

**The Effectiveness of Differentiated instruction in
Developing EFL Listening Comprehension Skills and
Creative Thinking among Third Secondary Students**

Dr. Fahad AlShareef

Umm Al Qura University

Abstract

This study aimed to find out the effectiveness of using differentiated teaching of the English language in developing skills of listening comprehension and creative thinking among students of the secondary third grade students in the city of Taif, at the levels of listening comprehension and creative thinking separately and collectively compared to the usual methods used in teaching English. In order to achieve this goal, the researcher used the quasi-experimental approach with two groups control and experimental. Two tests were used, one to measure listening comprehension skills and the other to measure creative thinking skills, and after ascertaining the validity and reliability of the two tests it had been applied previously to study sample which consisted of (55) students from the secondary third grade in Taif in the first semester of 1434 A Hijri, by (28) students in the experimental group and (27) in the control group. After the end of the experiment that lasted for one month, was then applied to the sample. By using Averages, standard deviations and analysis of covariance (ANCOVA) the following results were reached: presence of statistically significant differences between the two groups of the study in the listening comprehension skill test separately and collectively, as well as the presence of statistically significant differences between the two groups in creative thinking skill test separately and collectively and the differences were in favor of the group experimental. In the light of these results, the study recommended encouraging English teachers to use differentiated teaching strategy in teaching, training teachers and educational supervisors on using it during their service and introduce them to its advantages, benefits and ways by which education differentiation work, include differentiated teaching in the theoretical and practical academic courses in colleges of education, training students to these modern educational strategy.

Introduction:

Educational institutions have paid special attention to all ideas and research that describe deeply how students learn better, in search for quality education purposefully working to find the quality of learners are able to acquire self-knowledge in various forms, in an age where knowledge as a basis for power and progress. It merged in this regard the idea among those distinctive ideas in the field of education, namely the idea of diversifying the faculty, or what some educators call differentiated teaching or differential which aims to raise the level of all students , not just those who are facing problems in academic achievement; taking into account the individual characteristics and previous experiences.

This type of education has several names whether in the Arabic or foreign writings, in Arabic writings we find educators call it several names such as differentiated education, diverse education, and differential education, while in the foreign writings we find them call it Differentiated Instruction, Differentiated Teaching, Differentiated Learning, Distinctive Teaching, but

they all refer to a single concept, which take into account the differences between the various levels of learners. Educators also differed in determining the nature of Differentiated Teaching in terms of being a way of thinking in the teaching and learning Tomlinson (2005) Campbell (2008), or the theory of education Kojek et al. (2008), or an educational system Attiah (2009), the method of teaching Ziebell (2002) and Drapeau (2004), teaching strategy Obeidat&Abu Al-Sameed (2009) and Ganji (2011). The researcher agrees with the latter view in the fact that Differentiated teaching is a teaching strategy (educational), where Taha (2010) said “The teaching strategy reflect a long-term plan for multiple teaching positions, and are used to teach a course or unit of study. It is more general and comprehensive than way or entrance, where the strategy include more than one way of teaching to achieve long-term goals, and that need time, sequence and integration of experiences” p.40.

The idea of diversifying the faculty started to take its place since (1990), at the World Conference of Education in Jontien, then Dakar Conference (2000), which recommended the education of excellence and excellence for all. The recommendations of these conferences focused to take into account the differences among the educated, and they are learning in different ways and it is necessary to diversifying the curriculum and teaching methods; so that learners could have access to education consistent with their characteristics, and each of them to achieve maximum success and achievement in the context of their potential and abilities (Kojek et al., 2008: 12). Many conferences also recommended activating this kind of education, such as the twenty-fourth annual educational conference held in the Kingdom of Bahrain; which recommended activating Differentiated Teaching (Education) in schools. Other conferences addressing the issue of Differentiated teaching and the difference between it and the regular teaching in the content and methods of education and calendar with reference to the multiple intelligences, was the Global Educators Conference which was held in Kuwait, which stressed the importance and effectiveness of this type of education (Taha, 2010:37).

Recent studies suggest that listening comprehension is complex and interactive process in which the learner plays an active role for the rebuilding and installation of the original meaning of the speaker; through understanding different sounds and distinguish them, and understand pitch change in different ways to interpret the meaning, and then understand the meaning as whole through using their previous knowledge to interpret new knowledge provided in the spoken text. Here, appears the role of teaching diverse strategy, which (Aslam, 2003 p67) described as selectivity, and refers to the use of a combination of a variety of techniques and methods in the teaching position, rather than to trust in one way to teach English. Perhaps this diversity in the use of techniques and teaching methods help learners of the English language on the actual understanding of the spoken or written texts;

through the use of methods and educational activities effectively before, during and after the hearing. Despite the importance of the development of listening comprehension skills in English, but most high school students are facing clear difficulties in the exercise; on the level of direct understanding of deductive, and understanding of inferential and perhaps be attributed to several factors, including the ways and methods of the present teaching does not raise motivation of secondary third grade students to participate effective listening comprehension, and not in proportion with their different and variable levels, and not take into account their characteristics and orientation, hence, the need arose to the current study, which aimed to develop skills of listening comprehension and creative thinking in the English language among the secondary third grade students; using Differentiated teaching (diverse), which is a teaching strategy showing various educational capabilities of the students and take into account (Gangi, 2011 p8).

Differentiated Teaching

No one disagrees that learners differ in many aspects, and the source of these differences due to multiple sources; such as previous knowledge, characteristics and tendencies, home environment, capacity and talent, ways in which they learn. In this regard a new concept of education emerged, which is Differentiated Teaching or the as some educators call diverse or differentiated. This kind of education has received great deal of attention and development by Carol Ann Tomlinson Professor of Educational Leadership in the Curry School of Education at the University of Virginia. Tomilson (2001) identified Differentiated Teaching in the simplest levels as “Shake process and reorganization of what is happening in the classroom to provide learners with multiple options for access to information, and forming meaning of ideas to express what they have learned, in other words Differentiated Teaching offers various ways to enable the content and processing and composition meaning of ideas and the development of products enables each learner to learn effectively” p1.

Heacox (2002) mentioned that “Differentiated Teaching means the process of change in the pattern and level or it is a kind of education that we work to supply in response to the needs, styles and interests of the various learners” p1. Ziebell (2002) identified “as a method of teaching in which the teacher to provide multiple entries that meet the diverse needs of each learner in the classroom and to work on the launch of the highest degree of potential for individuals” p2. Drapeausays “it is a way of teaching to meet the diversity of skill levels and abilities of students per semester” p.31. While both Blaz (2006) and Koeze (2007, p9) agreed that it covers a wide range of best practices and teaching strategies that focus on students and the learning process and support the educational achievement of for students. Bantis (2008, p8) added that it is the education that varies according to education needs of students in classrooms with multiple levels and multiple capabilities.

Campbell (2008, p1) added that there are several definitions described Differentiated Teaching as a series of actions to teach students who differ in their abilities in the same classroom, and an entrance is designed to meet the needs of the student in a strategic way, and the method of teaching is based on the student and based on clear practices to improve his achievement, a different way of thinking and planning addresses the needs of a wide range of classroom students nowadays. On the Arab level, Obeidat& Abu Al Sameed (2007 p.117) defined as education aims to raise the level of all students not only those who are facing problem in achievement, it is school policy that takes into consideration the individual characteristics and previous experiences, and aims at increasing the capabilities and capacities of the student, it is policy to provide suitable environment for all students.

Differentiated Instruction does not mean Individualized Instruction, but the diversification of teaching does not focus on each student individually and put his own program, but it recognizes the capabilities, tendencies and backgrounds of students and using flexible groups strategy; according to the similarity between the students; meaning that groups are not constant throughout the year form one subject to another but they vary from one subject to another. While, the Individualized Instruction requires the commitment of each student with his program, which has been planned especially for him throughout the year (Kojak et al. 2008:39)

The Differentiated Teaching does not mean the principle of individual differences, and when the teacher intended to take into account individual differences, he offers the same material in the same way but accept different learning outcomes; which means he takes into account the capabilities and tendencies of the students, but he cannot enable all of them access to the results or output itself, while Teaching seeks to achieve the same output, different tasks and procedures, which means teaching all students the same lesson with different ways and operations. This means that Differentiated Teaching does not require changing the curriculum, but requires a diversity of methods for implementing these approaches out of teaching. (Attiah, 2009:326)

(Retdlge 2003) mentioned that Differentiated Teaching is not a new phenomenon in the field of education, and that the modern doctrine of the Differentiated Teaching took its form of research development in the field of education; relying on the best practices in the field of special education, and education of gifted students, classrooms of different ages, modern brain and multiple intelligence. (Blaz 2006; p2) added that Differentiated Teaching existed two decades ago, but it was intended for gifted students and talented mentally and since eight or ten years ago teachers began to use in special education, and then was used with all students. (Campbell 2008, p.1) added that word may be new, but the concept is not so, since the single-grade school

teachers work to accommodate a wide range of abilities and different needs of students of students at the same time.

Importance of Differentiated Teaching:

The importance of Differentiated Teaching appears in different aspects, including Differentiate Teaching based on the principle of education for all, it takes into account all the different varieties of the learners, and enhances the phrase (that education is a right for all), which is at the same time takes into account the different styles of learning, and works on the satisfaction and development of different tendencies and trends for students; which enhances the level of motivation and raise the level of challenge they have. It could be argued that Differentiated Teaching helps to develop innovation, and reveals their creations. What increases the importance of Differentiated Teaching that is based on the integration between different strategies for education; through the use of more than one strategy while using this type of education, in addition to achieve effective education conditions, and allows students the opportunity to interact in Differentiated manner, leading to a variety of products.

It should be clear in the mind of the teacher what is important in the course material, aware of individual differences among students, and builds upon his lesson, able to edit the content, process, output, in response to a student's readiness, tendency and his style of education, and participate with all students in an educational learning collaborative work, and aware that the goals of the Differentiated class is to achieve the maximum growth and achieve success for each student, and aware that flexibility is the hallmark of the differentiated class Tomlinson; p59).

Goals of Differentiated Teaching:

(Heacox, 2002, p1) mentioned that Differentiated Teaching has a variety of goals as:

- 1- Develop a challenging task and containment of each learner, and compatibility with standards and requirements of the curriculum for each learner.
- 2- Develop educational activities based on themes and core concepts, processes, skills as well as develop various ways to show the learning process.
- 3- Provide flexible entrances for content, teaching and outputs, and composition classes include effector learner and facilitator teacher.
- 4- Respond to levels of readiness of students, teaching needs and interests and preferences in the learning process, and provide opportunities to work according to different teaching strategies. Differentiated Teaching has a variety of forms as mentioned t by , Obeidat& Abu Al Sameed (2007, p. 120) including the following:
 - 1- Teaching according to the theory of(Multiple Intelligence)

The constructive theory represents the theoretical basis for most modern teaching strategies and the Differentiated Teaching based largely on this theory. (Drapeau, 2004; p.12-16) mentioned that there are four different types of research that that will help shed light on the Differentiated Teaching, a research dealt with the brain and intelligence, and a research carried out by Erich Jensen about the impact of the challenge on the brain, and research carried out by Howard Gardner about multiple intelligences. All researches related to brain and results are highly relevant to the concept of Differentiated Teaching. (Koeze, 2007; p21) mentioned that practicing Differentiated Teaching is strongly built on brain research, in differentiated class teachers rank lessons; where it met readiness levels of their students, and they remove signs of boredom and frustration that might accompany learning processes. Researches approved that human brain works through attention to meaningful information. This process means that teacher presents lesson to students according to their preferences and various intelligences. The fact that this theory is referred to the American Psychologist Howard Gardener in the early eighties 1983, he rejected in his book mind framework considering intelligence as one ability can be measured by one test. The theory of multiple intelligences is based upon set of principles that are consistent with Differentiated Teaching, including multiple types of intelligences' vitality and dynamism, and mark each person with unique mixture of different types of intelligence, and different types of intelligence varies in the growth and development at the level of the person or environment whether the domestic level of the person or the level of interoperability among people (AfanehKhozendar 2007 p.5).

Given the importance of this theory, many of the previous studies have proven its effectiveness in education in general and teaching language in particular, one of these studies is (Uhlir, 2002) that targeted the definition of the impact of the multiple intelligence strategies application in improving academic performance of the students in reading. The study sample consisted of a group of fifth-grade students in the American Midwest, they were distributed in two groups: (experimental) and (control) and results found that experimental group achieved an increase in motivation, high performance and achievement level in reading and in tests, also gained many skills of cooperative education. Then came the study of Riedel, Tomaszewki, Weaver, 2003) which aims to raise the academic achievement of students in reading rates through the use of multiple intelligences theory. The study sample included three classes of fifth-grade in Illinois. The researchers used questionnaires and a test to measure student's ability to read, study find high reading ability among students rate and improved quality, and

increase the level of achievement in reading comprehension. And then just one year later came the study of (Susan&Dale, 2004) which aimed to study the relationship between multiple intelligences and academic achievement in reading, study sample consisted of 288 students from fourth-grade. The study used Teel list (teel) multiple intelligences and a test of academic achievement in reading. Some of the most important findings of the study: the presence of correlation statistically significant relationship between multiple intelligences and the level of achievement in reading among respondents. The study of (Chen, 2004) aimed to identify the impact of the use of multiple intelligences theory in the teaching of English in the upper middle school. The study sample consisted of 33 students from the second level of the middle-school senior researcher in (Kaohsiung). The results revealed the effectiveness of the program in many aspects, including: learning incentives for the development of the students, and learning to understand, and the evolution of the capabilities of the students, and pointed to offer students a positive learning environment using multiple intelligences. The study concluded Ghazal (2005) to the effectiveness of suggested program in light of multiple intelligences theory in developing skill of listening and speaking among a sample of second-grade primary students. There was a statistically significant difference between the average grades the two groups the experimental and control in favor of the experimental group in the post application to test the skills of listening and speaking. Then appeared the study of (Jones, 2006): aimed to identify the impact of the application of the types of multiple intelligences to learn spelling in elementary schools, the application has been applied to students of three grades in primary schools during a limited period, the study focused on the linguistic and logical mathematical intelligence and personal activities. The study results showed the benefit of these activities, the need for students to support and promote the use of these three intelligences, and the absence of significant differences between the levels of achievement of the three grades. The study of Al Damkh(2006) revealed the effectiveness of the suggested educational program based on the multiple intelligences theory in the achievement of literary and linguistic culture, development of deductive thinking among high school students in Jordan and the presence of statistically significant differences between the grades of the experimental group and control group in the achievement of students in the subject of linguistic and literary culture, and deductive thinking in favor of the experimental group due to the impact of the suggested educational program. The study of Mohammad (2006) stated the effectiveness of the suggested educational program based on the theory of multiple intelligences in the treatment of

difficulties written expressions with its two types creative and career among students of the second grade average, and in the development of the skills of some linguistic intelligence. In the same year appeared the study of Al Adel (2006) which revealed the effectiveness of the suggested educational program based on the theory of multiple intelligences in the development of appropriate literary appreciation skill for students in the first grade average. The presence of statistically significant differences in the performance of the two groups the experimental and the control groups in the post application to scale literary appreciation in favor of the experimental group, due to the use of the suggested program. The study of Ibrahim (2007) discussed the effectiveness of the suggested strategy in the development of speaking skills among students at the third primary grade. Then came the study of Ali (2010) to reveal the effectiveness of the suggested program based on multiple intelligences theory in development of creative thinking among students in primary schools, the study used Teel list multiple intelligences, Abraham creative thinking test, and come to the presence of statistically significance differences between the measurement pre and post grades among students of the experimental group in the creative thinking of the three dimensions (fluency, flexibility and originality) in favor of telemetric, and the presence of statistically significant differences between the grades of the experimental and control groups in dimensions of creative thinking in favor of the experimental group.

2- Teaching according to learner's patterns (Learning Style)

Some educational psychologists classify types of learners to: audio and visual and kinesthetic and some add sensory pattern. Teaching according to these patterns is similar to teaching according to multiple intelligences, in the sense that students receive an education equivalent to his style. There are several definitions of learning styles summed up by the researcher at the following definition: it is the way that each learner starts out to focus on something, and do, and retrieve new and hard information around him, and considered that this interaction varies from one person to another and also added that learning styles are set of personal aspects and characteristics and relationship with biological aspects and evolution which would make the same learning effective for some students and ineffective for others.

3- Teaching according to the principle of cooperative learning (Cooperative Learning)

Cooperative Learning can be considered differentiated education if the teacher takes into account organizing and distributing tasks according to students' interests and preferences. Nabhan (2008) defined "cooperative learning is a learning environment organized in small

groups of students in dissimilar capabilities carrying out educational tasks and seek help from each other and make their decision unanimously it is also a learning style where students divided into small heterogeneous groups (organize different cognitive levels) the number of members of each group varies between 6-4 individuals and each group collaborate in achieving a goal or common goals” p. 39.

Justifications for the use of Differentiated Teaching in teaching English language

Teaching English language is different from the rest of the other courses in many ways, the student faces the challenge of acquiring a new language unlike other courses where the student knows the language which makes it easier to acquire information directly. Another difference, the student must use more than one sense if not all senses during language acquisition process, the student is faced with the task of acquiring four skills (listening-speaking-reading-writing), which requires greater effort.

Shaver & Hunter King (2003) mentioned “that Differentiated Teaching is suitable naturally for teaching English language, and teachers of English language are using in advance teaching and learning strategies that support Differentiated Teaching. Including student’s options in foreign readings and topics of articles also supports differentiation between students in standby and concerns. Organizing small groups of students in order to discuss various topics in literature workshops is of great help to students to address their interests and aptitudes in the English language classroom” p.24. There are several reasons that called for the application of Differentiated Teaching in the field of teaching English as a second language including: assist the teacher to look at classes from various directions, and understand the needs and demands of learners superior mentally, and who have difficulties in learning, and the realization that differentiation in the educational experiences to meet the academic disparity (Tomlinsonp, 2001, p.9-14). The emergence of differences and disparities between students and increase class sizes; which may negatively affect the academic achievement of students and the increase in the number of English language learners led to a surge in the use of teaching differentiated, and this regard, (Klotz, 2008) said that there are currently more than five million students in the United States learning English, carrying more than 400 languages they speak on a daily basis in schools. Regarding the importance of Differentiated Teaching as new trend imposed by the features of the educational development, cognitive flow in which we live has been targeted by many serious studies, Hodge (1997) held a study aimed to investigate the effect of using Differentiated Teaching

on grades of students in standardized tests, and perceptions of teachers for their abilities to suit the different needs of students and parents' expectations about the performance of students. The researcher added that the students who are prepared for the test according to Differentiated Teaching techniques have higher grades in math and did not get similar grades in reading.

The study of (MaAdamis, 2001) showed a significant improvement in test grades for a group of students with low grades in Rock Wood School after the use of Differentiated Teaching. It was part of the significant impact of the differentiated model; referred to by the teachers through observation that students become more motivated and enthusiastic to learn. This study reflected a radical change to the school, required by Differentiated Teaching, such as professional development and intensive planning.

Another study conducted by Affholder (2003) on Differentiated Teaching strategies used by teachers. This study has shown that teachers who used the Differentiated Teaching strategies intensively have shown improvement in their understanding of the growth of the students, and adopted a great responsibility towards this growth, and the teachers who used high levels of Differentiated Teaching techniques have increased their experience and sense of self-efficient, showed great satisfactory towards teaching modern trends.

In the same year Johensen (2003) conducted a study in which students used Differentiated Teaching commensurate with different levels of abilities, students encouraged teachers in this context, in order to differentiate between content and processes and use learning centers and various reading materials and different strategies. The study revealed that the use of Differentiated Teaching techniques have proven its ability to attract and motivate students' interests, and provided an enjoyable experience for students and teachers.

A year later, Burns (2004) conducted a study to discover whether the application of the philosophy of Differentiated Teaching in New Jersey middle and secondary schools has an impact on the ability of learners to complete the prescribed curriculum. The results showed a significant improvement in students' achievement, but this type of education encountered resistance from teachers at the secondary level, even with in-service training.

In the same year Chalupa (2004) conducted a study aimed to examine whether the use of Differentiated Teaching will enhance the academic achievement of a group of students in reading course. The researcher used several tools to collect data such as achievement test and the questionnaire, interviews and observation. The study results show that the Differentiated Teaching in the educational curriculum has had a

positive impact on students' achievement, but the results did not show an impact of Differentiated Teaching on the motivation of the students. Rangle (2004) conducted a study aimed at determining the degree and rate the impact of the use of Differentiated Teaching on teaching students how to use a linguistic dictionary, encyclopedia and calendar. At the end of the study the rate of students who used the dictionary correctly about 97%, the students grew unexpectedly in vocabulary and positive trends. The researcher concluded that Differentiated Teaching is an effective strategy both on the curriculum or student.

And then shortly Lin Lo (2006) carried out a study designed to test different strategies for Differentiated Teaching to teach English in Taiwan's elementary schools. The survey was used to gather information from about 400 teachers of English working in 130 public elementary- school in the capital. The results showed that the three groups of teachers have the same preference and duplicates in using instructional strategies that works on finding educational differentiation in the English course.

In the same year (Ankrum, 2006) conducted a case study of reading Differentiated Teaching for one of the teachers in a class as an example. The researcher used a single case study system to describe the nature of Teaching Differentiated reading to a second-grade teachers as an example. The teacher participating in the study has been selected among a group of teachers who have been nominated by one of the rural schools in one suburban southwestern Pennsylvania. The data were collected through observations in the classroom, teachers' interviews, and works of art done at class. The analysis of these data revealed that the participated teacher has to distinguish between the following aspects related to teaching of reading to a small group plus materials and the time needed for small group meetings, the structure, and purpose of the lesson, teachers talk and duties of the post-reading. The ongoing assessment was used as a basic for decision-making on how to distinguish each lesson.

A year later Koeze (2007) carried out a study to determine whether teachers who used Differentiated Teaching strategies in teaching may significantly influences the academic achievement of their students compared to teachers who did not use these strategies, this study used a mix of designs, consisted of two parts: a quantitative analysis of the students' grades, and the qualitative analysis of the teachers' questionnaire, the researcher used both observation and interview with teachers as part of the study tools and the results of the study encouraged this type of education, and showed that Differentiated Teaching strategies including the and preference played an important role in academic achievement, and student satisfaction for the learning

process and results suggested for novice teachers to use Differentiated Teaching to its importance in managing learning styles well.

Hobson (2008) study analysis differentiated strategies used by teachers in middle schools within the multi-capacity classroom, quantitative and qualitative data has been collected by means of questionnaire and classroom observation. The results of the study indicated that there are two groups of teachers: some of them are using differentiation frequently and others are using, but are less frequent. The results also show that there are factors such as years of experience in the field of teaching and faculty development have little effect on the number of times teachers to implement the differentiation strategies inside their classrooms. Swift (2009) study identifies whether Differentiated Teaching has an effect on students' performance. The study sample consisted of two groups of the third grade students for more than two years, the results show: there is an improvement in grades when using Differentiated Teaching. In the same year (Hubbard, 2009) conducted a study aimed to reveal the effectiveness of using Differentiated Teaching on English language learners in secondary school, to compare the effect of teaching strategies based on the teacher on language development among English language learners with teaching strategies based on the learner. The researcher used the field survey, the study sample consisted of two groups of secondary school students were subjected alternately to these teaching strategies, the survey was conducted as a means to measure students' attitudes toward the development of their language as well as to assess their preferred education pattern, the results of the study show that Differentiated Teaching strategies affect language development for English language learners, and the way of teaching based on learner-centered has positive impact on student's performance.

Al Borini (2011) held a study on a survey of teachers' experiences and attitudes towards the application of Differentiated Teaching methods through an exploratory study on the reality of education in the United Arab Emirates, and discussed the importance of diversification in teaching methods in order to reach all the students in one class, according to the potentials and the level of each of them, the study measures the impact of the convictions of the teachers and their preconceived notions and the level of their training in the success of Differentiated Teaching strategies to which they belong, and deals with the study of the obstacles and problems facing the teacher in order to reach effective learning and achieve the desired objectives, and the population of the study consisted of a sample of teachers from all school districts state.

Creative thinking:

The development of thinking skills has become the most important responsibilities of modern education; thinking has become an urgent demand in the light of modern trends of education, and this was confirmed by EffatTnawi (2007: 234) who stated that teaching thinking skills has become an urgent need in our time; as a result of increasing challenges. Abdel Raouf (2009:996) described thinking as a mental knowledge deliberate process aims to achieve knowledge and understanding of a certain situation or solving a problem or make a judgment or trying to answer obscure questions or planning for something. Many of the literature and studies agree to identify the skills of creative thinking including Khalil et al. (1996:191), and Sowafah (2008:54), and Talib (2008:107), and attiyat Ibrahim (2008:126), OlfatShukair (2009:119), and Souad Omar (2009:27) according to the following:

- 1 – Fluency: a student’s ability to produce multiple ideas and suggestions on an issue or a problem.
- 2 - Flexibility: it is the student’s ability to adjust his thinking angles and generate a variety of ideas.
- 3 – Originality: a student’s ability to innovate and produce new ideas not preceded by one; originality means novelty and stand out in innovation, and not to repeat what others had done in a way or another, it is the most prominent images of creativity and innovation and requires uncommon; thinking outside the framework of what others think of; and monopolize a new innovative distinctive production, and innovative person might tend to document that production to the so-called patent.

There are many methods for developing creative thinking in English language lessons as Al Khalili et al (1996:198) mentioned and the researcher summarized : the focus on open-ended questions, and provoke argumentative issues related to environment and to think about them; so that they are relevant to the themes of English lessons, and raise the students’ motivation to learn and to maintain continuity, and promote self-learning opportunities, and maintain calm, and encourage students to listen to others and think about what they say, organize some linguistic activities though-provoking, and a lot of ideas sessions on issues related to the topic of the lesson, and provide a school environment that respects creativity and foster creative , and perhaps those methods can be implemented through Differentiated Teaching strategy; to develop creative thinking skills as well as to achieve better learning outcomes in teaching English.

Justifications for the development of thinking skills through English lessons:

It is necessary to develop thinking skills of learners; to meet the challenges of the twenty first century, and to gain the ability to develop curricula, and the learner should be able to deal with it efficiently, (katami, 2001:446), (Souad Omar, 2009:36) concluded the importance and justifications for the development of critical thinking skills in English language lessons : increase the efficiency of mental work of the students to deal with positions of teaching English, and insist on the use of potentials and existing knowledge of the student while teaching English language to the maximum level, and to contribute in solving problems experienced by students in learning and teaching English language, and create and invent new ways of dealing with diverse positions during English lessons, and consider them far from the familiar solutions and standards, in the light of the availability of properties in creative production such as fluency, originality, and flexibility.

Based on recent trends in education, which calls for the development of thinking through the teaching of courses; taking into account variances and differences in capacities of the students, for the sake of teaching and learning English in various stages of public education with the best strategies and appropriate methods for all students, that centered on the learner, and take into account the learner's inclinations and abilities and previous experiences, and keep in mind at the same time the differentiation and differences existing among learners, the issue of diversification of teaching and differences among learners must be given special attention in teaching English to speakers of other languages, especially since the results of previous studies have found the effectiveness of Differentiated Teaching in achievement in general and in the language achievement in particular, as a series of procedures based on the student, and based on clear practices to improve his achievement, and focuses on teaching students with different abilities, and meet the needs of all of them, and help them to innovated and figuring out their creativity; so Differentiated Teaching may be fit naturally to classes of teaching English, hence the current study tended to apply the Differentiated Teaching, according to the theory of multiple intelligences, collaborative learning, and education according to learners' patterns; to reveal the effectiveness of this strategy in the development of listening comprehension skills and creative thinking among secondary third grade students. Thus, the problem of the study identifies the next question: How effective is the use of Differentiated Teaching for the English language in the development of listening comprehension skills and creative thinking among secondary third grade students in the city of

The ramifications of this question, the following sub-questions:

1 – How effective is the use of Differentiated Teaching strategy for the English language in the development of listening comprehension skills among secondary third grade students in the city of Taif?

2- How effective is the use of Differentiated Teaching strategy for the English language in the development of creative thinking skills among secondary third grade students in the city of Taif?

Through the review of the results of previous studies, the researcher formulated alternative hypotheses for verification are as follows:

1 – There are significant statistical differences in dimensional measurement of listening comprehension skills in English language course between the average grades of the two groups of the study, at the level of listening comprehension literal, after adjusting the pre-test scores; in favor of the experimental group.

2 - There are significant statistical differences in dimensional measurement of listening comprehension skills in English language course between the average grades of the two groups of the study, at the level of listening comprehension deductive, after adjusting the pre-test scores; in favor of the experimental group.

3 – There are significant statistically differences in dimensional measurement of listening comprehension skills in English language course between the average grades of the two groups of the study, at the level of listening comprehension inferential, after adjusting pre-test scores; in favor of the experimental group.

4 – There are significant statistically differences in dimensional measurement of listening comprehension skill in English language course between the average grades of the two groups of the study, at the macro level of listening comprehension skills, after adjusting pre-test scores; in favor of the experimental group.

5 – There are significant statistically differences in dimensional measurement of creative thinking skills (fluency, flexibility, originality) between average grades of the two groups of the study, after adjusting pre-test scores; in favor of the experimental group.

Goals of the study:

1 – Workout modern teaching strategy takes into accounts the differences and differentiation between the students, which is due to different sources.

2 – Identify the impact of the use of Differentiated Teaching strategy in the teaching of English language course among secondary third grade students.

3 – The composition of adequate and comprehensive scientific background on the concept of Differentiated Teaching; because of the

scarcity and lack of Arabic references that dealt with this type of education.

Significance of the study:

1 – Clarify the impact of Differentiated Teaching in the achievement of secondary third grade students in the English language course for those in charge of the educational process at the secondary level.

2 – Suggest some modern and attractive ways in teaching English course for students of secondary third grade in an effort to improve the teaching and learning processes.

3 – Work on upgrading the achievement of secondary third grade students in English course through modern teaching methods is different from traditional methods.

4 – Help those in charge of the construction and design of the curriculum at the Ministry of Education to develop plans for the future contribute to improving the teaching of English at the secondary level.

Limits of the study:

This study was limited in unit eight of the book (People and Technology) text book for secondary third grade, and applied to the secondary third grade students at King Fahd Secondary School in the city of Taif, in the first semester of the academic year 1434 A Hijri.

Terms of the study:

Differentiated Teaching:

Attieh (2009) defined Differentiated Teaching as “an education system that is designed to achieve one learning outcome with different procedures, processes and tools to meet with teaching strategy and multiple intelligences which is considered one of its forms and strategies in which it works” p. 324 and defined by the researcher in the range of his study as : modern education strategy centered on the learner, and take into account the differentiation and differences existing between the learners per class, and working to meet the needs and taking into consideration differences in their interests and inclinations; where the teachers begins in terms of the situation of the learner , and the Differentiated Teaching can take different forms and methods, such as teaching; according to the theory of multiple intelligences, and teaching according to learners’ styles, and collaborative learning. The teacher who works in accordance with the principles of Differentiated Teaching can differentiate between the goals, content and output, and consider the flexibility and mutual respect the most important basics of this type of education.

Creative thinking:

Allakani (2003:131) defines: it is a mental process where the student passes the process of successive stages; aimed to produce new ideas were not present; through its interaction with educational situations in-

depth curriculum, and take place in an atmosphere of harmony and consistency between its components.

It is intended in this study: ability of secondary third grade students to come up with new ideas and solutions, through teaching them the prescribed unit in the textbook (People and Technology) using Differentiated Teaching ; and that by producing the largest number of responses in a given period of time (fluency), with the diversity of those ideas and solutions (flexibility), and come up with rare and unfamiliar ideas (originality), and is measured by the grade to which the student obtained in the test of creative thinking prepared for this purpose.

Listening comprehension:

Very complex, interactive and constructivism process in which the learner has an active role for the rebuilding and installation of the original meaning of the speaker (or speakers) using the understanding of different sounds and distinguish and understand the change of pitch in different ways to interpret the meaning and employ previous knowledge to understand and interpret the new knowledge provided in the spokesman text.

Methodology of the study:

The researcher followed (Quasi Experimental design) which consists of two groups control and experimental. Obeidat and others (2007) have pointed out that “the experimental group is exposed to the experimental variable or the independent variable to determine the impact of this variable, while the control group is not exposed to the experimental variable and remain under normal conditions” P.221. The quasi-experimental approach used in this study is based on studying the impact of Differentiated Teaching on the two dependent variables: 1- Listening comprehension according to the level of listening comprehension (direct, deductive, inductive, total) 2- Creative thinking in accordance with the level of (fluent creative, flexible creative, original creativity).

Population of the study:

Obeidat and others (2007) defined the population of the study that “all individuals or persons or things who are the subject of the research problem” p.99. The population of the study consisted of all secondary third grade students in Taif for the first semester of the academic year 1434 AH, the researcher has chosen King Fahd High School deliberately (deliberate) of between (27) secondary school in city of Taif; which provides an appropriate learning environment that can help to implement this type of education, one of the classes was selected randomly by raffle to represent the experimental group, which consisted of (28) students, and another class chosen in the same way to

a control group of (27) students. In the end the sample of the study was determined and the total number of members (55) students after excluding some students that conditions of experiment does not apply to them.

Tools of the study:

The first tool: Listening comprehension test:

The researcher has built a listening comprehension test in light of the following steps:

1 – Determine the purpose of the test: measure listening comprehension skills of secondary third grade students in English language course in the city of Taif in accordance with the level of listening comprehension (literal (direct),deductive, inferential, overall) through unit eight in the textbook (people and technology).

2 – Formulation of behavioral objectives to be measured from the test, so as to cover all skill area.

3 –Formulation of test items in the initial image, that the test contains all the behavioral objectives previously identified, and in the same proportions in the specification table, and the number of test items in the initial image (40) item, the substantive questions included right and wrong kind, and the researcher assigned a grade for each item.

4 – Assigning test instructions, and then present it to number of specialists arbitrators to check out the virtual honesty, where arbitrators confirmed its relevance, and the number of testvocabulary in its final form (30) items, measure listening comprehension skills of the English language among secondary third grade students.

5 – Applying test on a sample outside the study sample numbered (25) students; to calculate the reliability coefficient in Split Halves way which amounted (0.89), and using the (Spearman Brown), the reliability coefficient (0.94), which indicating a high reliability of the test and therefore approved for the experiment.

6 – Calculate the time required performing the test; through calculating the difference between the times it took the first student had finished answering the test and another student, the time required was (45/m).

7 –Calculate coefficient of ease, difficulty and discrimination, vocabulary was accepted that is ease coefficient of more than (0.30 and less than 0.80), and the acceptance of the vocabulary that discrimination rate exceeds (0.30), and based on the views of the arbitrators and the coefficient of ease, difficulty and discrimination, the number of test vocabulary (33).

The second tool: creative thinking test:

To build a second tool to study (a creative thinking test) researcher proceeded as follows:

- 1 – Viewing a set of measuring creative thinking tests, and those tests as follows: Torrance Test of Creative Thinking, creative thinking test in the study of each Taleb (2008), Attiyat Ibrahim (2008), and Sowafa (2008), the researcher then prepared creative thinking test in the English language in the unit (People and Technology) to secondary third grade in the city of Taif.
- 2 – Determine the goal of creative thinking test: this test is designed to reveal the effectiveness of Differentiated Teaching strategy in the development of creative thinking skills (fluency, flexibility, originality) through the teaching of the English language in the selected unit.
- 3 – Determine the sub-skills that fall under each skill of creative thinking skills.
- 4 – Formulation vocabulary of creative thinking test of the type of article questions characterized by open endings, where these questions are consistent with the description of Torrance creative tests, it has been taken into account when formulating the questions of clarity and integrity of expression and the inclusion of content, and was instructed to scale mode to be answered clearly, and the number of questions (8) questions in the initial image; so that each question measures the three skills (fluency, flexibility, originality) also assigned (5) minutes to answer each question.
- 5 – To check the sincerity of creative thinking test it has been introduced in the initial image to number of arbitrators specialist in curriculum and methods of teaching English and in Educational Measurement and Evaluation; to express their views about the clarity of the test expressions and safety of drafting and how it relates to the unit, arbitrators unanimously approved on the validity of the application; and number of vocabulary became (6) questions of open type.
- 6 – Experimentation exploratory test: the test applied on an experimental sample (45) students for the secondary second grade students from outside the sample of the current study; to calculate the test reliability, which stood for retail midterm by (97%) for the first part and (98%) for the second part, Cronbach's alpha has been used for internal consistency equation through a program (SPSS), and found that the reliability coefficient of fluency skill (94%), and flexibility skill (95%) and originality skill (97%), which is a high percentage, and indicate the test reliability; which confirms the safety of creative thinking test and the ability to judge the creative abilities of the members of the sample. The time required to creative thinking test was identified, which amounted to 40 minutes, were distributed by (5) minutes for each question, and thus the test has become in its final form consists of (6) questions and (3) paragraphs under each question measure the three creative skills by (5) grade for fluency (5) grade for

flexibility and (4) grades for originality in each question, then became ready for application, the total grade has been measured by the sum of the grades gained by the students in the three skills: fluency (30) grade, flexibility (30) grades, originality (24) grades, and thus the final grade for creative thinking test (84) grades.

1 – Apply the experiment according to the specific school program, where the control group received the selected unit classes in the usual way, while the experimental group was taught using Differentiated Teaching strategy (teaching according to multiple intelligences, collaborative learning, and education according to learners’ patterns). Experience has lasted two weeks with an average of four classes per week, with a total number of classes (16) class throughout the period of the experiment.

2 – Analyzing data from tool of the study statistically by computer using SPSS.

Present and analyze results of the study:

Before proceeding on selecting research hypotheses averages and standard deviations were calculated for the performance of the two study groups and in both tests (pre and post- test) and the results are presented in the following table:

Table no. (1): The performance of the two study groups in the pre-posttests at levels of listening comprehension

level	total	number	Pre- test		Post-test	
			Arithmetic means	Standard deviation	Arithmetic mean	Standard deviation
Literal	control	27	3.28	0.980	3.88	1.013
	experimental	28	3.04	0.978	4.84	0.987
Deductive	control	27	3.48	0.82	4.76	1.13
	experimental	28	3.68	1.11	5.56	1.12
Inferential	control	27	7.80	1.41	8.88	1.67
	experimental	28	7.68	1.65	10.28	1.95
overall	control	27	14.56	2.022	17.52	2.54
	experimental	28	14.40	2.198	20.64	2.63

Table (1) shows convergence of the arithmetical means for grades of the two groups in the pre-test at the level of listening comprehension (literal, deductive, inferential and overall), the high value of the arithmetic means of the grade of post-test for experimental group at the level of listening comprehension (literal, deductive, inferential and overall). To calculate the statistical significance differences between the mean grades of the two studygroups in the post-test, the covariance analysis (ANCOVA) was used for statistical adjustment, where

complete experimental control difficult to implement in such cases, the covariance analysis has been used to adjust these factors and remove any effect on the outcome, the following are the results of the statistical analysis, they are arranged according to the study hypotheses:

First hypothesis: "There are significant statistical differences in dimensional achievement for listening comprehension skills in English language course between mean grades of the two groups of the study, at the level of listening comprehension literal, after adjusting pre-test achievement; in favor of the experimental group" to investigate this hypothesis the covariance analysis (ANCOVA) has been used, the following table illustrates this:

Table no. (2): Indication of the differences between the mean grades of the two study groups in post-test at the level of listening comprehension literal

Source of variations	Sum squares	Degree of freedom	Mean squares	T-test value	Significance	Effect size
Expositor contrast	16.41	2	8.21	8.95	*0.001	0.276
Associated variable	4.89	1	4.89	5.33	*0.025	0.102
Experiment effect between 2 groups	13.27	1	13.27	14.47	*0.000	0.235
Others	43.11	47	0.92			
Total	59.52	49				

Table (2) shows the presence of statistical significant differences between the post-test mean at the level of literal listening comprehension between mean grades for the experimental and control groups, in favor of the experimental group with the higher arithmetical mean as shown in table (1); where the T value was (14.47) and this is statistically significant at the significance level (0.000). the value of experiment effect between the two group was (0.235), and this value indicate great impact of using Differentiated Teaching in teaching compared to the ordinary way of teaching at the level of literal listening comprehension for English language.

This can be explained that the use of Differentiated Teaching in teaching has contributed greatly in improving the level of the experimental group students in the English language to learn how to distinguish letters and words, comprehend words, phrases and ideas, they were able to find out the meanings of English words in Arabic and vice versa, and the knowledge of antonyms, and were able to mention some places and facts contained in the text, while the control group students were not able to do so.

Second hypothesis: “ There are statistically significant differences in dimensional achievement of listening comprehension in English language course between the mean grades of the two groups of the study, at the level of deductive listening comprehension , after adjusting pre achievement, in favor of the experimental group,” to check this hypothesis, the covariance analysis (ANCOVA) was used, the following table illustrates this:

Table no. (3): Indication of the differences between mean grades of the two study groups in post-test ate the level of deductive listening comprehension

Source of variations	Sum squares	Degree of freedom	Mean squares	T-test value	Significance	Effect size
Expositor contrast	20.99	2	10.50	10.335	*000.	0.305
Associated variable	12.99	1	12.99	12.792	*0.001	0.214
Experiment effect between 2 groups	5.94	1	5.94	5.853	*0.019	0.111
Others	47.73	47	1.02			
Total	68.72	49				

Table (3) shows the presence of statistical significance differences between the means of post measurement at the level of deductive listening comprehension between the mean grades of the experimental and control groups, in favor of the experimental group with the higher arithmetic mean as shown in table (3). The T- value (5.853) and this value is statistically significant at the level of (0.05). This indicates the presence of statistically significant differences between the mean grades of the experimental group and the control group in the post-test at the level of deductive comprehension after adjusting the effect of the pre-test; this means that the use of Differentiated Teaching in teaching has had a clear role in the development of the learning process at the level of deductive comprehension, the effect size between the two groups (0.111), and this value indicates the presence of the impact of the use of Differentiated Teaching compared to ordinary way of teaching at the level of deductive listening comprehension for the English language. The study explains this result that the use of Differentiated Teaching has contributed to the development of deductive skill in the English language with the experimental group students by providing them with the ability to organize vocabulary in the context of sentences and syntax, and recognize the connection between them; using linguistic rules correctly, and conclude the

main and sub ideas, while the members of the control group had relied on memorizing without comprehending.

Third hypothesis: “There are statistically significant differences in dimensional achievement of listening comprehension skills in English language course between the mean grades of the two groups of the study, at the level of inferential listening comprehension, after adjusting pre achievement; in favor of the experimental group” to check this hypothesis, the covariance analysis (ANCOVA) was used, the following tables illustrates this.

Table no. (4): Indication of the differences between the mean grades of the two groups in post-test at the level of inferential listening comprehension

Source of variations	Sum squares	Degrees of freedom	Mean squares	T-test value	Significance	Effect size
Expositor contrast	89.15	2	44.58	22.521	*0.000	0.489
Associated variable	64.65	1	64.65	32.664	*0.000	0.410
Experiment effect between 2 groups	27.73	1	27.73	14.010	*0.000	0.230
Others	93.03	47	1.98			
Total	182.18	49				

Table (4) shows the presence of statistically significant differences between the mean pre-posttests measurement at the level inferential listening comprehension between the mean grades of the experimental and control groups, as the T-test value was (27.73), and this value is statistically significant at the level of significance (0.001); which indicates the presences of statistically significant differences between the mean grades of the two study groups in the post-test at the level of inferential listening comprehension, after adjusting the effect of pre-test, and these differences were in favor of the experimental group, the magnitude of the impact between the two groups was (0.230), this value indicates the presence of the impact of the use of Differentiated Teaching compared to ordinary teaching at the level of inferential listening comprehension; which means that the use of Differentiated Teaching has a clear role in the development of inferential skills, the experimental group students could infer the implicit meanings in audio tests, and distinction of reasonable and unreasonable, contradictory and non-contradictory, and to differentiate between fact and fiction, compared to their colleagues in the control group.

Fourth hypothesis: “There are statistically significant differences in dimensional achievement of listening comprehension skills in English language course between the mean grades of the two groups of the study, at the macro level of listening comprehension skill; after adjusting the pre-test

achievement; in favor of the experimental group”, to check this hypothesis the covariance analysis (ANCOVA) was used, the following table illustrates this: Table (5): Indication of the differences between the mean grade of the two study groups in post-test at the macro level of listening comprehension skill.

Source of variations	Sum squares	Degrees of freedom	Mean squares	T-test value	Significance	Effect size
Expositor contrasts	247.76	2	123.88	30.024	*0.000	0.561
Associated variable	126.08	1	126.08	30.557	*0.000	0.394
Experiment effect between 2 groups	131.25	1	131.25	31.810	*0.000	0.404
Others	193.92	47	4.13			
Total	441.68	49				

Table (5) shows the presence of statistically significant differences between the mean of pre-posttest measurement at the macro level between the mean grades of the two groups, experimental and control, as the T-test value (31.810), and this value is statistically significant at the level of significance (0.001); which indicates the presence of statistically significant differences between the mean grades of the two study groups in post-test at the macro level, after adjusting the effect of pre-test, for the experimental group, and the effect size between the experimental and control groups was (0.404), this value indicates the presence of the impact of the use of Differentiated Teaching compared to the ordinary way of teaching at the macro level of the test, which means that the use of Differentiated Teaching in teaching has had a clear role in the development of the learning process at the macro level (direct, deductive and inferential); the use of Differentiated Teaching led to the superiority of the experimental group to the control group in the total grade of the test; which confirms the impact of the use of Differentiated Teaching strategy in the academic achievement of listening comprehension skills in English language among students of secondary third grade in Taif, in terms of recognition, understanding , conclusion and inference, and its superiority over the ordinary way. This result is consistent with other studies of:Hodge (1997), MaAdamis (2001), and Affholder (2003), which confirmed that teachers who used the Differentiated Teaching strategies intensively have shown improvement in their understanding of the growth of the students, the study of Johnsen (2003), which revealed that the use of Differentiated Teaching techniques have proven their ability to attract and motivate students’ interests, and the study of Burns (2004), Rangle (2004), Ankrum (2006), and Koeze(2007), Hobson (2008) and Swift (2009) entirely reached that Differentiated Teaching played an important role in the academic achievement and the students’ satisfaction. The study of Lin Lo (2006) which indicated a preference for the use of teaching strategies that creates educational differentiation in the English language, study of Hubbard (2009)

which indicated that the results of Differentiated Teaching strategies affect language development for English learners, and teaching the way in which the learner-centered positive impact on student performance. The results achieved of the first test hypothesis and the second, third and fourth answer to the first question in the study.

Fifth hypothesis: "There are statistically significant differences in the pre measurement for creative thinking skill (fluency, flexibility, and originality) between the mean grades of the two groups of the study, after adjusting pre measurement; in favor of the experimental group: to check this hypothesis (T-test) has been used to calculate the significance differences between means of the two study groups in the pre measurement, the following table illustrates this.

Table (6): Indication of the differences between the mean grades of the two groups of the study in the pre creative thinking skills

Skill	Groups	Number	Arithmetic means	Standard deviation	T-test	Level of significance	Significance
Fluency	EXP	28	16.98	6.78	0.08	0.935	NSS
	Control	27	16.85	4.75			
Flexibility	EXP	28	10.05	4.65	0.49	0.627	NSS
	Control	27	9.50	3.67			
Originality	EXP	28	52.18	20.84	0.04	0.965	NSS
	Control	27	52.41	17.12			
Total	EXP	28	79.21	30.09	0.06	0.950	NSS
	Control	27	78.76	22.60			

Table (6) shows convergence in grades of the two groups and the lack of differences between the mean grades in creative thinking skills; before applying the experience on the experimental group students; pointing to homogeneity and equality of the two groups, and thus (T-test) was used to calculate the significance differences between the mean grades of the two study groups after experimentation, the table illustrates this result.

Table no. (7): Indication of the differences between the mean grades of the two study groups in posttest measurement for creative thinking skills

Skill	Groups	No.	Arithmetic mean	Standard deviation	T-test	Significance level	Comment	SQ ETA
Fluently	EXP	28	25.93	8.30	5.42	0.000	Significant at 0.01	0.36
	Control	27	15.63	5.46				
Flexibility	EXP	28	13.04	5.99	2.75	0.008	Significant at 0.01	0.12
	Control	27	9.26	3.96				

Originality	EXP	28	71.64	31.03	3.50	0.001	Significant at 0.01	0.19
	Control	27	47.33	18.74				
Total	EXP	28	110.61	42.76	4.07	0.000	Significant at 0.01	0.24
	Control	27	72.22	24.50				

Table (7) shows the presence of statistically significant differences between the two applications pre and post- test of creative thinking skills in favor of the post application at every level of fluency, flexibility, and originality separately and collectively; as the t value ($t=5.42$)($t=2.75$)($t=3.50$) ($t=4.07$), respectively; at the level (0.000)(0.008)(0.001)(0.000)and (0.01) \geq and in order to check the effectiveness of Differentiated Teaching in the development of creative thinking skills the effect size was found through the creation of ETA square (2η), which reached (0.36)(0.12)(0.19)(0.24) at the level of fluency, flexibility, and originality, and the macro level respectively, a significant impact on all of them; which indicates a high degree of confidence and the emphasis on the existence of significant differences between the two study groups in the development of creative thinking skills separately and collectively in post measurement, in favor of the experimental group, this means that the experimental group students were able to produce multiple and diverse ideas on the topic of audio text in English language , and were able to innovate and produce new ideas. This result agrees with the findings of the studies of (Chen, 2004), (Ghazala, 2005), (Aldamkh, 2006), (Mohammad, 2006), (Aladel, 2006), and the study of (Ali, 2010), which all revealed the effectiveness of the proposed program based on multiple intelligences theory in the development of creative thinking for primary school students, and found to have a statistically significant differences between the grades of the students in the experimental group.

And the result of this hypothesis leads us to the answer the second question of the study questions which is: the use of Differentiated Teaching strategy has helped in the development of creative thinking skills through the decision of the English language at the secondary third grade students in the City of Taif.

Summary of results:

1 – there are statistically significant differences at the level (0.001) in the post achievement between the mean grades of the experimental group(which studied using Differentiated Teaching strategy) and mean grades of the control group ((who studied using the ordinary way) in the English language course for secondary third grade at the level of direct listening comprehension and at the level of listening comprehension (direct, deductive, inferential, and overall), and after adjusting pre achievement, in favor of the experimental group. There are statistically significant differences at the level of (0.05) in the posttest achievement.

2 – There are statistically significant differences at the level (0.001) in the dimensional measurement of creative thinking skills (fluency, flexibility, originality, overall) in the English course of the secondary third grade between the mean grades of the experimental group (which studied using Differentiated Teaching strategy) and the mean grades of the control group (who studied using the ordinary way), after adjusting pre measurement.

Recommendations:

According to the findings of the current study results; it recommended the following:

- 1 – Encourage the English language teachers in particular, and teachers of other subjects in general to use Differentiated Teaching strategy in teaching, and to clarify the importance of this type of education.
- 2 – Train teachers and educational supervisors in-service on the use of Differentiated Teaching strategy, through introducing them to its advantages and benefits, and ways in which they can work Differentiation Teaching.
- 3 – Supply the academic courses in faculties of education with the theoretical and practical information about Differentiated Teaching strategy, as well as training students and teachers to using this modern teaching strategy.
- 4 – Reconsider the process of formation the curriculum in accordance with the requirements of Differentiated Teaching.
- 5 – Translate and write more books and references on the subject of Differentiated Teaching in view of scarcity of Arabic references dealing with this subject.
- 6 – Give more attention to listening comprehension skills in English language and give it more time and effort for development; by using methods and teaching strategies that focus on the learner, and meet the needs of linguistic knowledge.

Proposals:

The most important futuristic proposals for the current study:

- 1 – Do a similar study of the current study on the English language courses in various stages of public education, and higher education.
- 2 – Conduct a quasi-experimental study to reveal the effectiveness of Differentiated Teaching in the development of other skills of learning English language.
- 3 – Conduct a descriptive study about the reality of the perception and use of teachers of the Differentiated Teaching strategy.
- 4 – Conduct a descriptive study to determine the needed training tools of the English teachers in the use of Differentiated Teaching strategy.
- 5 – Building a training program to train English teachers in the use of Differentiated Teaching strategy.

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