

**Differentiated Instruction for Developing reading and
writing skills of primary pupils.**

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Abstract

The current study was conducted to investigate the effect of differentiated instruction on developing reading and writing skills for primary pupils. A sample of 100 primary school pupils was randomly selected and divided into two groups (n= 50 for the experimental group and n=50 for the control group) from one of the government schools in 15 Mayo City, namely future School. The pre and post tests were designed and submitted to panel of the jury to members to validate them before applying to them the two groups. The researcher taught the experimental group using differentiated instruction while the control group was taught using the regular method. The results revealed that there was statistically significant differences between the mean scores of the two groups; in favor for the experimental group. Thus, the research recommended that using some differentiated instruction strategies that motivate primary school pupils to develop their writing and reading skills.

Key words: Differentiated instruction, reading and writing skills.

Introduction:

Reading is one of the fundamental skills, and mastering it is a key educational objective. Learning a foreign language offers many opportunities through reading. Reading proficiency enables students to learn new words and phrases as well as acquire new information and skills. The capacity to read allows readers to take pleasure in reading, meeting their cultural and aesthetic demands as well as their cognitive and psychological needs to know, learn, and study. In their mother tongue, most people pick up reading quickly, but doing it in a foreign language can be challenging and complex.

According to Kagnarith (2013) foreign language teachers must continually look for and learn about new techniques and ideas to make studying easier and more effective for pupils in order to solve these issues and ensure reading success. The distinctions among each student, including their age, language proficiency level, personal needs and interests, personality features, and unique cognitive abilities and preferences, must be taken into consideration by teachers. Reading is a difficult activity that includes the following components: the ability of the reader to associate graphical and phonetic language systems, the reader's capacity to comprehend the text as a whole, and the reader's capacity to identify the major concepts of the target text. Pre-, while -, and after- reading activities are the three primary stages of the reading process. Different learning tasks and activities can be included in each of these three stages.

According to Pysarchyk (2015) one of the most basic skills a learner has to possess in order to achieve full communicative competence is the ability to write. In order to make communication more effective, learners should have greater writing proficiency. It is important to identify the fundamental components of writing while discussing this activity. Key writing concepts include content (the ideas and information the learner wants to convey to the

audience), style (scientific, general, official, or academic), genre (poetry, short story, novel, etc.), vocabulary aspects (it is important to have a sufficient vocabulary), grammar correctness (formal aspects of language), spelling, and others.

Reading and writing are no longer seen as separate domains of research. Each brings from the other creating a new shift towards an integrated study of both skills. Researchers insist on the importance of connecting reading to writing and vice versa if the aim is to reach the maximum benefits which help in improving learners' achievements. Reading proves to have applications in writing and plays a significant role in developing reading abilities. (Tankersley , 2003)

According to Ming-Yueh (2009) reading can play a role in the writing process by providing schemata (ideas) to write about. Without reading, the writer can not have content to write about or the arguments and information to use. Thus, reading is the person's or the learner's motor of the ability of idea generation in composition. Largely speaking, reading is the means that provides learners with all types of schema serving as a store from which they tend to bring and apply in their writings.

According to Johnson (2008) through reading students have incidental contact with the rules of grammar. That is to say, as much as learners are exposed to the language through reading they develop their grammatical competence, knowing about parts of the sentence, tenses, determiners and prepositions and will finish by using this competence in their writings Therefore, reading is the basic content and form resort for any attempted production. Furthermore, learners' vocabulary is enlarged since oral conversations offer little compared to reading a text.

Reading /Writing Integrated Instruction:

Each EFL course should have objectives and goals to allow an effective organization of the instruction and hence reach better results in teaching and learning. As the obvious aim of reading instruction is to have successful EFL readers and the aim of writing instruction is to have successful EFL. Shanahan (1988) identified six objectives of an integrated reading/writing instruction:

(1) Teachers provide daily opportunities for students to read and write in response to their reading.

(2) Teachers provide opportunities for students to read and write for genuine purposes.

(3) Teachers understand that students' reading and writing reflect the developmental nature of the reading and writing relationship.

(4) Teachers' make the reading and writing connection explicit to students by providing opportunities for them to share their writing with classmates.

(5) Teachers emphasize the communicative functions of reading and writing and involve students in reading and writing for genuine communication purposes.

(6) Teachers teach reading and writing in meaningful contexts.

Differentiated Instruction (DI) is an instructional method that allows teachers to develop a detailed understanding of each student's readiness, interests, and modes of learning through a range of instructional and management strategies. Teaching and instruction with student variance in mind also allows the teacher to proactively plan varied approaches to what students need to learn, how they will learn it, and how they can express what they have learned in order to increase the likelihood that each student will learn as much as he or she can as efficiently as possible (Tomlinson, 2003).

Differentiated instruction is a set of teaching methods that are used depending on students' needs in the classroom. Differentiation is a variety of classroom practices that accommodate differences in student's learning styles, interests, prior knowledge, socialization needs, and comfort zone (Aliakbari.2017).

Context of the problem:

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A) Reading & writing skills test :

The researchers' feeling of the problem of the weakness of EFL Reading and Writing skills for primary school pupils was emphasized through a number of steps as follows:

The research problem is supported by previous relevant studies the study of (**Castillo-Cuesta, 2022**) The aim of this study was to determine the impact of using Genially games for enhancing English as a foreign language (EFL) reading and writing skills . This study involved an online instructional process in which Genially game-based activities were implemented for practicing reading comprehension as well as paragraph and essay organization. The results showed that the use of Genially games was effective to enhance EFL reading and writing skills.

the Study of (**Smadi, 2016**) The study found among others that students' critical thinking, reasoning and argumentative writing skills improved dramatically after the intervention. In addition, there were improvements in their perceptions and attitudes towards thinking skills as well as in their understanding of the cognitive relationship between reading and writing. Moreover, a remarkable improvement in their spoken English was recorded as well as they developed positive attitudes towards learning English. The result of the study, the instructional program has a positive effect not only on students' overall writing performance, but also on the writing sub-skills: focus, development, organization and language. The program

affected students' attitudes positively. Curriculum designers and instructors should integrate these two skills in the textbooks and teaching.

the Study of (Kuek, 2010) this study explored how L2 students' thinking and reasoning abilities as manifested in their argumentative writing skills can be improved. Students' creative and critical thinking skills and their ability to write logically and intelligently are part of English teaching objectives in the Sudan. The study found among others that students' critical thinking, reasoning and argumentative writing skills improved dramatically after the intervention. In addition, there were improvements in their perceptions and attitudes towards thinking skills as well as in their understanding of the cognitive relationship between reading and writing. Moreover, a remarkable improvement in their spoken English was recorded as well as they developed positive attitudes towards learning English.

Classroom observation:

Despite the importance of Reading and writing skills, the researcher during her work as a teacher of English noticed that the results of the reading and writing exams were very low. The performances of the pupils during reading and writing were very poor. Also, there was a negative attitude toward Reading and writing activities.

Semi-structured interview:

In order to be sure of the weakness of the fourth grade Primary school pupils in reading and writing, the researcher conducted a semi- structured interview with ten of English primary school teachers. Numbers of the questions were raised as followed:

1) What is the importance of developing reading and writing skills for the 5th primary school pupils?

2) What are the pedagogical methods and strategies that can be used to develop primary school pupils' reading and writing skills?

3) What difficulties do pupils have when reading and writing?

4) How do teachers encourage pupils to develop reading and writing skills?

Interview results showed that most teachers did not pay due attention to developing reading and writing skills. They focused on improving vocabulary, comprehension, summarizing and general grammar in separated way, not integrated reading and writing. Teachers didn't really know appropriate strategies and methods that can be used to effectively develop students' reading and writing skills.

Teachers' feedback also indicated that fourth grade primary

School pupils had poor reading and writing skills. Most of them had problems even in lower level skills (Clarify the purpose in the reading text, Write linking words, Summarize the passage correctly, and

Read for details) and higher level skills, Read for the main idea and Write ideas that are relevant to the topic. Most pupils did not write a reply using grammatically correct sentences.

Results of exams of English language test showed that

Pupils had weakness in:

- He\She cannot write a suitable title after reading text.
- He\She cannot be summarized in one or two sentences after reading text.

Teachers used achievement test to assess reading and writing skills, and there were no specific tests to assess

reading and writing skills. Teachers didn't use different types of activities to encourage pupils to develop reading and writing skills. They only focused on traditional methods of teaching reading and writing.

Pilot Study:

In order to confirm the information derived from the interviews, the researcher conducted a pilot study by administering a writing skills test to a group of a 4th grade primary school pupils (50 pupils) in the second term of the school year 2022-2023. The researcher chose 4th grade because they should have gained some reading and writing skills such as Read for the main idea, Summarize the passage correctly and Derive the meaning of words from the context. The test aimed at identifying the points of weakness in the pupils' reading and writing.

Results revealed that 60% of the pupils got less than the average score and there was a remarkable weakness in the following skills:

- Derive the meaning of words from the context.
- Clarify the purpose in the reading text.
- Summarize the passage correctly.
- Write ideas that are relevant to the topic.
- Write a reply using grammatically correct sentences.

Statement of the Problem:

The problem of this study was concerned with fourth grade primary school pupils' weakness in reading and writing skills. Thus, the present study attempted to develop reading and writing skills for the fourth grade primary school pupils throughout the use of Differentiated instruction.

Questions of the study:

To tackle this problem, this study attempted to answer the following question:

1. What are the English reading and writing skills required for fourth grade students?
2. What is the effect of differentiated instructional in developing reading and writing skills in English among fourth-grade primary school students?

Review of the literature

Writing is more difficult skill than reading because students have to balance between the content, organization, vocabulary and spelling, etc. Writing is particularly difficult for learners, because writing is one of the productive skills that demonstrates all acquired skills and experience in foreign language learning. And it so happened that teachers pay most attention to grammar and other practical aspects than on the content and students learn grammar rules not developing ability to express and organize ideas in the written form.

According to Held (2010) pp (53) Allowing students to recognize good writing techniques in their readings and providing opportunities for them to practice these techniques will help their transition to becoming better writers. Allowing students to read and explore simple stories with a beginning, middle, and end also will help them to incorporate these important components into their own narratives.

According to Afnan, (2014), integrating language teaching approach is vital technique for effective language learning. This technique refers to including two or more than two language skills, in a lesson/ task.

Differentiated instruction, teachers design activities that support students' learning preferences and strengths while presenting tasks that encourage growth in areas of weakness. The more ways the teacher can

engage students in learning-giving them more opportunities to use their preferred ways of thinking the better their ability to learn (Heacox, ,2014)

Implementation of differentiated instructions in EFL classroom:

With the recent emphasis on standards-based instruction, there has been much discussion about what constitutes appropriate content, instruction, and assessment for English language learners.

As educators have grappled with this issue, it has become clear that educational parity can only be achieved if ELLs have an opportunity to learn the same rigorous academic content as native English speakers. The best way to achieve that goal is through differentiated instruction that takes into account ELLs' English language proficiency, as well as the many other factors that can impact learning (Fairbairn & Jones-Vo, 2010).

Differentiated instruction, by definition, is instruction that is designed to support individual students' learning in a classroom of students with varied backgrounds and needs. For this reason, the same general principles that apply to differentiated instruction for native English speakers also apply to ELLs.

According to Fairbairn and Jones (2010) teachers are successful at differentiating instruction for ELLs when they:

- **Get to know as much as possible about each student** — ELLs represent a wide range of academic skills, interests, languages, English language proficiency levels, and cultures. The more a teacher can learn about each student's background, the better prepared s/he is to provide appropriate instruction for that student.
- **Have high expectations for all students** — Content should not be "watered down" for students who are still developing English language skills. Creative teachers think of ways to

help students understand key material and "show what they know" in ways that match their language proficiency levels.

- **Have a variety of research-based instructional strategies at hand** — experienced teachers know that "one-size-fits-all" instruction is rarely successful. There are many different learning profiles in any given classroom, and students learn best when instruction matches their needs and learning styles.
- **Use ongoing assessment to guide instruction** — Ongoing, informal assessment is vitally important to matching instruction to students' changing needs.
- **Provide multiple types of assessment** — matching assessment to students' learning profiles and language proficiency ensures that every student has an opportunity to demonstrate what he/she knows.
- **Differentiate homework** — If all students have the same homework assignments, some are doing busy work while others are struggling with work that they cannot possibly complete successfully.
- **Collaborate** — Instruction is most successful when all of the professionals who work with ELLs work together
- **Use flexible grouping** — Small group instruction is a very effective way of making sure that all students can access important content, and keeping groups flexible allows teachers to match students with different peers for different types of activities.

Tomlinson (2013) added (other procedures help the teacher to apply and implement differentiated instruction :

1- Conducting an exploratory and evaluative study to determine the following:

- Students' knowledge levels.

- The capabilities and talents that the students possess.
 - The preferred learning style of each student.
 - The cultural background and the home and social environment from which each student comes.
- 2- Dividing the students into small groups in the light of what they have in common group reached by means of a survey.
 - 3- Determining learning goals.
 - 4- Choosing appropriate learning resources for each group and the necessary tools and means for learning.
 - 5- Organizing the learning environment in a way that suits the requirements of each group.
 - 6- Determine appropriate teaching strategies for students or groups and assign each group to do so activity that suits the readiness of its members.
 - 7- Diversifying the activities and tasks assigned to each group.
 - 8- Conducting the evaluation process after implementation to measure the learning outcomes and ensure that the objectives of the lesson are achieved.

Differentiated Instruction Strategies:

According to (Main, 2022) Differentiation is a way to modify instruction to meet students' individual needs. Teachers may differentiate process, content, resources, or the learning environment. A Tried Assignments \ Activities, Student Choice and Authentic videos can make differentiation one of the most successful instructional strategies:

Tiered Assignments\ Activities:

Tiered assignments\Activities are a cornerstone of differentiation, designed to ensure that all students have a

starting point that aligns with their unique level of understanding.

Advantages:

- Allows students to work at their own level and pace.
- Encourages higher-order thinking skills by offering depth and complexity in task options.

Steps for Creating Tiered Assignments\ Activities:

- Start with the core concept or skill and develop multiple levels of tasks.
- Ensure that each level is challenging yet accessible, allowing every student to experience success.

Student Choice:

Empower students to take control of their own learning by allowing them the freedom to select how they demonstrate understanding. This approach helps facilitate a meaningful and engaging educational experience that is tailored to individual student needs.

Advantages:

- Fosters autonomy and decision-making.
- Allows for different types of assessment tailored to student strengths.

Steps for Creating Student Choice:

- Give students the opportunity to explore and hone their reading skills in an engaging way.
- Ask students customize their writing experience!
Give them the freedom to pick between a narrative, persuasive essay or poem -and then select an engaging topic of their choice like a personal memory or research paper.

- Leave it to students to decide what they wish to read or write in the projects and tasks they complete.

Authenticity videos:

Authenticity is the backbone of successful video production. To connect with your audience on a deeper level, it is essential to understand the importance of authenticity in video content. Authentic videos have an inherent sense of truthfulness and sincerity. They convey a genuine message that resonates with viewers, creating a meaningful connection.

Advantages of Authentic video:

- Measures real-world problem-solving abilities.
- Engages students in meaningful tasks.

Steps for Creating Authenticity videos:

- Make your videos more relatable to the topic and genuine.
- Start by defining your objectives, target student, and the core topic you want to convey. This will set the foundation for an authentic and purposeful video.

Aim of the Study:

The present study aimed at developing differentiated instruction on developing reading and writing skills for primary pupils.

Hypotheses of the study:

1. There is a statistically significant difference between the mean score of the experimental group pupils and those of the control group pupils on the post administration of the reading and writing test as a whole, in favor of the experimental group pupils.

2. There is a statistically significant difference between the mean score of the experimental group pupils on the pre- and post- administrations of the reading and writing test, in favor of the post test.
3. There is a statistically significant difference between the mean score of the experimental group pupils on the pre and the post administrations of the reading and writing test on each reading and writing sub skill, in favor of the post administration of the test.

Delimitations of the Study:-

This study was limited on two groups of 100 pupils selected intentionally from fourth primary school graders. They were divided into two equivalent groups; the control group (n=50) and the experimental group (n=50). They were selected from one of primary schools, Cairo Governorate, namely, Future Experimental Language primary School, in the second term of school year 2022/2023, which started on 1st February 2023 and ended on the June 2023.

The study was delimited to teaching the six units of EFL textbook of forth primary school using differentiated instruction.

Significance of the Study:-

The importance of the current study can be summed up in the following points:-

1. Curriculum planners: The research provides a theoretical framework to overcome the problems of weak reading and

writing skills in English for fourth-grade primary school students.

2. Teachers: Drawing teachers' attention to the importance of focusing on developing reading and writing skills in the English language by using some Differentiated instruction strategies.

3. Educational supervisors: This study may benefit educational supervisors in holding training courses for teachers in order to train them to develop reading and writing skills in the English language for primary school students by using some effective Differentiated instruction strategies in teaching that help them in developing reading and writing skills.

4. Pupils: It develops their English reading and writing skills.

5. Researchers: It opens the way to conduct studies that use Differentiated instruction to develop English language skills.

Methodology of the study:

The present study employed the following two methods:

1- The descriptive analytical method: To review the previous literature and studies concerned with Differentiated instruction and reading and writing skills.

2- The quasi-experimental method: To measure the effect of Differentiated instruction on developing the required

reading and writing skills for the fourth grade primary school pupils.

Design of the Study

The study followed the quasi experimental design of two groups and pre post application of the instruments of the study. The two groups were a sample of 100 (50 as control and 50 as experimental) fourth year primary school pupils.

Variables of the Study:

The independent variable: Differentiated instruction.

The dependent variable: - reading and writing skills of primary school Pupils.

Tools of the study:

1-Reading & writing test and rubric to score it.

Result of the study:

The study aimed at investigating the impact of differentiated instruction on developing reading and writing skills in English for primary pupils. The findings of the study regarding the research questions. The researcher used different statistical tests using the statistical program (SPSS) to analyze the collected data. Tables were also used to present these data with analysis and interpretation.

Verifying the Hypotheses of the Study

1. Verifying the First Hypothesis

The first hypothesis of the present study stated that

“There was a statistically significant difference between the mean scores of the experimental group and the control group on the post-administration of the reading and writing test as a whole at the level of (0.01), in favor of the experimental group”.

To examine the first hypothesis, means and standard deviations of both groups' results on the **post-test** were computed. Independent Samples T-test was used to measure the significance of the differences. Table (1) describes those results.

Test	Group	N	Mean	Std Deviation	t-calculated value	Significance Level
Reading and Writing skills test	Experimental	50	32.858	3.865	12.540	(0.01) level
	Control	50	15.210	3.112		Sign

As shown in table (1) the t. computed value is larger than t. table value in the test, which means that there are significant differences at ($\alpha \leq 0.01$) in the total mean scores of the post-test between the experimental and control group in favor of the experimental group. The mean of the post-test in the experimental group reached (32.858), whereas the mean of the control group was (15.210). This result indicates The effect of differentiated instruction is more effective than the traditional method in developing the pupils ' reading and writing skills.

2 -Verifying the second Hypothesis

The second hypothesis of the present study stated

"There was a statistically significant difference between the mean scores of the experimental group pupils on the pre and post administrations of the writing skills test at the level of (0.01), in favor of the post administration"

Table (2): T. Test paired sample results of the differences between the pre-test and the post test of the experimental group in the reading and writing test

Experimental	(t) calculated value	Tabulated	Std Deviation	mean	N	Significance Level
Pre- test	18.993	2.54	3.865	8.678	50	(0.01) level
Post- test			3.656	32.858	50	

“t” table value at(98)df. at (0.05) sig. Level equal 1.987

“t” table value at(98)df. at (0.01) sig. Level equal 2.626

Table (2) showed that the T. calculated value is larger than t. table in the test, which mean that there was significant differences in the total mean scores of the pre-test and the post test of the experimental group in the reading and writing test. This means that there was a statistically significant difference between the mean scores of the experimental group pupils on the pre-and post-administration of the reading and writing test, in favor of the post test.

3-Verifying the third Hypothesis

The third hypothesis of the present study stated, "**There was a statistically significant difference between the mean scores of the experimental group pupils on the pre and the post administrations of the reading and writing test on each reading and writing skill, in favor of the post administration of the test**"

Differentiated Instruction for Developing reading and writing skills of primary pupils.

Scope	Group	N	Mean	Std. Deviation	T	Sig .Value	Sig. Level
Identify for the main idea of the reading text.	Pre test	50	0.675	1.112	6.036	0.00	Sig at 0.01
	Post test	50	4.155	1.832			
Read for details	Pre test	50	0.525	1.439	7.758	0.00	Sig at 0.01
	Post test	50	3.275	0.986			
Write a reply using grammatically correct sentences	Pre test	50	0.429	1.185	8.587	0.00	Sig at 0.01
	Post test	50	4.250	1.085			
Derive the meaning of words from the context	Pre test	50	0.550	1.160	9.842	0.00	Sig at 0.01
	Post test	50	3.200	1.264			
Answer questions on a reading text	Pre test	50	0.700	1.223	7.552	0.00	Sig at 0.01
	Post test	50	1.900	1.001			
Suggesting other titles of a text	Pre test	50	1.078	0.599	9.876	0.00	Sig at 0.01
	Post test	50	3.688	0.986			
Predict the upcoming events	Pre test	50	1.230	0.379	11.852	0.00	Sig at 0.01
	Post test	50	1.875	1.278			
Clarify the purpose in the reading text	Pre test	50	0.962	0.399	9.253	0.00	Sig at 0.01
	Post test	50	3.900	0.896			
Summarize the passage correctly	Pre test	50	0.833	0.623	7.558	0.00	Sig at 0.01
	Post test	50	2.626	1.682			
Begin and end	Pre	50	0.930	0.800	6.99	0.00	Sig

short story	test						at
	Post test	50	3.989	1.264			0.01
Write ideas that are relevant to the topic	Pre test	50	0.766	1.230	5.44	0.00	Sig at 0.01
	Post test	50	1.654	0.366			
Total	Pre test	50	8.678	3.865	18.993	0.00	Sig at 0.01
	Post test	50	32.858	3.656			

Answering the questions of the study

1. Answering the first sub question:

The first question of the study was: "What are the required reading and writing skills that should be developed for 4th grade primary School pupils?"

In order to answer this question, the researcher designed a reading and writing skills checklist introduced to seven of jury members to determine its validity. See appendix

2- Answering the second question:

The second question of the study was: "What is the effect of differentiated instruction on reading and writing skills in English Language for the 4th year primary school pupils?"

Table (4): The Effect Size of integrating strategy on the Experimental group in the Post-Test

Skill	t value	η^2	D	Effect Volume
Identify for the main idea of the reading text.	5.535	0.287	1.296	Large
Read for details	7.500	0.395	1.716	Large
Write a reply using grammatically correct sentences	5.380	0.275	1.232	Large
Derive the meaning of words from the context	6.900	0.295	1.293	Large
Answer questions on a reading text	3.958	0.392	1.604	Large
Suggesting other titles of a text	10.999	0.299	1.298	Large
Predict the upcoming events	6.028	0.172	0.988	Large
Clarify the purpose in the reading text	8.800	0.614	2.523	Large
Summarize the passage correctly	7.380	0.360	1.399	Large
Begin and end short story	4.900	0.323	1.383	Large
Write ideas that are relevant to the topic	6.537	0.518	1.499	Large
Total	12.540	0.813	3.660	Large

Table (4) shows that the effect size of differentiated instruction effect on the experimental group on developing reading and writing skills in English for primary pupils. This means that effect differentiated instruction was effective in developing reading and writing skills in English for primary pupils of the experimental group pupils. This large effect may be due to the activities and techniques, which are used, the differentiated instruction strategies to develop students' reading and writing skills.

Experimental Procedures of Teaching the Modified Units:

Pre-Experiment:

Before the experiment, the researcher administered reading and writing skills test to identify the pupils' level on reading and writing skills.

The researcher implemented two orientation sessions with the experimental group only at the beginning of the experiment.

In the first orientation session, the researcher identified the pupils' reading and writing skills.

In the second orientation session, the researcher taught the students how to use the educational platform (Canvas).

Steps of Teaching

Teaching procedures:

The lesson will go through the following steps:

Step one:

- The teacher gathers the students in the computer lab.
- Teaching students how to register an account on the Canvas platform.
- Teaching students how to enter the platform, interact with it, and access activities.

Second step:

- Explaining the steps and strategies on which activities are based to students.
- Explain how to solve the activities correctly and send the answers.

Third step:

- Students will solve the activities at home and if there is a problem, they can access the platform through the school.

Post Experiment

The researcher re-administered the reading and writing skills test to the participations of the study (the control and experimental groups).

Evaluation:

Evaluation and Feedback

The evaluation system was composed of both formative and summative types of evaluation:

Formative evaluation: It was conducted for the purpose of students' gradual progress in the reading and writing skills and providing necessary feedback on their overall performance at the end of each session. During formative evaluation, students' reading and writing skills were evaluated by the teacher. Students were asked to answer the task after each session.

Summative evaluation: It was conducted after finishing the implementation of the proposed Differentiation instruction through the post – administration of the reading and writing skills test .The major purpose of this type of evaluation was to investigate the effect of the differentiation instruction on developing reading and writing skills in English language for the 4th primary school pupils (experimental group).

The roles of the teacher:

- Planning for the differentiated instruction strategy begins from the first day of study, if not before the study.

- Applies the differentiated instruction strategy should explain the theory to the pupils and parents, so that they feel that they are participating in the educational process.
- Guiding students through one or more online learning experiences. The teacher directs and redirects the attention of learners toward key concepts and ideas of the activities.
- Makes intentional efforts to communicate specific encouraging messages to individual learners and the group as a whole.
- Concerned with results of the performance and achievements of each student.
- Guide them from the beginning to the end so that they can see the advantages and benefits of this learning modality.
- Shows them the steps, ranging from how to use and access the tools, to how to organize themselves in order to successfully solve activities.
- Takes the advantage of existing tools to make activities more dynamic, by encouraging the use of different resources and activities: reading, audiovisuals, gamification or other practical exercises that help to maintain interest and encourage self-learning.
- Taught and encouraged how well they can depend on themselves, learn at their own pace, and set up their objectives and priorities.

The roles of the students:

- Ensure that they obtain access to computers and the internet because this helps them have an easy way of uploading their assignments.
- Familiar with the strategies and learning the steps to apply it in their activities.
- Learn how to manage and organize their time since this is the only way in which they will manage to meet all the deadlines for their assignments and cover all the modules.

Recommendations:

Based on the results of the current research, the research recommended the following: The targeted DI should be implemented in primary school stages and assigning appropriated tasks and activities assist in this implement.

Learners should be provided with opportunity to use DI strategies tasks in the language skills to improve the performance of the learners.

The Ministry of Education should enclose these reading and writing skills in primary school language books.

Teachers of English should train learners on reading and writing skills through using the DI strategies. Teachers of English should vary in using the DI strategies in other teaching EFL skills.

Suggestions for further research:

- 1- A research is needed to investigate the effect of DI strategies on developing learners' other language Skills at different levels of education.
- 2- A research is needed to use other modern approaches or strategies for developing reading and writing skills for learners.

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