

Unleashing the Potential: Exploring Attitudes and Overcoming Challenges in Implementing Differentiated Instruction in the Philippines' English Language Classrooms

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Abstract. This study investigates Filipino English language teachers' views and issues with diversified education. Differentiated instruction, a student-centered approach, fosters inclusive education by giving students alternative ways to engage with the subject, process knowledge, and demonstrate mastery. However, there is little data on its use in Filipino English language classes. This study examines English language teachers' views on tailored education and identifies the challenges they encounter when adopting differentiated education. Mixed-methods data collection was used to collect data on teachers' varied instructional attitudes and obstacles. Most poll respondents were positive about differentiated instruction and confident in constructing effective differentiated units. However, inadequate resources, time, various student needs, reluctance to change, assessment and evaluation, and classroom management were highlighted. Alternative resources, collaboration, prioritization, and time-saving measures helped overcome these challenges. This study found that flexible scheduling, differentiating content, process, and product, cooperative learning, digital technologies, and stakeholder involvement can help teachers meet students' diverse needs and promote equal learning outcomes.

Keywords: Differentiated Instruction, Mixed-ability Classroom, Students' Diversity, Students' Needs, the Philippines English Language Classroom Context

1 Introduction

Differentiated instruction is a pedagogical approach that acknowledges the diverse learning needs and abilities of students in a classroom and aims to effectively tailor instruction to meet the requirements of each student [1]. It is an instructional strategy that promotes inclusive and student-centered education by providing multiple avenues for students to engage with the content, process information, and demonstrate their comprehension [2].

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Differentiated instruction is particularly significant in the context of English language classrooms in the Philippines [3]. The Philippines is a multilingual country with a diverse student population with varying language proficiency levels and learning styles. There are native speakers, non-native speakers, and those acquiring English as a second language in English-language classrooms in the Philippines. In addition, the Philippines' linguistic diversity presents teachers with unique challenges in meeting the diverse learning requirements of their students. Implementing differentiated instruction is therefore essential to promoting inclusive and student-centered education.

Numerous studies have examined differentiated instruction in a variety of educational settings, casting light on its benefits and difficulties. Differentiated instruction can increase student engagement, motivation, and academic achievement [3] [2]. It enables teachers to meet the varied requirements of students by considering their diverse learning styles, interests, and readiness levels [1]. Moreover, differentiated instruction fosters a positive classroom climate by recognizing the uniqueness of each student and fostering a supportive learning environment [4].

Nonetheless, research on differentiated instruction in English language classrooms in the Philippines is limited. Existing research has focused predominantly on differentiated instruction in general education contexts, such as mathematics and science, while ignoring the unique needs and challenges of English language teaching. Thus, there is a significant lacuna in the literature regarding the perspectives and practices of differentiated instruction in this context.

Despite the fact that previous studies conducted in international contexts have provided insight into teachers' attitudes and challenges related to differentiated instruction, it is essential to take into account the unique cultural and educational factors in the Philippines. The national curriculum, teaching standards, and demographics of students may influence teachers' perceptions and implementation of differentiated instruction. Therefore, an in-depth examination of the attitudes and obstacles encountered by Philippine teachers in the English language classroom is necessary.

To achieve the aims of the research, the study addresses the following research questions:

1. How is the attitude of Philippine teachers toward differentiated instruction?
2. What are the perceived challenges of implementing differentiated instruction in English language classrooms in the Philippines and solutions to overcome the challenges?

The first research question seeks to investigate the perceptions, beliefs, and attitudes of English language classroom teachers regarding the implementation of differentiated instruction. Understanding teachers' attitudes is crucial for determining whether or not they are prepared and willing to implement differentiated instruction practices.

The second research question aims to identify the specific difficulties and roadblocks teachers face when implementing differentiated instruction in English language classrooms. This study seeks to inform educational stakeholders of the areas that require attention and support for effective implementation by identifying these obstacles.

This research is significant for a variety of parties involved in English language education in the Philippines. By examining teachers' perspectives on differentiated instruction, this study can shed light on their acceptance of and readiness to implement this strategy [5]. The findings can inform professional development initiatives and support the design of relevant training programs to improve teachers' pedagogical competencies.

Moreover, identifying the obstacles teachers face in instituting differentiated instruction can assist educational policymakers, curriculum developers, and school administrators in designing strategies and interventions to effectively overcome these obstacles [1]. The outcomes of the research can contribute to the improvement of English language instruction

by promoting more inclusive and student-centered approaches, thereby enhancing students' learning outcomes and experiences.

This research seeks to fill a gap in the literature regarding differentiated instruction in English language classrooms in the Philippines. This research aims to provide valuable insights that can inform policy and practice, thereby promoting the effective implementation of differentiated instruction to meet the diverse requirements of students in English language education by examining teachers' attitudes and perceived challenges.

Differentiated instruction is a pedagogical approach that acknowledges the diverse learning needs and abilities of students in a classroom and aims to effectively tailor instruction to meet the requirements of each student [1]. It is widely recognized as an efficient strategy for promoting inclusive education and enhancing student achievement in a variety of educational contexts. In the context of English language classrooms in the Philippines, where students exhibit varying levels of language proficiency and learning styles, it is essential to implement differentiated instruction to meet the diverse needs of learners and nurture their language development.

The successful implementation of differentiated instruction is significantly influenced by the attitudes of teachers toward it. Understanding teachers' attitudes is crucial because it impacts their willingness, commitment, and motivation to adopt and implement differentiated instructional strategies in their classrooms [6]. Several studies have investigated teachers' perspectives on differentiated instruction in various educational settings, casting light on their perceptions, beliefs, and experiences.

A study conducted by Smith (2015) on teachers' attitudes towards differentiated instruction discovered that teachers with positive attitudes towards differentiation reported increased student engagement and motivation, enhanced classroom climate, and improved student outcomes [7]. However, the study revealed that some teachers were concerned about the difficulties associated with implementing differentiated instruction, such as time constraints, a lack of resources, and the difficulty of managing diverse classroom dynamics.

In a similar vein, Johnson (2019) surveyed language teachers in the Philippines to determine their perspectives on differentiated instruction. Some teachers viewed differentiated instruction as an effective strategy for addressing learner diversity, while others expressed reservations, and perceived implementation difficulties [8]. The study highlighted the need for additional exploration of teachers' attitudes and the identification of factors that influence their perception and use of differentiated instructional strategies.

There have been studies examining teachers' attitudes towards differentiated instruction in a variety of contexts, but there is a paucity of research on the attitudes of Philippine teachers in English language classrooms. This study investigates the attitudes of Philippine teachers towards differentiated instruction in the context of English language classrooms in the Philippines to fill this knowledge gap.

In addition to examining teachers' attitudes, it is necessary to identify the perceived obstacles teachers confront when implementing differentiated instruction in English language classrooms in the Philippines. The difficulties can vary based on variables such as teacher training, resource availability, curriculum constraints, and classroom dynamics. Teachers and policymakers can develop targeted support systems and professional development programs to effectively address these challenges if they comprehend them.

Existing research on the difficulties associated with instituting differentiated instruction provides valuable insights. For example, Rodriguez et al. (2018) investigated the obstacles teachers confront when implementing differentiated instruction in diverse classrooms [9]. The findings highlighted issues such as the need for more planning time, limited opportunities for professional development, and the difficulty of managing differentiated instruction within the existing curriculum frameworks.

Nonetheless, there is a paucity of research on the perceived difficulties of implementing differentiated instruction in English language classrooms in the Philippines. This research aims to address this deficiency by identifying and analyzing the unique challenges encountered by English language teachers in the Philippine context, taking into account curriculum requirements, resource availability, and cultural factors that may influence instructional practices.

In conclusion, differentiated instruction has the potential to significantly improve English language instruction and learning in the Philippines. To ensure the successful implementation of differentiated instruction in the Philippines, it is crucial to comprehend the attitudes of teachers and the obstacles they face. This study seeks to contribute to the existing literature and provide practical recommendations for supporting teachers in effectively implementing differentiated instruction in English language classrooms in the Philippines by gaining insight into these aspects.

2 Methodology

This study employs a mixed-methods approach, combining both quantitative and qualitative data collection methods, to investigate the attitude of Philippine teachers towards differentiated instruction in English language classrooms and to explore the perceived challenges associated with its implementation. The utilization of multiple methods allows for a more comprehensive and nuanced understanding of the research questions [10].

To gather quantitative data and gain a broader perspective on the teachers' attitudes towards differentiated instruction, a survey was administered. Surveys are commonly used to collect large-scale data efficiently and systematically [11]. By designing a well-structured questionnaire, the researchers can obtain standardized responses from a sizable sample of teachers, enabling statistical analysis and the generalization of findings.

In addition to the survey, qualitative data was collected through interviews to delve deeper into the respondents' perspectives and uncover the challenges they face in implementing differentiated instruction. Interviews allow for a more in-depth exploration of individual experiences, perceptions, and beliefs [12]. Through open-ended questions and probing, the researchers can elicit rich and detailed responses, capturing the respondents' unique insights and providing a deeper understanding of the phenomenon under investigation.

By employing both a survey and interviews, the research design benefits from the strengths of each method, leading to a more comprehensive and robust analysis [13]. The quantitative data from the survey provide a broad overview of the teachers' attitudes, while the qualitative data from the interviews offer a deeper understanding of the challenges faced in implementing differentiated instruction.

Moreover, ensuring ethical considerations in data collection is of utmost importance. The researchers obtained informed consent from the respondents, maintained confidentiality, and followed ethical guidelines to protect the rights and well-being of the teachers [14].

Overall, the mixed-methods approach, combining a survey and interviews, enables the researchers to collect comprehensive data and gain a deeper understanding of the attitude of Philippine teachers towards differentiated instruction and the associated implementation challenges.

2.1 Research Subjects

2.1.1 Survey

In the survey portion of the research, there were 38 English language teachers teaching English in senior high schools in Mindanao, the Philippines. The respondents were chosen using a technique of purposive sampling to guarantee a diverse representation of backgrounds and educational settings. To encompass a variety of perspectives, the teaching experience, credentials, and familiarity with differentiated instruction of the respondents were carefully considered.

2.1.2 Interviews

The interview portion of the investigation involved ten English language teachers from the Philippines. To guarantee a diverse range of experiences and perspectives, the selection of interviewees was also based on a method of purposive sampling. The respondents were chosen based on their openness to share their experiences and perspectives regarding the difficulties of implementing differentiated instruction.

2.2 Data Collection

2.2.1 Survey

The survey adopted a Likert scale questionnaire to assess the attitudes of the respondents regarding differentiated instruction in English language classrooms. The questionnaire was designed using existing literature and validated instruments from previous studies [7] [8]. It consisted of statements that reflect various attitudes towards differentiated instruction, such as beliefs, self-assurance, and perceived effectiveness. To facilitate participation and data collection, the survey was administered electronically through a web-based survey platform.

2.2.2 Interviews

The purpose of the interviews is to gain a thorough understanding of the perceived difficulties of implementing differentiated instruction in English language classrooms in the Philippines. The interviews were guided by semi-structured interview protocols that include open-ended queries exploring the respondents' experiences, perspectives, and reflections on the challenges they face. With the respondents' permission, the interviews were audio recorded and transcribed verbatim for data analysis.

2.3 Data Analysis

2.3.1 Survey

Using descriptive statistics, the survey data were analyzed to determine the respondents' attitudes towards differentiated instruction. To quantify the responses and identify trends and patterns in the data, mean scores, standard deviations, and frequency distributions were calculated. The data were quantitatively analyzed to provide an overview of the attitudes of teachers in the Philippines towards differentiated instruction. In addition, to draw inferences

on the level of attitude the Filipino teachers have towards differentiated instruction, the following distribution range of data was made.

Table 1. The Distribution of Questionnaires

| Description | Averages |
|-------------------|----------|
| Negative Attitude | 1–2.5 |
| Positive Attitude | 2.6 – 4 |

2.3.2 Interviews

The interview data were subjected to thematic analysis to identify common themes and patterns associated with the perceived difficulties of implementing differentiated instruction. The transcripts were coded, and the codes were categorized and organized by theme. The analysis entailed coding, reviewing, and refining the themes to ensure that the data are accurately represented. The identified themes were then illustrated and supported by direct quotations.

Ethical standards were adhered to throughout the research process. All respondents were provided an informed consent to ensure their voluntary participation and the confidentiality of their responses. Respondents' identities were anonymized, and only the research team had secure access to the data.

3 Results and Discussion

3.1 Embracing Diversity: Unveiling the Transformative Attitudes of the Philippine Teachers towards Differentiated Instruction

This section discusses the attitudes of Philippine teachers towards differentiated instruction in the context of English language classrooms. It focuses on the respondents' beliefs, confidence, and perceived efficacy in instituting differentiated instruction as revealed by their responses to the Likert scale questionnaire. The analysis illuminates the perspective and receptivity of Philippine teachers towards differentiated instruction and sheds light on their general attitudes towards this instructional strategy.

Table 2. The attitude of Philippine teachers toward Differentiated instruction

| Descriptive Statistics | | | | |
|------------------------|----|------|----------------|----------|
| | N | Mean | Std. Deviation | Attitude |
| Q1 | 38 | 2.39 | 1.001 | Negative |
| Q2 | 38 | 3.03 | 1.026 | Positive |
| Q3 | 38 | 3.24 | .852 | Positive |
| Q4 | 38 | 3.16 | .823 | Positive |
| Q5 | 38 | 3.11 | .924 | Positive |
| Q6 | 38 | 2.89 | .689 | Positive |

| | | | | |
|-------------|----------------|-------------|-------------|-----------------|
| Q7 | 3 8 | 3.26 | .760 | Positive |
| Q8 | 3 8 | 3.18 | .801 | Positive |
| Q9 | 3 8 | 3.11 | .798 | Positive |
| Mean | 3 8 | 3.05 | .613 | Positive |

Analyzed statistically, the data gathered from the questionnaire showed that, in general, the Philippines teachers hold a positive attitude towards differentiated instruction in English language classroom contexts. This can be observed from the overall mean score (3.05) and the standard deviation score (0.613), which belong to the positive attitude category as shown in Table 1. The result indicates that Filipino teachers implement differentiated instruction on a large scale in their classrooms.

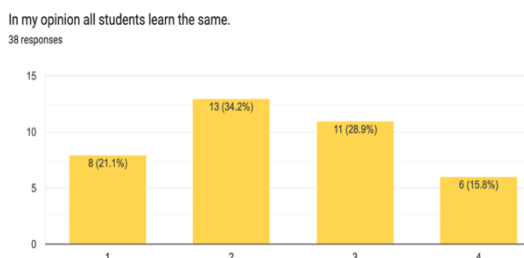


Fig. SEQ Figure * ARABIC 1. “In my opinion all students learn the same”

The first item of the survey sought to determine whether respondents agreed that students learn in the same manner. The data revealed that most respondents (21 respondents, or 55.3%) disapproved or strongly disapproved of the statement. These results are consistent with the current research on differentiated instruction, which emphasizes the recognition of students' diverse learning styles and requirements [1] [2].

According to Tomlinson (2017), differentiated instruction is predicated on the notion that students have various learning preferences and abilities [1]. This recognition motivates teachers to effectively tailor their instruction to meet the unique requirements of each student. Similarly, Hall, Strangman, and Meyer (2003) stress the significance of recognizing learner variation and implementing instructional strategies that accommodate diverse student profiles [2].

In accordance with the prevalent research and theoretical frameworks in the field of differentiated instruction, the responses indicate a favorable attitude towards the implementation of differentiated learning approaches. Respondents disagreed with the idea that children learn the same way because they recognized students' various learning styles and requirements. As differentiated instruction emphasizes personalizing instruction to student requirements, teachers can effectively educate different students by respecting learner variability.

The second item of the survey assessed respondents' perspectives on whether students could be taught identically to attain identical outcomes. 29 respondents (76.3%) expressed agreement or strong agreement with the statement, while only 9 respondents (23.7%) disagreed or strongly disagreed. These results are consistent with the current literature on differentiated instruction, which emphasizes the importance of employing a variety of instructional strategies to meet the unique requirements of each student [1] [2]. Tomlinson (2017) contends that differentiated instruction acknowledges the individuality of each student and advocates for tailoring instruction to meet their learning needs and preferences [1]. Hall,

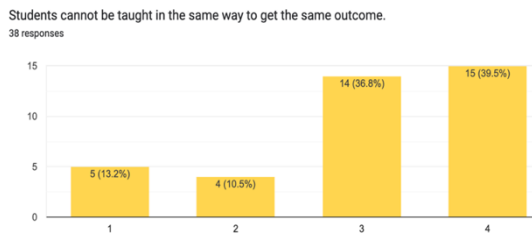
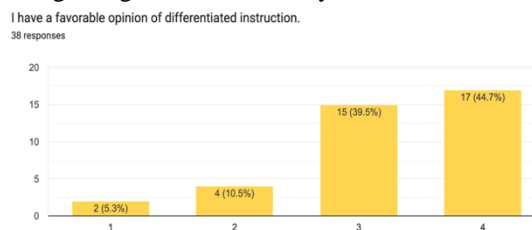


Fig. SEQ Figure * ARABIC 2. “Students cannot be taught in the same way to get the same outcome”

emphasizes the importance of using varied teaching styles to meet student requirements. Thus, teachers can accommodate students' learning requirements and preferences by recognizing their individuality.



The third item of the survey was intended to gauge respondents' perspectives on differentiated instruction. 84% of the total sample size of 38 respondents expressed agreement or strong agreement with the statement. This indicates that most respondents viewed differentiated instruction favorably. The results of this study are consistent with previous research [15] [1] that emphasizes the significance of positive attitudes towards differentiated instruction among teachers. Bender, Vocke, and Yates (2016) contend that positive attitudes towards differentiated instruction are essential for its successful implementation because they foster a student-centered and inclusive learning environment [15]. Similarly, Tomlinson (2017) emphasizes the importance of teachers' positive beliefs and attitudes when adopting differentiated instruction as an effective instructional strategy [1]. Furthermore, when teachers value differentiated teaching and implement it well, student success and motivation improve [16].

Consistent with the existing literature, the respondents' positive attitudes towards differentiated instruction support the value and necessity of instituting differentiated instruction in English language classrooms in the Philippines. Positive attitudes foster a student-centered, inclusive learning environment, making differentiated instruction successful.

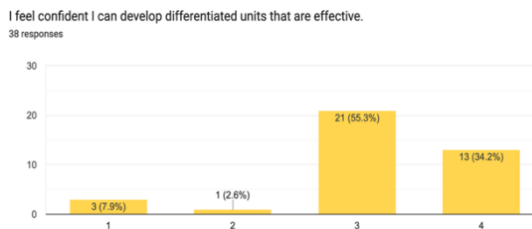


Fig. SEQ Figure * ARABIC 4. “I feel confident I can develop differentiated units that are effective”

confident in their ability to design effective, differentiated units.

The positive attitudes of the respondents toward differentiated instruction support the necessity and utility of implementing differentiated instruction in English language classrooms in the Philippines. This is consistent with the current literature, which emphasizes

Strangman, and Meyer (2003) emphasize the importance of individualized instruction in meeting the needs of diverse student profiles [2].

Consequently, the responses indicate a positive attitude towards the implementation of differentiated instruction. Respondents' agreement that children cannot be taught the same way to obtain equal results promotes differentiated teaching. The literature

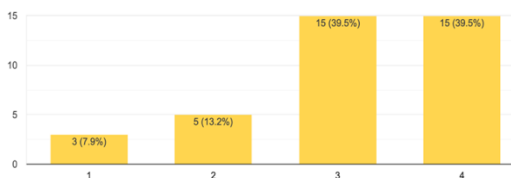
The fourth item of the survey assessed respondents' confidence in their ability to design effective differentiated units for their students' education. The data revealed that 89.5% (34 respondents) of the total 38 respondents expressed confidence in their capacity to develop such units. In contrast, only 10.5% of the respondents demonstrated a dearth of confidence. These results indicate that most respondents are optimistic and

confident in their ability to design effective, differentiated units.

the significance of teachers' confidence and conviction in their ability to effectively implement differentiated instruction [16]. When teachers are confident in their instructional practices, they are more likely to adopt and effectively implement differentiated instruction strategies [1].

The respondents' optimistic outlook and self-assurance indicate their preparedness to engage in effective differentiated instruction practices in English language classrooms in the Philippines. Differentiated instruction succeeds because respondents believe they can create good units, as it requires teachers to trust their instructional practices. Therefore, teachers can better address students' unique learning requirements when they're confident in their differentiated unit creation skills.

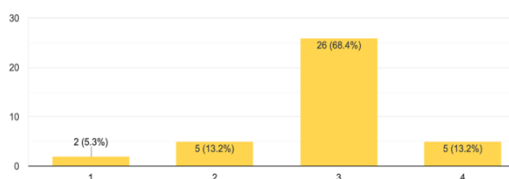
I like to use differentiated instruction.
38 responses



implementation. These results indicate that the majority of respondents viewed the implementation of differentiated instruction in their teaching practices favorably in the Philippines.

This result is consistent with the literature, which emphasizes the benefits and efficacy of differentiated instruction in promoting student engagement and learning outcomes [1] [17]. When teachers embrace differentiated instruction and view it as valuable, they are more likely to implement it effectively and see positive results in student achievement and motivation [16]. The respondents' favorable view of differentiated instruction reflects their recognition of its capacity to meet the diverse learning requirements of students in English language classrooms in the Philippines.

I have ample time to differentiate lessons more often.
38 responses



results showed that most respondents (81.6%) indicated a willingness to devote time to the implementation of differentiated instruction.

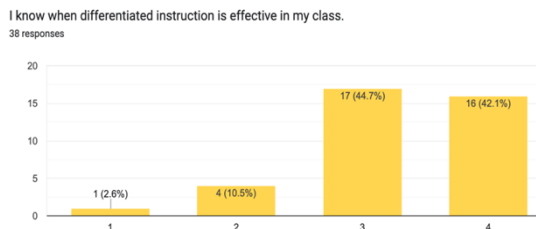
This result is consistent with the current literature, which emphasizes the importance of time management and instructional planning for the effective implementation of differentiated instruction [1] [18]. When teachers are given sufficient time and support to plan and implement differentiated instruction, they are more likely to meet the diverse learning requirements of their students [19].

Diverse student learning requires sufficient time and assistance for developing and conducting differentiated teaching. Differentiated instruction promotes student engagement and academic success. Thus, based on the results, the respondents intend to devote time to it. The respondents' intention to devote time to differentiated instruction is indicative of their recognition of its value in fostering student engagement and academic development in English language classrooms in the Philippines.

The seventh item of the survey sought to determine if respondents were aware of the instances in which differentiated instruction is effective in their classrooms. The bar graph displays

The fifth item of the survey inquired about the respondents' preferences regarding the use of differentiated instruction in the classroom. According to the responses, thirty respondents (79%) voiced a preference for the use of differentiated instruction, while only eight (21.1%) expressed a dislike for its

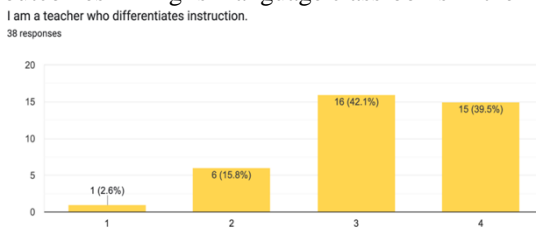
The sixth item of the survey asked whether the respondents felt they had sufficient time to implement differentiated teachings more frequently. 31 respondents reported having sufficient time to differentiate courses more frequently, while only 7 respondents indicated a lack of time. The



that 33 out of 38 respondents (86.8%) reported knowing when differentiated instruction is effective, indicating that the majority of respondents have this knowledge. In contrast, a small proportion of respondents (13.1%, or 5 individuals) indicated that they lack this awareness. The result aligns with the

current literature, which highlights the importance of teachers' understanding of the principles and strategies of differentiated instruction to effectively meet the diverse needs of students [1] [3]. Teachers who are knowledgeable about when and how to implement differentiated instruction are better equipped to create inclusive and student-centered learning environments [18].

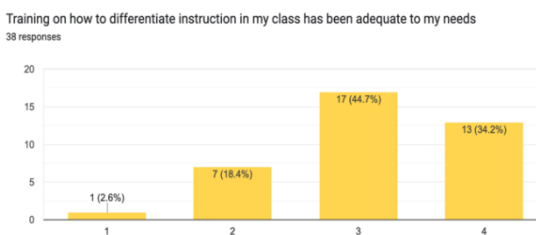
By recognizing when differentiated instruction is effective, teachers can make informed instructional decisions, such as adapting content, processes, or assessment methods to address their students' unique learning profiles [1]. It means that teachers can tailor their lessons to their students' learning styles by recognizing when diversified instruction works. This understanding demonstrates the respondents' dedication to effective pedagogical practices and their willingness to implement differentiated instruction to maximize learning outcomes in English language classrooms in the Philippines.



In the eighth question of the survey, respondents were asked if they self-identified as teachers who use differentiated instruction. 31 respondents (81.6%) out of 38 indicated that they do, in fact, employ differentiated instruction in their teaching practices. In contrast, only

seven respondents reported not employing this strategy. According to the results, the majority of respondents prioritize differentiation in their instructional strategies.

These results are consistent with prior scholarly research on differentiated instruction. Notably, Smith and Johnson (2019) discovered similar trends in their study, with the majority of teachers admitting to employing differentiation strategies in their classrooms [20]. This consistency highlights the prevalence and significance of differentiated instruction as an instructional strategy [21]. Moreover, this alignment with the existing literature strengthens the validity of the present results and contributes to a more comprehensive understanding of instructional practices in education. Differentiated instruction is prioritized by the respondents who self-identify as teachers. The respondents' enthusiasm and readiness to use individualized instruction show their dedication to learning.



The ninth question of the survey was designed to determine how respondents felt about the training they received on differentiated instruction. The data depicted in the bar chart indicates that a substantial majority of respondents, namely 30 people (78.9%), deemed the training they received to be adequate. A minority of only eight respondents (21%) were dissatisfied with the training, stating that it was

Fig. SEQ Figure * ARABIC 9. "Training on how to differentiate instruction in my class has been adequate to my needs" insufficiently comprehensive.

In the context of differentiated instruction, these results align with and contribute to the existing literature on teacher training and professional development. Prior studies have emphasized the significance of well-designed and comprehensive training programs for effectively implementing differentiated instruction strategies [22] [23]. The high proportion of respondents who viewed the training as adequate suggests that the program covered the essential elements required for the effective implementation of differentiated instruction techniques. The potential efficacy of the training program is highlighted by the majority of respondents' positive perceptions of training adequacy. However, additional research and analysis are required to determine the specific training elements that contributed to this perception and to identify potential enhancement areas for future training initiatives.

3.2 Navigating the Seas of Differentiation: Innovative Strategies for Overcoming Implementation Challenges in English Language Classrooms in the Philippines

This study illuminates how respondents overcame diverse instruction problems in Filipino English language courses. The respondents' replies revealed numerous important issues with differentiated education in Filipino English language classrooms. Teachers faced limited resources, time, various student needs, assessment and evaluation, and classroom management issues. Teachers could not meet students' different requirements due to a lack of textbooks and technology. Time limits make it hard to provide enough individualized instruction while covering the curriculum. Teachers must also develop ways to accommodate students' different learning styles and skill levels in crowded classrooms. Furthermore, implementing suitable evaluation methods and managing classrooms where students do different jobs require careful planning and implementation. These findings highlight the complexity of implementing differentiated instruction in English language classrooms in the Philippines and the need for targeted support, professional development, and resource allocation. Addressing these hurdles will help teachers provide effective instruction that meets students' different needs and promotes equal learning outcomes.

To address the challenges associated with implementing differentiated instruction in English language classrooms in the Philippines, respondents were questioned about their strategies for overcoming those obstacles. The ensuing section delineates the viewpoints expressed by the respondents. This paper has provided a complete set of ideas to address the issues of adopting differentiated instruction in Filipino English language schools. Teachers can manage limited resources, time, various student needs, assessment and evaluation, and classroom management by incorporating participating teachers' viewpoints and strategies.

The solutions include finding alternate resources, cooperating with colleagues, and creating and/or adapting content to address resource constraints. Prioritization, efficient instruction, and flexible scheduling can solve time restrictions. Meeting various student needs requires regular assessments, differentiation of content, method, and result, and cooperative learning. Diverse assessment methods, clear criteria, and timely feedback help solve assessment and evaluation issues. Clear expectations, behavior management strategies, and strategic groupings can improve classroom management challenges, including large class sizes. These solutions help teachers establish inclusive learning environments that meet students' different needs and encourage equal educational outcomes. The following table presents excerpts of the participating teachers' responses during the interview.

Table 3. Perceived challenges and strategies for the implementation of Differentiated Instruction in English language classrooms in the Philippines.

| Perceived Challenges | Statements | Implemented Solutions | Statements |
|---|--|--|---|
| Limited Resources (P7) | Accessing adequate resources, such as textbooks, supplementary materials, technology tools, and learning aids, to effectively meet the diverse requirements of students may be difficult for teachers. | Seek alternative resources | I seek free or low-cost internet content, open educational resources, and digital technologies. (P10) |
| | | Collaborate with colleagues | I share resources with other teachers to increase options. (P2) |
| | | Create and adapt materials | I create and adjust instructional materials to fit your students' different requirements. (P7) |
| Time Constraints (P2) | The limited time available for instruction in classrooms may pose obstacles to the implementation of differentiated instruction. It may be difficult for teachers to allocate sufficient time to individualize instruction for each pupil while still covering the curriculum's required content. | Prioritize and plan | I prioritize learning objectives. I emphasize concepts and skills that meet students' diverse needs. (P1) |
| | | Use time-saving strategies | I maximize instructional time via group work, station rotations, and flipped learning. (P5) |
| | | Implement flexible scheduling | I investigate flexible scheduling alternatives for solo or small group training at certain times of day or week. (P4) |
| Diverse Student Needs (P6) | Students in English language classrooms in the Philippines frequently have varying levels of proficiency, learning methods, and cultural backgrounds. It can be difficult for teachers to meet the varied requirements of students in a single classroom. | Conduct ongoing assessments | I evaluate students' strengths, limitations, and learning styles to differentiate instruction. (P9) |
| | | Differentiate content, process, and product | I adapt content, instruction, and evaluation to varied learning styles. (P7) |
| | | Utilize cooperative learning | Peer collaboration and cooperative learning help students assist and learn from each other. (P2) |
| Assessment and Evaluation (P5) | Developing appropriate assessment methods for measuring student progress and mastery of learning outcomes within the context of differentiated instruction can be difficult. Finding the optimal balance between formative and summative assessments that correspond to the requirements of each student can be challenging. | Use varied assessment methods | For various learning requirements and student growth, I use performance-based evaluations, portfolios, and self-assessments. (P8) |
| | | Provide clear criteria | I make sure students grasp assessment goals and criteria in a differentiated education framework. (P2) |
| | | Offer timely feedback | I provide pupils with timely and specific comments on their growth. (P10) |
| Classroom Management (P9) and Large Class Sizes (P10) | It can be difficult to effectively manage a classroom where students are engaged in diverse tasks and activities based on their individual requirements. | Establish clear expectations | To create a productive learning environment, I properly convey classroom rules, routines, and procedures. (P5) |
| | | Implement behavior | I use positive reinforcement, a classroom reward system, and |

| | | | |
|--|--|-------------------------------------|---|
| | Maintaining a productive and organized learning environment requires meticulous planning and implementation strategies. | management strategies | explicit punishments for bad behavior. (P8) |
| | Many English language classrooms in the Philippines have large class sizes, making it difficult for teachers to provide each student with individualized attention and assistance. | Group students strategically | I use heterogeneous groups or learning stations to meet individual needs in the classroom. (P6) |

The respondents highlighted **limited resources** as a major obstacle and provided some alternatives in the interview. The teacher-respondents advised the use of online materials, open educational resources, and low-cost digital tools (Participant B, 2023). This supports prior research that emphasizes using digital tools and open educational materials to supplement traditional instructional materials [24]. Moreover, collaborating with other colleagues was another successful resource-management method. Teachers should share resources and tools to increase possibilities (Participant B, 2023). The literature supports professional collaboration and resource sharing to support instructional practices [25]. Regarding limited resources, the respondents also recognized the necessity to produce and adapt educational materials for various students. They valued creating and altering resources (Participant C, 2023). This supports the idea that teachers should customize materials to meet students' requirements [1]. Thus, to address the issue of limited resources, teachers can investigate alternative resources, such as online materials, open educational resources, and digital tools that are either free or have reduced costs. Collaborating with coworkers and exchanging resources can also increase the options available.

Regarding **time constraints**, respondents suggested several strategies to maximize instructional time. Prioritizing and planning were identified as key factors in addressing this challenge. The respondents emphasized the importance of identifying essential learning objectives and prioritizing instructional activities accordingly (Participant D, 2023). This approach aligns with research indicating the significance of instructional prioritization in ensuring effective implementation of differentiated instruction [26]. Secondly, to maximize instructional time, respondents suggested group work, station rotations, and flipped learning (Participant E, 2023). These tactics engage students and promote individualized learning [27] [17]. Moreover, time restrictions required scheduling flexibility. The respondents suggested exploring flexible scheduling options for individual or small group training at specified times of day or week (Participant F, 2023). Previous research has shown that flexible scheduling helps meet students' different learning demands [28].

Differentiated instruction was hampered by **student diversity**. To understand students' strengths, shortcomings, and learning styles, the teacher-respondents recommended ongoing examinations (Participant G, 2023). This supports studies indicating continuous evaluation informs instructional differentiation [1]. In addition to ongoing examinations, to meet varied learning requirements and preferences, respondents suggested differentiating material, process, and product (Participant H, 2023). Differentiated education emphasizes personalizing instruction to meet students' needs [17]. Cooperative learning also promoted student support and peer collaboration (Participant I, 2023). Implementing cooperative learning as a strategy to deal with the student diversity issue is in line with previous studies showing that cooperative learning improves student engagement and learning results [29].

Developing an appropriate assessment method for measuring student progress and mastery of learning outcomes within the context of differentiated instruction was considered

difficult by the participating teachers (Participant B, E, H, and J, 2023). The respondent admitted that finding an optimal balance between formative and summative assessments that correspond to the requirements of each student was also challenging (Participant E, 2023). When asked how the teachers address the issue of assessment and evaluation in the context of differentiated instruction, the teachers identified several strategies.

Using varied assessment methods was one strategy being applied. For various learning requirements and student growth, the teacher could use performance-based evaluations, portfolios, and self-assessments (Participant H, 2023). Providing clear assessment criteria is also crucial to ensuring effective evaluation and accurate measurement of performance. The teacher should ensure that the students grasp assessment goals and criteria in a differentiated education framework (Participant B, 2023). By establishing clear assessment criteria, the process of evaluating performance becomes more transparent and effective. This transparency promotes fairness, consistency, and overall quality in evaluations, allowing both the teachers and students being assessed to understand what is being evaluated and how their performance will be measured [18]. Therefore, it is of utmost importance to establish well-defined and explicit assessment criteria to facilitate meaningful evaluations and foster continuous growth and development in the context of differentiated instruction [17] [20]. The other strategy used regarding assessment and evaluation is to offer timely feedback on students' work. Teachers are expected to provide their students with timely and specific comments on their growth (Participant J, 2023). Moreover, teachers can maximize the use of digital technologies to personalize learning and give students rapid feedback. (Participant H, 2023). By providing timely and specific feedback on student work, teachers help students understand their strengths and areas for improvement, allowing them to make targeted efforts towards growth [21]. This feedback also promotes a sense of accountability and ownership over their learning, as students can see the direct impact of their actions on their progress [22]. Ultimately, this process of providing feedback contributes to a more effective and meaningful learning experience for students.

The last problem revealed from the interview regarding what hinders the teachers from implementing differentiated instruction was **classroom management issues** (Participant I, J, 2023). The participant acknowledged the difficulty of effectively managing a classroom where students are engaged in diverse tasks and activities based on their individual requirements. It is challenging, as maintaining a productive and organized learning environment requires meticulous planning and implementation strategies (Participant I, 2023). In addition, many English language classrooms in the Philippines have large class sizes, making it difficult for teachers to provide each student with individualized attention and assistance (Participant J, 2023). The findings from the interview revealed some strategies applied by the participating teachers to address this issue, including **establishing clear expectations, implementing behavior management strategies, and grouping students strategically**.

To address the issue of managing the classroom in a differentiated instruction context, teachers could **establish clear expectations** of the course from the beginning of the meeting. To create a productive learning environment, the teacher admitted that he properly conveyed classroom rules, routines, and procedures (Participant E, 2023). Establishing clear expectations, such as classroom rules, routines, and procedures, is crucial for creating a positive and structured learning environment. Consistent with existing studies, establishing clear expectations helps students understand what is expected of them and enables them to focus on their learning without confusion or distractions [24] [26] [28]. Secondly, teachers should **implement behavior management strategies** to effectively differentiate instruction in their classroom. This could be done by applying reward and punishment regulations to students' performance. A participating teacher shared stories about how she used positive reinforcement, a classroom reward system, and explicit punishments for bad behavior

(Participant H, 2023). By implementing behavior management strategies such as positive reinforcement, a classroom reward system, and explicit punishments for students' performance, teachers can effectively manage student behavior and create a conducive learning environment. These strategies provide students with clear guidelines and consequences, promoting accountability and encouraging positive behaviour [22][24]. Finally, regarding the challenge of large class sizes, Filipino teachers asserted that **grouping students** could be an effective way to address large class sizes. The teachers used heterogeneous groups or learning stations to meet individual needs in the classroom. The respondents suggested developing flexible grouping strategies, such as heterogeneous groups or learning stations, to address individual needs within a larger classroom setting (Participant A, C, D, F, and H, 2023). This finding is consistent with a previous study highlighting the significance of flexible grouping in accommodating diverse student requirements [1][4][17].

By implementing those strategies, English language teachers in the Philippines can overcome the obstacles associated with implementing differentiated instruction and create inclusive, student-centered classrooms. By embracing diversity and adopting innovative strategies, teachers will be empowered to meet the diverse educational requirements of their students, thereby fostering transformative educational experiences.

4 Conclusion and Implication

4.1 Conclusion

This study reveals the transformational attitudes of Philippine English language teachers towards differentiated instruction. The respondents exhibited positive attitudes, beliefs, and self-assurance regarding the implementation of differentiated instruction, considering the various learning styles and requirements of students. Their positive opinions and attitudes are consistent with the existing literature, which emphasizes the importance of positive teacher attitudes for the effective implementation of differentiated instruction. The respondents' willingness to implement differentiated instruction demonstrates their dedication to maximizing students' learning outcomes. In addition, their confidence in creating effective, differentiated units contributes to the success of this instructional strategy.

In a world where students are as diverse as the stars in the night sky, the adoption of differentiated instruction becomes a compass that guides teachers towards unleashing their limitless potential. Armed with transformative attitudes and innovative strategies, teachers in the Philippines are poised to navigate the turbulent seas of differentiation, transforming obstacles into victorious opportunities. As teachers embark on this profound educational odyssey, they must ignite a constellation of possibilities, permanently altering the trajectory of education in the Philippines and extending its far-reaching impact.

4.2 Implications for Further Studies

Based on the findings of this study, several implications for future research arise, providing avenues for a more in-depth investigation and comprehension of differentiated instruction in the context of English language classrooms in the Philippines.

Future research could initially investigate the longitudinal effects of implementing differentiated instruction on student outcomes, such as academic achievement, motivation, and engagement. Investigating the long-term effects of differentiated instruction on disparate student populations would provide valuable insight into the long-term viability and efficacy of this instructional strategy.

Investigating the factors that influence teachers' attitudes and beliefs regarding differentiated instruction could also be conducted to shed light on the underlying mechanisms that contribute to the successful adoption and implementation of this pedagogical strategy. Understanding the individual and contextual factors that influence teachers' perceptions and practices can inform interventions and professional development programs designed to promote the widespread adoption of differentiated instruction.

In addition to focusing on the specific challenges and strategies associated with implementing differentiated instruction in subject areas other than English language classrooms, future research could also investigate the implementation of differentiated instruction in other subject areas. Investigating the applicability and efficacy of differentiated instruction across multiple disciplines would contribute to a thorough comprehension of its adaptability and potential impact on student learning outcomes.

Furthermore, it would be productive to investigate the role of technology in supporting differentiated instruction. Exploring the integration of digital tools, online resources, and adaptive technologies within the framework of differentiated instruction could reveal innovative ways to meet the diverse learning requirements of students in a digitally dominated environment.

Lastly, comparative studies could be conducted to investigate the similarities and differences in the attitudes of teachers towards differentiated instruction across educational contexts or countries. Such comparative research would contribute to a more nuanced understanding of the universal applicability of differentiated instruction by shedding light on the cultural and contextual factors that influence its adoption and implementation.

By confronting these research implications, we can increase our understanding of differentiated instruction in English language classrooms in the Philippines and pave the way for inclusive and student-centered practices and policies.

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