be elaborated in this part of research paper.

The results showed a student's agreement on the implementation of differentiated instruction and at the same time teachers see the application of DI as a professional development and as a necessity and need to be more competent in their profession. Based on student responses of closed and open-ended questions, from teachers’ interviews, focus groups with students and classroom observation, the study comes with some conclusions from the investigation conducted. Students in UGJFA convincingly think that not all students are familiar with English at the same level and that they have their individual preferences to learn based on the distinctiveness of each.

According to Tomlinson & Alan (2000):

Development of staff must be a part of early planning, needs to be refined as teachers develop greater expertise, and should remain central to any attempts to address academic diversity as long as the students with varying needs continue to show us that one-size-fits-all is a poor fit for many,(p.77).

The same opinion is shared by all students regardless of their level of EF language, different study program or other factors that make them different from each other. Thus, implementation of various activities and strategies should not be limited but expanded and implemented as much as possible in English language courses.

One of the methods as part of DI to teach and learn English is the use of technology. The students of the Faculty of Philology ask for more online information to be used while students at the Faculty of Education require diversity in the teaching methods and the variety of activities. This is a consequence of program issues, apparently that grammatical elements require endless exercises while courses at the Faculty of Philology require more extensive materials. Thereupon, it is clear that regardless of the program and the level of students' English proficiency, DI is a set of teaching methods that result to meet the requirements of all students indiscriminately in order to gain learning successfully. The study found a mixture of the ways students used to learn EFL. They possess different learning styles, as aural, verbal, visual, solitary or social and students mostly reach learning when they use their own learning styles. The same statement was also considered by Anderson & Elloumi (2004) who suggest that "a variety of learning activities should be used to accommodate the different learning styles. Learners will choose the appropriate strategy to meet their learning needs." (p.22).

The participants of the study welcome work in flexible groups and claim that most professors apply group-based activities, which help them greatly in learning EFL. They agree with Ford's (2005) statement that "all grouping patterns—large groups, small groups, teams, partners, and individuals—have value because they all offer the learner slightly different experiences with different outcomes." (p.1).

Based on the findings, flexible grouping is teacher's activity often applied in the EFL classes at UGJFA, but not always the classroom meets the comfortable environment required by students

of Faculty of Philology. Students who need analyzing poetries and describing novels, which is considered as more advanced literature, prefer different learning environment, a library or any relaxed square in the faculty. Deeper readings for specific information acquisition are difficult to reach in a space where a learner cannot be focused properly or where obstructions from each other are more evident. Classrooms do not always offer the effective learning because if a student learns individually may be hindered by others and if they learn in groups will hinder others. On the other hand, those who require more detailed clarifications and explanations, especially in grammatical patterns, seek for teacher's methods and activities provided in the classroom. Hence, as Wong Fillmore & Snow (2000) state "teachers need to understand how to design the classroom language environment so as to optimize language and literacy learning and to avoid linguistic obstacles to content area learning." (p.2).

Majority of students claim that implementation of DI in the content is flexible and not fixed and they are free to learn from different sources of literature, but also in the process and product. Also, students are timely informed with the syllabus which involves the progress of the entire semester course process and students take clear instructions of the course material offered, the teaching and learning process and the way they will be evaluated, and often the professors are flexible in the minor changes that the students require.

Wherefore, according to Wong Fillmore & Snow (2000):

They (teachers) need to understand how language works well enough to select materials that will help expand their students' linguistic horizons and to plan instructional activities that give students opportunities to use the new forms and modes of expression to which they are being exposed. (p.2).

The number of respondents believes that DI is achievable even though they are difficult to manage because it belongs to the professional development that all teachers must possess.

"The teacher's job is to create conditions that lead students to construct accurate representations of the concepts being studied, first abandoning prior misconceptions if any exist."(Felder & Brent 2005,p.64). DI is difficult to be implemented but not impossible to reach. Difficulties are seen in the limited time and large number of students in the classroom. Hence, as a consequence

it requires an excessive engagement and hard work on trying to know every student's individual learning style.

According to Tomlinson & Imbeau (2010):

As we continue to develop as professionals, we become more cognizant of how the classroom elements interact. For example, we recognize that if a student feels like an outsider in the classroom, he or she is unlikely to commit to class discussions, group work, or even individual tasks, and this unfavorable learning environment negatively impacts curriculum and instruction for that student.(p.23).

Teachers are called to be close to the students and are positioned to reflect according to the students' requirements. But not only teachers are challenged during their efforts to achieve their goals in relation to the improvement of learning aptitude. Students also are challenged in learning in EFL mixed ability classes. All students feel the need for the teacher to fit his / her style of learning whether they are advanced or weak in English. As if it were possible, the whole time students would try to change the teacher's approach of teaching strategies in order to acquire as much of the way they best like for themselves. Once I asked my students to choose between the three activities in the class, the choice was different among them, as almost three groups scored the same number for an activity, which situation immediately showed the need for using DI. The most attacked to overcome these challenges are students with low English level proficiency. Here are quoted few of weak students: *“the biggest challenge that makes me nervous in English course is when I decide to answer any question, everyone starts laughing with the mistakes I do in pronunciation. This makes me feel bad and it seems to me like I will never gain the confidence to speak freely”*. *“ There are students who are able to help but do not want to help, they have no patience maybe”*. As a result, EFL teachers are more focused on weaker students and deal more with practicing individuals and repetition of things which are already known by advanced students. Additional material is provided for last ones in order not to feel left aside. However, there were pointed some teachers who engage in the lesson only those who participate in activity discussion and does not care to deal with others, which is considered as the lack of professionalism and lack of teaching ability in the research already conducted of the present study.

Another aspect of teaching competence according to Hedge (2000) is:

The ability to manage activities and interactions successfully in the sense that learners know what they need to do and why they are doing it, are motivated to work actively, are

monitored and guided when help is needed, and can work undisturbed by discipline problems.(p.31).

Students who participated in the study confirm that once the teacher knows his students then the implementation of DI is easier and more effective and once the teacher implements DI students are motivated to learn, eagerly await the lecture because they know that they will gain required knowledge by choosing one or another way of strategies the teacher offers, teaching becomes more attractive and the interest in developing their academic knowledge increases. Eventually, it may be concluded that DI has a great influence on students' learning improvement. This study has found that the students in University of Gjakova "Fehmi Agani" who helped conduct the research, are optimistic and pledge that no matter how challenged they will be if they become teachers in a near future they will overcome difficulties and meet each learners' need.

Findings from discussion with focus groups give the result of 90% that not every student learns and knows English at the same level. Therefore, at first, understanding the definition of differentiated instruction means that the teacher is professionally prepared for teaching. As Tomlinson (2001) claims: "these teachers realize that sometimes a task that lacks challenge for some learners is frustratingly complex to others." (p.5).

Some are good in spoken discourse while some others have developed written discourse but are not good in communication. Some try to learn the grammatical forms and structures so as to be evaluated positively while some benefit from day-to-day activities in the classroom. Some struggle hard but fail to succeed and give up and end up being demoralized when the teacher gives up too. From given result, it turns out that the factors that characterize these students as different in the style of learning are: different cultural background, religion, previous EFL learning and teaching, economic, social and psychological. Findings show that students' challenges to overcome are disorientation in mixed ability classes and not appropriate teaching strategies that adopt their needs. An advanced student claimed: '*I do not like when the teacher asks to work in groups because I have to engage in maximum while all of us get the same points*'. While another weak student stated: '*I do not like when the teacher asks us to work in groups because often other members of the group work without involving others as they know better than we do and we are not able to make a contribution*'. For some students it is facilitating if the teacher changes the language code by using their native language to give

instructions because ultimately switching from L1 to L2 might be considered as a positive teaching strategy which helps undoubtedly EFL learning and applying different teaching strategies is the best solution for improving learning. “Some may need to use materials in a language other than English, or write initially in a first language and then translate into English.” (Tomlinson 2001,p.20).

Based on the findings, students believe that “one size fits all” does not work for all learners in the classroom because of the diversity that students have on learning regarding their interest, readiness, language skills, motivation and learning styles. The results show that the students of UGJFA are satisfied to some extent with the implementation of the teaching strategies offered in EFL courses. There is noticed a great progress on the teachers flexibility to offer different activities, give opportunities to gain knowledge through serving additional materials, learning and teaching through technology and learning based on practical work helpful for speaking and writing skills. But even after all this effort, some students still deny that teachers are supporting their individual styles and preferences. Here are some students’ reflections:

“I need a special dedication, which I don’t have always”.

“ I need first to hear else one how expresses an opinion or answers to the question, then I feel like I’m OK to try myself”.

From the research data it turns out that students think that learning in the other spaces besides the class would help them accomplish a task assigned by the teacher, such as a library or another comfortable place where they would work individually or in a group without being hindered by other groups.

As far as the syllabus is concerned, all students claim to be timely informed on how will they follow the course during the semester, what will be the literature they will be learning and how will they be evaluated, but not all teachers accept the student's suggestions to adapt their needs, with the exception of some EFL teachers who accept changes in the fulfillment of student requirements.

“Sometimes, during the semester we look for another form of evaluation, whether week after week through portfolio, presentations, classroom or home assignments, but not everyone has a positive approach. Some teachers support our choice”- said by a student.

Finally, students are aware that DI management is difficult to achieve and requires work and dedication but is not impracticable. They think that the professionalism of every teacher lies in the effort to reach every student and make them gain needed knowledge.

“In a Final Thought section of the book ‘How to Differentiate Instruction in Mixed-Ability Classrooms’ by Tomlinson (2001), the author referred to a fourteen-year-old Kathleen, who wrote a poem a number of years ago.”

As Tomlinson (2001) describes:

She was a high-ability learner who seldom found a serious reason to extend her academic reach in school. Then she encountered a teacher who caused her to find new power in herself. At the end of that school year, Kathleen wrote a poem to her teacher. On some level, it expresses the need of all students— and all humans—to push their own limits. It certainly describes Kathleen’s acknowledgement of what it was like for her when that need was fulfilled. Her words also seem to express her clear sense of the role her teacher had played in that magical year, as the teacher saw Kathleen and dealt with her as an individual. (p.97).

*Push me! See how far I go!
Work me 'til I drop. Then pick me up.
Open a door, and then make me run to
it before it closes.
Teach me so that I might learn,
Then let me enter the tunnel of
experience alone.
And when, near the end,
I turn to see you beginning another's
journey,
I shall smile.*

Kathleen, 14 years old (cited in Tomlinson, 2001,p.97)

CHAPTER VII: Limitations and Recommendations

Like any research, also this study has its own limitations and recommendations. Especially when investigating topics that concern learners and their interests, then the research seems to be always limited because endless advice and guidance would be considered as necessary. The more findings and the more thoughts we take from students themselves as well as from teachers about how to help learners in learning would result in more reliable and valid conclusions.

7.1. Limitations

Initially, the investigation of the study was attempted at the beginning of 2017. But, students were anxious and under stress because it was the January examination period, which usually takes place from the middle of January to the middle of February, the research was postponed. So, the research started in early March and ended in late April. The time was short for the research to be conducted but after the request to the two deans of the faculties where the research would be conducted had set this deadline, this procedure would have to be fulfilled according to this request. When we say that the time was short we should also justify it, and this rush was made for not a reason but for many reasons. At first, the author provided 10 questionnaires, as a pilot, for the purpose of any improvement or addition to any question. But filling in these questionnaires encountered some misunderstandings in advance. The students were not even aware of the term differentiated instruction. They had never heard either during the lectures or by any lecturer. So, about 20 minutes, the author needed to clarify what it is all about. Therefore, the author has already been prepared for such a procedure to be passed in continuity, when 377 students had to complete the questionnaires. Another reason was that not all students attended lectures and their absence made it impossible to carry out research according to the planned time. Besides this, many students asked that the questions of the questionnaire to be translated by the author and some of them to be explained in Albanian, too, since they had to circle up an option or express an opinion. In the open-ended questions, where the students had to give a thought, many students abandoned leaving empty space left for writing. They did not express themselves because they did not have the ability to express their thoughts in English. This was confirmed as a considerable number of students, mostly students of the Faculty of Education, requested permission to write in their mother tongue, in Albanian Language. In addition, in two cases, when the author shared the students' questionnaires and gave explanations about the topic that

the study deals with, the lecturers came in the classroom, which made the students feel embarrassed on giving their thoughts. The teachers did not express readiness the lectures to be postponed for a bit, so we were all in a hurry to finish it as soon as possible. Students did not feel comfortable either expressing their denial of non-implementation of differentiated instruction if it has been applied during the lectures or claimed that differentiated instruction are being implemented in order to gain sympathy from the lecturer who was present. On the other hand, the students did not want the present lecturer to hear from them their request for writing their thoughts in mother tongue, as some of the lecturers have now stated that during any communication in the classroom, when responding to the teachers' questions or even communication among the students, they are not allowed to speak Albanian but only in the target language (English Language).

Another limitation was noted in the gender difference among students in the Faculty of Education. 174 out of 195 were female while only 21 male. However, the nature of the female gender is more sensible and any element that makes them feel uncomfortable requires some attention. Actually, in all Faculties of Education in the Republic of Kosovo female gender show much greater interest than male gender to study in preschool and primary departments. This has remained taboo since our grandmother's time that teaching is a profession for women. Supposedly, according to them, women are more sensible with children and working as a teacher needs shorter time which then enables them to continue the other work at home. Of course, it is not happening today and we cannot allow that in today's modern world of globalization, as teaching requires great planning and dedication, as the study shows.

There were also limitations during the teachers' interviews. As long as a debate about teaching methods begins or when such research is taking place, the teachers show no interest in supporting either the researcher or the study. This happened during this study, but fortunately in a small number. They were reasoned that they did not have time, even though they did not have the appointed time. For this reason it is thought that the interviews were limited in number. However, the teachers who have shown readiness for the interview set the time according to their suitability and normally the author had to foresee their requirements. Respondents had to be kept from time to time on the questions regarding the topic, drawing attention to the correct answer as often their attempts to show that they apply these strategies seemed unreal. They were asked to

provide the study with a lesson plan form for a particular unit, expressing differentiated instruction, when and how are used the different strategies and give learning outcomes. But such a thing never happened.

As highlighted in the data analysis procedure, focus groups were formed on a voluntary basis. Students, who showed interest in the topic discussed for 20 minutes during the presentation and introduced by the researcher, were invited to participate in the focus groups, but the number in these discussions was limited as some students were missing.

In order to conduct observations in the classroom it was necessary to inform teachers previously. At the beginning, based on the schedule that is announced in the lobby of the faculty, there were taken information about the day and time for the lecture schedule. But, one of the teachers was unavailable for the same day to welcome the researcher as she had appointed midterm exam that day. Therefore observation in that class took place two weeks later. After two weeks of observation, it was noticed that the lesson was very well prepared as there were many strategies involved and the students were remarkably pleased. This was noticed as a student stressed that ‘‘today was the best lecture during the semester and we hope to have the same following’’. During the observation, as noted in the results chapter, the lectures were held in the presence of the researcher, where the observation checklist forms were completed with the details that were observed during the teaching and learning process.

The limitations for this study are confronted by a number as presented in the following:

- data collection was limited to two months of distribution because the study had envisaged having 377 students as sample and the distribution of questionnaires consisted by groups from time to time.
- a lack of interest was observed on the part of a number of students respondents who participated in the study.
- the length of the students’ questionnaire presented to be a limitation since the study during its investigation revealed many factors that affect the learning process, so it would have been good for respondents to be asked more widely about the causes that affect their learning.

- the study was limited only to two faculties of the University of Gjakova ‘‘Fehmi Agani’’, and for more only in the English language program at the Faculty of Philology, therefore it can be assumed that the data is not representative of the total students in UGJFA but only of the sample of the study.
- the study had its limitations during the piloting as mentioned above as well as during its overall process due to lack of population at the time the research was requested to be conduct.
- failure to respond to open ended questions in the students’ questionnaires presents another limitation. As much thoughts and suggestions as possible would make the most valuable study and the data would be used for findings that would corroborate the hypotheses raised in the study.
- the number of interviews indicates another limitation as a result of lecturers’ hesitation to help the study.
- the attendance of some of the teachers in the classroom while filling in questionnaires by the students limited their free expression.
- the previous warning about observation limited restricted the opportunity to keep teaching as usual, as it seemed to teach differently from other times.
- The study is extended only to the University of Gjakova, therefore the results obtained from this study are valid only for the students and some professors of this institution and do not necessarily offer positions that can be universally accepted for all the students and academic staff of all the universities of Republic of Kosovo.

7.2. Recommendations

As well as students in continuity are being recommended to learn during their studies, same are teachers recommended for ongoing research on the problems they encounter during the teaching process. The awareness of the students that any research that is being conducted is going to reveal something new that is in their interest and will develop them academically is not yet really understood. In the first place, students are the population who need to push every researcher to

deal with the problems they face in the field of education. Students and learners generally have to highlight their challenges and give more ideas to outline their problems, which would be topics for research in order teachers as researchers would try to find the solutions. As more research happens and students are part of them, they learn more about the problems and ways to approach the learning process and are more able to search for what is right for them. In research conducted in the field of teaching and learning, the population usually consists of learners themselves. Therefore, they should respond with the interest to the research authors' requests if they want their voice to be heard. Their accurate and uninfluenced responses by any of the other students, teachers, administration or management of the educative institution would be more than worthwhile for a decent research. Students' organization for both time and for participation on any research studies should be the welcome process and should be done with dedication by them. Among other things, when it comes to university students, it also helps them on how to do a research. Nowadays, research conducted by students is part of studying at the University of Gjakova. They are asked to conduct investigations and come up results presented in the classroom in front of other students. It opens up various debates that give students the opportunity to give their pros and cons and comments as well about the raised topics, which ultimately results in evaluation by the lecturer. On the other hand, the teachers must definitely play the role of the researcher when it comes to improving the teaching in order to increase the level of learning. They can continuously observe the obstacles that students have in learning, and can find solutions through research or through comparisons from research done by other researchers. Something that needs to be emphasized because it is of a great importance is the collaboration among lecturers within the university institution and the support of each other to do more research. Each finding of the research done fills the empty spaces of the teachers regarding the perceptions that the students have for the teaching methodology of the lecturers. Therefore, any research done by the University lecturers themselves is posted on the University website so that everyone can access these researches. As for the teaching, the attempt to realize technical issues such as submission of the syllabus at the beginning of the semester which is not checked and evaluated by anyone, then obligatory presentation of the lecturers even on days when they do not have lectures, is the loss of time and loss of the quality of teaching. While there is no inspection by an education expert and there is no monitoring of the performance of the lectures including teaching methods then the quality in education will decrease. Furthermore, experts of

education, with the great emphasize of teaching should be involved by the education ministry to conduct valuable trainings that would professionally develop the teaching staff. Additionally, it would be very important for our teachers to be afforded the opportunity to travel abroad to see and share ideas with the other teachers who teach in developed education countries. To justify this proposal, I invite you to see the difference between the two sections of a syllabus before and after the visit of a group of lecturers in curriculum development training. The workshop lasted five days and the achievements were very high. Workshop was held in Nottingham in England, specifically at Trent University of Nottingham and lectures were held by local lecturers as well as from other countries. A syllabus that the study could possess shows the difference between the previous syllabus and syllabus designed after the training. In order not to prolong, only the parts of objective of subject and learning outcomes will be presented. In table 18 is the syllabus presented by the lecturer on the first day of the workshop. It is English Language II, mandatory course for students of primary education in Faculty of Education.

Formulary for Course Syllabus	
Basic information about course (subject)	
Academic unit:	Faculty of Education – Primary program
Title of subject:	English Language II
Level:	Intermediate
Status of subject:	Mandatory
Year of study:	II
Number of hours per week:	///
The value of credits – ECTS:	6
Time / location:	///
The professor of subject:	XXXXXXXXXXXXXXXXXXXXXXXXXXXX

Contact details:	Email: xxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxx
Objective of subject:	<i>The program aims to improve the English language acquisition and expansion of knowledge in the subject of English at intermediate level. It also provides practice in four main areas of linguistics, in English language: reading, writing, speaking and listening, by exploring the situations and topics that offers certain literature content. Develop student's reading, speaking, writing and listening skills. Presentation and understanding of key concepts, including grammar as an important part of the language. Training students on various topics, culture and authentic texts which have the purpose of increasing the level of reading and comprehension, oral and written communication through various activities such as presentations, essays, listening, discussion, etc.</i>
Expected results of learning:	<i>Fluent reading</i> <i>Acquisitions practice on basic grammar patterns</i> <i>Verbal communication</i> <i>Acquisitions of writing</i> <i>Enrich English Vocabulary</i>

Table 18. Syllabus presented in the beginning of the workshop.

Formulary for Course Syllabus	
Basic information about course (subject)	
Academic unit:	Faculty of Education – Primary program; bachelor
Title of subject:	English Language II
Level:	Intermediate
Status of subject:	Mandatory
Year of study:	2 nd academic year- 3 rd semester
Number of hours per week:	2 hours per week
The value of credits – ECTS:	6 ECTS
Time / location:	Thursday: Gr.1 10 ³⁰ – 12 ³⁰ Gr. 2 13 ⁰⁰ – 15 ⁰⁰ Faculty of Education / Classroom - 1
The professor of subject:	xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
Contact details:	Official email: xxxxxxxxxxxxxxxxxxxx Personal email: xxxxxxxxxxxxxxxxxxxx Mob.Phone.: xxxxxxxxxxxxxxxxxxxx
Aims and objectives of the course:	<i>The program aims to:</i> <i>- give students an introduction to English as a foreign language at intermediate level.</i>

	<p>- give students an understanding of the EFL acquisition and expansion of knowledge in the subject of English at intermediate level.</p> <p>-to ensure that students know some characteristic in four main areas of English language linguistics, in: reading, writing, speaking and listening, by exploring the situations and topics that offers certain literature content.</p> <p>- make students familiar with key concepts, including grammar as an important part of the language. -develop student's reading, speaking, writing and listening skills.</p> <p>-present students on various topics, culture and authentic texts which have the purpose of increasing the level of reading and comprehension, oral and written communication through various activities such as presentations, essays, listening, discussion, etc.</p>
Learning outcomes:	<p><i>Learning outcomes are written based on Bloom's Taxonomy as useful aid.</i></p> <p><u>Knowledge:</u></p> <p>-name parts of speech and meaning</p> <p>-describe different cultures and holidays around the world;</p> <p>-identify the most common verb phrases helpful for speaking skills;</p> <p><u>Comprehension:</u> differentiate between future forms will and going to;</p>

	<p><i>-translate short passages the literature provides;</i></p> <p><i>-explain the impact of mother tongue in English foreign language learning;</i></p> <p><i>-convert nouns to adjectives to verbs using affixes (prefixes and suffixes);</i></p> <p><u><i>Application:</i></u></p> <p><i>-show proficiency in the use of vocabulary and grammar and sounds of the language in different styles;</i></p> <p><i>-apply knowledge of the vocabulary to write an essay;</i></p> <p><i>-prepare a CV for teaching, including the values of good teacher;</i></p> <p><i>-illustrate a fast food menu with different meals and put ingredients for each food;</i></p> <p><u><i>Analysis:</i></u></p> <p><i>-determine the proper preposition in the given sentences;</i></p> <p><i>-analyze modal verbs and what do they express;</i></p> <p><i>-compare regular and irregular adjectives;</i></p> <p><i>-classify present and past tenses; continuous and perfect tenses;</i></p> <p><u><i>Synthesis:</i></u></p> <p><i>-formulate compounds, words that go together;</i></p> <p><i>-make negative and questions;</i></p> <p><i>-summarize the most important information of stories in the book;</i></p>
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	<p><i>-design a questionnaire for differentiated instruction in English foreign language learning;</i></p> <p><i>-formulate an academic letter and imagine sending email to professor;</i></p> <p><u><i>Evaluation:</i></u></p> <p><i>-compare the meaning of past simple and present perfect tenses;</i></p> <p><i>-explain countable and uncountable nouns;</i></p> <p><i>-support your opinion about certain question;</i></p> <p><i>-relate if clause and main clause at conditional sentences;</i></p> <p><i>-interpret listening story.</i></p>
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Table 19. Revised syllabus after the workshop.

As far as field research is concerned with teaching methodology and with a special emphasis on differentiated instruction as a set of teaching strategies that are undoubtedly the most important components to meet the needs of each student in the classroom, it is essential that the study to be expanded to all universities of the Republic of Kosovo and seek for solutions. In addition, to further investigate on previously conducted research by foreign researchers and to make comparisons among studies from which positive results will be drawn.

As far as the present study is concerned and based on the results obtained, a poor management of teaching by the lecturers (participants of the study) was noticed by the lecturers, which makes it impossible to realize learning outcomes. Lack of the new methods application, in particular the different strategies to meet the needs of each student turns out that the lecturers remain in the traditional methodology that results in their non-professional development. According to the interviewers, teachers as participants in the present study claim that the Ministry of Education, Science and Technology in Kosovo has not made enough efforts for them to attend trainings on

differentiated instruction, but only so far as they could find data from the internet or other materials.

In view of its limitations, the study recommends the following:

- ✓ classroom management must be improved
- ✓ the application of differentiated instruction is crucial and results in the professional development of teachers
- ✓ MEST or responsible education authorities in Kosovo should organize trainings for University teachers with special emphasis on differentiated instruction
- ✓ it is needed collaboration among EFL teachers, respectively academic staff at UGJFA for improving the quality of learning
- ✓ teachers' greater effort on recognizing students and their needs so the DI happens for real
- ✓ constant efforts of teachers on differentiated content, process and product in order to overcome the teaching challenges in EFL mixed ability classes
- ✓ teachers should reduce the teaching method "one size fits all" and leave no students behind
- ✓ EFL teachers have to consider different factors which affect the diversity of students that have impact on EFL learning.
- ✓ A similar study can be conducted with a larger sample size that could enable the diverse information when comparing the results.
- ✓ Similar studies can be conducted by exploring a broader spectrum of factors that affect diversity among students or by focusing more on their social, economic and family background in order to make clearer view on what their individual requirements are, taking into account these factors.

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APPENDICES

Appendix 1: Questionnaire distributed to students/participants of UGJFA where the study has been conducted.

English Language Student's Questionnaire

Dear students

I address you this questionnaire as part of a study on Differentiated Instructions in English Foreign Language Learning process, on challenges you face with during the process of learning English in the classroom and the importance you give different learning styles and different learning methodology for better English Language acquisition.

We guarantee that anonymity will be respected and the collected information will only be used for study purposes and you as respondents will remain anonymous. Your sincerity will be appreciated and will help us to carry out the research that has to do with the aforementioned topic.

The questionnaire is shared to students of the University of Gjakova ‘Fehmi Agani’, respectively of the Faculty of philology and Faculty of Education.

GENERAL QUESTIONS:

1. Student of Faculty of Philology ☐
Student of Faculty of Education ☐
2. Gender:
Male ☐
Female ☐
3. Your English Language level proficiency (1 – advanced; 2 – intermediate; 3 – pre-intermediate; 4 – elementary).

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SPECIFIC QUESTIONS:

1. Do all EFL students learn English in the same way?
a. Yes b. No c. I don't know
2. Do you always connect with the way your EFL teacher teaches?
a. Yes b. No c. sometimes

3. Does "One size Fits all" teaching approach works in learning EFL?
 a. Yes b. No c. I don't know

4. How often does EFL teacher use differentiated instruction to suit the individual needs of each student?
 a. always b. often c. Sometimes d. rarely e. never

5. Do you have enough learning tools in case you don't understand the lecture? (check on internet, books, discuss and ask instructions, PPP, CD player, etc.)
 a. Yes b. No c. Sometimes

6. What learning style best fits you in EFL lectures:
 a. Aural - prefer using sound and music to learn
 b. Verbal - learn best through speech and writing
 c. Visual - prefer learning using pictures and images
 d. Solitary - do best through self-paced studying
 e. Social - like to learn in groups with others

7. How often do you work independently in the classroom so you may construct the lesson on your own learning style?
 a. always b. often c. Sometimes d. rarely e. never

8. How often does EFL teacher provide flexible grouping where students can work in pairs, small groups or alone?
 a. always b. often c. Sometimes d. rarely e. never

9. Does your EFL teacher encourage you the various learning styles?
 a. Yes b. No c. Sometimes

10. Does your EFL teacher encourage everyone to fit the "model" of how students should learn?
 a. Yes b. No c. Sometimes

11. Does learning environment allow you to take control of your own EFL learning style?
 a. Yes b. No c. Sometimes

12. We are allowed to self-select a way to learn the material that is taught?
 a. Strongly agree b. agree c. neither agree nor disagree d. disagree e. strongly disagree

13. Teachers give more importance to the implementation of syllabus rather than paying attention on students' needs?

- a. Strongly agree b. agree c. neither agree nor disagree d. disagree e. strongly disagree

14. If EFL teacher uses different strategies it will improve the speed and quality of learning?

- a. Strongly agree b. agree c. neither agree nor disagree d. disagree e. strongly disagree

Express your brief opinion on the following question:

1. Is differentiated instruction difficult to manage and reach in EFL classes?

2. What challenges do students face in EFL mixed ability classes?

3. What is the impact of using different teaching strategies on EFL learning in the classroom?

4. If you were an EFL teacher would you make sure every student gets the needed attention?

5. If you were an EFL teacher how would you make the classroom comfortable place to approach lecture based on students' learning style/preference? Give an example if possible.

Thank you for your time and dedication.

Appendix 2: Interview distributed to EFL teachers/participants of UGJFA where the study has been conducted.

English Language Teacher's semi-interview

GENERAL QUESTIONS:

4. Teacher at Faculty of Philology ☐
Teacher at Faculty of Education ☐

5. Gender:
Male ☐
Female ☐

6. Your current certification

Bachelor degree
MA/Mr.sc.
PhD. Candidate
Pr. Dr.

7. Your teaching experience
less than 5 years

5 – 10 years
10 – 15 years
15 – 20 years
20 – 25 years
25 + years

8. Course you are currently teaching:
-

SPECIFIC QUESTIONS:

1. What is your definition on differentiated instruction?
2. Is there any collaboration among EFL teachers in your faculty regarding differentiated instruction?

3. Do you believe that every teacher should implement differentiated instruction in the classroom?
4. How often do you implement differentiated instruction in teaching-learning process in the classroom? Rate your level on a scale of 1 to 10.
5. Do you consider differentiated instruction when planning the syllabus?
6. Was any of your professional trainings with the focus on differentiated instruction? If yes, how helpful was it? Did you change your teaching methodology after?
7. What do you do in order to know students' learning styles/preferences better?
8. What are challenges you meet when you need to differentiate instruction?
9. How do you modify the content so the differentiated instruction may happen? Circle the option you believe implement. You have to choose only one as the most important according to you!
 - variety of books and resource materials
 - present information through technology, PPP, so they can watch and listen.
 - provide additional literature based on students' level proficiency
10. How do you modify the process so the differentiated instruction may happen? Circle the option you believe implement. You have to choose only one as the most important according to you!
 - support students by additional explanations
 - giving chance to investigate or debate an issue presented
 - support students by re-teaching once or more again.
11. How do you modify the product so the differentiated instruction may happen? Circle the option you believe implement. You have to choose only one as the most important according to you!
 - giving opportunity to be evaluated throughout the semester by creating a portfolio
 - giving chance to demonstrate their knowledge based on the written test/exam or verbally (to choose on their own preference)
12. How do you think differentiated instruction impact on students' learning?

Appendix 3: Student's Questionnaire for participants in focus group discussions

Focus group Student's Questionnaire

Thanking you for your arrival in this debate, which is valid for this study, I beg you for a few minutes to fill out this short questionnaire, circling only one given option. Questions have to do with a pre-assessment if you are aware of the topic that will be developed.

Your sincerity will be appreciated and will help us to carry out the research that has to do with the aforementioned topic.

The questionnaire is shared to students of the University of Gjakova ‘‘Fehmi Agani’’, respectively to 16 students of the Faculty of Philology and 12 of the Faculty of Education as participants in the focus groups discussion.

Thanks in advance.

General questions:

1. Student of Faculty of Philology ☐
Student of Faculty of Education ☐
2. Gender:
Male ☐
Female ☐
3. Your English Language level proficiency (1 – advanced; 2 – intermediate; 3 – pre-intermediate; 4 – elementary).

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Specific questions:

1. Do you know what differentiated instruction mean?
a) Yes b) No
2. Do all students in the classroom know EFL in the same level?
a) Yes b) No
3. Do you know what EFL mixed ability classes are?
a) Yes b) No
4. Does ‘‘One size fits all’’ is an effective teaching approach?
a) Yes b) No
5. Do EFL teachers change their teaching methodology during the semester?
a) Yes b) No
6. Is the classroom comfortable place to learn and follow lectures?

- a) Yes b) No
7. Does any teacher do a pre-assessment in order to know your language abilities?
a) Yes b) No
8. Are you all involved in learning after the lecture was taught by the teacher?
a) Yes b) No
9. Does your EFL teacher observe your learning performance and direct you further?
a) Yes b) No
10. Are you involved in planning lessons and impact on teaching?
a) Yes b) No

Appendix 4: Focus group questions for students who participated in discussion.

Focus group questions:

- Do all students in the classroom know EFL in the same level?
- What causes mixed ability classes? Why are you different regarding English level proficiency?
- What are challenges of being part of this kind of class, mixed ability class?
- What does Differentiated instruction mean for you?
- Do you believe that all EFL learners learn in the same way? Support your opinion.
- Why do you think that teaching approach “one size fits all” doesn’t work in learning EFL?
- How often are different strategies and activities offered in EFL course, so the DI happens? Do you think it’s enough?
- What are your individual preferences so you might use to reach learning easier? Are you allowed to learn in your way or you are directed by the teacher.
- Is the classroom comfortable place to learn and follow lectures? Support your opinion.
- What about the course syllabus? How is it designed? Does your teacher collaborate for planning the syllabus?
- If you were an EFL teacher would you make sure students get the attention they need?

Appendix 5: Observation checklist in EFL classes

Observation checklist Form

University of Gjakova “Fehmi Agani”

Date: ____ / ____ / ____

Faculty: _____

Study Year: _____

Course: _____

Teacher: TEACHER 1

Rating scale: A – applicable N – no applicable S – some

Lesson presentation/ In the beginning of the lecture, teacher:	A	N	S	Comment/s
is interested in the students’ participation				
requires silence and not speaking without her/his permission				
communicates kindly				
expresses the opinion on the way students are sitting				
motivates students as the learning outcomes will be achieved easily (as they will gain the needed knowledge required regarding the unit)				
creates a relaxed environment for learning				

Requires everyone's attention				
Starts teaching without greeting or a way to stimulate students on learning				
Differentiation Instruction in content Material/resources	A	N	S	Comment/s
Uses the same book/literature during the semester				
Offers additional material				
There is not a certain material, only taking notes while teacher teaches				
Resource is accessible for students				
Uses PPP (Power Point Presentation) only				
Offers appropriate internet sources for learning unit				
Allows to use dictionary / online dictionary or any link				
Provides printed tasks, readings, exercises, etc.				

Differentiation Instruction in process Strategies applied	A	N	S	Comment/s
Uses technology				
Uses different methods for different ability students				
Uses different activities based on individual preferences				
Does not stop teaching/talking until the explanation/teaching is finished				
Often asks if repetition/re-teaching is needed				
Repeats as much as required by students				
Uses whole class activity by asking questions regarding the presented unit				
Uses group work				
Uses peer work				
Defines students' responsibility in group/peer work				

Uses individual work				
Engages all students in various flexible grouping				
Is clear in giving instructions				
Engages students in active learning				
Cares on students' participation in the discussion				
Monitors each students while doing given assignment				
Gives extra explanation while monitoring				
Is careful in listening students				
Pays attention to each student				
Allows extra time if needed				
Gives feedback at the end				
Differentiation Instruction in product	A	N	S	Comment/s
Feedback/evaluation				

Checks if learning outcomes are reached				
Presents students with choices of assignments				
Gives homework based on students' ability				
Engages students with projects in voluntary bases				
Appoints the students for the next week presentation				
Carefully corrects students' mistakes in given responses				
asks if they have suggestions for the coming week, including teaching strategies				
Advises students to write down any question related to the present unit, in order to continue with the other unit				

Appendix 6: Letter of permission to Dean of ‘‘ Faculty of Philology’’



Faculty of Philology

Letter of Permission

Dear Head of Faculty,

I would like to request for permission to conduct a research project in the Faculty of Philology of the University of Gjakova ‘‘Fehmi Agani’’.

I am currently undertaking my Doctoral Studies-Third Circle in South East European University, in Faculty of Languages, Cultures and Communications (LCC), in Tetovo/Macedonia. The purpose of the research is to investigate the students’ and lecturers’ perceptions on differentiated instruction, its challenge and impact in EFL (English Foreign Language) learning.

In this research project, I would like to ask participation of the 182 students out of 377 as a sample for investigation of the current research. They will be asked to anonymously complete the questionnaires that are designed for this research. Through this process, the students will be asked (only in voluntary basis) to participate in one focus group.

The students will be allowed to self-select into the group with the conditions that each group can only consist of 12 – 18 students. The research will be conducted during April-May, 2017.

Also, English Language lecturers will be asked (in voluntary basis) to participate in an individual interview. No interview will take longer than one hour. Interviews will be audio recorded only with their permission, otherwise I will take notes and I will confirm the main points with the interviewees to determine the accuracy of my notes from the interviews.

The main questions to be asked in the interviews are:

How familiar are English lecturers with DI – differentiated instruction?

To what extent do they implement DI in the EFL classes?

Is DI important for EFL learning improvement?

I would also like to have your permission as a Dean of Faculty of Philology to let me observe these lecturers and students in any English class.

A summary of the research findings will be made available for the interested participants upon request after the completion of the thesis.

This project has been approved by the Faculty of Languages, Cultures and Communications in South East European University in Tetovo/Macedonia.

If you have any questions or would like to receive further information regarding the research, you can address it either to me, my supervisor Assoc.Prof.Dr. Agim Poshka or to chair of the committee Assoc.Prof.Dr. Artta Toci.

The contact details are provided below.

Thank you

Yours sincerely,
Laura Naka

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Appendix 7: Letter of permission to Dean ‘‘ Faculty of Education’’



Faculty of Education

Letter of Permission

Dear Head of Faculty,

I would like to request for permission to conduct a research project in the Faculty of Education of the University of Gjakova ‘‘Fehmi Agani’’.

I am currently undertaking my Doctoral Studies-Third Circle in South East European University, in Faculty of Languages, Cultures and Communications (LCC), in Tetovo/Macedonia. The purpose of the research is to investigate the students’ and lecturers’ perceptions on differentiated instruction, its challenge and impact in EFL (English Foreign Language) learning.

In this research project, I would like to ask participation of the 195 students out of 377 as a sample for investigation of the current research. They will be asked to anonymously complete the questionnaires that are designed for this research. Through this process, the students will be asked (only in voluntary basis) to participate in one focus group.

The students will be allowed to self-select into the group with the conditions that each group can only consist of 12 – 18 students. The research will be conducted during April-May, 2017.

Also, English Language lecturers will be asked (in voluntary basis) to participate in an individual interview. No interview will take longer than one hour. Interviews will be audio recorded only with their permission, otherwise I will take notes and I will confirm the main points with the interviewees to determine the accuracy of my notes from the interviews.

The main questions to be asked in the interviews are:

How familiar are English lecturers with DI – differentiated instruction?

To what extent do they implement DI in the EFL classes?

Is DI important for EFL learning improvement?

I would also like to have your permission as a Dean of Faculty of Education to let me observe these lecturers and students in any English class.

A summary of the research findings will be made available for the interested participants upon request after the completion of the thesis.

This project has been approved by the Faculty of Languages, Cultures and Communications in South East European University in Tetovo/Macedonia.

If you have any questions or would like to receive further information regarding the research, you can address it either to me, my supervisor Assoc.Prof.Dr. Agim Poshka or to chair of the committee Assoc.Prof.Dr. Artta Toci.

The contact details are provided below.

Thank you

Yours sincerely,
Laura Naka

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