



Developing Preparatory Stage Students' EFL Listening Skills Through Learning Styles Based Differentiated Instruction

Submitted for M.A. Degree in Education
(EFL Curriculum & Instruction)

By

Randa Eliewa Abd EL Mawgood EL Dabr

Supervised by

Dr. Mona S. Zaza

Professor of Curriculum & instruction
(TEFL) and Vice-dean of community
and environment affairs
Faculty of Education
Benha University

Dr. Hasnaa S. A. Helwa

Assistant Professor of Curriculum &
instruction (TEFL)
Faculty of Education
Benha University

Dr. Abeer A. M. Diab

Lecturer of Curriculum & instruction (TEFL)
Faculty of Education
Benha University

2021

ملخص البحث

عنوان البحث: تنمية مهارات الإستماع في اللغة الإنجليزية كلغة أجنبية لدى طلاب المرحلة الإعدادية من خلال التعليم المتمايز القائم علي أساليب التعلم

هدفت هذه الدراسة إلى التعرف على أثر استخدام التعليم المتمايز القائم علي اساليب التعلم في تنمية مهارات الإستماع لدى طلاب الصف الثاني الإعدادي . وقد تكونت عينة الدراسة من (٦٠) طالباً وطالبة بمدرسة الشهيد محمد حسوبة الإعدادية بالمنوفية، حيث تم تقسيمهم عشوائياً إلى مجموعتين: المجموعة التجريبية (٣٠) والتي درست مهارات الإستماع باستخدام التعليم المتمايز القائم علي اساليب التعلم، والمجموعة الضابطة (٣٠) والتي درست مهارات الإستماع وفقا لدليل المعلم . وتكونت أدوات الدراسة من قائمة بمهارات الإستماع اللازم تنميتها بالمرحلة الإعدادية واختبار قبلي- بعدي لمهارات الإستماع وايضا استبيان اساليب التعلم (VARK) لتصنيف طلاب المجموعة التجريبية الي مجموعات صغيرة وفقا لأساليب التعلم لديهم إلى جانب برنامج قائم علي التعليم المتمايز في ضوء اساليب تعلم الطلاب. وقد تم جمع البيانات من خلال تطبيق الاختبار القبلي - البعدي لمهارات الإستماع قبل وبعد المعالجة، وتم تحليل البيانات كمياً، و أوضحت نتائج الدراسة فاعلية التعليم المتمايز في تنمية مهارات الإستماع لدى طلاب المجموعة التجريبية. وفي ضوء هذه النتائج تم التوصل إلى انه يمكن استخدام التعليم المتمايز بفعالية في تدريس مهارات الإستماع لطلاب المرحلة الإعدادية.

الكلمات المفتاحية: التعليم المتمايز - اساليب التعلم - مهارات الإستماع في اللغة الإنجليزية.

Developing Preparatory Stage Students' EFL Listening Skills Through Learning Styles Based Differentiated Instruction

By

Randa Eliewa Abd EL Mawgood EL Dabr

Dr. Mona S. Zaza

Professor of Curriculum & instruction
(TEFL) Faculty of Education
Benha University

Dr. Hasnaa S. A. Helwa

Assistant Professor of Curriculum &
instruction (TEFL) Faculty of Education
Benha University

Dr. Abeer A. M. Diab

Lecturer of Curriculum & instruction (TEFL)
Faculty of Education
Benha University

Abstract

The present study aimed at developing preparatory stage students' listening skills through learning styles based differentiated instruction approach. The participants of the study were 60 students of the second year of the Martyr Mohamed Hosooba Prep School in Damaligie, Menoufiya. This study adopted the two group experimental research design. The participants were divided into two groups; 30 students served as an experimental group and 30 students as a control one. To determine the most important and required EFL listening skills for the participants, a checklist of EFL listening skills was developed and validated by a number of EFL jury members. A pre- and a post EFL listening skills test was prepared. The participants were pre-tested to determine their level of EFL listening skills. A VARK Questionnaire was implemented to the experimental group to classify them into groups due to their learning styles (visual, auditory, read/write, kinesthetic). Then, the experimental group was taught the listening lessons through the learning styles based differentiated instruction, whereas the control group was taught using the Ministry of Education teacher's guide. After the program implementation, the two groups were post tested. The results revealed that the EFL listening skills of the second year prep stage students were developed significantly as a result of using the differentiated instruction in the light of the students' learning styles. Thus, it can be concluded that using differentiated instruction was effective in developing the EFL listening skills of the second year prep stage students.

Keywords: *EFL* listening comprehension skills - differentiated instruction- learning styles

Introduction

Language is one of the most significant factors which provide communication between people. The ability to provide a clear communication requires good language skills. The natural order of acquiring the skills is listening, speaking, reading and writing. To communicate in an accurate, clear and effective manner, it is essential to develop these four language skills

Listening is the process of understanding the spoken language. This different process includes knowing speech sounds, understanding the meaning of individual words, and comprehending the syntax of sentences (Pourhosein Gilakjani & Sabouri, 2016). Listening is one of the most important skills for language acquisition because it is mostly used in normal daily life and develops faster than the other language skills. In addition, it makes the development of the other language skills easier (Rost, 2002).

Listening is an active and a dynamic process of multiple cognitive operations. Listening occurs in terms of the contributions from four integrating types of processing: Neurological processing, linguistic processing, pragmatic processing and semantic processing. The comprehensive understanding of listening needs to consider all four types of processing and how these processes integrate and complement each other (Rost, 2016)

The cognitive framework of language comprehension differentiates the listening process into phases. In this respect, Rivers (2018) expressed two cognitive phases of listening comprehension; the identification phase and the selection phase. In the identification phase, listeners identify words and sentences in their structural mutual relations, time sequences and modifying terms and phrases. The second phase is the selection stage in which the students listen for pleasure, comprehension and connecting sequences.

Rost (2002) and Gilakjani and Ahmadi (2011) subcategorized listening activities as pre-listening, while-listening, and post-listening activities. The pre-listening activities prepare the listeners for what they are going to hear and for predictions. While-listening activities are for

interpretation and constructing meaning. The post-listening activities assess and check students' comprehension.

Listening comprehension is theoretically regarded as an active process of three cognitive directions or models which enable students to reach the listening inputs; the bottom-up model (data-driven) which focuses on perceiving sounds and recognizing words; and the top-down model (conceptually-driven) which focuses on deepening the comprehension of ideas and making stronger interpretations. The interactive model overcomes the disadvantages of bottom-up and top-down models to enhance the comprehension (Gilakjani & Ahmadi, 2011).

Richards (1983) suggested two taxonomies of listening skills; one classified the micro- skills required for conversational listening, and another relevant to academic listening that includes the ability of:

- identifying the purpose and the scope of the lecture.
- identifying topic of lecture and follow topic development.
- identifying relationships among units of the speech like cause, effect, and conclusion.
- identifying major ideas and supporting ideas.
- deducing meanings of words from context.
- recognizing function of intonation to signal information structure. revealing speaker attitudes toward subject matter.
- following varied modes of lecturing: spoken, audio, audio-visual.

Weir (2005) suggested different techniques for assessing listening comprehension involving matching responses, dictation, short answer, information transfer, and multiple choice tests. Also Richards (1983) explained common types of listening exercises as following:

- **Matching:** means choosing responses in written form that match with what was heard.
- **Transferring:** involves exercises of transferring received information form into another.
- **Transcribing:** refers to listening, and then writing down what was heard like dictation exercise.

- **Scanning:** involves exercises of extracting selected items in order to find specific information.
- **Extending:** means exercises of going beyond what is heard for making a conclusion.
- **Answering:** answering questions from the incomes.
- **Predicting:** the ability of guessing outcomes, causes and relationships

Ahmadi (2016) stated that despite its importance, listening has been ignored in second language teaching and learning classes. Consequently, it is very important for teachers and learners to pay enough attention in order to obtain the communication goals. Vandergrift (2007) reported that listening problems and difficulties were identified in terms of what the listeners failed to do when trying to comprehend listening messages. These problems are related to cognitive procedures that take place at different phases of comprehension. It was pointed out that one of the reasons is that learners are not taught how to learn listening effectively.

Goh (2000) proposed two teaching strategies that can help learners to address their listening problems. The first is a direct strategy which makes use of listening exercises for improving perception and activities for learners to use specific comprehension tactics. The second teaching strategy aims to indirectly improve learners' listening ability in all three phases of comprehension by raising their metacognitive awareness about L2 listening.

Several research papers were conducted aiming to encounter these problems and improve the EFL listening skills using varied approaches, programs and strategies like Hassan (2013), Al-Ammary (2015), Mahmoud (2015), Gergis (2017), Sallam (2017) and Abd El Ghany (2019). This study will adopt the differentiated instruction approach as a pedagogical approach for developing the EFL listening skill in the light of the students' learning styles.

Today's classrooms are identified by diversity where the students are grouped in classes primarily by age or gender, but they are all very different in their background, prior knowledge, interests and hobbies in a

single classroom. Relying on this fact, the one size approach doesn't fit all. It expects all the students to master the same concepts, principles, and skills neglecting their individual variances. The students have different interests and prefer instruction in various modalities (Tomlinson, 2001).

Tomlinson et al. (2003) argued that differentiated instruction is a pedagogical approach for teaching and learning the students of differing readiness levels, differing interests and differing learning profiles. The intent of differentiating instruction is to maximize each student's development and individual success by meeting each student where he or she is and assisting in the learning process.

Depending on the students' variances, Tomlinson (1999) viewed that differentiated instruction is designed to provide various learning opportunities for the students who differ in their needs and abilities. In contrast to the traditional instruction, the differentiated instruction aims that the teachers can challenge all the students by providing varied levels of difficulty of the learning material. Also it aims to vary the degree of scaffolding and the way in which the students work.

Valiande and Koutselini (2009) agree with Fox and Hoffman, (2011) that the philosophy of differentiated instruction is based mainly on constructivist learning theory, the theory of social constructivism of Vygotsky, 1978. Social constructivism emphasizes the active engagement of the students in the learning process. The construction of knowledge arises from the interactions of the students with their environment. Many differentiated instruction strategies are constructivist, as they call for planning the curriculum in a way that is accessible to all learners.

Flexible grouping, community, respectful tasks, responsibility and continual assessment are principles which monitor differentiated instruction in the classroom. Flexible grouping means homogenous groups which based on the students' readiness, interest or learning profile (Tomlinson 2003, as cited in Cooper, 2010). Also Differentiated instruction is proactive, dynamic, student centered and rooted in assignment (Tomlinson, 2001).

Hall (2002) identified steps to plan for differentiated instruction: the first is the teacher's awareness of the students' abilities; next, is providing varying teaching strategies and methods, then, providing varying instructional activities and tasks that engage, motivate and challenge them to remain on. The last step is applying varying means of assessment (ongoing assessment) that measure the students' progress in a fair and equitable way.

Tomlinson (2001) determined three characteristics of the students that differentiation responds to; readiness, interest, and learning profile. There are three elements of the curriculum that can be differentiated: content, process, and products. Readiness is the student's entry point relative to a particular understanding or skill. It refers to the level of development in which the students cannot do alone for more growth until they engage in a social situation or do in pairs.

Through integrating the students' multiple intelligences and their learning styles, Alavinia and Farhady (2012) checked the effect of the differentiated instruction through this integration on English vocabulary learning. After implementing the multiple intelligences and learning styles questionnaires, the students of the experimental group were divided into five separate groups as visual-spatial (V), linguistic-auditory (L), kinesthetic-bodily (K), interpersonal (Inter), and intrapersonal (Intra) and were taught by differentiation. The results of the research revealed that the differentiated instruction implemented through the integration of the students' multiple intelligences and learning styles was effective in developing students' English vocabulary learning.

There are far more studies on differentiating instruction in English reading and writing than those in listening. The teachers need to differentiate instruction and provide students with different ways of learning in order to increase their learning process. As more attention and practice is arisen on the listening skills, Moreno (2015) supposed in a quasi-experimental study that differentiated instruction may help developing EFL listening comprehension skills while taking their preferences, learning styles and readiness into consideration. The results declared that planning the listening lesson through the differentiated

instruction in the light of the students' readiness, interests, and learning profiles had apposite effects in developing the students' listening skills.

AL Shareef (2015) conducted a study to find out the effectiveness of using differentiated instruction in developing the listening comprehension skills and creative thinking among the third grade secondary stage students. Fifty five students of the third grade secondary stage students participated in the research, twenty-eight students in the experimental group and twenty- seven in the control group. The results revealed that there were statistically significant differences between the control and the experimental groups in favor of the experimental group which received differentiated teaching.

El Masry (2017) sought to investigate the effect of differentiated instruction on EFL vocabulary and grammar learning. To attain this purpose, 79 students in UNRWA prep schools participated in the study. Thirty-nine Students were in the experimental group and (40) students were in the control one. The researcher prepared two vocabulary and grammar achievement tests as pre and post to collect the data. The results of the study stated that the differentiated instruction strategies were effective in developing the EFL vocabulary and grammar of the students.

To investigate the effectiveness of using the differentiated Instruction on developing English reading comprehension skill of sixth year primary school students, Bahgat (2019) achieved a study to fulfill this purpose. Sixty four students participated in this study. Thirty two students served as the experimental group and the other thirty two students served as the control one. The results declared that the differentiated instruction had a great positive effect on developing the reading comprehension skills.

Hamed (2019) investigated the effectiveness of the differentiated instruction-based program in developing the EFL speaking skills. The participants of the study were 80 prep school students. The findings of the study indicated that the differentiated instruction based program was

effective in developing the EFL first preparatory students' speaking skills and its components.

In addition, Sharaf (2019) identified the effectiveness of the flipped differentiated strategy in developing some EFL writing skills. The researcher adopted the one group experimental research design. The sample of the research was ninety pupils of the EFL second year, faculty of education. A multiple intelligence inventory and an EFL writing skills pre-posttest were employed. The results revealed that there were significant differences between the mean scores of the pre and posttest in favor of the posttest. It revealed that using flipped- differentiated instruction is effective in developing EFL second year college pupils writing skills.

Like readiness, students are also varied in interests. The interests refer to hobby, affinity, curiosity, or passion for a particular topic or skill. Shehata (2019) carried out a quasi- experimental study to check the impact of using the differentiated instruction in the light of the students' reading interests for promoting EFL sixth graders' reading comprehension skills and reading engagement. The participants were sixty four: (32) served as a treatment group and (32) served as a control group. The analysis of the collected data declared that the experimental group significantly outperformed the control one in the post-performance of the reading comprehension test and in the post reading engagement scale due to the differentiated instruction implementation.

Magableh and Abdullah (2020a) explored the effectiveness of differentiated instruction strategies on EFL students' English reading comprehension achievement. The participants were four classes of 118 students of the primary level from four different schools. They were divided into two control and two experimental groups. The experimental group received differentiated teaching. On the other hand; the control group received one-size-fits-all teaching method. The results indicated that employing differentiated instruction was practical in improving EFL students' reading comprehension attainment for grades four and five Jordanian students.

Moreover, Magableh and Abdullah (2020b) conducted a quasi-experimental study to investigate the effectiveness of the differentiated instruction strategies on the students' English achievement. Sixty students of eighth grade from two different schools from Irbid, in Jordan participated in the study. The experimental group of thirty students was taught English language following the differentiated instruction strategies. The results showed that differentiated instruction had a positive effect in reducing classroom diversity and in EFL teaching and learning.

2. Context and Statement of the Problem

The problem of this study is derived from several resources:

First: the importance of the second year prep stage students' EFL listening skills revealed by the directives of the Ministry of Education and the National Curriculum Framework for English as a Foreign Language (EFL).

Second: The review of some related studies which tackled the EFL listening skills concerning the Egyptian context. Previous studies revealed that there are varied problems in teaching and learning listening. Hassan (2013), Al-Ammary (2015), Mahmoud (2015), Gergis (2017), Sallam (2017) and Abd El Ghany (2019) supported the problem of the study as they assured that there was a lack in the prep stage students' EFL listening skill. This study addresses the question of whether the second year prep stage students' EFL listening skills will develop using the differentiated instruction based on the learning styles.

Despite the importance of learning the EFL listening skills, there is still a lack in it among the second year prep stage students

3. Questions of the Study

1. What are the EFL listening skills required for the second year prep stage students?
2. How can differentiated instruction based on learning styles be used for developing the second year prep stage students' EFL listening skill?

3. To what extent is differentiated instruction based on the students' learning styles effective in developing the second year prep stage students' EFL listening skill?

4. Hypotheses of the study

Based on the theoretical back ground and the results of the relevant studies, it is hypothesized that:

1. There is a statistically significant difference between the mean scores of the experimental group and the control group in the EFL listening posttest in favor of the experimental group.
2. There is a statistically significant difference between the mean scores of the experimental group in the EFL listening skills pre and posttest in favor of the posttest.

5. Purpose of the study

The main purpose of the current study is to develop EFL listening skills among the second year preparatory stage students using differentiated instruction in the light of their learning styles.

6. Participants of the study

Sixty students, males and females, of the second year of the Martyr Mohamed Hosooba Prep School in Damaligue, Menoufiya participated in the study during the scholar year 2020/2021. They were divided into two groups; (30) students served as the experimental group and (30) students served as the control one.

7. Instruments and materials of the study

To achieve the aim of this study, the researcher prepared and made use of the following instruments and materials.

1. An EFL listening skills checklist.
2. A Pre-post EFL listening skills test.
3. A VARK Questionnaire by Neil Fleming (2006).

4. A differentiated-based program in the light of the students' learning styles.

5.

7.1 EFL Listening Skills Checklist

One of the study's requirements was to determine the most important and appropriate EFL listening skills for the second year prep stage students. Therefore, a checklist of EFL listening skills was prepared by the researcher.

The EFL listening skills checklist included ten sub-skills at the two main levels: Literal and inferential levels. Under these two main levels there were three literal sub-skills and seven inferential sub-skills determined by the Jury members to suit the 2nd preparatory stage students' age and level.

The checklist validity

To test the checklist validity, the researcher submitted the preliminary form to a group of specialists; professors, experts and supervisors in TEFL (N=11). They judged the degree of importance and the appropriateness of these skills for the 2nd year prep stage students. Also they were asked to determine and suggest the items that may be added, removed or modified. The jury members' suggestions were taken in to consideration when preparing the EFL listening skills checklist.

7.2 EFL listening skills test

Another requirement of the study was to assess the participants' EFL listening skills before and after the intervention. An EFL listening skills pre-posttest considering the sub-skills of the refereed checklist was prepared. The test involved two listening texts; a dialogue followed by eleven MCQ questions and a passage followed by nine MCQ questions to assess the participants' EFL listening comprehension skills. Consequently, the total number of the test questions as a whole were 20 questions .

The validity of EFL listening skills test

To test the validity of the EFL listening skills test, the researcher submitted the first form to a group of EFL specialists; professors, experts and supervisors of TEFL (N=11). They were asked to validate the test in terms of clarity and whether the test items assess the assigned skills or not. The test was reconstructed in the light of the jurors' valuable notes.

The reliability of EFL listening skills test

The reliability of the test was measured by the test re-test method. The test was applied to (25) participants of the second year prep stage students (other than the study participants). After two weeks, it was applied again to the same participants.

The reliability of the test was computed by calculating the correlation coefficient between the two administrations. The Pearson correlation coefficient was calculated using the SPSS program (V. 18). The result of the test-retest method is shown in the following table:

Table (1) Pearson correlation coefficient for the test reliability

SKILLs		Correlation	
listening	Literal	Main idea	0.905**
		Supporting details	0.792**
		Summarizing	0.903**
	Literal		0.881**
	inferential	Cause and effect	0.811**
		Character traits	0.882**
		Pronoun referent	0.840**
		Inferring meaning	0.905**
		Fact and opinion	0.905**
		Sequence	0.688**
		Prediction	0.818**
Inferential		0.832**	
Listening as a whole		0.811**	

** Correlation is significant at the 0.01 level

It is clear from the previous table that the values of the Pearson correlation coefficients were all significant at (0.01) level. The correlation coefficient of the EFL listening test was (0.811). It can be concluded that the EFL listening test was highly reliable and valid to be used as a tool of the study.

7.3 The VARK Questionnaire

This is a learning styles questionnaire of Neil Fleming (2006), retrieved from <http://vark-learn.com/>. The researcher applied this inventory to the participants to determine their learning styles. It consists of 16 questions and each question has four selections, each statement represented a style of the different four learning styles of the VARK (visual, auditory, read/write and kinesthetic). The administration of the questionnaire revealed that there were 14 students of visual style, 10 students of auditory style and 6 students of kinesthetic style. No student fit to the read/write style. Therefore, the students were divided into five groups; two visual groups, two auditory groups and one kinesthetic group.

7.4 The program

Content of the program

The differentiated program consisted of ten listening sessions. It covered ten listening lessons with different themes to accommodate with students' varieties and needs. The texts were selected from the 2nd prep student's book, work book and from other sources like the British council site. Texts selected from other resources are considered to be in the same level of those in the student's book to suit the second prep stage students.

Duration of the program:

The implementation of the program lasted for five weeks, two sessions per week during the first term of the scholar year (2020/2021). Each session was about 45 minutes. In this duration the students received differentiated listening instruction.

**Teaching listening skills using differentiated instruction:
First: the pre- listening phase**

Step 1: Whole group instruction

The researcher provided whole group instruction for all groups before listening. The students of all groups were asked to accomplish varied pre- listening activities to activate their relevant information to the topic. Some of these activities are; Visuals, maps, diagrams, KWL Charts, true or false statements, discussions, guessing from words or sentences, guessing from the picture and brainstorming(broad writing- word webs- brain walking).

Step 2: Small group instruction

The researcher guided a small group instruction for each group. The researcher gave each group explicit instructions about the during- listening activities which all members were asked to do under the leadership of their leader. Appropriate roles for every participant in each group were established:

Group roles:

The leader: the student who leads, controls group working and ask for help.

The timer: a student who keeps track of the time during working to make sure that the group spends appropriate time to accomplish the activity.

The recorder: a student who records ideas of each participant in the group.

The summarizer: a student who write a summary of group's conclusion and effort.

The speaker: a student who is an advanced reader and was asked to present the group's conclusions and activities orally.

Step 3: Modeling as a scaffolding technique:

The researcher modeled a similar activity to the given one for each group; visual, auditory and the kinesthetic. That helped them to realize

what they need to do. The researcher used varied strategies, activities and materials to accommodate to each group learning style.

Second: the during- listening phase

The researcher provided the students with differentiated listening activities according to their learning styles; visual, auditory and kinesthetic. The students of each group of the same learning styles were asked to do together to achieve specific activities using varied strategies and materials that address their needs and accommodate with their learning styles.

Third: the post- listening phase:

Whole group instruction:

The students were asked to answer different questions of the given text. The researcher made use of different techniques to achieve this goal such as: information exchange, test your classmates, write a short composition, search for more relative information, check and summarize.

Assessment

Ongoing assessment was used; pre, formative and summative. The pre-assessment was represented in the EFL listening pre-test. Also the formative assessment was used in the exercises, quizzes activities and the assignments to check the students' growth and understanding during and at the end of each lesson. Ultimately, the summative test was represented in the EFL post-test which was administered after the intervention to investigate the effectiveness of the differentiated instruction based program on developing the EFL listening skills of the 2nd year prep stage students.

8. Results of the Study

8.1 The results of the first hypothesis

The first hypothesis stated that “there is a statistically significant difference between the mean scores of the experimental group and the control group in the EFL listening posttest in favor of the experimental group”.

To examine this hypothesis, Non paired- Samples t-test was used. Table (2) shows the mean scores, standard deviation (S.D), the t-value and the level of the significance.

Table (2) t-test comparing the differences between the mean scores of the experimental group and the control in the EFL listening skills posttest

Skill	Group	No.	Mean	Std. Deviation	t-value	DF	α Sig	η^2
Listening	Experimental	30	14.0	1.76	15.107	58	0.01	0.80
	control	30	8.10	1.21				

The results in table (2) show that there is a significant difference between the mean scores of the experimental and the control group in the EFL listening skills posttest in favor of the experimental group. The t-value is (15.107) which is significant at (0.01). Moreover, Eta square " η^2 " was applied to estimate the effect size of the differentiated instruction on developing the EFL listening skills. η^2 reached (0.80). This large effect might be attributed to the application of differentiated instruction. Thus, the first hypothesis is accepted.

8.2 The results of the second hypothesis

The second hypothesis states that “There is a statistically significant difference between the mean scores of the experimental group in the EFL listening skills pre and posttest in favor of the posttest”.

To examine this hypothesis, Paired-Samples t-test was used. Table (3) shows the mean scores, standard deviation (S.D), the T-value and the significance level.

Table (3) T-test comparing the differences between the mean scores of the experimental group in the EFL listening skills pre- and posttest

skill	Test	No.	Mean	Std. Deviation	t-value	DF	α Sig	η^2
listening	Pre	30	3.67	1.37	28.715	29	0.01	0.97
	Post	30	14.0	1.76				

The results in the table (3) indicate that there is a significant difference between the mean scores of the experimental group in the EFL listening skills pre and posttest in favor of the posttest. The t- value of the test is (28.715) which is significant at (0.01). Moreover, Eta square " η^2 " was used to estimate the effect size of the differentiated instruction on developing the EFL listening skills. It reached (0.97). This large effect should be attributed to the application of differentiated instruction. Thus, the second hypothesis is accepted.

It is concluded that the differentiated instruction has an educational importance on developing the second year prep stage students' EFL listening skills. These results provided evidence in support of the previous studies such as: AL Shareef (2015) and Moreno (2015) which confirmed that the use of differentiated instruction developed the students' EFL listening skills.

9. Discussion and Interpretation of the Study Results:

The results of the study revealed that using differentiated instruction based on learning styles developed the second year prep stage students' EFL listening skills. Several factors supported these positive results, beginning with the VARK questionnaire application until using varied forms of ongoing assessments; pre, formative and summative assessments. The VARK questionnaire was applied for classifying the students to homogenous groups based on their learning styles; visual, auditory and kinesthetic. The researcher modified the listening activities to accommodate with the students' learning styles that made the listening instruction more reachable and accessible.

This pedagogical and psychological classification of the students assisted the researcher to provide the students with differentiated listening instruction according to their varied learning styles. Each group received differentiated listening activities that matched their needs. That assisted the students to be more active and positive and made the material more reachable and accessible.

Another effective factor which contributed in the positive results was the design of the listening lessons which were designed to be applied in terms of three phases of activities; pre, during and post activities. Each phase had its proper activities. The pre- listening activities were provided to motivate the students to participate positively and to activate their prior knowledge related to the topic such as guessing from the pictures, KWL charts, answering WH question, correcting the mistakes, listening to check answers and selecting a suitable title. In during- listening activities, each group received differentiated listening activities according to their learning styles such as listing activity, mapping, using graphics and inferring relations. The post activities were to determine what the student of each group learned such as finding related information, quizzing your classmates, changing the end of the story, discussing real- life scenarios, five finger retelling, snapshots of the story and cause and effect matching game

In addition, the making use of the scaffolding and modeling techniques was an effective factor in reaching these results. Differentiated instruction allowed the researcher to model successful strategies and endpoints which helped students to visualize the activity goal. The researcher modeled a similar listening activity to the given one for each group; visual, auditory and the kinesthetic. That helped the students to realize what they need to do.

Besides, using varied strategies and activities for each learning style group were effective factors. Each groups worked together to achieve the listening activities differentially. Strategies addressing the visual learning style included mind-maps, conceptual maps, graphic organizing, GIST strategy and listening strategy. In addition, strategies addressing the audio learning style were applied such as the discussion,

brainstorming, SWBST strategy, thinking aloud and think-pair-share. Moreover, strategies addressing the kinesthetic learning style were used such as simulation, matching game, role playing, modeling, five finger retelling and snapshots of the story.

Furthermore, the students were allowed to use varied and proper teaching aids to achieve the given listening activities like, work sheets, printed papers, colored papers, colored cards, colored pens, records, tables, character charts, KWL charts, main idea graphic organizer, fact and opinion organizers, cause and effect diagram, prediction diagrams, word maps, semantic maps, sequence map, synonym and antonym maps, flash cards, masks, scissor and glue, pictures, white board, videos and PowerPoint presentations and etc.

It was noticed that the responds of the students also indicated that the implementation of the differentiated instruction in the class not only affected the listening skills development but also created a safe atmosphere in the class. Therefore, the positive results were also due to the satisfaction which the students felt while doing in the differentiated classroom. Besides, the students of the same learning style received proper listening instruction as a response to their varied learning styles that made them more satisfied, active and positive during the learning situations.

Moreover, the students as well as the teacher were responsible about learning. Therefore, all the students seemed to agree that they have a sense of sharing the learning responsibility. The students were engaged especially shy students in the differentiated listening activities as they felt that they were doing something themselves. Because of the flexible grouping, all the students were partners.

10. Conclusion

Based on the results of the study, it can be concluded that the students benefited more through taking their learning styles and preferences into consideration while planning the EFL listening lessons. In addition, dividing the students into groups based on their learning styles (visual, auditory and kinesthetic) allowed the researcher to provide

each group with differentiated listening activities and that made the listening lessons more reachable and accessible. Thus, the program based on the differentiated instruction in the light of the students' learning styles was effective in developing the EFL listening skills.

References

- Abd El Ghany, O. M.(2019). *A suggested strategy based on authentic assessment tasks for developing EFL listening comprehension skills among preparatory stage pupils*. Unpublished M.A Thesis, Faculty of Education, Benha University).
- Ahmadi, S. M. (2016). The importance of listening comprehension in language learning. *International Journal of Research in English Education, 1*(1), 7-10
- Al Shareef, F. (2015).The effectiveness of differentiated instruction in developing EFL listening comprehension skills and creative thinking among third secondary students. *Journal of scientific research in Education.16*,(5), 611-642.
- Al-Ammary, A., Sh., A., M. (2015). *The Effectiveness of a Program Based on "Podcasting" in Developing Some EFL Listening Comprehension Skills among Preparatory Stage Students*. Unpublished M.A Thesis, Faculty of Education, South Valley University.
- Alavinia, P., &Farhady, S. (2012). Using differentiated instruction to teach vocabulary in mixed ability classes with a focus on multiple intelligences and learning styles. *International Journal of Applied, 2*(4), 72-79.
- Bahgat, R. M.(2019) The Effect of Differentiated Instruction on Developing English Reading Comprehension Skill of Sixth. *Journal of Educational Sciences,38*,85-99 Retrieved from Dar Almandomah database.
- Cooper, J. M. (2010). *Classroom teaching skills*. Cengage Learning.
- El Masry, S. M. (2017). *The Effect of Differentiated Instruction on Learning English Vocabulary and Grammar among Second Graders in UNRWA Schools*(Master thesis, The Islamic University–Gaza).
- Fox, J., & Hoffman, W. (2011). *The differentiated instruction book of lists* (Vol. 6). John Wiley & Sons.

- Gergis, S., A., F. (2017). *Effects of Bottom-up and Top-down Processing Strategies on Developing Listening Comprehension among Intermediate Stage In – Service EFL Teachers*(Master Thesis, Beni Suef University).
- Gilakjani, A. P., & Ahmadi, M. R. (2011). A study of factors affecting EFL learners' English listening comprehension and the strategies for improvement. *Journal of Language Teaching and research*, 2(5), 977-988.
- Goh, C. C. (2000). A cognitive perspective on language learners' listening comprehension problems. *System*, 28(1), 55-75.
- Hall, T. (2002). Differentiated instruction. NCAC publication, Wakefield, MA. Retrieved from http://www.cast.org/publications/ncac/ncac_diffinstruc.html.
- Hamed, S. E. T. (2019). *The Effectiveness of a Differentiated Instruction-Based Program in Developing the EFL Preparatory Stage Students' Speaking Skills*. Unpublished M.A Thesis, Faculty of Education, Zagazig University.
- Hassan, H., M., G.(2013). *The effectiveness of audio - assisted reading strategy on enhancing EFL prep students' listening and reading comprehension*. Unpublished M.A Thesis, Faculty of Education, Mansoura University.
- Magableh, I. S. I., & Abdullah, A. (2020a). *Effectiveness of Differentiated Instruction on Primary School Students' English Reading Comprehension Achievement*. *International Journal of Learning, Teaching and Educational Research*, 19(3), 20-35.
- Magableh, I. S. I., & Abdullah, A. (2020b). On the Effectiveness of Differentiated Instruction in the Enhancement of Jordanian Students' Overall Achievement. *International Journal of Instruction*, 13(2), 533-548.
- Mahmoud, W., S., A.(2015) *Using multimedia authentic materials based-activities to develop EFL listening comprehension skills of preparatory stage pupils*. Unpublished M.A Thesis, Faculty of Education, Mansoura University.
- Moreno, S. (2015). *Differentiated instruction: Strategies for English language learners listening comprehension development*. (Master

- thesis, Bridgewater State University) Available at <http://vc.bridgew.edu/theses/14>.
- Pourhosein Gilakjani, A., & Sabouri, N. B. (2016). How can students improve their reading comprehension skill. *Journal of Studies in Education*, 6(2), 229-240.
- Richards, J. C. (1983). *Listening comprehension: Approach, design, procedure*. *TESOL quarterly*, 17(2), 219-240.
- Rivers, W. M. (2018). *Teaching Foreign Language Skills Rev Ed*. University of Chicago Press. On line reading on <https://books.google.com.eg/books> in 8 January 2020.
- Rost, M. (2002). Listening tasks and language acquisition. In *Memorias del Congreso JALT 2002*, 18-28.
- Rost, M. (2016). *Teaching and researching: Listening*. (3rd E) Routledge.
- Sallam, S., M., I., M.(2017)*The Effect of Scaffolding Strategies on Developing EFL Listening Comprehension Skills among Preparatory School Pupils*. Unpublished M.A Thesis, Faculty of Education, Mansoura University.
- Sharaf, S. H. (2019). *The effectiveness of Flipped - differentiated strategy in developing English major students' writing skills*. Unpublished M.A Thesis, Faculty of Education, Menoufiya University.
- Shehata, M. G. M. (2019). Using a Differentiated Instruction Based Program for Enhancing Elementary School EFL Sixth Graders' Reading Comprehension Skills and Reading Engagement. *Journal of Research in Education and Psychology* 34(3), 620-659. Retrieved from Dar Almandomah database.
- Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: ASCD. ED382025.
- Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms*. Alexandria, VA: ASCD.
- Tomlinson, C. A., Brighton, C., Hertberg, H., Callahan, C. M., Moon, T. R., Brimijoin, K., ... & Reynolds, T. (2003). Differentiating instruction in response to student readiness, interest, and learning profile in academically diverse classrooms: *A review of literature*. *Journal for the Education of the Gifted*, 27(2-3), 119-145.
- Valiande, S., & Koutselini, M. I. (2009, June). Application and evaluation of differentiation instruction in mixed ability

classrooms. In 4th Hellenic Observatory PhD Symposium, London, LSE (pp. 25-26).

Vandergrift, L. (2007). Recent developments in second and foreign language listening comprehension research. *Language teaching*, 40(3), 191-210.

Weir, C. J. (2005). *Language testing and validation*. Hampshire: Palgrave MacMillan.