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*Faculty of Languages, Cultures, and Communication*

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# Master Thesis

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## Declaration statement

I responsibly declare that this scientific paper was written by me, in addition to the materials cited and referenced according to the guidelines of the South East European University of Tetova. Also, this paper has never been presented for evaluation in other institutions.

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Working title of the thesis:

**“The challenges of Differentiated Instruction: *A case study at several primary schools in Pristina, Kosovo*”**

Translation of the working title in Albanian:

**“Sfidat e mësimdhënies se diferencuar: *Një studim rasti në disa shkolla fillore në Prishtinë, Kosovë*”**

Translation of the working title in Macedonian:

**“Предизвиците на диференцираната настава: Студија на случај во неколку основни училишта во Приштина”**

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## Abstract

The idea to address the issue of strategies for treating students with different abilities in the classroom came to me as most of the teachers in our country find it difficult to include all students who come to school with different levels of learning in the teaching process, with different preferences for particular subjects and different learning profiles and styles. Although, the expectations of the teacher for all students are the same, this is a disadvantage of all students who are below other students' level and who need unique approaches and guidance according to their personality and learning abilities.

The purpose of this research is to understand how important it is for all teachers to always bear in mind that in a classroom they may never have two students with similar abilities, learning levels, and needs. Learning style, language skills, general knowledge, willingness to learn, and other factors can vary widely within a classroom.

Meanwhile, the subject of this research was to primary schools in Prishtina as well as comparing how much differentiated instructions is applied to public and non-public schools, such as "Xhevdet Doda", "Hasan Prishtina", which are public schools and "Arsimi i Shqipërisë", "Finnish school", which are non-public schools. The results of these schools are compared among themselves. In addition to classroom observation, interviews and questionnaires with both teachers and students will be conducted, and existing literature addressing this topic around the world will be reviewed. In this way, this research will measure the effectiveness of differentiated instructions in these schools and provide recommendations for further development of teachers in all public and non-public schools so that each teacher can help students learn more effectively by making the connection between the curriculum and their students' different interests and abilities, pushing all students to the point where they are able to work without help and the expectations of these students to be consistent not only with the curriculum but also with their unique profile as students. Through differentiated instructions, each teacher would understand the difference of this point, which differs between students performing below their level and those who are gifted.

*Keywords: differentiated instructions, learning styles, specific needs, non-public and public schools.*

## Abstrakt

Ideja për të trajtuar çështjen e Efikasitetit të udhëzimeve të diferencuara në klasë, më erdhi ngase shumica e mësimitdhënësve në vendin tonë kanë vështirësi që të përfshinë në procesin mësimor të gjithë nxënësit të cilët vijnë në shkollë me nivele të ndryshme të të nxënësve, me preferenca të ndryshme për lëndë të caktuara dhe profile dhe stile të ndryshme të të nxënësve. E megjithatë, të priturat nga mësimitdhënësi për të gjithë nxënësit janë të njëjta. Kjo është në dëm të gjithë atyre nxënësve që janë nën nivelin e klasës dhe që kanë nevojë për qasje dhe udhëzime të veçanta dhe unike sipas personalitetit dhe aftësive të tyre të të nxënësve.

Qëllimi i këtij hulumtimi është që të kuptohet se sa e rëndësishme është që të gjithë mësimitdhënësit ta kenë gjithmonë parasysh që në një klasë nuk mund t'i kenë asnjëherë dy nxënës me aftësi, nivele të të nxënësve, dhe nevoja identike. Stili i të nxënësve, aftësitë gjuhësore, njohuritë e përgjithshme, gatishmëria për të mësuar dhe faktorë të tjerë mund të dallojnë shumë përbrenda një klase.

Ndërkaq, objekt i këtij hulumtimi ishin shkollat filllore në Prishtinë, si “Xhevdet Doda”, “Hasan Prishtina” të cilat janë shkolla publike, dhe “Arsimi i Shqipërisë”, “Finnish school” të cilat janë shkolla jo-publike . Rezultatet e nxjerra nga këto shkolla janë krahasuar në mes veti. Përpos vërtetimit në klasë, do të realizohen intervista dhe pyetësorë si me mësimitdhënësit ashtu edhe nxënës, si dhe do të shqyrtohet literatura ekzistuese që trajton këtë temë anembanë botës. Në këtë mënyrë, përmes këtij hulumtimi do të matet efikasiteti i udhëzimeve të diferencuara në këto shkolla dhe do të jepen rekomandime për zhvillim të mëtutjeshëm të mësuesve të të gjitha shkollave publike dhe jo publike në mënyrë që secili mësues të mund ndihmojë nxënësit të mësojnë më së miri duke bërë lidhjen mes kurrikulës dhe interesave dhe aftësive të ndryshme të nxënësve të tyre, duke i shtyrë të gjithë nxënësit në atë pikë ku ata të jenë në gjendje të punojnë pa ndihmë. Dhe pritjet nga këta nxënës të jenë në përputhje jo vetëm me kurrikulën por edhe në përputhje me profilin e tyre unik si nxënës. Përmes udhëzimeve të diferencuara secili mësues do ta kuptonte dallimin e kësaj pike, që cila ndryshon tek nxënësit që performojnë nën nivelin e tyre dhe tek ata që janë të talentuar.

*Fjalët kyçe: mësimitdhënie e diferencuar, stilet e të nxënësve, nevojat specifike, shkollat publike dhe jo-publike.*

# CHAPTER 1

## 1. INTRODUCTION

Differentiated instructions are a guiding theory that enables teachers to best manage the challenge of a classroom with students with different abilities taking into account the different factors when planning the lesson and when teaching. According to this theory, teachers can design their own learning environment in order to approach different learning styles, and students' different abilities within a classroom. In order for teachers to help all students succeed in learning, despite individual differences, it is a great challenge that requires, among other things, a lot of creative thinking.

Efficiency in differentiated instructions continues to be one of the major problems encountered in education systems and in modern societies. Although many curriculum reforms and regulations around the world have been shaped by providing an equal approach for each student, the results have not been very promising. The traditional, non-differentiated approach that does not help all students with different abilities is one of the main factors causing this problem. Therefore teaching and planning of the lesson should be done based on the unique needs of the students which helps them to acquire knowledge based on their prior knowledge. For differentiated instructions to be effective it requires creative ideas, continuous reflective teaching procedures that cannot necessarily be achieved through a ready-made lesson plan prepared in advance of the curriculum. In order to plan the lesson and select the instructions of a curriculum based on differentiated instructions, it must be the teacher who makes the selection based on the students' needs and their personal characteristics. It is precisely the learning styles of students, their interest, talents, abilities but also their cultural background that should guide teachers towards the appropriate selection of differentiated instructions.

However, this does not mean that differentiated instructions means giving separate irrelevant activities to each student but means providing related activities that are based on the student's

needs and in order to make sure that all students understand the main idea of the lesson more or less similarly. Through this research I will try to show that differentiated instructions can be easily achieved if all teachers can identify their students' level of readiness, multiple intelligences or even preferences that they have in order to practice teaching strategies to suit the unique needs of their students.

## **1.1 Importance of the thesis**

After the war, Kosovo began to take steps to rebuild it in concrete, social and psychological terms. During all the efforts that governments and citizens of Kosovo have made, we say that we still have difficulties, and we need improvements especially in the education system. I emphasized the education system, because it is the only guarantee for the future of the country, as the main focus is on the new generations and their well-education. The difficulties that the education system is facing are precisely the different types of diversity that are emerging in Kosovo society even though it is considered as a society that has cultural, racial, ethnic diversity in itself. Thus, the importance of the thesis lies in:

- Aim for inclusive education and the development of a comprehensive curriculum to reflect, understand, and address different classroom situations created by different individuals within it.
- Implementation of sophisticated methods for inclusion in a mixed classroom with the aim of achieving effective teaching that promotes respect for the individual and an inspirational learning of self-confidence.
- Teachers' training for mixed-ability classes is extraordinarily important due to the fact that the teacher is considered as a coach and mentor in the education process, thus, well-trained teachers will show the experience and will choose the most successful comprehensive methods in the class.
- None of the students should be neglected. The main purpose of education is the student in all of his forms of presentation. Striving to leave no students neglected, we achieve and finalize inclusion, cooperation, and the desire to be with one another in the process of knowledge acquisition.

- Assessment of auxiliary materials of mixed-ability classes is also important because they are valuable since they create the image of the right of choice, freedom of thought and action of each student within the class. The student, feeling free and respectful, the same behavior will apply to other students, teachers and the community. This means that he/she accepts the freedom of thought of others about him/her. This creates confidence in the conception of self and others.
- Creation of a concrete cooperation plan in Kosovo and abroad through an online platform which facilitates the exchange of different experiences and also breaks down the conceptual barriers to mental boundaries that we place as a result of the mentality and environment that surrounds us. This helps reach an easier adaptation towards these comprehensive classes in the teaching process.
- Learning civic values by which pupils know how to respect anyone, regardless of physical, mental, racial or cultural characteristics, represents the way the social environment (class, family, city, etc.) functions and further improvements of this environment. By fostering the value of citizenship, we educate children to demonstrate their desire to collaborate and respect everyone and why they differ from him or her. Civic values also arouse interests for inclusion and it is a priority for education to promote inclusion in the classroom.

## **1.2 RESEARCH OBJECT AND PURPOSE**

### **1.2.1 Object of research**

The object of our research is the efficiency of differentiated instructions in Kosovo's education system. This was analyzed by comparing public schools and non-public schools and also the main focus will be on the strategies which should be used to achieve a more inclusive teaching.

### **1.2.2 Research purpose and research tasks**

The purpose of the research is to identify the level of applicability of differentiated instructions in mixed-ability classes and to analyze the most successful strategies to be used by teachers.

### **1.2.3 Research tasks that will help achieve its goal:**

- To ascertain the level of implementation of differentiated teaching in class.
- Analyze the necessity and advantages of implementing differentiated teaching.
- Compare the final results from the public and non-public schools involved in the research.
- Draw conclusions and make recommendations.

## **1.3 RESEARCH HYPOTHESIS AND SUB-HYPOTHESIS**

Some research questions that prompted us for this research are:

- Do teachers in Kosovo have the right knowledge about applying differentiated teaching?
- Does the curriculum of our education system fit into differentiated teaching?
- How can we create a proper classroom environment that suits the needs of all students?
- Will the use of technology in the classroom help achieve the goal of differentiated teaching?
- What are the most effective differentiated teaching strategies?
- How much can we include students with special needs through differentiated teaching?
- What are the main factors in our country that the education system continues to have a major stagnation in the implementation of differentiated teaching?

### **1.3.1 The basic hypothesis of this research is:**

Effective differentiated instructions enable each student despite their unique diversity as an individual and learner:

- To achieve maximum learning
- To be successful in their formation

### **1.3.2 The sub-hypotheses of this research are:**

- A well-made curriculum brings a successful approach to suit the diversity of students in the classroom and not the other way around
- Well-prepared and trained teachers achieve successful teaching in differentiated classes.



# CHAPTER 2

## 2. LITERATURE REVIEW

### 2.1 General Review

Differentiated instructions involve constructive response to what students know. This means offering them some ways of learning so that they have access to the opportunities most suitable for them to learn according to their capacity. This means that the approach to learning skills that the learner has with the most appropriate pedagogy, curriculum goals, and opportunities to demonstrate acquired knowledge must be adapted (Anderson, 2007; Ellis, Gable, Gregg & Rock, 2008). All this requires the differentiation of the regular curriculum. For all those students who have learning difficulties, differentiation is seen as the responsibility of their teachers (Vellutino, Scanlon, Small & Fanuele, 2006). There are three levels of differentiated instructions that are commonly used: 1) modification of the classroom based on teaching; 2) interventions focused on small groups; and 3) intensive tutor interventions 1: 1 (zanzek & Vaughn, 2011).

There is various information about differentiated instructions to which teachers can access information about the implementation of differentiated instructions procedures. Tomlinson & Strickland (2005), say that teachers usually differentiate instructions by modifying one of the following: the content that students learn the process of how they will learn it and the end product is how they will show what they have learned. To realize this Anderson, 2007; Rock at al., 2008; Tomlinson, 2000, recommend that teachers should consider students' knowledge, preferences, and skills, how students will be organized to learn (placement in flexible groups according to common interests, topic, or ability) as well as important features of evaluation procedures.

Teachers can differentiate their teaching when they: 1) understand how their students learn and think; 2) recognize a range of options to differentiate their teaching; 3) can apply differentiated

instructions to different topics in the classroom; 4) have the right motivation; and 5) can understand the culture and climate in their classroom in terms of differentiation (Munro, 2010; 2011; 2012).

According to Carol Ann Tomlinson, teachers need to assess students' readiness and their interests and their "profile" of learning (which includes knowing a student's culture and background) in order to understand his or her needs in relation to the specific learning unit or learning goals and use this knowledge in selecting the approach to use in order to best help the learner learn. For example, while some children may be working on a story and developing a writing project for that story, teachers may allow others to show what they are learning, while others may be drawing, or make diagrams. "It just makes the class more open to everyone," says Tomlinson.

VanTassel-Baska & Stambaugh (2005) have identified a number of reasons for the lack of differentiated instructions. According to them this happens because teachers:

- 1) Lack of substantive knowledge needed to expand and differentiate some areas of typical curriculum content to reach all students
- 2) Lack of classroom management skills to support differentiated instructions
- 3) They lack the necessary confidence to implement differentiated instructions, such as the belief that students differ in the way they learn, that students can gain knowledge that is not understood by the teacher
- 4) Do not know how to approach talented students coming from different cultural groups (ethnic, social) or those students who are below the appropriate level
- 5) Have difficulty finding and using effectively the resources needed to help with teaching

When it comes to the effectiveness of differentiated instructions, teachers must be careful in selecting the best possible strategies and their application based on students' knowledge and their learning styles. Therefore, the school also plays an important role by giving space to teachers to adapt the curriculum to the needs of their students.

Schools that aim to be successful in educating children need to consider their needs, interests, and level of preparation.<sup>1</sup> These schools will begin their success only when they understand and approach these needs, interests and ways of learning respectively.

Knowing that the diversity of development among students in each class is great, adapting the curriculum according to the students' level of understanding is a very challenging job. In addition to different levels of development and learning styles, different cultural backgrounds or children's life experiences should also be taken into account. The recent efforts to include students in need must be individualized in both content and teaching methods.<sup>2</sup> In order for all students to achieve the success they want, working with them in school must be adapted to each individual's talent. Students do not have the same level of development. For this reason teachers must make it impossible for students to see their success in different ways.<sup>3</sup>

Teachers' expectations should reflect an understanding of classroom differences. Ways of presenting knowledge should fill in the gaps in children's talents or dispositions so that they can display the acquired knowledge. Therefore, teachers of the future should be prepared to serve and value a diverse group of children and their families than in the past.<sup>4</sup>

Development and learning occur at different levels, differing from one child to another.

Individual difference has at least two dimensions: the unavoidable variability around a typical or normative course of development and being unique in the case of each child as an individual.<sup>5</sup> To be as effective as possible, teachers need to get to know the child as well as possible within the group. They should do this using a variety of methods, such as observation, clinical interviews,<sup>6</sup> examination of the child's work, individual assessment of the child, and conversations with their families. From the information obtained in this case, teachers can make the necessary plans and adjustments to promote the child's individual development and learning as much as possible.<sup>7</sup>

Children differ in many other aspects as well - these include their strengths, interests and preferences; personalities and approaches to learning; and knowledge and skills based on previous experience. Children may also have special learning needs - sometimes they are

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<sup>1</sup> National Middle School Association, 1995

<sup>2</sup> National Middle School Association, 1995, pp.21-22

<sup>3</sup> Turning Points, 2000 ( Jackson and Davis, 2000)

<sup>4</sup> National Association For The Education Of Young Children, 2001

<sup>5</sup> Leading And Managing A Differentiated Classroom, 2010, Carol Ann Tomlinson and Marcia B. Imbeau,p.5

<sup>6</sup> A long dialogue in which adults seek to understand the concepts and strategies of the child

<sup>7</sup> Leading And Managing A Differentiated Classroom, 2010, Carol Ann Tomlinson and Marcia B. Imbeau,p.6

diagnosed and sometimes they are not. Other factors that teachers should consider in order to increase the adaptation to each student's learning are the circumstances in which they live such as living in poverty, being homeless, frequent relocations or even situations of other challenging.<sup>8</sup>

## 2.2 The comprehension of differentiation

There are some misconceptions among new teachers about differentiation. These misconceptions, according to Carol Ann Tomlinson and Marcia B. Imbeau in their book "Leading and Managing the Differentiated Class, are explained as follows:

**1. Misunderstanding:** Differentiation is a series of guiding strategies.

**Truth:** Differentiation is a philosophy - a way of thinking about teacher and learner. It is actually a series of principles.

**2. Misunderstanding:** It is appropriate for a school leader to show teachers how to differentiate instruction effectively.

**Truth:** Learning how to differentiate between guides as best as possible requires rethinking the practice used in the classroom by the teacher and results only in a process of many experiences, reflections and adjustments in the classroom of each teacher.

**3. Misunderstanding:** Differentiation is something that the teacher does it or doesn't do it (as in the case of "I already do it," or "I can say that now our teachers do the differentiation of instructions.").

**Truth:** Most teachers who stay in the classroom for more than a day pay attention to the differences between students and respond to them to some extent - especially in cases with students who disturb the order or tranquility of the classroom. However, there are few teachers who proactively plan teaching so as to continuously approach students' differences in preparation, interests and learning profiles.

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<sup>8</sup> National Association For The education of Young Children, 2009

**4. Misunderstanding:** Differentiation is only limited to lessons / teaching.

**Proven:** Just because differentiation is an adjustable approach, effective differentiated instructions are an integral part of a positive learning environment, a curriculum to earn more, an informative commentary decides teacher recruitment, and so on flexible class. Understand as clearly as possible the individual elements of differentiation, and how they intertwine and give form to the classics, extend it to a deeper exploration of the philosophy of differentiation (which I will develop teachers how to guide and teach a differentiated class as effectively as possible).<sup>9</sup>

### 2.3 Key elements of differentiated instructions

Differentiation can be described as classroom practice with particular emphasis on individual students and on course content. In other words, an effectively differentiated class means:<sup>10</sup>

- Students differ from each other as learners in terms of experience, culture, language, gender, interests, willingness to learn, ways of learning, speed of learning, support systems for learning, awareness as a learner, self-confidence as a learner and being Independent as a learner.
- Differences substantially affect how students learn as well as the nature of the classification they will need at certain times during the learning process.
- Teachers have a responsibility to ensure that all their students learn the most important content.
- Teachers need to make specific plans and constantly update those plans in order to relate each student to the main content.
- Besides that teachers need to understand the content they teach, they also have to understand the nature of each of their students.
- Teaching with a flexible approach “creates space” for students to show their differences.
- Teachers should constantly ask, “what does this student need at the moment to be able to progress in understanding the content, and what should I do to make this happen?”

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<sup>9</sup> Tomlinson, Brimijoin, & Narvaes, 2008

<sup>10</sup> Leading And Managing The Differentiated Classroom , Carol Ann Tomilson and Marcia B. Imbeau , 2010

One of the most important things of differentiation practices that should be applied in the classroom is the modification of the four elements related to the curriculum, and these are: content, process, product and impact which are based on the three categories of needs and differences of students such as: learning preparation, interest and profile.

### **2.3.1 Content**

*The knowledge, understanding and skills we want students to learn.*

During differentiation we emphasize the methods that students can use to access the main content (e.g. independent reading, pair reading, CDs, photo texts, online research, group work, etc.) rather than changing the content.<sup>11</sup> However, there are cases when several students need to return to the beginning of the content to better understand until the advanced students understand before other students.

### **2.3.2 Process**

*How students manage to understand or perceive content.*

True learning - the kind that enables students to receive, apply and transfer content - should happen to the learner and not to them. The word process is often used as a synonym for activities. However they may not relate to the goals of the content and thus fail in seeking from students to analyze or use basic knowledge, understanding and skill.<sup>12</sup>

### **2.3.3 Product**

*How students demonstrate what they have learned, understood and what they are able to do after a long period of learning*

The product is not something that students bring out in a single learning unit nor the result of an

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<sup>11</sup> Tomlinson & McTighe, 2006

<sup>12</sup> National Research Council, 2000 ; Wiggins & McTighe, 1998

activity or two. The product, in fact, is the culmination of the assessment that requires students to apply and extend what they have learned over a period of time.<sup>13</sup>

### **2.3.4 Impact**

*How students' emotions and feelings affect their learning*

Emotions and feelings come from the brain and are based on past experiences and reactions to current experiences. They affect our motivation to learn, our ability to collaborate with others, and our own concept as a learner. When a student has a positive impact on learning and on himself / herself as a learner he / she opens the door to an academic achievement.<sup>14</sup>

### **2.3.5 Preparation**

*The student's current proximity from a specific knowledge, understanding and skills.*

It is very important not to forget that preparation is not synonymous with skill. Ability is what we sometimes believe to be a more or less innate trait. Meanwhile, preparation is a temporary condition that must change regularly as a result of quality teaching.<sup>15</sup>

### **2.3.6 Interest**

*It involves the attention, curiosity and commitment of the student.*

The student's interest is directly related to the motivation he has to learn. When the student shows interest, the motivation to learn is higher and learning is achieved more easily. Personal interests relate to the student's strengths, cultural context, personal experiences and needs.<sup>16</sup>

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<sup>13</sup> Erickson, 2006; Tomlinson et al;2009

<sup>14</sup> Leading And Managing The Differentiated Classroom , Carol Ann Tomilson and Marcia B. Imbeau , 2010

<sup>15</sup> Sousa, 2001; Wolfe, 2010

<sup>16</sup> Collins & Amabile, 1999

### 2.3.7 Learning profiles

*Preference to absorb, explore or express content*

A student's learning profile is shaped by four elements and the interactions between them:

**1. Learning style** - a contextual approach to learning. Learning styles include working individually or with a partner, whether in a quiet place or listening to music, in a lighted or dark environment, staying in one place or moving.<sup>17</sup>

**2. Intelligence-based preference** - a neurological preference for learning or thinking. For example, intelligence-based preference includes verbal-linguistic, logical-mathematical, kinesthetic, interpersonal, intrapersonal, musical-rhythmic, spatial, analytical, practical, and creative intelligence.<sup>18</sup>

**3. Gender** - approaches to learning that can be genetically or socially shaped for the male or female gender. Although not all men (or women) learn in the same way, there are also gender-based learning characteristics.<sup>19</sup>

**4. Culture** - approaches to learning that can be shaped by the context in which the individual lives as well as by unique ways that make sense for the lifestyle for people living in that context. For example, how people communicate, interact with other generations, celebrate and suffer, and how they show respect are shaped by culture.<sup>20</sup>

## 2.4 Differentiation and class system

Differentiated instructions are a method that is guided by principles to approach the teacher and the learner, and is implemented in the context of the classroom system which consists of four interdependent elements: learning environment, curriculum, assessment and guidance. In each classroom there is a learning environment that is shaped by the teacher's beliefs, experiences and actions. There is also a curriculum, shaped by the teacher's substantive knowledge, school materials, and local mandates. In every classroom there is also a form of assessment that is also

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<sup>17</sup> Dunn & Dunn. 1992, 1993; Gregorc, 1979

<sup>18</sup> Gardner, 1985; Sternberg, 1985

<sup>19</sup> Gilligan, 1982; Gurian, 2001; Tannen, 1990

<sup>20</sup> Delpit, 1995; Heath, 1983; Lasley, Matczynski, & Rowley, 1997



shaped by the teacher and other external forces that influence the teacher. And finally, all the classes benefit from the instructions that the teacher compiles and implements.

### **2.4.1 Learning environment**

*The physical and emotional context in which learning takes place.*

The appearance, organization and structure of the classroom can attract interest in learning through different colors, placement of student works, spaces for individual and group work, easy access to auxiliary materials and arrangement of furniture. In addition to the physical climate which is very important, even more important is the emotional climate because students learn best when they feel safe, respected, involved, challenged and supported.<sup>21</sup>

### **2.4.2 Curriculum**

*A well-organized plan to engage students with relevant knowledge, understanding and skills.*

The curriculum is not a list of standards. The curriculum is not even a textbook. These are simply the ingredients or resources needed to develop a curriculum. A quality curriculum begins with the teacher understanding of the nature of the discipline that the curriculum will present. The curriculum contains a clear idea of the goals we set to achieve a certain standard of knowledge that students should have and the skills they should acquire as a result of learning (over a year or over a unit. It includes mechanisms for summative assessment, careful planning of learning units and ensures the success of students with basic knowledge, understanding and skills.<sup>22</sup>

### **2.4.3 Evaluation**

*Data collection and analysis process that determines the degree to which students have achieved an essential result and provides information for decision-making about instruction planning.*

There are three forms of evaluation:

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<sup>21</sup> Leading And Managing The Differentiated Classroom , Carol Ann Tomilson and Marcia B. Imbeau , 2010

<sup>22</sup> Erckson, 2006; Tomlinson at al., 2009; Wiggins & McTighe, 2005

1. **Diagnostic assessment (pre-assessment):** Designed to determine the relative status of the student before starting a new learning unit;
2. **Formative assessment (which takes place all the time):** Designed to track student progress; and
3. **Summative assessment:** Designed to measure student achievement after completing a unit or at another key point of a unit or year of study.<sup>23</sup>

#### 2.4.4 Instructions

*The process of teaching, education and involvement of the students with the content*

Instructions are what many people think of when they think of the teaching. It is the mechanism that gives what the curriculum offers or in other words, connects the content with the student. They also metaphorically put the teacher in the role of "bridge", thus helping students to relate the knowledge and skills they have to the essential outcomes they need in order to continue their development as learners and as human beings. According to Carol Ann Tomlison and Marcia B. Imbeau in their book "*Leading and Managing a Differentiated Classroom*" with the model of differentiation should:

- Relate to knowledge, understanding and essential skills.
- Be designed taking into consideration the students' differences in learning, culture, language and gender.
- Be flexible in terms of time, materials, support systems, student groups, ways of giving guidance and teaching and learning strategies.
- Provide different ways of achieving essential learning outcomes.
- Help students develop self-efficacy and independence as learners.
- Help students develop skills in collaborative learning.
- Provide in-class routines that balance the student's needs for guidance and freedom.

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<sup>23</sup> Leading And Managing The Differentiated Classroom , Carol Ann Tomlinson and Marcia B. Imbeau , 2010

## 2.5 Learning environment

*"Learning takes place best in a positive environment - one that contains positive relationships and interactions, that contains comfort and order and in which students feel appreciation, gratitude and respect."* - Barbara McCombs & Jo Sue whisler (The learner Centered Classroom And School)

Some teachers say that some students need more time than others in order to achieve a certain understanding or to perfect a certain skill; some bring to class a wealth of knowledge that other students do not possess; some others need to move around the classroom more than others; there are those who seem to have given up school or themselves and others and all the time look angry or lethargic; there are students with difficulty concentrating during discussions with the whole class and they perform much better in small groups; some students are poor on the test even though they have understood the content of the curriculum; and some others do not engage in the learning process if they fail to understand why they should do so.<sup>24</sup>

The purpose of developing a classroom with differentiated instructions is to ensure that each student is provided with the opportunity and support to acquire the essential knowledge and skills as effectively as possible. In other words, differentiation exists to "make room" for all types of students to achieve academic success.<sup>25</sup> A flexible classroom is important for learning in general and not just for differentiated learning. According to experts, there are three categories of classes when it comes to classroom management: dysfunctional, adequate and regular.<sup>26</sup>

- **Dysfunctional classroom** - is usually chaotic and the teacher constantly has difficulty keeping the classroom under control. In this type of classroom learning happens very little.
- **Adequate class** - indicates a basic level of order, but the teacher still has difficulty maintaining that order. In this type of classroom learning happens little.
- **Regular class** - consists of two categories which are: restrictive and enabling:

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<sup>24</sup> Differentiation in practice,2003, Carol Ann Tomlinson and Caroline Cunningham Eidson

<sup>25</sup> Educational Reserche Servis, 1993

<sup>26</sup> Educational Reserche Servis, 1993

1. **The regular restrictive class** is the “tight” class where the teacher manages to maintain a high degree of structure manages the routines well and uses various instructional strategies.
2. **The regular enabling class** is a class where learning takes place slowly and where an open structure is manifested. In this class the teacher uses a wide variety of routines and guiding strategies and the aim is for students to understand the content.<sup>27</sup>

### 2.5.1 Knowing the students

According to (Tomlinson & Imbeau, 2010, p.71) in their book on managing a differentiated classroom, an early and ongoing demand for knowledge for children has at least four benefits:

1. Sends the message to each student that the teacher sees him or her as an individual, and also indicates that he or she is interested enough for an adult to get to know them better. In this way the student begins to trust the teacher and know that he / she will have his / her support.
2. Contributes to the student's willingness to do difficult tasks during the learning process.
3. Helps the teacher to accept responsibility for the student's success.
4. Opens and expands the window of knowledge of each student as an individual and as a learner. Understanding the student's culture, preferences, dreams, family support and his / her favorite ways enables the teacher to plan the approach to the curriculum and guidelines in such a way that each individual achieves success.

### 2.5.2 Building a community within the classroom

A community is a group of people united around an opportunity to discover, reorganize, evaluate, and achieve a common goal.<sup>28</sup>

With differentiated instructions, the teacher should guide the students to create a shared vision of a classroom where there is room for each individual to engage as well as help others in learning.

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<sup>27</sup> Leading And Managing a Differentiated Classroom, 2010, Carol Ann Tomlinson & Marcia B. Imbeau

<sup>28</sup> Greene,2000

To be part of a community must meet the main human criterion which is the need to be accepted, to belong to that country, to be respected and loved. For students from a collectively oriented culture, being part of a community is essential to how the world works, and having a “family” feeling in the classroom provides students with normality and security.<sup>29</sup>

Teachers who guide students toward a shared vision in a differentiated classroom see the classroom as a democratic classroom as described by James Beane (2005). In such classrooms, differences between students are not a problem, students are not divided according to their differences and being all the same is not mandatory. Always according to Beane, the teachers in these classrooms give the message that diversity is a priority that leads to an original democratic community in which students live and work together.

### **2.5.3 Creating groups of students in a community within the classroom**

In a classroom where differentiated instructions is applied, creating student groups is an integral part of building a productive and positive community, but it is not the only criterion. In fact, in classes with differentiated instructions students are inevitably required to work independently or in sections that involve the whole class. When group work is effective for students then students also feel more motivated. This is because teamwork enables them to exchange ideas, get different opinions, recognize different ways of approaching problems and tasks, and find support for each other. Group work also makes classroom more efficient for teachers who find it easier to focus on five or six groups than 30 individuals. According to Carol Ann Tomlinson & Marcia B. Imbeau some of the principles of effectively creating groups that support differentiated instructions practices are:

- 1. Create flexible groups** - a necessary aspect of effective differentiated instructions is for the teacher to plan a continuous flow of different groups of students within a learning unit based on the nature of the work and the individual needs of the students. This enables

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<sup>29</sup> Rothstein-Fisch & Trumbull, 2008

students to see themselves and others in different learning contexts, and provides the teacher with the opportunity to observe each student in multiple contexts.

2. **To teach** - as a teacher, you need to create group assignments to ensure that each student works with a rich curriculum and that each student thinks and applies essential ideas and skills. It may be that a student or a certain group needs more time to practice a discrete skill, but there should not be groups of students who constantly practice skills out of context until the other groups do very well on being critical thinker, problem solver and creator. Teachers therefore need to plan challenging tasks for advanced students and level the needs of less advanced students.
3. **Use tasks with multiple abilities** - such tasks usually have more than one correct answer or more ways to solve the problem, are more interesting and reward students, enable different students to contribute to the solution of the task and require a variety of skills and priorities for successful completion of the task.<sup>30</sup>
4. **Assign individual roles within the group** - individual roles make it possible for each student to make their own academic or intellectual contribution to complete a given task. For example, if one student within the group has the task of the reader and the other the timekeeper, it is clear to the students that the role of the reader is more important. It is therefore important that roles are equally divided according to importance. For example in solving a mathematical task one student can draw the diagram of the steps of solving the task while the other writes in words the procedure for solving the task. In this way both students have contributed in the same way.
5. **Have easy access to the content** - in group work, the teacher should make sure that each student in the group can access the content easily. For example in a mixed group where student preparation varies students can read materials of varying levels of difficulty and then work together to perform a common task.
6. **Assign competencies** - the teacher should observe the students carefully so that he / she can notice the special advantages, skills and critical thoughts that they bring to the group. If the teacher notices a valuable and honest contribution he should let them know what he has seen. For example, the teacher may say, "I think the question you just asked the group

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<sup>30</sup> Cohen, 1994

is very important", this is very important for students to get recognition from their teachers for the work done.

## **2.5.4 Creating a physical environment to support the learning process**

As in the case of all other elements of the classroom, the purpose of planning the physical environment of a classroom is to maximize the opportunities for proper teaching and learning. First of all, the physical environment in a classroom where differentiated instructions is applied should have such a structure that students feel safe. This environment should also provide flexibility to adapt to individual and group needs.<sup>31</sup>

Given that a classroom where differentiated instructions are applied focuses on the student, students are expected to:

- Increase their skills and comfort while working independently, in small groups or in the classroom as a whole.
- Think at a high level - understand and apply what they have learned.
- Support their peers' learning process actively and effectively.
- Help teachers make the classroom functional.

Furthermore in a classroom where differentiated instructions are applied, the teacher is expected to:

- Study students continuously so that they can learn as effectively as possible.
- Deliberately explicitly build a community within the classroom.
- Work regularly with individuals, small groups, and the class as a whole.
- Use flexible groupings of students.
- Approach the readiness, interest and learning profile needs of each student individually.

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<sup>31</sup> Leading And Managing a Differentiated Classroom, 2010, Carol Ann Tomlinson & Marcia B. Imbeau

### **2.5.5 Adjusting furniture within the classroom**

The differentiated classroom management and leadership book presents two useful questions that all teachers should ask before arranging their classroom. They are:

1. Which of all the options are available to me? and
2. Which of my options best relates to my goals for me and my students?

In the same book Carol Ann Tomlinson and Marcia B. Imbeau provide some guidelines that teachers should consider when planning a classroom arrangement:

- Whenever possible, tables should be used instead of individual desks. Regular ordering of desks in a traditional arrangement does not invite students to cooperate. Desks brought closer together or a more creative arrangement of desks by the teacher made group work easier.
- It is a good idea to consider arranging seats and desks for four to eight individuals together in a designated classroom space. This space of "independent study" can sometimes be used for students who need to work only on a certain task, or who have had a bad day, who have missed and need to achieve the missing tasks or who have an emotional problem and need to stay away from their peers for a moment.
- The classroom should be adjusted so that the teacher can move freely among the students. This is essential for students to feel the teacher's presence but it is also important for the teacher to observe and help students as they work.
- The class should be arranged and planned so as to encourage discussions among students. This means that the tables must be arranged in a U-shape, circle or two half-circles facing each other.
- The teacher should make sure that there are different shelves, boards or cabinets in the classroom where students can leave different materials, works or equipment.



# CHAPTER 3

## 3. RESEARCH METHODOLOGY, TECHNIQUES AND INSTRUMENT

### 3.1 Research procedure

In this chapter, you will find information which shows the methodology used during the research of this scientific work. The methods of theoretical, comparative, descriptive and observational analysis are the key methods of this research, despite the fact that in the latter (observation method) recently it was very difficult to realize due to a pandemic situation and where the whole education system turned to online platforms. However, I was lucky enough to be a teacher myself in the classrooms where differentiated instructions took place, but I have also monitored and interviewed some of the professors of other schools before the quarantine and closure of schools due to the pandemic situation.

### 3.2 Research Methodology

The survey will be based on quantitative and qualitative methods of research.

The following methods will be used during this research:

- **Theoretical analysis method** - after consulting the pedagogical literature and the various studies done by different authors this research will suggest the application of the most successful differentiated instructions strategies.
- **Comparative method** - will compare the results obtained after observation in public and non-public schools.
- **Descriptive method** - after analyzing this issue and after observing classrooms in public and non-public schools will describe the data from the whole research.
- **Systematic observation method** - this research will systematically observe student behaviors during class hours in the schools included in the study.

### 3.3 Research techniques and instruments:

Surveying, interviewing and observation techniques will be used to achieve the most effective results of this research, and the research instruments will be questionnaires for students, teachers and parents.

### 3.4 Research setting and participants:

Most of this research is based on the aspect of my personal experiences but also the experiences of other professors working in different schools in Kosovo, specifically in Prishtina. The observation of mixed-ability classes where differentiated instructions were used was done mainly in private schools in the country, which one of them was the 12-year school "Arsimi i Shqiperise" in Prishtina, a school in which I have worked for years and where in each class there were students with different competencies and where the differentiated instructions had definitely to be used. This was the main reason that made me choose it as a topic for study in the defense of my master thesis.

There were also numerous interviews and questionnaires which were conducted with professors from 4 different primary schools in Prishtina, where out of those 4 schools, 2 were public schools and 2 were non-public schools. A total of 124 participants, of which 24 were teachers separated from 12 non-public schools and 12 public schools, as well as 100 students separated from 50 non-public schools and 50 public schools.

**Table 1** - The research population sample.

<b>Participants</b>	<b>Frequency</b>
Teachers (nonpublic school)	12
Teachers (public school)	12
Students (nonpublic school)	50
Students (public school)	50
Total	124

### **3.5 EXPECTED RESULTS**

This empirical research is expected to sensitize teachers about the most effective use of differentiated instructions and to make students and parents aware of the diversity in learning styles and the positive effect that differentiated instructions has on the success of all students in class.

## **CHAPTER 4**

### **4. FINDINGS FROM THE SURVEY**

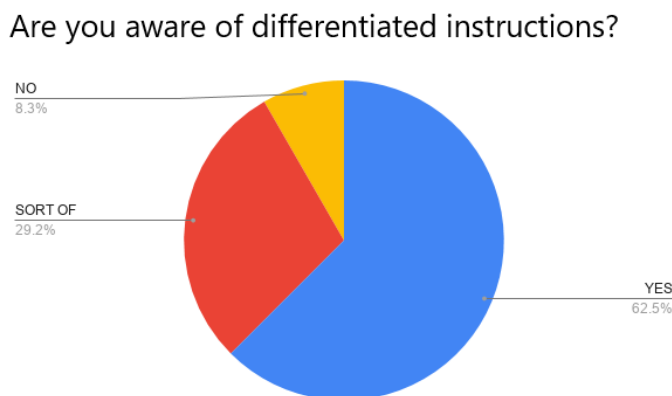
During my research in two primary public and two non-public schools in Prishtina, I have come to different conclusions regarding the issue of using differentiated instructions in their schools. Obviously, for those of us who work in the teaching profession and dealing with its problems every day make us not be very surprised by the not so good results in terms of using instructions of differentiated teaching. Below you can find the results obtained from the interviews and questionnaires that I conducted during these months on various online platforms. This research included a total of 24 teachers, 50 students of public schools, and 50 students of non-public schools in Prishtina.

#### **4.1 Results obtained from interviews with primary school teachers in Prishtina**

Given the fact that I personally am a teacher, it is obvious the facts that I needed the help of other colleagues as well who are from different schools in Pristina, both public and non-public schools. I have prepared a questionnaire for teachers that aimed to touch on the main points regarding the use of differentiated instructions in public and non-public schools in Kosovo, more precisely in the city of Prishtina. According to the results obtained by 24 teachers, it is clear that the

problems are not as small as one who doesn't deal with teaching might think and by someone who doesn't face directly the situation of mixed-ability classes and situations where differentiated instructions should definitely be used. The first question in the questionnaire was whether the teachers are aware of the different methods of differentiated instructions and out of 24 teachers who were interviewed, 15 (62.5%) teachers answered with YES, 7 (29.2%) teachers answered with NOT MUCH, and 2 (8.3%) teachers said they didn't know what the methods for differentiated instructions were. Since most teachers said that they are already aware of the different methods of differentiated instructions, the next question was whether differentiated instructions take place in general education classes in your school, according to the questionnaire we understood that 15 teachers said that differentiated instructions take place NOT MUCH in our schools, where 7 of them said that differentiated instructions take place to their schools and 2 of them said that it doesn't take place in their schools. So far, we have realized that most teachers are aware of differentiated instructions methods, but that their development through general education classes in primary schools is not done enough. Undoubtedly, this must have some problems that teachers encounter them during the teaching process in their schools that make them have difficulty in implementing and developing differentiated instructions in the schools where they have mixed classes. 16 (66.7%) teachers said that the implementation of differentiated instructions are a problem of medium level but not at a high or alarming level, while 6 teachers or 25% of them said that they have almost no problem in their implementation, and 2 or 8.3% of teachers said that they encounter high level problems in the implementation of differentiated instructions in the classroom.

**Diagram 1:** This diagram shows the awareness of teachers towards different methods of differentiated instructions.



During this research, teachers were also asked about adequate training on how differentiated instructions are done and whether there are sufficient resources in their school to properly implement differentiated instructions. According to the numbers that I have obtained as a result through the questionnaire it turns out that a considerable number of teachers or 25% of them do not receive and have not received to date any adequate training to prepare how differentiated instructions are done, 54.2% of them said that teacher training for differentiated instructions are average but not satisfactory, and 20.8% of teachers said they received adequate training to prepare for differentiated instructions. As for the question of whether there are enough resources in their school, the results do not differ as much as those above. 33.3% of teachers said that there are not enough resources to properly implement the differentiated instructions, 54.2% said that they exist at an average and satisfactory level, and 12.5% of them stated that they have sufficient resources in their schools of how to use differentiated instructions and there isn't any problem using them.

The use of differentiated instructions and their benefits by students in school is not low, but not so high if we compare the answers we have obtained in research and interviews with different teachers. From the question whether students are benefiting from differentiated instructions, and whether they are liking it, or even whether they are participating more during the lesson, it has resulted that 8.3% of teachers have said that their students don't like it, they are also not participating more during the lessons and that they are not benefiting from differentiated instructions, while 41.7% said NOT MUCH, 45.8% said that students are benefiting, liking it and their participation has increased from the moment of using the differentiated instructions, and 4.2% answered that the students may benefit depending on the situation created in the classroom and that it may not always be the same or profitable for the students.

To use differentiated instructions, the teacher must be more prepared than in traditional teaching. The difference between the two is that in traditional teaching all students are treated equally and the teaching is given in one form of explanation by teacher and the teacher is the main focus in the class, while in differentiated teaching by adhering to differentiated instructions, the teacher must know individually each student very well in the classroom, and to prepare the syllabus in such a way that the lessons penetrate to all students equally and with equal success. But to what extent are teachers able to recognize all the interests of their students outside of school or even

within the school in order to be able to understand how they are able to understand learning more easily, the results for this have come out that 25% of teachers interviewed their students which occurred that they know they learning-style, interests, etc., 37.5% found that they often created free interviews and discussions with their students in order to form an opinion about the interests of each student in the class, 37.5% of teachers said that this has ever happened, and none of the teachers answered with NEVER. Interviewing students about their individual interests is not so easy, especially when there are up to 10 classes which have a large number of students, but this doesn't mean that it is not possible in non-public schools where they have only one class per grade and low number of students where each of the teachers has the opportunity to communicate with each student inside and outside the school, to be in more frequent contact with their parents and the teaching staff which according to them is more contracted than in public schools. In this form, their cooperation may be higher in discovering the learning interests or preferences of each student individually.

Differentiated teaching means that the teacher must accommodate the different learning styles in his / her classroom as well as use a variety of resources to evaluate his / her students. During this survey with teachers, 20.8% said that they always create a suitable accommodation for different classroom learning styles and 50% of them said that they use a variety of resources to evaluate students. 54.2% of teachers said that they often do accommodation in the classroom and 41.7% of them also stated that they often use various sources of assessment, while 25% of teachers stated that they do not often do accommodation in the classroom for different styles of learning and also 8.3% of them do not often use diverse sources of student assessment in the classroom. The above percentages mean that professors are already ready to accommodate the classroom so that they can create an environment for different learning styles and at the same time often use to diverse resources to evaluate their students.

The identification of different learning styles of students in the classroom should be done by the teacher in the classroom and during this research teachers have said that they often and almost always manage with their professionalism to identify learning styles in each student in the classroom during the learning process. Also, teachers have stated that the questions they ask their students during the lesson are beyond the level of their knowledge, and this happens because the teachers expect from the students to develop a higher level of critical thinking.

We are often used to encountering the question of teachers in the classroom about recalling their prior knowledge before starting a new lesson in the classroom, and according to teachers it turns out that 62.5% of them said that they always ask students about prior knowledge before starting the new lesson, it resulted positively and has always been positive because in such ways the student remembers the lessons he has learned previously and at the same time makes their intertwining with the new lessons that will be further developed in the classroom by teacher.

#### **4.1.2 Development of teaching with visual methods and collaborative learning in the classroom**

Forms of classroom teaching have evolved greatly today and have been modernized from what we once learned to see in traditional teaching. In modern teaching the teacher can use different forms of realization and development of the lesson in the classroom using visual methods such as posters, projectors, tablets, etc. But whether these visual methods are used in our primary schools, according to teachers 33.3% of them said that they always use a visual method in the classroom during the lesson, 54.2% of them said that they often use but not always, and 12.5% of them stated that they sometimes use visual methods, which may be the case when students have prepared a project in class. Modern teaching is also notable for its ability for students to be as interactive as possible in the classroom with their peers and teacher. Unlike traditional teaching where the teacher is at the center and the students are almost only listeners in the classroom, nowadays teachers have stated that collaborative learning with students in the classroom is much higher than before. From the options they had in the questionnaire to answer, always; often; sometimes, never; 54.2% of them answered with always and 45.8% of them answered with often, which means according to this, the cooperation between the student and the teacher is very high and present in their classroom.

When asked whether teachers in Kosovo have the necessary knowledge for the application of differentiated instructions and whether it fits the curriculum of our educational system to differentiated teaching, the teachers participating in my research stated that teachers in Kosovo do not have as much knowledge regarding application of differentiated instructions. 70.8% of them answered that teachers have average knowledge and that this is not even enough for a

teacher to be totally ready to apply this method in the classroom accurately. Also another problem that teachers may encounter in applying this method is whether they can rely on the curriculum of their Kosovo education system to apply differentiated instructions. Most teachers with a percentage of 45.8% answered that the adequacy of the curriculum of the education system in Kosovo corresponds to the average with the use and application of differentiated instructions, while 25% answered YES and 29.2% answered that the Kosovo curriculum does not fit the application of this method.

Despite curriculum that do not always teachers find their support in relation to the differentiated instructions, another factor that has found suitability very well using differentiated instructions is the use of technology in the classroom to reach to the purpose of differentiated instructions. 70.8% of the participating teachers said that they rely on the use of technology and that technology today helps them a lot in achieving their goals in the classroom, while 29.2% of them said that not that much support can find in technology to realize the lesson of their teaching with differentiated instructions.

#### **4.1.3 Implementation of differentiated instructions in Kosovo**

Implementing differentiated instructions in Kosovo is not so easy to accomplish, as every day we encounter difficulties that do not depend on whether the teacher wants to use differentiated instructions or not, but regardless of his / her willingness there are other factors which hinders or weakens the process of using differentiated instructions in the classroom. Some of the main factors that in our country cause the education system to have a major stagnation in the implementation of differentiated instructions according to participating teachers are:

*Note: These are some of the answers given by the teachers in writing to the questionnaire prepared by me. Responses which contain the symbol (\*) mean that those responses have been mentioned multiple times by teaches as a factor in causing the use of differentiated teaching.*

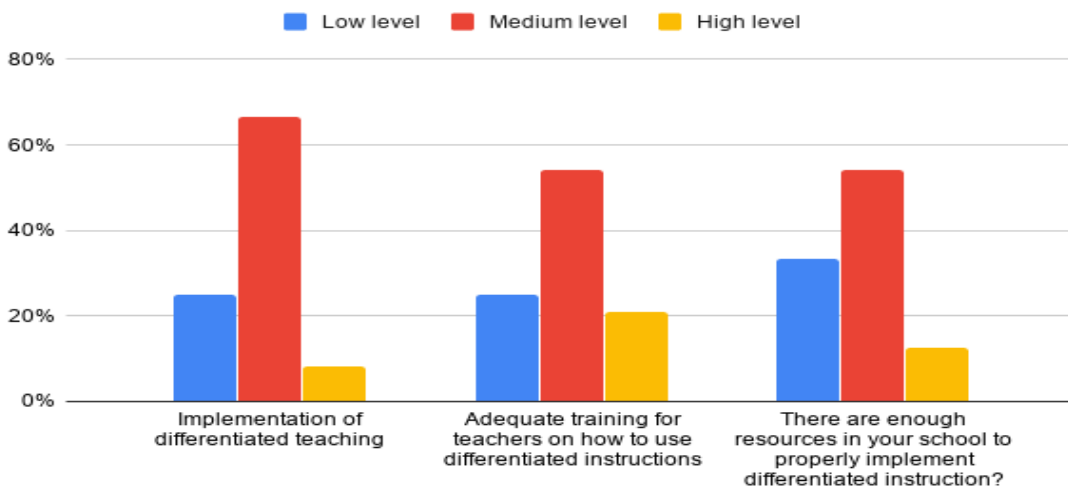
- Lack of experience for differentiated teaching. Teachers are not trained in using the differentiated instructions. \*
- Quality training and poor infrastructure in schools. \*
- Not following the developments of materials and literature enough.



- Lack of technological tools for all students. \*
- Lack of adequate staff.
- Curriculum and education system - which do not conform to the methods; non-latest edition books used in schools and poor technological conditions in schools. \*
- Lack of teacher training, but even when the training is done, it is done to inadequate teachers.
- Lack of proper planning by the teacher.
- Teachers consider using of differentiated instructions as extra work.
- Weak education system.

Despite all the factors that teachers have stated that hinder the implementation of differentiated instructions in our education system, they have again expressed their full willingness of cooperation with each other and 100% of them have responded that they are interested in many professional development trainings for differentiated instructions and that all of them have said that they will recommend to all their colleagues to be trained as much as possible and to be more professionally skilled for the implementation of differentiated instructions in the classroom, regardless of the factors and obstacles they encounter every day in the progress of using differentiated instructions.

**Diagram 1.1:** This diagram shows how much differentiated instructions are implemented in our schools; Do the teachers have adequate training about differentiated instructions; and Do they have enough resources in their schools to properly implement differentiated instructions.



## **4.2 Results obtained from interviews with students of the non-public primary schools in Prishtina**

In the research done by me are included the students of non-public schools in Prishtina which are also known as the most prestigious and advanced schools in the state framework for the quality of education they offer to students. A total of 50 non-public school students participated in this research by being interviewed through an online questionnaire which they had to answer according to their personal experiences in their schools.

During this research, it has been understood that students of non-public schools are almost fully aware of differentiated instructions where according to the statistics released by interviews, 68% of students said they know what differentiated instructions are, 30% answered that they are not sufficiently aware what differentiated instructions are, and 2% of them said they do not know at all what differentiated instructions are.

Since a considerable number of students in the non-public schools have emphasized that they know what differentiated instructions are, it means that in their schools differentiated instructions are presented and practiced by their teachers, and if we look at it according to statistics it turns out that 52% of students said that professors use differentiated instructions to teach them in the classroom, 38% of students said that professors use little differentiated instructions and only 10% of them said that in their schools that their teachers do not use differentiated instructions in the classroom.

### **4.2.1 Are all students in the class able to understand the lesson at the end of the class and do their professors use differentiated instructions so that everyone is able to understand it?**

One question that students were asked is exactly whether they think that all students are able to understand the lesson at the end of the class, where as we know that in a typical classroom in our schools it is quite difficult to find a class with students that are with the same knowledge, equally prepared, ready to cooperate, interests, learning-styles, with the same competencies and skills for learning. According to the students and their daily experiences in the classroom we can understand that most of them or 58% of the students said that not all students can understand the

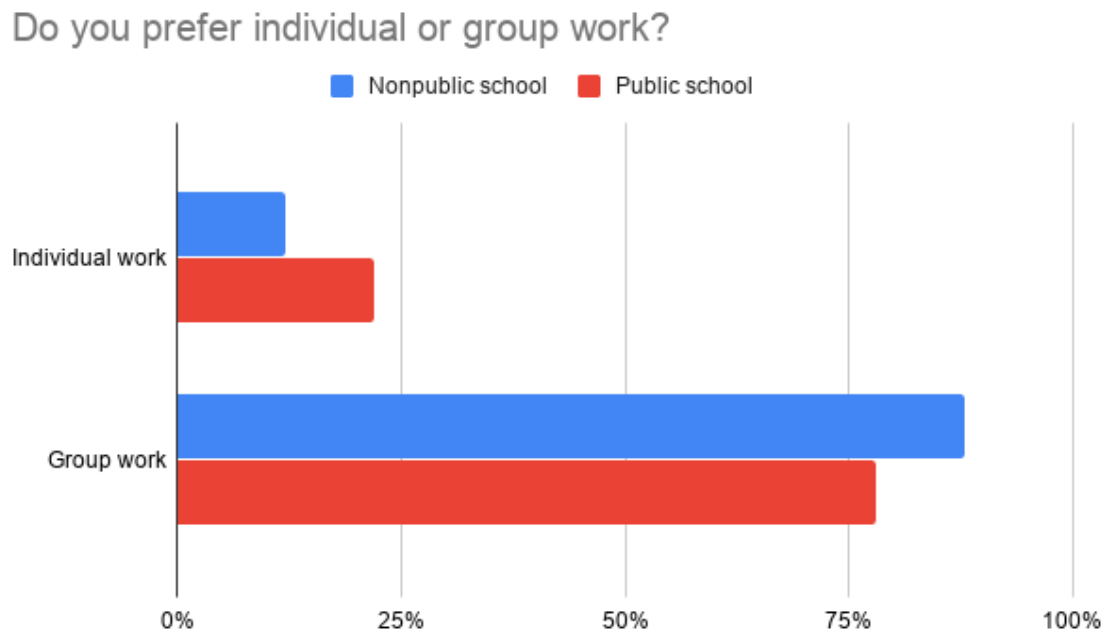
lesson at the end of the class and 38% of them said YES all students are able to understand the lesson at the end of the class that their teacher teaches in the class, and 2% disagreed that all students in the class are able to understand the lesson at the end of the class equally and thoroughly.

From this research I have clearly understood that in non-public primary schools differentiated instructions have obviously started to be noticed by students as well. 72% of students stated that their teachers use differentiated instructions in the classroom and their implementation has made that students in non-public schools known with a smaller number of students in the classroom be able to understand thoroughly the lesson and all the material presented by their teacher in the classroom, while 20% said that differentiated instructions by professors are used little and 8% of them said that they are not used at all.

#### **4.2.2 Creating a collaborative environment between students and teachers in the classroom**

Classroom collaboration between teacher-student and student-student, undoubtedly, plays a very important role in teaching and learning. In traditional teaching we are used to seeing students arranged by 2 students sat in a bank working individually and group work is not that much practiced. Although, in modern teaching methods students are usually sat in a circular arrangement in the class and it is clearly noticed that group work has been introduced more in practice by teachers but also that it is being liked more by students. We found that 88% of students in non-public primary schools like group work and practice it in the classroom more often than individual work, and 12% of them thought that individual work is better given the small number of students in the classroom and reinforcement in learning is done better and faster when all the work and homework obligations fall on the shoulders of a student than of a group of 3-5 students all together.

**Diagram 2:** This diagram shows us the percentage of the students who prefer individual and group work in the classroom



### 4.2.3 Testing and modifying classroom activities based on their external interests

One method of testing students' prior knowledge is to test them in each lesson by asking them about their last lesson or several previous lessons they have learned in class together. In this way, the teacher can understand how much the students have been able to understand the lessons taught in the previous classes so that they can continue with the new topics which they might often relate to those previous lessons. Regardless of the content, 58% of students said that their teacher always asks the students to test them and determine the prior knowledge they already know before the teacher introduces a new topic in class, and 42% of them have said that they are not tested for the prior knowledge they have before the teacher starts introducing the new lesson to the class. Based on my personal practice and some other interviewed teachers, testing students for prior knowledge is very important, because through this kind of testing, the teacher manages

to understand how much students have achieved knowledge so far and whether they can continue the new lesson without having to do any repetition of previous lessons.

Planning classroom activities may not always be suitable for all students in the classroom. Classroom activities can often be modified depending on students' external interests. Students stated that their teacher often modifies classroom activities based on their individual interests, where if we look at the percentage according to their degree of compliance how often the activities are modified by the teacher are as follows: 32% of students said that they fully agree; 40% agree to some extent, and 28% of students said they do not agree that their teachers modify classroom activities because of their external interests. But, with these statistics we can come to understand that teachers are also practicing modifying classroom activities based on the interests of students quite often and this means that differentiated instructions in private schools are clearly present nowadays.

#### **4.2.4 How challenged students in the classroom are and how much they are allowed to demonstrate what they know**

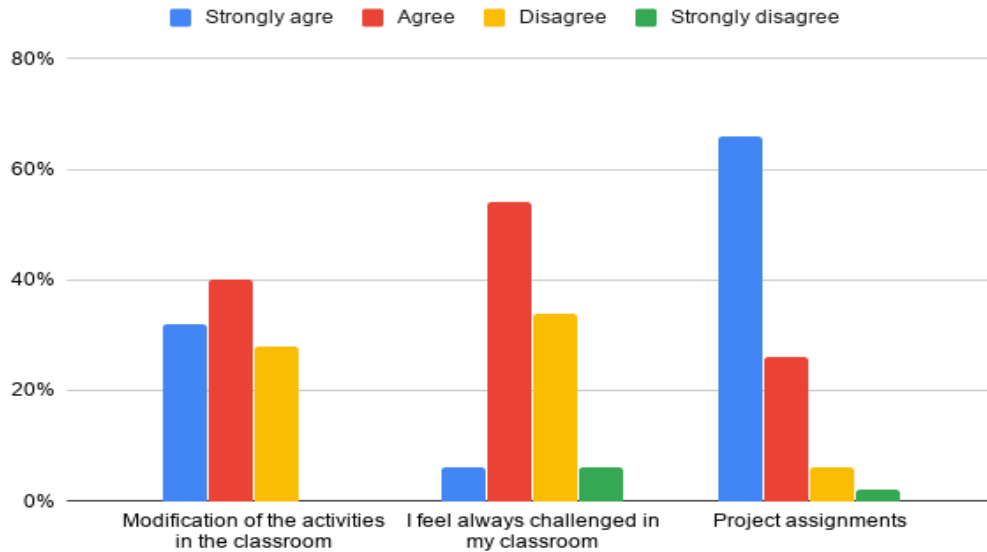
Often students may face a new challenge in the classroom that they have never encountered before and this makes them try harder to achieve the correct result. One of the questions that students had in the questionnaire was "how much do they feel challenged in class by their teacher" and as a result we have come to realize that 6% completely agree, 54% agree, 34% disagree, and 6% strongly disagree. Also, students were asked that whether the teacher allows the students to demonstrate what they know and express themselves in different and individuals' ways and not just in a book-based way or in the teacher's explanation, 54% of them said they completely agree, 36% have said they agree and only 10% have said they do not agree. Taking into account these statistics we come to understand that in school students feel quite challenged in the classroom and they have the freedom of expression to know how to demonstrate in the classroom in different ways and without being forced to learn it only in a way. In this form, students increase self-confidence and feel freer to express what they know in front of teachers and classmates.

#### **4.2.5 Individual work through long-term assignments or projects in the classroom**

In addition to regular classroom work where the teacher plans the daily book-based program, project work is an additional engagement for students where they can become more active and develop their creativity and the knowledge they have acquired to present in the project. But how much are the students engaged in these types of projects? During this research, we realized that students in private schools are very engaged in projects whether individual or group which are longer-term projects that take more time in their implementation. 76% of students said that they agree that in addition to their regular work in the classroom, they are assigned a long-term project in the classroom, and 24% of them did not agree that they are offered a project to present in class. The projects that are done in the classroom by the students themselves have shown their positive effect by increasing the self-confidence of the students to introduce themselves to others in the classroom, to have a good attitude and to present using the technology with which they can create slides with PowerPoint and display them with a projector in front of the audience.

In private schools, students at the end of this questionnaire who were also interviewed, 72% of them stated that they are satisfied with the way teaching is conducted in their classroom and 28% of them said that they are not so much satisfied. However, it is clear that differentiated instructions are significantly present in private schools of Prishtina and that students have begun to adapt to this type of learning, where as we came to understand that a large percentage of them have found that they are satisfied with the way how learning takes place in their classroom.

**Diagram 2.1:** This diagram shows us if the non-public school teachers modify the activities in the classroom based on the students' external interests; If the students always feel challenged in the classroom; and If the students are assigned with long-term project besides their regular lessons in the classroom.



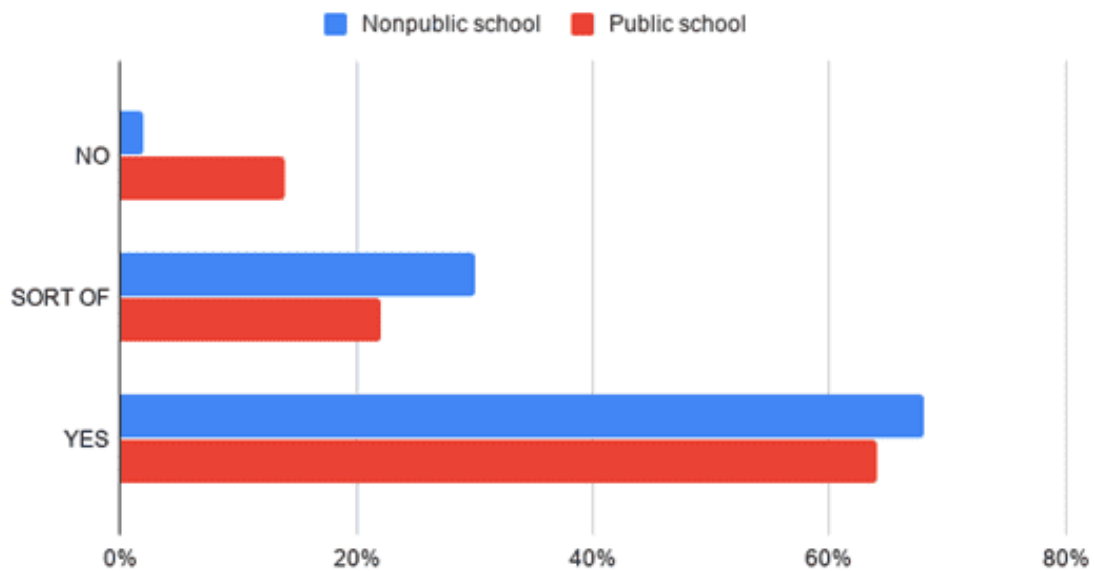
### 4.3 Results obtained from interviews with students of public primary schools in Prishtina

In the research done about differentiated instructions, it is planned to make its evaluation in non-public schools and public schools in order to make in the end of it, a kind of comparison between these two institutions that in our country have a big difference if we compare them in infrastructure, in the number of students in the classroom, learning conditions, school safety, etc. Further you will be able to find the information and results obtained from the research I did with the students of public primary schools in Prishtina.

As we know in public schools the number of students in the classroom is very large and as a result the use of differentiated instruction in the classroom may be less acceptable, but this does not mean that it is impossible. 64% of students said that they are aware of differentiated instructions, 22% of them said that they are only a little aware but not enough, and 14% of them said that they do not know at all what differentiated instructions are. In any case, even though a large number of students have said that they are aware of differentiated instructions, this does not mean that their teachers practice it so much in their classrooms. To the question "Do you think that in your school the professors use differentiated instructions to teach you?", 74% of the public school students answered that the differentiated instructions are used a little by their

school professors, 16% of them answered YES and 10% of them answered NO. This lets us know that the implementation of differentiated instructions in public schools by teachers is not that high. The main factors that can cause the non-use of differentiated instructions in public school classrooms are the poor infrastructure in the school, the large number of students where as a result of this phenomenon, the teacher has a very difficult time within 45 minutes to reach deals with each student or even make modifications and planning for each student based on individual interests, and a possible factor is inadequate training for teachers on the use of differentiated instructions in the classroom.

**Diagram 3:** The diagram shows how much nonpublic and public students know what the differentiated instructions are:





### **4.3.1 Are all students in the class able to understand the lesson at the end of the class and do their professors use differentiated instructions so that everyone is able to understand it?**

When we have a large number of students in the class and not infrequently we can encounter a number of over 35 students in a class when it comes to public schools, obviously there arise even more difficulties for the lesson to be understood in the same way for all students in the class. If the teacher in the classroom practices the teaching method only in one way for all students, then not all students have the same way of learning and in this way we can ask the question whether all students are able to understand what has been taught during the class by the teacher. Unlike private school students who 54% of them said that not all students are able to understand learning at the end of the class, in public schools the percentage is higher where according to statistics 88% of students said no all students manage to understand the lesson in the classroom by the end of the class, 12% of them said that all of the students are able to understand the content and lesson taught by the teacher in the class. Also, the use of differentiated instructions in the classroom is not enough for students so that all students are able to understand the lesson at the end of the class. 62% of students said that their teachers use LITTLE differentiated instructions, 28% of them said that their teachers use differentiated instructions and only 10% of them answered that they do not use differentiated instructions at all. The biggest problem that can cause these results is undoubtedly the high number of students in a class and the use of differentiated instructions is much more difficult for teachers in public schools than those in private schools where obviously the number of students is smaller and the infrastructure is much better for work.

### **5.3.2 Creating a collaborative environment between students and teachers in the classroom**

Creating conducive environments for students and teachers in the classroom is not as easy as one might think. In public schools in a classroom where you can meet at least 30 students, the collaboration between students and teachers can be quite challenging. The teacher can realize the interactive lesson by making the students in groups or decide to let everyone work individually.

But how much the students like individual or group work we have found that 78% of students stated that they like group work more and feel more confident when they are together against the challenges that their teacher sets in the classroom, while 22% of students have said that they like individual work more and that they think that individual work develops more a student than when group work is done and everyone does something. Another shortcoming of group work in the classroom is the difficulty that teachers have in public schools for managing classroom discipline. Creating several groups of 5-6 students in the class, the teacher will surely face a bigger noise during the lesson and not infrequently it can get out of control and the class can be considered a failure.

### **4.3.3 Testing and modifying classroom activities based on their external interests**

Logically, in a 45-minute lesson, testing each student's prior knowledge individually is almost impossible when you have more than 30 students in the class. Unlike in private schools with a number of less than 15 students in a class, the teacher has the opportunity to dedicate the first 10 minutes to testing the students' knowledge of prior lessons that have been taught in the class, while in public schools 10 minutes are too little to give all students the opportunity to answer a question at least once. But, regardless of this problem, the students have proved the opposite and about 90% of them agreed that regardless of the content, their teacher always asks them to test and determine the prior knowledge they already know, before the teacher to start introducing a new learning topic in the classroom, and 10% disagreed with what most students have said.

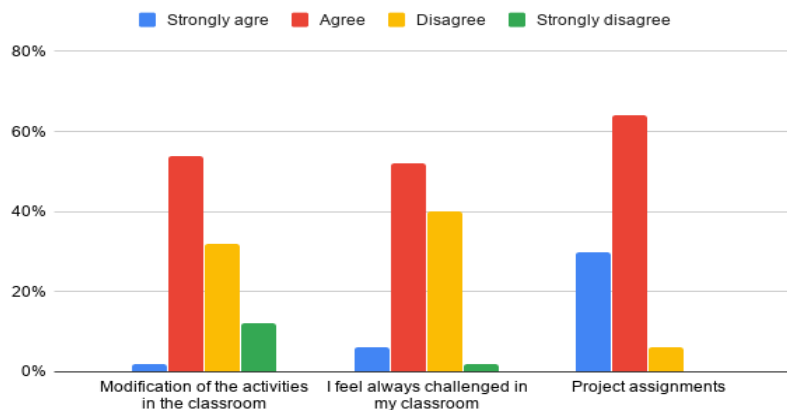
The daily lesson plans that are planned by the teacher for each day and for each class may not always be successful in accuracy as it is written. This happens as a result that you can never find the class, respectively the students in the same condition, including their emotional, physical, mental state or even their external interests. For this reason, the teacher is obliged to make the modification of learning activities in order to adapt to the current situation of students. 56% of students said that their teacher is often forced to modify classroom activities based on the situation of the class they face and based on their external interests, while 44% said they do not agree that their teacher modifies classroom activities for the purpose of adapting the activity to

the interests of the students.

#### 4.3.4 How challenged students in the classroom are and how much they are allowed to demonstrate what they know

Students in a class not only can be challenged by the competition from their classmates, they are also challenged by their subject teacher in the classroom. Each teacher before solving the task and issuing the final result in front of the students, very often challenges the students to reach the expected result on their own, and in this way develops the critical thinking and problem-solving ability of the students. How challenged are students in public schools through this research we have come to understand that 58% of students stated that they feel challenged in their classrooms and 42% of students disagreed with the fact that they feel challenged in the classroom. Perhaps by interviewing the professors individually and based on the statistics we have obtained from the students, we have realized that the students who are more dominant and have better results in the class are more likely to be challenged by the teacher than the students who are more introverts or they are not very active during the class in the classroom and do not have good results in the school. This means that the more dominant and the more excellent the student is, the more challenged the student will be.

**Diagram 3:** This diagram shows us if the public school teachers modify the activities in the classroom based on the students' external interests; if the students always feel challenged in the classroom; and if the students are assigned with long-term project besides their regular lessons in the classroom.



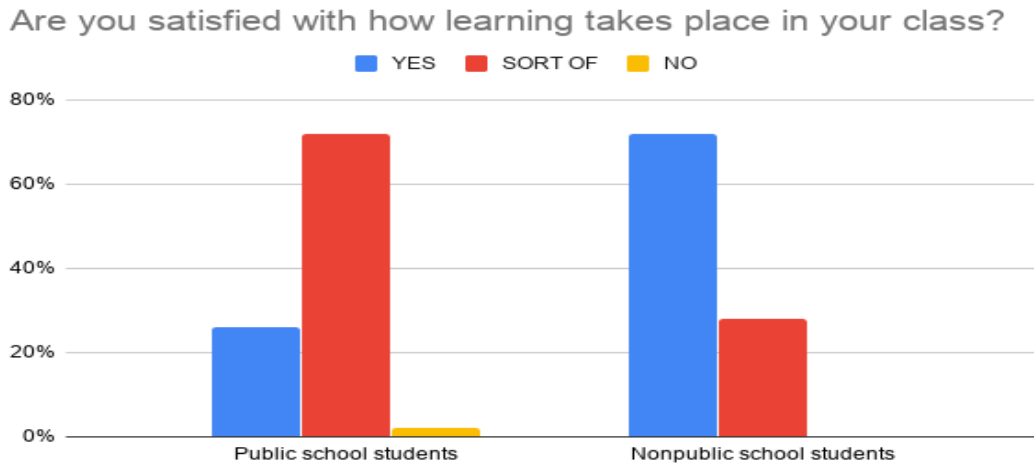
### **4.3.5 Individual work through assignments or long-term projects in the classroom**

In addition to regular classroom teaching, students can usually engage in various projects or tasks outside of it. But how much public school students have the opportunity to engage in these types of projects in the classroom leaves much to be desired. 60% of students said that they do not agree that they are given enough opportunity in addition to their regular work in the classroom, to be assigned a longer-term project in the classroom where they can present it in class, while 40% of them have said that their teacher assigns them projects that are implemented outside of regular classroom teaching.

One of the methods used to present the projects created by the students in the class is using the blackboard, posters, etc. But in the age of modern teaching posters are rarely used, as with the advent of technology every day more and more things in schools are being digitized. Any other work or any long-term project outside of regular classroom teaching requires additional resources and other infrastructural conditions in the school. The teacher before engaging his students for projects or other tasks in the classroom should consider some things that must be met as conditions for students because not all schools can meet the technological requirements that a student will have to make the presentation of the project properly. For the realization of projects or tasks that are done outside the regular school working hours, the teacher is expected to monitor the work of students in the project and this often consumes extra time outside the regular working hours. Based on these statistics, it seems that students are not so engaged with projects or tasks that require longer time for their realization. Projects that would help a student develop his / her research, study and creative skills, would also help him / her to form and strengthen as a character by developing his / her knowledge towards a certain field and self-confidence considering that he / she must appear in front of an audience to present his project.

In conclusion, given the infrastructural difficulties in the school and the high number of students in a class, obviously their dissatisfaction with the development of classroom learning is quite high. 74% of students said that they are not very satisfied with the way teaching is conducted in their classroom, while only 26% of students answered that they are satisfied with the development of learning in the classroom.

**Diagram 3.1** - This diagram shows a comparison of how much public and nonpublic school students are satisfied with the teaching which is developed in their classes by our teachers.



## CHAPTER 5

### 5.1 Conclusion

It is necessary to revise the curriculum of the Kosovo education system based on the fundamental right to education. The curriculum is the basic document and structure in which the entire education system is built. Being as a constitution of education, a curriculum designed on the basis of respect for human rights, the promotion of better quality education, the promotion of the development of skills and competences, will bring about an adequate education system for the development of society, it is important that curriculum is designed by education experts in order to provide the most realistic approach to education with the development of society. The necessity of teachers' training to succeed in differentiated education classes for adequate and

appropriate education for social development and the challenges of the time, the training of teachers is indispensable, especially in classes with different composition. This is important because society is increasingly orienting itself towards diversity and a relativistic approach. As schools and education are the main factors of socialization, it is necessary for teachers and parents to undergo trainings on managing classroom classes sometimes. Awareness of students, teachers, parents and society, that we are all different and equal. The functioning of education requires the functioning of the trinomial, the teacher, the pupil, and the parent. This function would be more complete if cooperation and understanding were practiced between them in order to enhance the quality of education and inclusion in the community. Such approach raises awareness of the trinomial parts of their importance as an active citizen and part of a diverse society. Involve pupils in conversations, activities, games, and visits to special needs children centers, where pupils can do volunteer work and help specifically. A successful approach to education is the inclusion of activities, games, various visits, voluntary work to encourage participation and normally the inclusion of all students no matter what physical, mental, and cultural qualities the other person has. The necessity of sharing experiences about the mixed-classes between private and public school teachers. The exchange of experiences between these two sectors softens the conceptual space created for the functioning of these educational institutions. It is very important that reality to be seen and lived closely to understand better the function and dysfunction in different environments. Creating an online platform to share experiences between teachers who work in Kosovo and those who work abroad, in this case, the promotion of digital skills is an important part of the curriculum. To fully fulfill the function of education, these skills should not only be promoted to pupils but also to their teachers. In this technological development it is necessary to acknowledge and train in the diversity that virtual reality presents (the creation of online networks between teachers that work inside and outside of Kosovo to exchange classroom experiences that may be different than Kosovo's). Promoting students' civic values in order to respect all people regardless of the culture, race, ethnicity and physical or mental characteristics that they present, in addition to, the existence of specific school subjects on civic education, it is the solemn task of every education system, curriculum, every teacher and parent to inspire the younger generation with a sense of citizenship, with respect to each person no matter what he or she represents as an individual. Citizenship is an

obligation of humanity for the fact that active citizenship while protecting rights and fighting injustice respects nature and life in its diversity.

During this research I managed to draw some conclusions which I, as a teacher, had not been clear enough when it came to the implementation of differentiated instructions in our schools, mainly in primary schools. Through the mechanisms I used through the research, I achieved the objectives and goals I had set before starting this research; at the end of it I managed to extract a lot of valuable data. According to the extracted data, it is understood that nowadays differentiated instructions are being introduced in function every day and more, given the need to achieve the realization of the curriculum in each student equally. But, obviously this implementation is not at all easy for every teacher considering all the challenges that they have to be faced in their workplaces every day. The main hypotheses of this research were to achieve an effective learning and to realize its maximum, as well as to be successful in the formation of students. If we stick here for a moment and make an analysis between these hypotheses and the data collected from the research, we will notice that many of the teachers and students have accepted the opposite, unfortunately, they have concluded that not all students are able to understand totally the lesson at the end of the class, especially, in public schools where the number of students in a class is very large, the maximum realization of learning for each student individually is almost impossible.

Thus, the hypotheses mentioned at the beginning of this research were that a well-formed curriculum will bring a successful method to adapt to the diversity of students in the classroom and also with well-trained and prepared teachers to achieve a successful teaching in classes with mixed ability students and where differentiated instructions should obviously be used. None of the latter has been positive according to the results of my research. Lack of infrastructure, adequate training for the teachers, poor school facilities, lack of use of technology, large number of students in schools, are some of the main factors that make the implementation of differentiated instructions in Kosovo very challenging and difficult. Most teachers in public schools have acknowledged the fact that they do not implement differentiated instructions in the classroom, not because they do not want to, but because it is very difficult to implement it with the conditions offered in their schools and with such a large number of students in the classroom. Also, some of them have said that there are teachers who do not know how to manage a class

with differentiated instructions due to the lack of adequate training that the state never offers them to advance in this regard. Another factor is that the curriculum does not fit into the differentiated teaching methodology because it is not anticipated as a method to be used in primary schools in Kosovo. This complicates even more the process of implementing this teaching method to teachers who want to realize their syllabus using differentiated instructions. Unlike public school teachers, during the interview I made the same form of interview with non-public school teachers in Pristina. It is not that much different when it comes to the education system or the mentality created by both teachers and students of non-public schools, it is the same as those of public schools. However, there were differences in the school infrastructure and smaller number of students in the class, this has led to the better conditions offered in non-public schools and the small number of students in the class which was sometimes less than 15 students in the class. This means that the teacher has many more opportunities to implement differentiated instructions in the classroom. Students in non-public schools have also acknowledged the fact that their teachers use differentiated instructions involving all students in different projects while using group or individual work where each student would have to do something on their own and get advanced more for his / her future.

Always starting from the reality but also from my great desire as a teacher to see education better and better in Kosovo, all of us should give their own contribute for each generation to come more and more equipped with better knowledge and skills. Despite all the challenges we face, the important thing is that the will and hard work is never lacking from devoted teachers to make the impossible possible in realizing their goals in educating and training our youth. I hope that differentiated instructions won't be considered as an extra mechanism in our education system, but it will be considered as a part of teaching and as part of every primary school teachers where its implementation will be treated as a common feature in the classroom. Differentiated instructions provide the opportunity to all students to be treated equally and to be able to achieve their individual goals in their future.



## **5.2 Limitations:**

During the selection of this topic, it was thought perhaps a little differently from me how I would achieve the realization of this research and the objectives I set for the use of differentiated instructions in primary schools in Pristina. Some of the research instruments I had set up were physical observation in the classroom, where the main focus would be on the implementation of differentiated instructions in a random classroom, interviewing teachers and students directly, and conducting field research. But, I had the bad luck to do all this, due to the spread of the pandemic virus Covid19. This prevented me from using all the research instruments I mentioned above because the schools were closed and almost all of us were quarantined. From this entire not desirable situation for everyone, I tried to find a solution through the use of technology. Technology in this case has helped me a lot for the realization of this project by doing all the evaluations and research through various social platforms, for example, creating questionnaires for teachers and students for both private and public schools, teacher interviews through the ZOOM platform, gathering data through Google sheets, etc.

Access to students through social platforms was quiet challenging, especially to persuade them to complete the questionnaire where everyone was trying to escape this responsibility. Being in constant contact and in cooperation with their class tutors, I finally managed to get all the data of the students who in total were 120 students. However, based on the interviews conducted with the teachers and based on my personal experience about mixed ability classes and the use of differentiated instructions in primary school, the data obtained from students and teachers were expected and I can frankly say that the data were honest and correctly executed even though they were made mainly through the use of technology.

### **5.3 Recommendations**

The need to use differentiated instructions is increasing every day as nowadays mixed-ability classes are increasing and the goal for inclusion of all students in the classroom has only just begun to be recommended. To achieve this goal, there is no doubt that differentiated instructions should be introduced in the classroom by teachers. But, during this survey, the teachers have found that they face many problems in their implementation of differentiated instructions, because even the minimum infrastructural conditions are not approached in their schools, especially in public schools. Another problem was the lack of adequate training for teachers on how to implement differentiated instructions; also the high number of students in a class presents a very big challenge for a teacher in organizing the discipline and the time for teaching to become all inclusive. These problems can only be eliminated when school conditions are more favorable to teachers, including: Frequent and adequate training for all teachers, the creation of appropriate curricula that are consistent with the implementation of differentiated instructions, classes with a smaller number of students, use of technological equipment, etc.

Given the willingness of teachers to work to the maximum in the development of the educational system in the country and the development of each student even in these minimum conditions that their educational institutions offer, now could you imagine if the above conditions had offered to all these teachers, the results would have been much better and the teaching would have been realized for all students equally, in this way, all of the students would be able to understand the lessons more easily at the end of the class.

## APPENDIXES (Questionnaires)

The research questionnaire used to interview the teachers: (Appendix 1)

### **Differentiated instruction research survey: (teachers)**

1. **Are you aware of the different methods of differentiating instructions?**  
NO (0%)   Sort of (50%)   YES (100%)
  
2. **Differentiated instruction is taking place in the general education classrooms in your school with fidelity?**  
NO (0%)   Sort of (50%)   YES (100%)
  
3. **Is implementation of differentiated instruction a problem in your school?**  
Low level   Medium Level   High level
  
4. **Are there enough resources in your school to properly implement differentiated instruction?**  
Low level   Medium Level   High level
  
5. **Have you been given adequate training on how to do differentiated teaching?**  
Low level   Medium Level   High level
  
6. **Are the students benefiting from differentiated teaching? (Are they liking it, or participating more during the lesson)**  
NO (0%)   Sort of (50%)   YES (100%)
  
7. **I make accommodations for the different learning styles in my classroom.**  
1) Always   2) Frequently   3) Sometimes   4) Never

## The research questionnaire used to interview the teachers: (Appendix 1.1)

- 8. I use a variety of resources to assess my students.**  
1) Always 2) Frequently 3) Sometimes 4) Never
- 9. I can identify the different learning styles of my students.**  
1) Always 2) Frequently 3) Sometimes 4) Never
- 10. The questions I ask my students during instruction are beyond the knowledge level – I expect higher level of thinking to occur.**  
1) Always 2) Frequently 3) Sometimes 4) Never
- 11. I ask my students to access their prior knowledge before beginning a new lesson.**  
1) Always 2) Frequently 3) Sometimes 4) Never
- 12. I have interviewed my students and I know what their interests are outside of school.**  
1) Always 2) Frequently 3) Sometimes 4) Never
- 13. I use visual and such as posters, charts, and models to accompany my lessons.**  
1) Always 2) Frequently 3) Sometimes 4) Never
- 14. I use cooperative learning in my classroom.**  
1) Always 2) Frequently 3) Sometimes 4) Never
- 15. Do teachers in Kosovo have the necessary knowledge to apply differentiated teaching?**  
NO (0%) Sort of (50%) YES (100%)

**The research questionnaire used to interview the teachers: (Appendix 1.2)**

**17. Will using the technology in the classroom help to achieve the goal of differentiated teaching?**

NO (0%)   Sort of (50%)   YES (100%)

**18. How much can we involve students with special needs through differentiated teaching?**

Not at all (0%)   A little (50%)   A lot (100%)

**19. What are the main factors that in our country the education system continues to have a major stagnation in the implementation of differentiated teaching?**

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**20. Would you be interested in more professional development sessions on differentiated instruction?**

NO (0%)   YES (100%)

**21. Would you recommend this intervention to others and be willing to take more professional development?**

NO (0%)   YES (100%)

## The research questionnaire used to interview the students: (Appendix 2)

### Questions for students:

1. **Do you know what is differentiated teaching?**  
NO (0%)   Sort of (50%)   YES (100%)
2. **Do you think that the teachers of your school use differentiated instructions to teach you?**  
NO (0%)   Sort of (50%)   YES (100%)
3. **Do you think that all of the students in the class are able to understand the entire lesson at the end of the class?**  
NO (0%)   Sort of (50%)   YES (100%)
4. **Do you teachers use differentiated teaching methods in your classroom so that all students are able to understand it?**  
NO (0%)   Sort of (50%)   YES (100%)
5. **Do you prefer group or individual work?**
  - a) Group
  - b) Individual
6. **Regardless of the content, my teacher always pre-tests us to determine what we already know prior to introducing any new subject area.**  
1) Strongly agree   2) Agree   3) Disagree   4)Strongly disagree
7. **My teacher frequently modifies classroom activities based on my outside interests.**  
1) Strongly agree   2) Agree   3) Disagree   4)Strongly disagree
8. **I always feel challenged in my classroom.**  
1) Strongly agree   2) Agree   3) Disagree   4)Strongly disagree
9. **My teacher lets us demonstrate what we know and are able to do in different ways.**  
1) Strongly agree   2) Agree   3) Disagree   4)Strongly disagree
10. **My teacher always gives us options for completing any assignment or project**  
1) Strongly agree   2) Agree   3) Disagree   4)Strongly disagree
11. **Besides my regular classroom work, I am also assigned a long-term project in class that I work on whenever possible.**  
1) Strongly agree   2) Agree   3) Disagree   4)Strongly disagree
12. **Are you satisfied with the way teaching is conducted in your classroom?**  
NO (0%)   Sort of (50%)   YES (100%)

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