

Abstract

Title: The Effectiveness of Using Differentiated Instruction Approach in Teaching History in Developing lateral Thinking Skills and Achievement Motivation of Primary Stage Students

The problem of the current study is that primary stage students have weak lateral thinking skills. This means that they have weak ability to think flexibly and differently. They also have weak achievement motivation. So, the current study aimed to investigate the effectiveness of using differentiated instruction approach in teaching History in developing lateral thinking skills and achievement motivation of primary stage students. Results of the study showed that (1) there are statistically significant differences between means of scores of the experimental and control groups in the post application of the lateral thinking skills test, and the achievement motivation scale, in favor of the experimental group, and (2) there are statistically significant differences between means of scores of the experimental group in the pre and post application of the lateral thinking skills test and the achievement motivation scale, in favor of the post application. So, it's evident that differentiated instruction approach is effective in developing lateral thinking and achievement motivation of primary stage students. In light of the study results, it was recommended that: (1) training social studies teachers in how to use differentiated instruction approach, and how to design instructional programs to cater for the individual differences between learners, and (2) encouraging teachers to use lateral thinking skills inside the classrooms, and to train their students to use them effectively. Some suggestions for further research were given such as: (1) the effect of differentiated instruction approach in developing other learner skills such as positive thinking, problem solving, critical and creative thinking, divergent thinking, and achievement motivation, and (2) a comparative study between differentiated instruction and hexagonal dimensions approach in developing lateral thinking skills and achievement motivation of primary stage students.

Keywords: *differentiated instruction approach-lateral thinking-achievement motivation*