

**Utilizing A Differentiated Instruction Based Program To  
Develop EFL Preparatory Stage Students ' Reading  
Comprehension Skills And Self- Efficacy.**

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## Abstract

The study aimed at investigating the effect of using A Differentiated Instruction Based Program to improve EFL Preparatory Stage Students' Reading Comprehension Skills and Self-Efficacy. The study adopted the quasi-experimental design. The participants of the study were (forty) second year preparatory School Students from Ahmed Saad preparatory school, Met Ghamr , Al Daqahlia Governorate, Egypt. The researcher utilized different instruments to collect data as, a reading comprehension skills checklist, a reading comprehension skills test and a Self-efficacy scale. The data obtained were statistically treated through the SPSS program. The findings of the study revealed that the program based on differentiated instruction had a positive effect on developing second year preparatory students' reading comprehension skills and self-efficacy.

**Keywords:** Differentiated Instruction- Reading Comprehension Skills- Self-efficacy

## 1. Introduction

Reading is a message getting problem solving activity which increases in power and flexibility the more it is practiced (Clay, 1991: 6). Reading is a process of constructing meaning that can be achieved through dynamic instruction among the following aspects: the reader's prior knowledge, the information suggested by the text, and the context of the reading situation (Klingner, Vaughn & Boardman, 2007). In an attempt to improve reading comprehension, several theories have been proposed to influence understanding of the teaching of "Reading": direct instruction, schema theory, and reader response theory. First, direct instruction approaches, because word meaning relates to understanding a text, direct instruction approach would ask teachers to identify key words in a passage and teach their meanings prior to reading. Second, schema theory suggests that what we know about a topic influences how much we can or will learn by reading a passage that addresses the topic. Thus, our knowledge and experiences related to the key ideas in the text we read influence what we read. Third, from a reader response constructivist perspective, understanding what we read is related to the individual's experiences and interpretations of these experiences. Thus, what readers learn or how they respond to the text is individualistic (Klingner, Vaughn & Boardman, 2007).

Reading is a means of language acquisition, communication, and sharing information and ideas. Effective reading skill development is further accomplished when the reader becomes proficient in literal, inferential and critical levels of thinking .Therefore; comprehension is classified into the following hierarchical three levels from the simplest to the most complex level of reading comprehension (Ignacio & Alacbay, 2011).

Level one: literal or factual At this level of comprehension, readers understand ideas, information and facts directly stated in the text (Basaraba et al., 2012). This level involves surface understanding and simple thought processes, Students who function at this level can easily decode words and grasp what an author has stated using their knowledge of those words and their meanings (Vacca et al., 1987).Level two: inferential or interpretive. At this level of comprehension, readers integrate information directly stated with their background knowledge and make inferences about what is implied or meant (Basaraba et al., 2012). Level three: applied or critical. At this level of comprehension, readers use both explicit information (literal) and implied information (inferential) from the text to construct new knowledge (Basaraba et al., 2012).This level involves thought processes such as judging, predicting, evaluating, summarizing, and defending choices (Vacca et al., 1987).Diversity

of learners must be put into consideration when we deal with the individualistic view of reading. Our classrooms today are more diverse than ever, with a wide range of interests, levels of readiness, and learning styles. In addition to this breadth of academic diversity and familial differences that strongly influence our students' social and learning personalities. To meet such diverse differences, differentiated instruction has been presented as a broad framework that offers multiple approaches to meet learners' needs (Smith & Throne, 2007). Differentiation can best be described as a group of common theories and practices acknowledging student differences in background knowledge. Readiness, language, learning style, and interests, resulting in individually responsive teaching appropriate to particular student needs (Tomlinson & Kalbfleisch, 1998; Vaughn et al., 2000). In addition, the most important reason that influences students' success or failure of reading comprehension is the affective factors. They are: emotions, self-esteem, empathy, anxiety, attitudes, motivation and self- efficacy beliefs (Bandura, 1997; Abdel- Haq, 2002)

Therefore, Bandura (1997) presented the construct of self-efficacy as the beliefs one has about his or her ability to perform the actions required to achieve specific outcomes. Increased efficacy beliefs will lead to increased persistence and high levels of

performance. Research has looked at possible factors influencing students' levels of efficacy beliefs. Pajares (2002: 10) mentioned that "The higher the sense of efficacy, the greater the effort, persistence and resilience". Conversely, students with low self-efficacy view difficult tasks as personal threats. They have low aspirations and weak commitment to the goals they choose to pursue. Thus, self-efficacy helps students in facing different academic pressures that hinder their academic achievement. In addition, Pajares and Schunk (2002) pinpointed that knowing students' self-efficacy level in a certain subject helps in understanding their confidence, performance and thinking in this subject. Furthermore, students who have a high sense of academic efficacy make a great use of cognitive strategies and analytical thinking; manage their time and learning environment (Schunk & Pajares, 2003). In spite of the importance of EFL reading comprehension and self-efficacy, these skills are neglected and this neglect is made clear in the students' inability reading, students' fears of negative evaluations make them shy away from participating in their learning and students' lack of confidence in their abilities. Being faced with this challenge of teaching students with a wide range of abilities requires teachers to be innovative in how learning opportunities are offered.

Thus, teachers should take diverse student factors into account when planning and delivering instruction. Reaching every student can be done if a variety of methods and activities are used "students are more successful when they are taught based on their own readiness levels, interests, and learning profiles (Tulbure, 2013). Thus, we need a strategy that accommodates the diverse learning needs of the students. Therefore, El-Arousy (2002) presents the alternative to enable the teachers to respond to the different needs that students have. Therefore, the researcher proposes differentiated instruction based program that depends mainly on the theory of social constructivism of Vygotsky and emphasizes the active participation of students in the learning process where the construction of knowledge emerges due to the interactions of students with their environment.

## **2. Context of the problem:**

The problem of the current research is emphasized in the following ways:

- a.** During the academic (2019 – 2020), the researcher conducted some interviews with EFL teachers who assured that preparatory stage students had problems in reading comprehension.

b. During the academic (2019 – 2020), the researcher also conducted an exploratory study based on an EFL reading comprehension test administered to (40) second preparatory stage students. It addressed some skills: guessing meaning from context, reading inference, reading skimming, and reading prediction.

- **Results of the exploratory study revealed that:**

- Students showed an evident weakness in EFL reading comprehension.
- While answering the test, students tended to translate every single word into Arabic before comprehending it. This makes it very difficult for them to complete reading the passage.
- Students, more than once, asked for translating the text in order to comprehend the reading text.
- Students showed very low self-efficacy to complete the test, as they were not sure of their ability to answer the test. They expressed that they never passed such an experience. Moreover, they expressed self-efficacy towards reading skills.

The previously mentioned points emphasize the weakness in reading comprehension among preparatory stage students. These points also reveal a problem in second preparatory

students' self-efficacy which hinders their performance of these skills effectively. Hence, the researcher suggests using a differentiated instruction-Based program to develop EFL reading comprehension and self-efficacy among preparatory stage students.

### 3. Questions of the Study

The current study will attempt to develop students' reading comprehension and self-efficacy through answering the following main question:

**"What is the effect of a differentiated instruction-based program on preparatory students' reading comprehension and self-efficacy?"**

Out of this main question, the following sub-questions could be derived:

- a- What are the target reading comprehension skills necessary for second preparatory students?
- b- To what extent do those students possess those skills?
- c- How can self-efficacy be measured?
- d- How can a proposed program based on differentiated instruction develops reading comprehension and self-efficacy?
- e- What is the effect of the program on developing preparatory school students 'reading comprehension skills?

f- What is the effect of the program on developing the students 'self-efficacy?

#### **4. Procedures of the study:**

- 1- Reviewing literature and previous studies related to the study variables:
  - a- Differentiated instruction to frame the study experiment.
  - b- Reading comprehension to conclude the skills.
  - c- Self-efficacy to conclude the domains.
- 2- Designing a Reading comprehension test in the light of 1.b., to be pre-post administration.
- 3- Designing a self-efficacy scale in the light of 1.c., to be pre and post administration.
- 4- Choosing the study participants from the second preparatory stage students as an experimental group and a controlled group.
- 5- Pre- administering the Reading Comprehension Test to both groups.
- 6- Pre- administering the self-efficacy scale to both groups.
- 7- Designing the Differentiated Instruction program in the light of 1.a.
- 8- Teaching the program to the experimental group only, while the controlled group is taught regularly.

- 9- Post administering the study instruments (Reading comprehension test & self-efficacy scale.
- 10- Comparing the results statistically.
- 11- Discussing the study results and interpreting them.
- 12- Presenting conclusions, recommendations, and suggestions for further studies.

### **5. Instruments of the study**

To achieve the purposes of the study, the following instruments were developed and implemented:

1. A reading comprehension skills checklist.
2. A pre-post reading comprehension skills test (RCT) to assess the students' level in reading comprehension before and after the treatment.
3. A Self-efficacy scale.

### **6. Hypothesis of the study:**

The following hypotheses will be tested in this study:

- a.** There is a statistically significant difference between the mean scores of the experimental and the control groups in the post administration of the reading comprehension test, in favor of the experimental group.
- b.** There is a statistically significant difference between the mean scores of the experimental and the control groups on the self-efficacy scale, in favor of the experimental group.

- c. There is a statistically significant difference between the mean scores of the experimental group in the pre and post administrations of the reading comprehension test, in favor of the post one.
- d. There is a statistically significant difference between the mean scores of the experimental group in the pre and post administrations of the self-efficacy scale, in favor of the post one.

#### **7. Purpose of the study:**

The present study aims at:

- a. Developing the second grade preparatory students' English language reading comprehension skills through a differentiated instruction based program.
- b. Developing the second grade preparatory students 'self-efficacy.

## 8. Significance of the study:

It is hoped that the findings of this research would be beneficial to the following categories:

- **Curriculum designers:** This current study may help EFL curriculum designers provide a more effective curriculum for second graders equipped with current trends of teaching and learning.
- **EFL teachers:** It may help them improve their performance through using differentiated instruction in teaching reading comprehension. This research offers A Differentiated Instruction Based Program, which helps teachers to develop their reading instruction in the second grade in the light of this program.
- **EFL researchers:** This research may open areas for further researches using the differentiated introduction and teaching of the other language arts.
- Using differentiated instruction based program as a modern teaching approach in order to develop EFL reading skills and increase students' self-efficacy.
- **Students :**  
Provide students with different avenues of learning in order to maximize their learning process.

Help English language learners to developing reading comprehension and self-efficacy.

## 9. Delimitations of the study

The study will be delimited to:

- a. A group of second year preparatory school students because they have an evident weakness in EFL reading comprehension, they also expressed low efficacy towards these skills and that hinders their performance of reading comprehension skills effectively.
- b. Reading Comprehension skills that will be approved by the jury members.
- c. The implementation of the Program during the academic year 2021-2022 at Ahmed Saad preparatory school.
- d. Self-efficacy domains that will be approved by the jury members.

## 10. Definitions of terms

### • **Differentiated Instruction**

Heacox (2002, 5) defines differentiated instruction as changing the pace, level, or kind of instruction you provide in response to individual learners needs, styles, or interests.

**Operationally, Differentiated Instruction** is a teaching approach that focuses on the learner and takes into account the individual

differences among students, and aims to create a suitable educational environment for all students and meet their capabilities, needs, interests and preferences. Differentiated Instruction can take different forms and educational methods, and the teacher can also distinguish between goals, content and outcome.

- **Reading comprehension**

The process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. In addition, it's the ability to make sense of the author's message.

**Operationally, Reading comprehension** is the activities students practise as they interact with the read text, in which they identify the meanings of vocabulary and compositions through context and relate them to their previous experiences and knowledge that the accurate understanding of the readable text is done, and it is measured through a reading comprehension test that will be prepared for this purpose.

- **Program**

A program can be defined as a systematically designed and organized educational unit which encompasses a group of activities,

experiences, techniques and means of evaluation in order to develop certain and specific skills. Afana (2000).

**Operationally, the program** is a range of experiences, training and assessment activities included in the course that develops reading comprehension, and are made up of several strategies that take into account individual learner differences to develop remembering, comprehension, application, analysis, Synthesis and evaluation.

- **Self-Efficacy**

Self-efficacy is the belief we have in our own abilities, specifically our ability to meet the challenges ahead of us and complete a task successfully (Akhtar, 2008). Bandura (1997: 3) defines self-efficacy as the belief in one's capabilities to organize and execute the courses of action required to produce given attainments. Kear (2000: 2) defines self-efficacy as a conscious awareness of one's ability to be effective, to control actions or outcomes. It provides a mechanism to explain individual behavior.

Besides, self-efficacy refers to perceived capabilities for learning or performing actions at designated levels (Schunk & Pajares, 2003: 35).

It is also defined as one's beliefs in one's capabilities to mobilize the motivation, cognitive resources, and courses of action needed to exercise control over task demands" (Bandura, 1993). The researcher will adopt this definition.

**Operationally, Self-Efficacy** means the student's beliefs and competence about his abilities and self-confidence in organizing and carrying out his work and skills associated with the reading comprehension needed to achieve positive results, which is the overall grade that the student gets in the self-competence scale that the researcher will use in this study.

### 11. Design of the Study:

A quasi-experimental design was used to conduct the study. forty students were randomly assigned to two groups, experimental and control,(40) students each. The control group received instruction through the regular classroom sessions and the experimental group was taught by implementing the differentiated instruction based program. A reading comprehension skills pre-post test was administered to the two groups before and after the experiment. Both groups were taught a number of reading comprehension lessons from (Hello! English) for second year preparatory school. The design included the following variables: an independent variable which was a differentiated instruction based program and the dependent variables which were the reading comprehension skills and self-efficacy.

## 12. Participants

Participants of the study were forty students from the second preparatory school students at Ahmed Saad preparatory school in Met Ghamr, Dakahlia governorate, enrolled in the 2nd term of the school year (2021/2022). Participants were divided into two groups: the controlled group (n=40) and experimental group (n=40). The participants were supposed to be a homogeneous group. As a result, they were anticipated to have a lot in common and not differ greatly in terms of experience or age. The researcher attempted to control some variables to ensure that the improvement of some of the students' reading comprehension skills could be attributed only to the effect of the differentiated instruction based program, also to ensure that both the experimental and control groups were equivalent.

These variables were:

Age: The students were all between the ages of 15 and 16.

Grade: all of the students were in second year preparatory school.

Also, the reading comprehension skills targeted in the study were controlled before the study experiment, as seen below:

**Table (1)**

**t-test Result of the Pre administration of the reading comprehension skills test comparing the Experimental to the control Group.**

Group	Number of Participants	Mean scores	Standard Deviation	t-Value
Control	40	38.5	5.6	4.7
Experimental	40	37	5.3	

Table (1) Illustrates that there was no significant difference between the mean scores of the experimental and the control groups, t being (4.7). This shows homogeneity between the two groups. In other words, the two groups were at almost the same level of performance in the reading comprehension skills. Thus, any variance between the two groups that might happen after the experiment could be attributed to the effect of the experiment. As a result, any differences between the two groups that may occur after the experiment can be attributed to the effect of the differentiated instruction based program.

**Table (2)**

**T-test result of the pre administration of the Self-Efficacy scale comparing the Experimental group to the Control group.**

Group	Number of Participants	Mean Scores	Standard Deviation	t-value
control	40	61.72	4.46	5.47
Experimental	40	61.98	4.64	

Table (2) reveals that there was no significant difference between the mean scores of the experimental group and the control group,  $t$  being (5.47). This indicates homogeneity between the two groups. That's means the two groups were at almost the same level of self-efficacy. As a result, any variance between the two groups that may happen after the experiment could be attributed to the experiment's effect.

### **13.The Differentiated Instruction Based Program**

To achieve the objective of the present study, the researcher used The Differentiated Instruction Based Program to develop the second year preparatory students' EFL Reading Comprehension Skills and Self-efficacy at Ahmed Saad preparatory School in Met Ghamr.

#### **General Objectives of the differentiated instruction Program:**

By the end of the implementation of the program, students will be able to:

- 1- know the definition of the differentiated instruction Program.
- 2- know the program's significance in the teaching and learning process.
- 3- know the program's application in English Language Learning environment.

4- use the differentiated instruction program to apply more EFL Language Skills activities.

5- participate in real-life social interactions in a motivating setting.

#### **14. Specific Objective of the differentiated instruction**

##### **Program:**

The differentiated instruction Program aimed at developing some second year preparatory students' EFL Reading Comprehension Skills and self-efficacy. So, by the end of the sessions of the differentiated instruction Program, the students should be able to:

1. define the different reading comprehension skills (understanding, searching, inference, prediction, problem solving and text attack skills.) successfully.
2. use the differentiated instruction program and to be efficient.
3. define accurately differentiated instruction.
4. justify differentiated instruction importance.
5. define reading comprehension skills.
6. mention the significance of reading comprehension skills.
7. mention the meaning of self-efficacy.
8. justify the significance of self-efficacy.
9. suggest an appropriate title to the text.
10. summarize the important points of the text.

- 11.guess the contextual meaning of some words in the read text.
- 12.predict what the text will be about.
- 13.identify the problem in reading.
- 14.simplify complex and intricate structures in the read text.
- 15.differentiate meanings (words/ structures).
- 16.arrange the details in logic order.
- 17.relate Cause to effect points.
- 18.provide various answers for critical thinking questions.
- 19.collect information related to the problem to be solved.
- 20.identify the grammatical category of words in text.
- 21.detect relationships of meanings in the passage.
22. scan the text for specific information.
- 23.determine relevant information related to the content.
- 24.inferenc indirect information presented in passage.
- 25.provide various solutions.
- 26.interpret the meaning of difficult sentences.
- 27.enhance self-efficacy.

#### **15.Description of the differentiated instruction program**

- **Differentiated Instruction Program Scenario:**

The researcher prepared a comprehensive scenario for the differentiated instruction program. The program includes an orientation session and a reflection session in addition to the

main sessions for improving reading comprehension skills and self-efficacy. At beginning of each session, the researcher presented definitions of the skills, aims of each session, procedures, materials utilized, and role of teacher and students. Each session ended with a formative evaluation that took three forms: self-evaluation, peer-evaluation, and teacher-evaluation.

**16. The instructional Aids used:**

- 1 -PowerPoint for demonstrating the sessions' objectives
- 2- Pictures related to the topics of sessions.
- 3- The whiteboard.
- 5- Dictionaries

**17. Teacher's role:**

When teachers differentiate instruction, they move away from seeing themselves as keepers and dispensers of knowledge and move toward seeing themselves as motivators, facilitators, and organizers of learning opportunities. While differentiated instruction program focuses more on students' roles, the teacher also plays an important role.

- 1- Adapting teaching methods to meet the needs of students.
- 2- Divide students into groups and organize the form of each group.
- 3- Applying flexible grouping strategies (e.g., stations, interest groups, orbital studies).
- 4- Make sure that the students are aware of their roles at each stage.

- 5- Assigning respectful assignments responsive to student needs—challenging, engaging, purposeful.
- 6- Proactive planning to address student profiles.
- 7- read" and analyze students clues about their learning needs and preferences
- 8- Provide a variety of opportunities for students to obtain knowledge and information.
- 9- Provide variety of ways students can explore and "own" ideas.
- 10- Keep an eye on the groups as while completing the assignments.
- 11-Creating a learning-friendly environment.
- 12-Motivate students to participate actively.
- 13- Feedback provider, the teacher provides students with continuous feedback if there are any troubles.
- 14-Decision maker, the teacher determines which tasks the group will engage in and how long each task should last.

### **18. Student's rule:**

- 1- Students are positive and helpful participants in the classroom.
- 2- They must be aware of, satisfied with, and respectful of their differences.
- 3- Prepare questions related to the topic and have a group discussion about them.
- 4- Students must be persuaded of the various activities that are provided to them.
- 5- Pay attention to the other groups' remarks and evaluations.
- 6- The student can be a monitor who can provide a feedback to others. He takes the role of a teacher for other students.

## 19. Overall design of the differentiated instruction program

Table (3)

Design of the differentiated instruction program.

<b>Weeks</b>	<b>Session No.</b>	<b>EFL reading comprehension skills</b>	<b>Content</b>	<b>Duration</b>
Week 1	Session 1		Introductory session	Two hours
Week two	Session two		Reflection session	Two hours
Week three	Session three	1-suggest an appropriate title to the text. 2-summarize the important points of the text. 3-guess the contextual meaning of some words in the read text. 4-predict what the text will be about. 5-identify the problem in reading. 6-simplify complex and intricate structures in the read text.	'Stress'	Two hours

<b>Weeks</b>	<b>Session No.</b>	<b>EFL reading comprehension skills</b>	<b>Content</b>	<b>Duration</b>
Week four	Session four	1-differentiate meanings (words/ structures). 2-arrange the details in logic order. 3-relate Cause to effect points. 4-provide various answers for critical thinking questions. 5-collect information related to the problem to be solved. 6-identify the grammatical category of words in text.	Anxiety	Two hours

<p>Week five</p>	<p>Session five</p>	<p>1-detect relationships of meanings in the passage. 2-scan the text for specific information. 3-determine relevant information related to the content. 4-inferenc indirect information presented in passage. 5-provide various solutions. 6-interpret the meaning of difficult sentences. 7-enhance self-efficacy.</p>	<p>Boost your brain power</p>	<p>Two hours</p>
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## **20. The evaluation of differentiate instruction:**

There are three different techniques of evaluation that are used. Initial, formative, and summative evaluations.

- Initial evaluation:

It was carried out to assess the level of students' Reading Comprehension Skills by delivering them a pretest. The results of the pretest revealed that the students had poor scores and didn't not master the skills.

- Formative assessment or formative evaluation:

It aimed to assess the students' progress after each session through tasks to ensure that the objectives of the session were met, modularize teaching and learning activities to promote student attainment, monitor student learning to provide ongoing feedback which can help students identify their strengths and weaknesses and target areas that need work, and help recognize where students are struggling and address problems as soon as possible.

- Summative evaluation:

It aimed at measuring the effectiveness of the differentiate instruction program at the end of the application through administrating the posttest to the participants.

## 21.T-test Result of the post administration of the reading comprehension skills test comparing the Experimental to the control Group.

Table (4)

Result of the post administration of the reading comprehension skills test comparing the Experimental to the control Group.

Skills	Group	N	Mean	Standard deviation	t. value	df
EFL Reading Comprehension	Control	40	11.6	٣.63	٢٢.٩	39
	Experimental	40	22.4	5.6		

\*\*Significant at (0.05)

Table (2) indicates that there is a statistically significant difference between the control and the experimental groups in favor of the later in the post administration of reading comprehension test. t. value being (22.9 ) and significant at (0,05).

## 22. Conclusion:

The differentiated instruction program improved the second- year preparatory students' reading comprehension skills and self-efficacy. This was confirmed in the following findings:

a- The experimental group students' means were higher than the control group's in the reading comprehension test. This

was shown through the significant differences between the means of the two groups.

b- In the post-administration of the reading comprehension test, the experimental group students' means were significantly higher than in the pre-application of the test.

c- The experimental group students' means were better than of those of the control group in the self-efficacy scale . This was shown through the significant differences between the means of the two groups.

d- The experimental group students' means in the post-administration of the self-efficacy scale for reading were much higher than theirs in the pre-administration of the self-efficacy scale for reading.

e- The Differentiated instruction based program was effective in enhancing the EFL reading comprehension skills and self-efficacy for reading of second-year preparatory school students. This was confirmed by the effect size of the treatment on students' reading comprehension skills and self-efficacy.

### **23.Recommendations:**

1-EFL Curriculum designers should pay attention to the effectiveness of the differentiated instruction program in developing

English Language in general and EFL Reading Comprehension Skills in particular.

2- Reading comprehension skills should be prioritized to be enhanced from the start of learning a foreign language at primary, preparatory and secondary stages.

3- Teachers should pay too much attention to use the differentiated instruction programs as a new way of the learning process that would support language learning chances.

4- Teaching should be changed from a teacher –centered to a student-centered approach In order to be involved in an active learning environment.

5- Students should be trained and supported to be self-learners, self- managers, decision maker, self-correctors and problem solvers. They should also use new learning strategies to be able to improve their reading comprehension and self-efficacy.

6- Differentiated instruction could be used as a successful teaching method in EFL classrooms.

7-It is recommended that EFL teachers have training in differentiated instruction designing, administering, and assessing.

8-To improve students' self-efficacy, EFL teachers must employ suitable stimulus in the classroom.

9- EFL teachers should motivate students to read by providing enjoyable reading materials throughout class.

10- EFL teachers ought to provide contexts and learning opportunities that will aid in the construction of meaning. Learning environments that appreciate reading, have a varied range of texts, encourage readers to take risks, and provide time for reading aloud and reading independently are contexts that support better meaning construction.

11- EFL teachers should model for those students and help them develop the skills and efficacy self-efficacy beliefs that are required to complete a given task.

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