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MIDDLE EAST UNIVERSITY
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Teachers' Perceptions of Differentiation Strategy in Teaching American Textbooks

تصورات المعلمين لاستراتيجية التمايز في تدريس الكتب المدرسية الأمريكية

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Authorization

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Dedication

I dedicate this thesis to my great father, Dr. Khaled Arab, for his endless love, support and prayers, to my strong mother, to my beloved sisters, who encouraged me all through the way, to my little angel Judi Sheltawi and her family who offers me the inspiration of success and kindness throughout my journey, wishing my work would inspire them to pursue their dreams.

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Teachers' Perceptions of Differentiation Strategy in Teaching American Textbooks

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Abstract

This study aimed at investigating teachers' perceptions of differentiation strategy in teaching American Textbooks in Amman- Jordan. The participants of this study consisted of 214 males and females who taught English in international schools during the academic year 2021-2022.The differentiation strategy in teaching American textbooks includes six concept measures of achievement (student interest, assessment, lesson plan, content, process and product). A questionnaire was used to measure teachers' differentiation strategy in teaching American textbooks. Data were analyze using (SPSS) package (i.e means and standards deviations, ANCOVA and MANCOVA).

Keywords: Differentiation, Teachers' perceptions, American Textbooks.

تصوّرات المعلمين لاستراتيجية التمايز في تدريس الكتب المدرسية الأمريكية

إعداد

أسيل خالد عبدالرحمن عرب

إشراف

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الملخّص

هدفت هذه الدراسة إلى التعرف على تصورات المعلمين لاستراتيجية التمايز في تدريس الكتب المدرسية الأمريكية في عمان –الأردن. يتكون المشاركون في هذه الدراسة من 214 معلمًا للغة الانجليزية من كلا الجنسين واللذين كانوا يعملون لدى المدارس الدولية في العام الدراسي 2021–2022، وتحتوي استراتيجية التمايز في تدريس الكتب المدرسية الأمريكية على ستة مقاييس لمفهوم الإنجاز (اهتمام الطالب، التقييم، مستوى الدرس، المحتوى، العملية والمنتج). تم استخدام استبيان لقياس استراتيجية تمايز المعلمين في تدريس الكتب المدرسية الأمريكية. تم تحليل البيانات باستخدام حزمة (SPSS) أي انحرافات الوسائل والمعايير، ANCOVA وMANCOVA.

الكلمات المفتاحية: التمايز، وجهات نظر المعلمين، الكتب المدرسية الأمريكية.

Chapter ONE
Background

1.0 Introduction

According to Tomlinson & Allan, 2000, differentiated strategy is a well-known teaching philosophy and methodology that gained popularity among school districts as a way to respond to the data collected. Differentiation makes the students the center of learning process, and is a way for teachers to provide students with various avenues to gain knowledge as a response to the data gathered through formative assessments. The various recognitions of differentiation and its approaches indicate the need to question its uses and evaluate whether successes in students' performances really can be linked to differentiation or whether it is due to other intrinsic or extrinsic factors.

Vickerman (2009) states that differentiation includes a wild range of teaching techniques, strategies and methods used by teachers to teach different or diverse students with diversified needs in the same learning environment. Differentiation is widely viewed as a strategy for improving students' achievement and attainment by adapting the curriculum to meet the diverse needs of learners. Schools 'senior leadership teams. Often, regard differentiation as useful and valuable in addition to teaching and learning strategies. They believe differentiation positively impacts classroom

experiences, leading to improved attitude to learning, better skills and ultimately, better student outcome (Brighton etal., 2005).

According to Weber et al. (2013), there are three factors should be considered with the implementation of differentiation. These factors are: support teachers need to improve their confidence in the approach, improve ways in which the practices of classroom contribute to the execution of differentiated strategies or techniques and attributes that may improve or impede the introduction and development of differentiation. Collaboration and co-operation are the Central effects on implementation of differentiation. This requires support, guidance and leadership of experienced and highly skilled practitioners, who are essential to ensure efficiency of the strategy across all curriculums.

However, differentiation is regularly regarded merely as the responsibility of teachers, who are not always guided or supported by school leadership in applying differentiated approaches and strategies. Thus, there is limited knowledge of management on how and where to provide effective provision for differentiation (Munro, 2012). This lack of supervision means that the application of differentiation fails to deliver the desired support and challenge for students. It is because teachers need extra time and extra effort, particularly, as differentiated instructions, tasks and assessments are very complex. Furthermore, for differentiation to be successful, Peter (1992)

suggests that managers should reorganize the way staff and students organize their work and must consider student interest, assessment, lesson plan, content, process and product.

Hertberg-Davis, (2009) explains that differentiation strategies in teaching helps teachers in targeting and addressing the issue of dealing with learners of different abilities and responding to their individual needs. Effective use of differentiation has been related to increased learner motivation, higher academic achievement and greater collaboration among students with similar abilities. Educators such as teachers are increasingly recognizing the use of effective differentiation to accomplish and fulfil the needs of each individual learner. Moreover, successful differentiation can accomplish the different needs and abilities of students in the same classroom and same environment. Differentiation can play a very effective role in creating identified talent in learners. Moreover, differentiation allows students to progress at a velocity suitable for them regardless of their skill, knowledge or previous understandings.

Cleeton (2000) stresses that while the aim of differentiation is to consider a more student-centered approach in teaching and learning, experts often fail to consider other non-school factors that can have important significant influences. These factors include social class, socio-economic background, gender and culture. Furthermore, the increase in accomplishing difference

among students based on social class and gender was a major cause to be concerned about. In this context, the importance of attention to these factors on an individual basis can provide greater insights and help schools build a platform for more inclusive differentiated learning with varied needs and backgrounds.

Kerri (2012) explains that the concept of adaptive or differentiated teaching is a complex framework that demands continuous complicated multitasking leading to too much workload for teachers, which likely becomes unsustainable overtime. The practice of differentiation has been largely unsuccessful in day-to-day learning environments. Furthermore, trying to differentiate can be boring for teachers who are annoyed by large class sizes, unsuitable funding, negative attitude towards peers among students and lack of materials for effective differentiation. In addition, it is very difficult to rate the actual impact of differentiation on learner achievements as there is the need to consider the engagement of students' characteristics and other unnoticeable factors on academic outcome. The aim of this study is to investigate teachers' perceptions of differentiation strategy in teaching American CCSS textbooks and to the best of my knowledge no studies were conducted in Jordan on this topic.

1.1 Statement of the Problem

Throughout my experience as an English teacher, I Am the researcher noticed that the differentiations in American CCSS do not match the students' needs inside the classroom. Therefore, the researcher is trying to investigate this issue from the teacher's point of view. This study aims to investigate the significant differences in the responses of English teachers toward differentiation in the process of teaching and learning in mixed ability classes from the perspective of teachers.

More specifically, the study examines if differentiation in the CCSS suits or improves students' abilities and their attitudes towards learning. This research is very important because it provides information about how learners interact with outcomes of the differentiation in American Textbooks. Also, it can clarify if differentiation in CCSS is appropriate or necessary for students.

1.2 Objectives of the Study

The purpose of this study is to investigate teachers' perceptions of differentiation strategy in teaching American CCSS textbooks. This study is an attempt to analyze how important for teachers to know that all learners are individuals with unique patterns of weaknesses and strengths. These differences affect their learning abilities. So, it is important to interpret the implication of differentiation among these differences for learning styles of

students as an effective and productive learning-teaching process. Thus, using American CCSS textbook just because it contains differentiation strategies without knowing for sure if it is suitable for our students or not may affect the learners either positively or negatively.

1.3 Research Questions

In order to achieve the mentioned objectives, this study attempts to answer the following primary questions:

1- What are the perceptions of English teachers toward differentiation in American Common Core State Standards Textbooks?

2- Are there any significant differences in the responses of English teachers toward differentiation in American Common Core State Standards Textbooks?

1.4 Significance of the Study

There have been some studies conducted on differentiation, but what makes this study different is that it has explored the differences in the responses in English teachers toward differentiation in American Common Core State Standards Textbooks in the process of differentiation of teaching mixed ability classes from the perspective of teachers. Teachers, curriculums, supervisors, and authors will hopefully benefit from this study.

1.5 Limitations of the Study

This research has been limited to studying teachers' perceptions of differentiation strategy in teaching American CCSS textbooks in international schools in Amman. A qualitative research design has been used and applied in this study.

1.6 Definitions of Terms

Common Core State Standards (CCSS)

According to Kerri (2012) the Common Core State Standards are different standards for what students should know and be able to do for each grade level. The Common Core State Standards are informed by the highest and most effective standards from states across the United States and many countries around the world. In 2010, more than 40 states adopted the same standards for English and other subjects like math. The Common Core also shows clear progressions of learning from grade to grade. For instance,the standards provide grade-specific expectations that show how this sequence might build from grade to grade.

Chapter TWO
Review of Literature

2.1 Review of Theoretical Studies

Differentiation is a disputed concept used in different fields such as education. The term differentiation is particularized differently to each domain as it is in education where differentiation essentially means tailoring teaching to attend to specific students' needs and the way they learn, it is the conflict between the old traditional approaches of teaching and the concept of modern strategy of teaching known as differentiation (VanTassel-Baska, 2012). Thus, differentiation is a way of thinking about learning and teaching (Tomlinson, 2008).

Differentiation can also be described as a group of common theories and practices acknowledging student differences in background knowledge, readiness, language, learning style, student interest, Assessment, lesson plane, content, process and product. Resulting in individually responsive teaching appropriate to particular student needs.

Moreover, students should be assisted to develop as quickly as possible, not only learn required content, but to also assume responsibility for their own lives as learners. The main goal is that by achieving the individual needs of each student will enable them to progress at or even beyond an expected

standard (Moreton, 1997). The only way to this concept to be achieved is by differentiating learning materials, activities and how the student is being taught (Geelan et al., 2015). While this may appear a straightforward process, a collection of definitions, methods of applications, misunderstandings and the spreading of criticism among educators have performed differentiation a contested concept. While common teaching places teachers at the center of the classroom, differentiated philosophy situates the student in this position. Similarly, it was the role of the teacher to direct learning; under differentiation, the teacher facilitates learning.

Previous studies of differentiation in textbooks have tended to focus on either parametric difference in an underlying cognitive architecture (e.g., working memory, capacity, attentional capacity) or on the strategy of differences. More specifically, individuals might have the same strategies but are differentially able to choose the most appropriate strategy for a particular situation. (Schunn & Reder, 1997).

According to Jonassen & Crabowski, (2011), learning is a very complex process that needs:a) the student's willingness , motivation to learn, and ability to learn, b)academic and social environment that fosters learning suits that the student, the instructions that are available can be understandable and c) effective for the learner.

Individual learning varies also because of the learning task that requires a mental processing. That is, learning and acquiring different skills and knowledge will demand the use of different sets of traits. A common criticism of schools is that they teach only the rote memorization of facts. In truth, students engage in many complex forms of learning. The types of learning that are required in schools and other educational settings are usually described in terms of taxonomies of learning. (Crabowski, 2011).

There is no conflict between effective standards-based on American textbooks' instruction and differentiation. In fact, Curriculum tells us what to teach, but differentiation tells us how to teach it. Thus, if we choose to teach a standards-based on the curriculum, differentiation simply suggests many ways in which we can make that curriculum work best for different learners. In other words, differentiation can show us how to teach the same standard to a wild range of learners by applying different teaching and learning strategies. Differentiation suggests that teachers can challenge all levels of learners by providing materials and tasks on the standard at varied levels of difficulty, with changing the degrees of scaffolding, through multiple instructional groups. Further, differentiation suggests that teachers can plan lessons in ways that suit multiple students' interests to achieve heightened learners' interest in the standard. Teachers can always encourage students' success by varying ways in which students work: alone or

collaboratively, in auditory or visual modes, or through practical or creative means.

Differentiation is not a recipe for teaching. It is not a instructional strategy. It is not what a teacher does when he or she has time. It is a way of thinking about teaching and learning based on a set of beliefs about students. The differences in students are significant enough to make a major impact on what students need to learn. Students who are the same age differ in their readiness to learn, their styles of learning, their interests, their life circumstances and their experiences. Students will learn best and be more effective when supportive adults push them slightly beyond where they can work without assistance in which students feel significant and respected. Also, they do learn best when they can make a connection between the curriculum and their interests and life experiences. Jonassen, (2011)

Several issues are discussed in terms of definitions of differentiated instruction, content, ways of differentiated instruction in content, empirical studies on differentiated instruction in content in EFL setting, and conceptual framework. Blaz (2006, p. 1) defines differentiated instruction: “The standards and curriculum tell us what students need to know and differentiated-instruction techniques help us get them there while we teach them how to learn. Blaz argues that schools should not assure students to

achieve a specific norm, but should aim to prepare and allow them to maximize their potential.

2.2 Empirical Studies

Cleeton (2000) investigated a study about differentiated learning strategies that are specifically taught, presented in instruction text books, in order to help student, learn tasks more efficiently and hopefully be able to transfer their knowledge to new situations. The questionnaire was distributed to 184 male and female English teachers. The results showed that teachers have to perform common planning time to discuss students' needs and curriculum, then choosing the right curriculum and text books to help the students meet their goals in each grade level.

Kristin (2002) investigated the impact of Common Core State Standards in Agricultural Education. The participants were 75 teachers who were already implementing the Common Core in New Mexico. The instruments of the study was an interview conducted with each teacher. This current study also confirmed the findings of Richardson and Placier (2001) in that teacher perceived being held personally accountable for school district results and the need to address specified learning standards in their teaching according to the student's need and their background knowledge.

Kerri (2012) conducted a study to explore teachers' understanding of differentiated strategy and their perceptions of their ability. The participants of the study consisted of over (100) participants electronically of male and female specialists' teachers such as English, Math, Science, etc., The instrument of this study was a questionnaire. The findings revealed that there was variation between the six components (students' interest, process, lesson planning, assessment and product). Teachers struggled with understanding how to initiate differentiating and how to use students' interest and allowing varied products.

Kelley (2013) investigated Teachers' Perceptions about the Common Core State Standards in Writing. The instrument used was a questionnaire completed by 250 K-12th grade teachers from eight states (i.e., Kentucky, Minnesota, Michigan, Maine, Delaware, North Carolina, Georgia, and Mississippi). The findings showed that teachers vary in their current level of acceptability regarding the CCSS in general according to the grade level they teach, their years of teaching experience, and the amount of professional development they have received. Significant differences were not found between teachers from different geographic settings or between schools with high and low numbers of students receiving free or reduced lunch. Implications for professional development and teacher education are discussed.

Kubat (2018) investigated the individual differences and differentiation during learning and teaching process by teachers. The participants in this study involved 40 English teachers who were working in the province of Muğla in the academic year 2015-2016. Their ages range between 36 to 45 years old. As a year of seniority, teachers have more (11-15) and (21-25) seniority. Qualitative research method is used in this research and case is designed according to phenomenology. According to research findings, half of interviewed teachers stated that differentiations are important for determining the learning styles of students. Again, half of the teachers emphasized that students identify their individual differences with the help of tests, home assisments and activities during the teaching and learning process. Teachers also stated that in order to design the learning-teaching process appropriate to the individual differences of the learners, the learners would make active participation in the lesson and the individual differences could be supported by increasing the differentiation strategies.

Chapter THREE
Methodology and Procedures

3.0. Introduction

This section clarifies the methodology that was used to carry out this study. It consists of the method, sample and method of selection, procedures, study population, describe the validity and reliability of the instruments, tools, implementation, procedures, and statistical analysis that were followed in interpreting its data.

3.1 Method

This study adopted a quantitative research methodology. The use of the quantitative method has been preferred because it is highly structured, and the results were determined numerically and statistically. Questionnaire was used in this study. Answers were obtained through closed-ended questions with scale answers. In this study, the Descriptive approach was followed, as Teachers' Perceptions of Differentiation Strategy in Teaching American Textbooks was measured through the scale of Teachers' Perceptions of Differentiation Strategy, which was developed and compatible with the objectives of the study.

3.2 The study population

The study population consisted of all English language teachers who work at international schools in Amman in the academic year 2021-2022, who consisted of (480) English language teachers.

3.3 The sample of the study

The study sample consisted of (214) from both male and female who were selected through the available method (who expressed a desire to participate) in the second semester of the academic year 2021-2022, table (1) shows a distribution of the study sample according to its variables:

Table (1): the study sample according to its variables

No.	variable	Category	Frequency	Percent
1	**Gender**	Female	155	72.4
		Male	59	27.6
2	**Qualification**	Bachelor	185	86.4
		Master	24	11.2
		PH.D.	5	2.3
3	**Experience**	1-3 years	85	39.7
		11-15 years	29	13.6
		20+ years	16	7.5
		4-10 years	84	39.3
4	**Nationality**	Jordanian	179	83.6
		Other	35	16.4
	Total		35	100.0

3.4 Instruments of the Study

The researcher used one instrument for data collection: the questionnaire instrument for English language teachers who work at international schools in Amman.

3.4.1 Questionnaire of the Study

The researcher applied one online questionnaire to explore the if there is any significant differences in the responses of English teachers toward differentiation in American Common Core State Standards Textbooks and to collect the data that help in answering the question of this study as the quantitative instrument. The online questionnaire consists of two sections. The first section includes the demographic information of participants that are level of education involves three options; Bachelor, Master, and Ph.D. years of experience involves four options; 1-2years,4-10years,11-15years,20+years, gender involves male or female, and nationality involves Jordanian or other. The second section consists of six parts that link with student interest, Assessment, lesson plane, content, process and product. Besides, the second section is a Likert scale, which has five points – strongly agree, agree, neutral, strongly disagree, and disagree- to allow the participants to express their agreement to each given item.

3.4.2 Study Tools

For the purposes of this study, the researcher used the following tools:

- **"Teachers' Perceptions of Differentiation Strategy" Questionnaire:**

For the purposes of the current study, the researcher developed a Teachers' Perceptions of Differentiation Strategy, according to the following steps:

1) Reviewing the paragraphs of the scale from previous studies and the theoretical framework (2)reformulating those paragraphs to consist in its initial form of (16) paragraphs, which were presented to a panel of university professors and specialists in methods of teaching English language, in order to ensure the apparent validity of the scale, and to express their suggestions about the paragraphs The scale in terms of its language formulation, the relevance of the study sample, and the extent of their affiliation and representation of Teachers' Perceptions of Differentiation Strategy.

2) According to the panel suggestions, the researcher kept some paragraphs without modification, reformulated some paragraphs, simplified others, and replaced words that were not clear, No paragraph was deleted, thus the number of paragraphs of the scale remained 27 paragraphs.

3) A specialist in measurement and evaluation was consulted about the answer scale that can be used, where he indicated the possibility of using a five-point Likert scale consisting of (Strongly agree, agree, Neutral, Disagree, strongly disagree).

3.5. Validity and Reliability

The specific measures of validity and reliability are reviewed individually in the next section.

3.5.1 Validity of the Instruments

The researcher gave the questionnaire after preparing it, to a panel of experts to determine if the questionnaire achieve the study's aim. The experts were allowed to comment or modify any errors in the questions.

3.5.2 Scale validity

Validity indicators were extracted as the following:

3.5.3 Content validity

The Scale in its initial form was represented to a panel of specialists in methods of teaching English language, education and “measurement and evaluation”, in order to ensure the apparent validity of the scale, and to express their observations and suggestions about the paragraphs The scale in terms of its language formulation, the relevance of the study sample, and the

extent of their affiliation and representation of Teachers' Perceptions of Differentiation Strategy.

3.5.4 Indicators of construct validity

the scale also was applied to an exploratory sample consisted of (30) participant, and then Pearson correlation coefficients between the scale items and the sub-skills were calculated as shown in Table (2):

Table (2): Pearson correlation coefficients between the scale items and the sub-skills

No.	Correlation coefficients	No.	Correlation coefficients	No.	Correlation coefficients
1	0.528	10	0.651	19	0.989
2	0.500	11	0.660	20	0.665
3	0.786	12	0.736	21	0.559
4	0.790	13	0.556	22	0.854
5	0.512	14	0.839	23	0.829
6	0.855	15	0.845	24	0.845
7	0.902	16	0.989	25	0.678
8	0.809	17	0.930	26	0.923
9	0.809	18	0.951	27	0.603

It is noticed from Table (2) that the correlation coefficients between scale items and sub-skills ranged between (0.512 - 0.989), which were acceptable values for the purposes of the current study.

3.6 Scale reliability

The indications of the test reliability were verified by the ***"internal consistency***" method by applying to a group consisting of (30) participant, and then "***Cronbach Alpha equation"*** was calculated, and its value reached (0.72), table (3) shows internal consistency coefficients.

Table (3): The modified range of Teachers' Perceptions of Differentiation Strategy scale

No.	Sub-skills	internal consistency coefficients	Split-Half coefficients
1	**Student interest**	0.887	0.851
2	**Assessment**	0.782	0.863
3	**Lesson Planning**	0.963	0.958
4	**Content**	0.968	0.933
5	**Process**	0.718	0.766
6	**Product**	0.779	0.754
	Total	0.967	0.973

It's shown from Table (3) that internal consistency coefficients ranged between (0.718 – 0.967) and Split-Half coefficients ranged between (0.754 – 0.973) which is an acceptable value for the purposes of the current study.

3.6.1 Implementation

The researcher applied the scale to the teachers, as it was converted into a Google form, contacting the teachers and asking them about the possibility of participating then it was distributed. The researcher also reassured them

that their answers will be treated with high confidentiality; therefore, they were asked you to answer all questions objectively and with no hesitation.

3.6.2 Extracting scores on the scale:

In light of the response on the scale items, the answer to the scale items ranges between (Strongly agree, agree, Neutral, Disagree, strongly disagree) and corresponding to the following degrees, respectively (5-4-3-2-1) for all items, and thus the scores of Teachers' Perceptions of Differentiation Strategy range between (27), which represents the lowest score, and (135), which represents the highest score, while the moderate degree of the scale represents (81).

To judge the opinions of the participants on the scale after extracting their means, the researcher conducted a mathematical equation for that, by finding the range as shown in Table (4):

Table (4): The modified range of Teachers' Perceptions of Differentiation Strategy scale

No.	Degree	The modified range
1	High	5.00 – 3.67
2	Medium	3.66 – 2.34
3	Low	2.33 – 1.00

3.7 Procedures of the Study

To achieve the objective of the study, the researcher has followed certain procedures to conduct the study:

1. Collecting theoretical and empirical studies that are related to the subject.

2. Setting up the questions and objectives of the study.

3. Checking validity of the suitability of the questions.

4. Checking the reliability.

5. Explaining and analyzing the selected samples of data.

6. Discussing the findings.

7. Drawing out the conclusion.

8. Proposing recommendations for the future studies.

9. Indexing references according to APA style.

3.8. Variables

3.8.1 Main variable

Teachers' Perceptions of Differentiation Strategy scale

3.8.2 Demographic variables:

1. Gender
2. Qualification

3. Experience
4. Nationality

3.8.3 Statistical analyst

The researcher entered the Data into (SPSS V.23) then calculated the means and standard deviations of the to investigate the Teachers' Perceptions of Differentiation Strategy in Teaching American Textbooks.

To examine the differences of Teachers' Perceptions of Differentiation Strategy attributable to gender and nationality independent T-test was used, Analyses of variance (One way-ANOVA) was used to examine the differences of Teachers' Perceptions of Differentiation Strategy attributable to Qualification and Experience.

Chapter FOUR
Findings of the Study

4.0. Introduction

This chapter presents the results of the study that are related to its questions. Quantitative data were gathered to answer the first question of the study questionnaire to explore if there are any significant differences in the responses of English teachers toward differentiation in American Common Core State Standards Textbooks from teachers' perspectives.

4.1 Results of the Questions

1. What are the perceptions of English teachers toward differentiation in American Common Core State Standards Textbooks?
2. Are there significant differences in the responses of English teachers toward differentiation in American Common Core State Standards Textbooks?

To answer the question, the online questionnaire was distributed to two hundred- fourteen teachers. The questionnaire consists of two sections: the first section is demographic information and the second section is questionnaire.

This study aimed to investigate the Teachers' Perceptions of Differentiation Strategy in Teaching American Textbooks. In order to

achieve that, mean and standard deviations of the study sample responses on the scale dimensions and its total degree were extracted, as shown in Table (5).

Table (5): mean and standard deviations on the first scale items and its total degree:

No.	The dimension	Mean	SD	Rank	Degree
1	**Student interest**	3.1682	.42896	1	moderate
2	**Assessment**	2.9206	.54545	2	moderate
3	**Lesson Planning**	2.3822	.73992	5	moderate
4	**Content**	2.3762	.78414	6	moderate
5	**Process**	2.7477	.56137	4	moderate
6	**Product**	2.7710	.57237	3	moderate
	Total degree	2.7291	.56853		moderate

Table (5) show that the first dimension "***Student interest"*** got the highest response with a mean of (3.17) and a standard deviation of (0.43), which indicates a moderate degree in the level of Differentiation Strategy, while the fourth dimension, ***"Content"*** with got the lowest response with a mean of (2.37) and a standard deviation of (0.78), which indicates a moderate degree. The response of the study sample on the Total degree indicated a mean of (2.73) and a standard deviation of (0.57) which indicate a moderate degree.

4.1.2 The responses of the first dimension *"Student interest"*

Means and standard deviations of the responses of the first dimension "Student interest" were extracted also, as shown in Table (6)

Table (6): mean and standard deviations of the responses of the first dimension "Student interest":

No.	Paragraph	Mean	SD	Rank	Degree
1	1-The Common Core State Standards help me to enhance my classroom teaching practices.	2.5047	.90251	3	Moderate
2	2-The Common Core State Standards take into consideration student's learning difficulties and how to address them in lessons so as not to hinder their learning.	2.4766	.89175	4	Moderate
3	3-The Common Core State Standards help me know each individual students life situations and how it may affect their learning.	3.8411	.53338	2	High
4	4-The Common Core State Standards help me know each individual students culture and expectations.	3.8505	.49035	1	High
	The first dimension "***Student interest"*** **degree**	3.1682	.42896		Moderate

It is noticed from Table (6) that the fourth paragraph "***The Common Core State Standards help me know each individual students culture and expectations"*** got the highest response with a mean of (3.85) and a standard deviation of (0.49), which indicates a high degree in the level of Teachers' Perceptions of Differentiation Strategy, while The second paragraph, ***"The Common Core State Standards take into consideration student's learning difficulties and how to address them in lessons so as not to hinder their***

learning" got the lowest response with a mean of (2.48) and a standard deviation of (0.89), which indicates a moderate degree.

4.1.3 The responses of the Second dimension *"Assessment"*

Means and standard deviations of the responses of **the Second dimension "*Assessment"*** were extracted also, as shown in Table (7)

Table (7): mean and standard deviations of the responses of the Second dimension "*Assessment*":

No.	Paragraph	Mean	SD	Rank	Degree
1	5- The Common Core State Standards help me pre-assess students before teaching.	3.8879	.47128	1	High
2	6- The Common Core State Standards help me pre-assess students' knowledge before adjusting the lesson.	2.5794	1.03041	3	Moderate
3	7-The Common Core State Standards help me pre-assess readiness to adjust the lesson.	2.4112	.83304	5	Moderate
4	8-The Common Core State Standards help me to assess during the teaching learning process.	3.8037	.59638	2	High
5	9-The Common Core State Standards help me to conduct assessment at the end of the lesson to achieve the objectives.	2.4019	.80910	6	Moderate

No.	Paragraph	Mean	SD	Rank	Degree
6	10-The Common Core State Standards help me determine students learning styles.	2.4393	.86320	4	Moderate
	The Second dimension "Assessment" degree	2.9206	.54545		Moderate

It is noticed from Table (7) that the first paragraph "***The Common Core State Standards help me pre-assess students before teaching"*** got the highest response with a mean of (3.89) and a standard deviation of (0.47), which indicates a high degree in the level of Teachers' Perceptions of Differentiation Strategy, while The fifth paragraph, ***"The Common Core State Standards help me to conduct assessment at the end of the lesson to achieve the objectives"*** got the lowest response with a mean of (2.40) and a standard deviation of (0.81), which indicates a moderate degree.

4.1.4 The responses of the third dimension *"Lesson Planning"*

Means and standard deviations of the responses of the third dimension "Lesson Planning" were extracted also, as shown in Table (8)

Table (8): mean and standard deviations of the responses of the third dimension "*Lesson Planning*":

No.	Paragraph	Mean	SD	Rank	Degree
1	11-The Common Core State Standards help me teach up by assuring that students work towards their highest potential.	2.3645	.76167	5	Moderate
2	12- The Common Core State Standards materials are varied to adjust to studentsâ€™ reading/interest abilities.	2.3645	.79780	4	Moderate
3	13-The Common Core State Standards help Learners to play a role in designing/selecting learning activities.	2.4159	.81646	1	Moderate
4	14-The Common Core State Standards help me adjust for diverse learner needs.	2.3925	.79620	2	Moderate
5	15-The Common Core State Standards help me provide tasks that require students to apply and extend understanding.	2.3738	.78750	3	Moderate
	The third dimension "Lesson Planning"	2.3822	.73992		Moderate

It is noticed from Table (8) that the third paragraph "***The Common Core State Standards help Learners to play a role in designing/selecting learning activities"*** got the highest response with a mean of (2.42) and a standard deviation of (0.82), which indicates a moderate degree in the level

of Teachers' Perceptions of Differentiation Strategy, while The first paragraph, ***"The Common Core State Standards help me teach up by assuring that students work towards their highest potential"*** got the lowest response with a mean of (2.36) and a standard deviation of (0.76), which indicates a moderate degree.

4.1.5 The responses of the fourth dimension *"Content"*

Means and standard deviations of the responses of the fourth dimension "Content" were extracted also, as shown in Table (9)

Table (9): mean and standard deviations of the responses of the fourth dimension "Content":

No.	Paragraph	Mean	SD	Rank	Degree
1	16-The Common Core State Standards curriculum\ textbooks are based on major concepts.	2.3551	.83077	3	Moderate
2	17-The Common Core State Standards are clearly articulate what I want students to know, understand and be able to do.	2.4019	.82062	1	Moderate
3	18-The Common Core State Standards help me use a variety of materials other than the standard text.	2.3551	.79614	2	Moderate
4	19-The Common Core State Standards help me provide a variety of support strategies (organizers, study guides, study buddies).	2.3925	.83646	4	Moderate
	The **fourth dimension "*Content*" degree**	2.3762	.78414		Moderate

It is noticed from Table (9) that the Second paragraph "***The Common Core State Standards are clearly articulate what I want students to know, understand and be able to do"*** got the highest response with a mean of (2.40) and a standard deviation of (0.82), which indicates a Moderate degree in the level of Teachers' Perceptions of Differentiation Strategy, while The fourth paragraph, ***"The Common Core State Standards help me provide a variety of support strategies (organizers, study guides, study buddies)"*** got the lowest response with a mean of (2.39) and a standard deviation of (0.84), which indicates a moderate degree.

4.1.6 The responses of the fifth dimension *"Process"*

Means and standard deviations of the responses of the fifth dimension "Process" were extracted also, as shown in Table (10)

Table (10): means and standard deviations of the responses of the fifth dimension "Process":

No.	Paragraph	Mean	SD	Rank	Degree
1	20-The Common Core State Standards are based on individual learner needs.	2.3925	.77831	4	Moderate
2	21-The Common Core State Standards help me use learner preference groups and centers.	2.4299	.81779	2	Moderate
3	22-The Common Core State Standards help me group students for learning activities based on readiness, interests, and/or learning preferences.	2.4206	.79950	3	Moderate

No.	Paragraph	Mean	SD	Rank	Degree
4	23-The classroom environment is structured to support a variety of activities including group and/or individual work.	3.7477	.64413	1	High
	The fifth dimension "Process" degree	2.7477	.56137		Moderate

It is noticed from Table (10) that the fourth paragraph "***The classroom environment is structured to support a variety of activities including group and/or individual work"*** got the highest response with a mean of (3.75) and a standard deviation of (0.64), which indicates a high degree in the level of Teachers' Perceptions of Differentiation Strategy, while The first paragraph, ***"The Common Core State Standards are based on individual learner needs"*** got the lowest response with a mean of (2.39) and a standard deviation of (0.77), which indicates a moderate degree.

4.1.7 The responses of the sixth dimension *"Product"*

Means and standard deviations of the responses of the sixth dimension "Product" were extracted also, as shown in Table (11)

Table (11): means and standard deviations of the responses of the sixth dimension "Product":

No.	Paragraph	Mean	SD	Rank	Degree
1	24-The Common Core State Standards help me provide multiple modes (models) of expressions in the final product.	3.8785	.51658	1	Medium
2	25-The Common Core State Standards help me give students the choice to work alone, in pairs or small group.	2.4579	.86432	2	Low
3	26-The product connects with student interest.	2.3645	.76167	4	Medium
4	27-The Common Core State Standards help me provide a variety of assessment tasks	2.3832	.76477	3	Medium
	The sixth dimension "Product" degree	2.7710	.57237		Medium

It is noticed from Table (11) that the first paragraph "***The Common Core State Standards help me provide multiple modes(models) of expressions in the final product"*** got the highest response with a mean of (3.88) and a standard deviation of (0.52), which indicates a high degree in the level of Teachers' Perceptions of Differentiation Strategy, while The third paragraph, ***"The product connects with student interest"*** got the lowest response with a mean of (2.36) and a standard deviation of (0.76), which indicates a moderate degree.

The answer to the study question, which states: Are there significant differences in the responses of English teachers toward differentiation

in American Common Core State Standards Textbooks according to variables (gender, qualification, experience and nationality)?

4.2.1 The differences in teachers' perspectives of differentiation in according to gender

To investigate the differences in teachers' perspectives of differentiation in according to gender, means, standard deviations and Independent T-test were calculated as shown in table (12).

Table (12): means, standard deviations and Independent T-test to calculate the differences in teachers' perspectives of differentiation in according to gender.

Gender	No.	Mean	standard deviation	Independent T-test value	df	Sig
Female	155	2.6695	.51173	2.517	212	0.01
Male	59	2.8858	.67622			

It is noticed from Table (12) that the is a difference in teachers' perspectives of differentiation in according to gender (T=2.517, sig =0.01) in favor of male (2.89) comparing with female (2.67).

4.2.2 The differences in teachers' perspectives of differentiation in according to Qualification

To investigate the differences in teachers' perspectives of differentiation in according to Qualification, means and standard deviations were calculated as shown in table (13).

Table (13): means and standard deviations according to Qualification.

Qualification	No.	Mean	standard deviation
Bach.	185	2.6913	.54739
Master	24	3.0293	.69410
PHD	5	2.6889	.22315
Total	214	2.7291	.56853

It is noticed from Table (13) that there are apparent differences in teachers' perspectives of differentiation in according to Qualification, and to verify this, ANOVA test was used as showed in Table (14).

Table (14): The results of the ANOVA test to examine the differences in teachers' perceptions according to their qualification.

Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.436	2	1.218	3.869	0.02
Within Groups	66.412	211	.315		
Total	68.848	213			

it is noticed from Table (14) that there are statistical differences in teachers' perspectives of differentiation in according to Qualification (F=0.869, Sig=0.02), to detect the binary differences, LSD post-hoc multiple comparisons were calculated, Table (15) shows that.

Table (15): post-hoc multiple comparisons using Tukey test according to qualification

Group	Other groups	Mean Difference	Std. Error	Sig.
Bach.	Master	.33803	.12172	0.02
	PHD	.00240	.25427	0.00
Master	PHD	.34043	.27580	0.46

It is noticed from Table (15) that the is a difference in teachers' perspectives of differentiation between bachelor (2.69) comparing with master (3.02) in favor of master.

4.2.3 The differences in teachers' perspectives of differentiation in according to Experience

To investigate the differences in teachers' perspectives of differentiation in according to Experience, means and standard deviations were calculated as shown in table (16).

Table (16): means and standard deviations according to Experience.

Experience	No.	Mean	standard deviation
Less than 5 years	85	2.6553	.50576
5 – 10	84	2.8320	.66633
11 – 15	29	2.6564	.43316
More than 15	16	2.7130	.49975
Total	214	2.7291	.56853

It is noticed from Table (16) that there are apparent differences in teachers' perspectives of differentiation in according to Experience, and to verify this, ANOVA test was used as showed in Table (17).

Table (17): The results of the ANOVA test to examine the differences in teachers' perceptions according to their Experience.

Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.509	3	.503	1.569	0.20
Within Groups	67.338	210	.321		
Total	68.848	213			

it is noticed from Table (17) that there aren't any statistical differences in teachers' perspectives of differentiation in according to Experience (F=1.569, Sig=0.20).

4.2.4 The differences in teachers' perspectives of differentiation in according to nationality

To investigate the differences in teachers' perspectives of differentiation in according to nationality, means, standard deviations and Independent T-test were calculated as shown in table (18).

Table (18): means, standard deviations and Independent T-test to calculate the differences in teachers' perspectives of differentiation in according to nationality.

Nationality	No.	Mean	standard deviation	Independent T-test value	df	Sig
Jordanian	179	2.7840	.60618	3.263	212	0.00
Others	35	2.4487	.06648			

It is noticed from Table (18) that the is a difference in teachers' perspectives of differentiation in according to nationality (T=3.263, sig =0.00) in favor of Jordanian (2.78) comparing with Others (2.45).

Chapter FIVE
Conclusion and Recommendations

5.0 Introduction

This chapter summarizes the results of teachers' perspectives toward differentiation in American Common Core State Standards Textbooks. Additionally, the findings were elucidated in terms of the reviewed literature. Regarding the conclusion, the researcher summed up the chapter by delivering some recommendations and suggestions for future studies.

5.1 Discussion of the Results

To answer the question, the researcher surveyed a sample of English teachers to investigate their perspectives. As mentioned in the previous chapter, the questionnaire was labeled into six categories to simplify the analysis; the categories were: student interest, Assessment, lesson plan, content, process and product and others.

The results of this study revealed that teachers have negative attitudes towards differentiation in the learning process toward English due to using differentiation strategies in American textbooks. These findings are similar to those of other researchers such as Kerri (2012) who concluded that teachers had negative attitudes towards differentiation in American textbooks and how to use student interest, Assessment, lesson plan, content,

process and product and others to allow varied products, regardless of the teaching strategy that may be used.

One possible explanation of the lack of a significant effect of the negative attitudes towards differentiation strategy in American textbooks in the learning process toward English is the lack of performing common planning time for experienced teachers who work together to discuss students' needs and curriculum, then choosing the right text books to help the students meet their goals in each grade level. This finding is similar to Cleeton (2000) study who concluded that teachers have to perform common planning time to discuss students' needs and curriculum, then choosing the right curriculum and text books to help the students meet their goals in each grade level.

Another reason for the lack of significant effect differentiation strategy in American textbooks could be the lack of implementing professional training for all teachers in each school focusing on the components of differentiation (understanding: process, product and interest; implementation: process, lesson planning, assessment and product). This is consistent with Kristin (2002), Cleeton (2000), Kerri (2012), Kelley (2013) and Kubat (2017), who found that implementing professional training for all teachers in each school focusing on the components of differentiation (understanding: process, product and interest; implementation: process,

lesson planning, assessment and product) will make a huge positive difference in learning and teaching prosses.

5.2 Conclusion

Overall, there were differences noted in the level of understanding of differentiated instruction according to participant responses. This is significant as future professional development may be designed to expand the areas of differentiation content that are the least understood. With the implementation of differentiated instruction by teacher in the classroom, there was also variation among responses. This information will be helpful when training is designed to support teachers with implementing differentiation strategies.

In conclusion, the results of the study show that differentiation is a well-known philosophy to help students achieve personal success at their readiness level. However, it is a complicated concept to implement and understand. The results of this research study will be shared with the International School teachers and administrators. Administrators will be encouraged to change curriculum for students based on the data, for the district. Thus, teachers may profit from the opportunity to observe each other's teaching methods so that a later discussion can be had in regards to what is suitable and what is not suitable. This may improve planning and implementing differentiations among the students in the classroom.

Although the information gathered in the research study provides data suggesting teachers need a general level of understanding differentiation and level of implementation of differentiation instruction in the class room, it might be beneficial to continue the research by completing observations to answer the following question:

- What is the most effective way to enhance the level of differentiation at the international Schools?

On the other hand, future studies may look at how administration supports teachers with implementing differentiated instruction in the classroom.

5.3 Recommendations

In light of the results, the researcher suggests the following recommendations based on the data gathered in this research study:

- Perform common planning time for experienced teachers who work together to discuss students' needs and curriculum, then choosing the right text books to help the students meet their goles in each grade level.
- Implement professional training for all teachers in each school focusing on the components of differentiation (understanding:

process, product and interest; implementation: process, lesson planning, assessment and product).

- Provide enough time to analyze student data and interest to help coordinate and plan instruction before starting the educational process.
- Provide opportunities for all teachers to provide feedback for each student throughout the year to assess how differentiation is being implemented and highlight successes. This can highly benefit teachers for the next grade.

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Appendices

Appendix (A)

Teachers' Questionnaire

Teachers’ Perceptions of Differentiation Strategy in Teaching American Textbooks

Dear participants,

I am Aseel Arab, an MA student in the Department of English Language and Literature. This questionnaire is designed to investigate the Teachers’ Perceptions of Differentiation Strategy in Teaching American Textbooks. Please answer all the questions as accurately as possible by stating your agreement, disagreement, or neutrality to each given item. Answers will be used for the purpose of academic research only.

Thank you for your cooperation.

Appendix (B)

Email Letter sent to Principals asking for permission

I am Aseel Arab, an MA student in the Department of English Language and Literature at MEU university . This questionnaire is designed to investigate the Teachers' Perceptions of Differentiation Strategy in Teaching American Textbooks. I would be grateful to gain your permission to survey your staff. With your permission, the online survey will be administered and the answers will be used for the purpose of academic research only.

Thank you for your consideration and time.

Aseel Arab

Appendix (C)

Panel of Experts

Name	Specialization	Place of Work
Prof. Dina AbdlHameed Al-Jamal	Professor of TEFL	Yarmouk University
Prof. Abdullah Hamed Hamad Salhab	General Linguistics	Al-Imam Islamic University – Riyadh
Dr. Lutfi Ahmad Mohamad Abulhaija	Psychophysics	Yarmouk University
Dr. Sameer Hamdan	Methods of Teaching English Language	Amman Arab University
Dr. Nisreen Yousuf	English Contemporary American Literature	Middle East University
Dr. Nosaybah Awajan	English Literature	Middle East University
Muna Ghannam	Principle of International Leaders Academy	International Leaders Academy

First Section: Demographic Information

1- **Level of education**

Bachelor's Degree ☐

Master's Degree ☐

Doctoral ☐

Degree

2- **Gender**

Male ☐ Female ☐

3- **Nationality**

Jordanian ☐ Other ☐

4- **Experiences**

-3years ☐ 4-10years ☐ 11-15 years ☐ 20+ ☐

1years

Second Section: Questionnaire

Kindly answer the following questions:

Note: Put (*) under the suitable answer.

Student Interest	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1- The Common Core State Standards help me to enhance my classroom teaching practices.					
2- The Common Core State Standards take into consideration student's learning difficulties and how to address them in lessons so as not to hinder their learning.					
3- The Common Core State Standards help me know each individual student's life situations and how it may affect their learning.					
4 -The Common Core State Standards help me know each individual student's culture and expectations.					
Assessment	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
5- The Common Core State Standards help me pre-assess students before teaching.					
6- The Common Core State Standards help me pre-assess students' knowledge before adjusting the lesson.					
7- The Common Core State Standards help me pre-assess readiness to adjust the lesson.					
8- The Common Core State Standards help me to assess during the teaching learning process.					
9- The Common Core State Standards help me to conduct assessment at the end of the lesson to achieve the objectives.					
10- The Common Core State Standards help me determine student's learning styles.					

Lesson Planning	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
11- The Common Core State Standards help me teach up by assuring that students works towards their highest potential.					
12- The Common Core State Standards materials are varied to adjust to students' reading/interest abilities					
13-The Common Core State Standards help Learners to play a role in designing/selecting learning activities.					
14- The Common Core State Standards help me adjust for diverse learner needs.					
15- The Common Core State Standards help me provide tasks that require students to apply and extend understanding.					
Content	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
16- The Common Core State Standards curriculum\ textbooks is based on major concepts.					
17- The Common Core State Standards are clearly articulate what I want students to know, understand and be able to do.					
18- The Common Core State Standards help me use a variety of materials other than the standard text.					
19- The Common Core State Standards help me provide a variety of support strategies (organizers, study guides, study buddies).					

Process	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
20- The Common Core State Standards are based on individual learner needs					
21-The Common Core State Standards help me use learner preference groups and centers					
22- The Common Core State Standards help me group students for learning activities based on readiness, interests, and/or learning preferences. .					
23- The classroom environment is structured to support a variety of activities including group and/or individual work.					
Product	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
24- The Common Core State Standards help me provide multiple modes (models) of expressions in the final product.					
25- The Common Core State Standards help me give students the choice to work alone, in pairs or small group.					
26- The product connects with student interest.					
27- The Common Core State Standards help me provide a variety of assessment tasks					