



DIVERSIFYING TEACHING AND LEARNING: DIFFERENTIATED INSTRUCTION IN ENGLISH CLASSES

This study looked into the lived experience of English teachers and intermediate learners from selected public and private schools in the Second District of Laguna as to the utilization of differentiated instruction in their online classes. The study explored the experiences, challenges, and coping strategies of selected ten English teachers and ten selected intermediate learners. As an output of the study, an activity guide entitled Differentiated Instruction (DI) Menu with lists of activities that will guide teachers in utilizing differentiated instruction and address the diversity of students in English class was proposed.

The research design used was qualitative with phenomenology as an approach. Using the Interpretative Phenomenological Analysis, the study generated six superordinate themes namely, Technology-aided Strategies, Reactions to Differentiated Tasks, Motivation and Follow-up Praises, Conventional and Online Activities, Problems Faced in Conducting Differentiated Tasks, and Various Coping Strategies.

Students are really diverse in nature which is why teachers accommodate this diversity by means of differentiated instruction. The utilization of differentiated instruction in an online class gains positive responses from the teachers and students, so teachers use this strategy continuously. However, they encounter challenges in the utilization that may affect the quality of education but apply various strategies to cope with these. They continuously seek improvement to make their skills better. Lastly, they use their experiences as a guide in dealing with life and challenges which help them to be flexible and capable enough to adapt to any situation and succeed in their paths.

Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

“All students can learn and succeed, but not in the same way and not on the same day.”

William G. Spady

Schools throughout the world were filled with diverse learners with different learning needs that teachers should be aware of (Heacox, 2021). Howard Gardner stated that humans possess different types of intelligence which they learn and develop through and that everyone has strengths and weaknesses in various

intelligence that's why educators should present their materials and their subject matter in the best way they can. Hence, helping the students learn in multiple ways can trigger their confidence and enhance their learning.

Furthermore, differentiated instruction as stated by Tomlinson is a philosophy of teaching and learning which recognized that each learner was unique and that accommodating their readiness, preferences, and learning profile were needed. It has been practiced in numerous contexts with different types of students around the globe. However, challenges were faced in what instruction will be suitable to all the abilities and preferences of students in a classroom (Evans & Jackson, 2017).

Meanwhile, the challenges faced by the educators worsen because of the coronavirus pneumonia (COVID-19) that broke at the end of 2019, said Li et al. 2021) and rapidly spread throughout the world. The health emergency affected all aspects of life, including education. So as to stop the spread of COVID-19, face-to-face learning was shifted into remote learning, and to adapt to the new normal in education, the curriculum was moved online.

As such, Top Hat Blog (2020) shared the awareness of the educators that learners learned in different ways and paces. The personalized learning experience for learners in virtual classrooms may seem overwhelming to the teachers, but this environment was suitable for diverse learners through modification which did not include immense changes in the technological curve. Teachers looked for some ways to adjust their lesson plans to this new paradigm that can make the class more engaging and effective. The attempt of making classes more collaborative and engaging to students can integrate modifications through activities and by means of online learning tools that lead to the utilization of differentiation in the online world.

In addition, Rasheed & Wahid (2018) found that DI can be addressed in online classrooms. Online learning can be a perfect environment for differentiation since educators can tailor the means students access information, differ the development pacing for individual students, and rapidly measure the way in which students demonstrate understanding of the content.

Moreover, differentiation had been a great approach for varied expectations and outcomes from the students based on a study in Australia. Differentiation can satisfy the different needs of students at their levels and growth in an effective way for meaningful instruction delivery around stimulating content. Lockhart (2019)

Diversity in the classroom is also present in Philippine education. Accommodating the different learning preferences and styles of the learners is a major problem. However, the Philippine government still seeks improvement in education with the goal that quality education should be for all regardless of diversity. Hence, addressing the diversity of Filipino students through differentiated instruction and the shift of education from traditional learning to distance learning was a great challenge.

More so, teachers, parents, and students are challenged to the learning in this new normal that is why it is very important to utilize a teaching strategy that can cater to the varying needs of the learners at home. Teachers used DI in their online classes to address the learners' needs, using this strategy, learners enjoy and learn their lessons. This helps to meet the individual needs of students who do not share the same time in learning and level of ability.

It was mentioned in an article by Sun Star Pampanga (2017) that educators should inspire their students to discover great ideas and increase their understanding of key concepts, by offering them choices in their experiences, tasks, and projects they complete. More opportunities on how they can learn make them more responsible for their learning and it is essential to provide several avenues of learning for students to reach the same destination.

Similarly, Maddox (2015), Magayon and Tan (2016), and Rasheed and Wahid (2018) showed that differentiated instruction was the best approach to address the needs of the students' diversity. It was revealed that the use of this approach gained a better outcome in the students' performance because they were given the chance to choose the best way to learn.

However, DI was indeed a lot of work on the part of the teacher. Suprayogi et al., (2017) study showed that teachers believed that differentiated instruction was an important, yet challenging task. It can easily fail without adequate planning, initiative, and resources. Hence, the teachers were more challenged because of the classroom size, resources and preparation because it was somehow time-consuming.

The purpose of this study was to explore the experiences of the public and private school English teachers and intermediate learners in the Second District of Laguna on the utilization of differentiated instruction in online distance learning. It also intended to find out the challenges teachers and learners faced in utilizing differentiated instruction and the coping strategies they used to overcome these challenges.

Theoretical/Conceptual Framework

This study was supported by different philosophies and theories of the following well-known scholars which were related to the researcher's study. First, the theoretical constructs of differentiation of Tomlinson (2010) that differentiated instruction was guided by the student-centered principles that help to ensure that students participate in activities that were close to their optimal learning level.

By tailoring tasks, making the practice of flexible groupings, and altering curricular goals based on individual performance assessments, teachers can differentiate based on students' readiness, interests, or learning profile: (1) content—what the learner needs to learn or how the student will get access to information; (2) process—activities in which the student engages to make sense of or master the content; and (3) products - culminating projects that ask the students to rehearse, apply, and extend what he or she learned in a unit.

According to Tomlinson, grade school level instruction should be differentiated simply because the pupils varied greatly, and if the teachers wanted to maximize their pupils' performance, they will have to attend to the differences. The author further stated that there was plenty of evidence that the students were more successful in school and found it more satisfying if they were educated in ways that were receptive to their readiness levels, interests, and learning profiles. Significantly, since the researcher wanted to know how differentiation became part of teaching quality this theory will be a great help because this theory stated that students learned better if they had a sense of readiness, interests, and learning profile. Moreover, this theory proved that learners were diverse, and needed different approaches and strategies to learn better explained Usher (2019).

Second, Marenus (2020) perceives Howard Gardner's Theory of Multiple Intelligences as the facility to answer problems or make outputs that are valuable in one or more cultural settings. Gardner states that this theory is a departure from the understanding that intelligence can be measured only academically. An instructional method or program that is seriously dependent on one of the intelligence minimizes opportunities for students who may not possess a propensity to learn in this way. Gardner's theory focuses on seven intelligence: (1) Linguistic intelligence; (2) Mathematical intelligence; (3) Musical intelligence; (4) Bodily-kinesthetic intelligence; (5) Spatial intelligence; (6) Interpersonal intelligence; and (7) Intrapersonal intelligence. Creating opportunities for all students, by enriching the classroom through multiple techniques

and assessment forms, develop students and brings out their strength (Campbell et al., 1999 as cited in Subban, 2006). Since the researcher believes that learners are intelligent in their ways and learn better with their interests this theory is an aid to her. Moreover, multiple intelligences will help the learners see their varying learning styles.

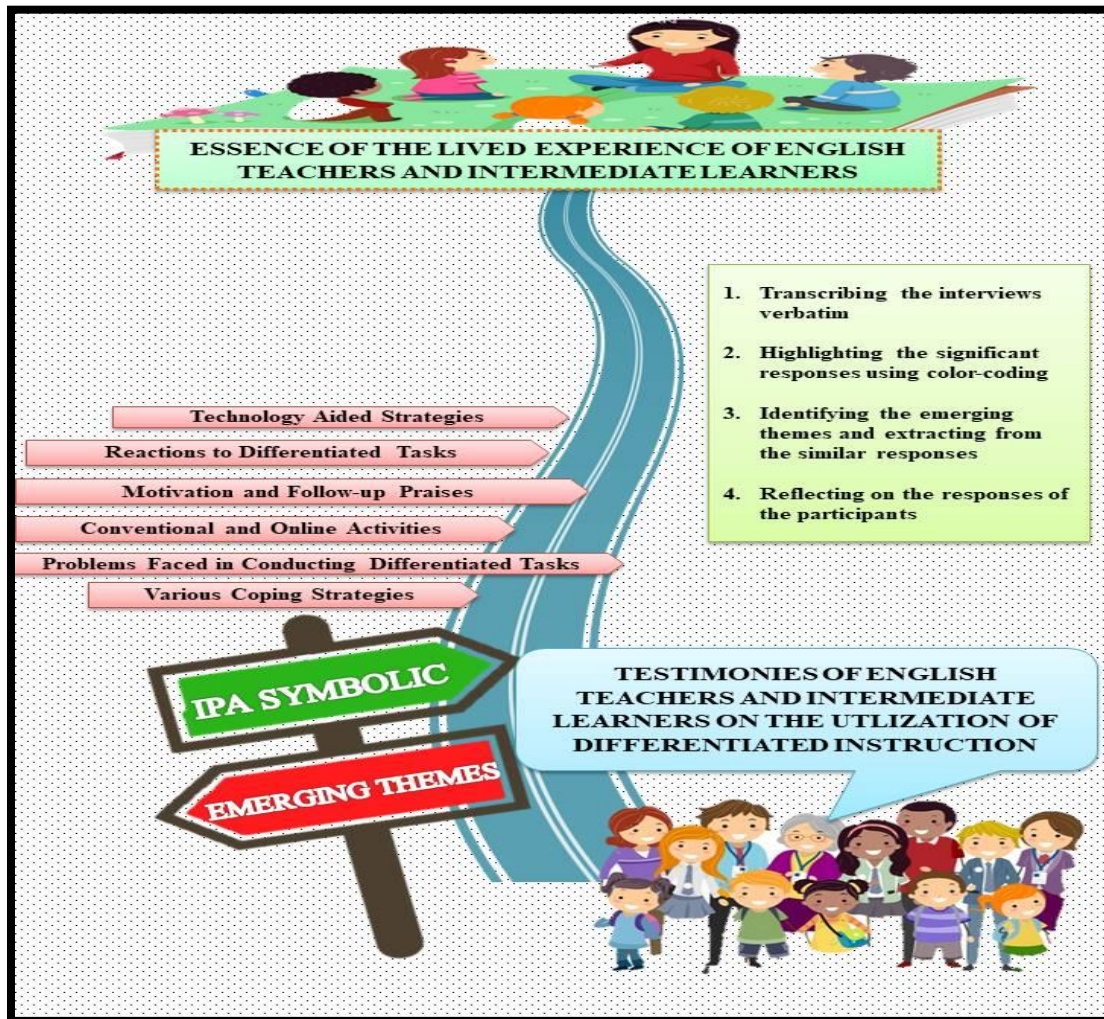
Third, Saul (2019) states Constructivism Theory of Learning is grounded on the idea that learners conceptualize or create their knowledge from their experiences. Essentially, learners utilize their prior information as a foundation and reconstruct from it a new one. This theory guides teachers to help their students understand their previous knowledge. It also emphasizes principles such as learning is a social activity, knowledge is personal, learning is an active process, motivation is key to learning, and knowledge is constructed. This theory aided the researcher since this believes that students bring up their own unique experiences to the classroom every day.

Fourth is John Dewey's Experiential Learning Theory states everything happens within a social milieu where information is constructed through experiences. This information should be organized in concrete experiences that offer a context for the information. The teacher's part is to establish this content to facilitate the actual experiences. The experiences are constructed on the capabilities and readiness of the learners. Upon accomplishment of the experience, the learners have the knowledge and ability to apply it to differing situations. Thus, students have shaped new knowledge and are at a different level of enthusiasm for the continued achievement and building of new knowledge. Moreover, this theory helped the researcher to understand how students create and acquire their own knowledge from their experiences based on their capabilities and readiness (Williams 2017).

To further illustrate the flow of the study, the research paradigm was constructed:

Figure 1

Research Paradigm



As shown in Figure 1, the researcher considered and concentrated on the lived experience of the English teachers and intermediate learners on the utilization of differentiated instruction. She used audio, and video in recording and interviewing the English teachers and learners to gather essential information. She used the Interpretative Phenomenological Analysis in analyzing responses and by following the steps shown in the paradigm. She extracted the important responses and came up with emerging themes through verbatim transcription to understand the lived experience of English teachers and intermediate learners on the utilization of differentiated instruction which is the main thrust of this study.

Central and Corollary Questions

The study endeavored to describe the lived experience of English teachers and intermediate learners in District 2 of Laguna on the effectiveness of utilizing differentiated instruction in online distance learning, and how they dealt with the challenges. This answered the central question,

What is the essence of lived experience of the English teachers and intermediate learners on the utilization of differentiated instruction?

Furthermore, it aimed to answer the following corollary questions:

1. How do English teachers and intermediate learners describe their experience as regards the utilization of differentiated instruction in online distance learning?
2. What themes emerged from the testimonies of the English teachers and intermediate learners?
3. Based on the findings of the study, what activity guide of differentiated activities that can help English teachers and learners can be proposed?

Scope and Delimitations

For clarity of focus, this study was guided by the following scope and delimitations:

The researcher utilized qualitative research design with phenomenology as an approach to understanding the lived experience of selected English teachers and intermediate learners from the second district of Laguna on the utilization of differentiated instruction in online distance learning. The researcher used the insights and experiences that the teachers and learners shared in the semi-constructed face-to-face or virtual interview. The subject of the study was limited to ten English teachers and ten intermediate learners from selected Elementary Schools in the Second District of Laguna. They were individually asked and interviewed regarding their observations and experiences on the utilization of differentiated instruction in online distance learning for the purpose of extracting emerging themes that arose from the study. The participants were given enough time to express their viewpoints, observations, and suggestions.

Furthermore, this study determined the challenges faced by the English teachers and intermediate learners and sought recommended actions in dealing with the utilization of differentiated instruction. From the results, the researcher came up with a compendium of differentiated activities that can help teachers and learners in achieving quality education.

Significance of the Study

This study was focused on the lived experience of English teachers and intermediate learners on the utilization of differentiated instruction in online distance learning. Thorough personal accounts were gathered

so that school administrators, school heads, teachers, and learners may gain meaningful understanding and perception of the use of the said teaching philosophy for a more effective teaching-learning process. Specifically, the researcher deemed that the following will benefit from the current study:

Learners. As the most important component in teaching, will be valuable as they are the direct beneficiaries of the current endeavor through the teacher's awareness of the utilization of differentiated activities; they will realize the learning styles that will help them to learn better with their own learning pace.

English Teachers. This study will help the teachers to realize the more effective techniques and strategies that will aid their learners in learning and performing well in class.

Parents. The results of the study will lead the parents to guide their children's development and performance in school.

School Principals/ School Heads. As the people who implement policy in schools, this study will be a great help to them in guiding their teachers on how to effectively attain and develop the desirable skills and competencies of the students with the utilization of differentiated instruction.

Researcher. This study will address her questions and will enlighten her about the lived experience of the teachers and learners on the utilization of differentiated instruction.

Future Researchers. This study will be important for them as this will serve as a reference to their studies.

Definition of Terms

For a better understanding of the study, the following terms were conceptually and operationally defined as they are used in this research.

Activities. This refers to the things or processes being completed by the learners inside the learning room.

Differentiation. This term states to an extensive variety of teaching practices and tailoring of lessons that educators use to instruct a diverse group of students, with different learning needs, in a similar course, classroom, or learning environment.

DI. This refers to Differentiated Instruction.

Differentiated Instruction. This term is a teaching technique that permits every student to learn based on his/her own needs and learning styles.

Diverse Learners. This means learners from various cultures, abilities, interests, and experiential backgrounds

English. This refers to one of the major subjects that educate the students in the Second Language in general and aid the understanding and employment of the language.

Group Activities. These are the activities where students are formed by means of their preferences, interest, learning style, and learning profile.

Learning Profile. This term implies a variety of ways in which learners vary in how they prefer to deal with content, process, and product.

Learning Styles. This refers to the ways the individual receives, comprehends, expresses, and recalls information.

Multiple Intelligence. This implies a theory describing the varied ways students obtain and attain information.

ODL. This refers to Online Distance Learning.

Online Games. These terms state to games that are explicitly designed for educational purposes.

Phenomenology. This term implies a research approach that postulates a need to understand a phenomenon from the perspective of the lived experience to see its meaning.

Chapter 2

REVIEW OF RELATED LITERATURE

This chapter presents the related literature and studies relevant to the study or research. The significant knowledge and results from these studies will provide the researcher with a wide perspective of information and insight which will provide the background for the development of the study. This review includes The Diversity of Learners and Differentiated Instruction.

Diversity of Learners

DepEd Order No. 021, s. 2019 titled Policy Guideline on the K-12 Basic Education Program defined a learner as an individual enrolled in basic education to enhance his/her knowledge, skills, values, and potential regardless of age, gender, culture, religion, and ability. Learners have access to quality and relevant education is the goal of the K to 12 curricula. Individuals who are confident to pursue their path will be given opportunities to become well-rounded, happy, and smart students.

Suprayogi et al. (2017) stated in their article “Teachers and their Implementation of Differentiated Instruction in the Classroom” that more and more students reflected varying backgrounds, next to differences in e.g., learning style, motivation, ability, need, and interest. School performance was challenged by this student diversity. Every student had strengths and weaknesses, had his own way of learning, and had his own ways on how to express what he/she had learned.

Stauffer (2020) stated on her blog, “What Are 21st Century Skills?” the twelve skills that the 21st-century learners should have: (1) critical thinking, (2) creativity, (3) collaboration, (4) communication, (5) information literacy, (6) media literacy, (7) technology literacy, (8) flexibility, (9) leadership, (10) initiative, (11) productivity, and (12) social skills. These skills were essential in the age of the internet and were intended to help students keep up with the lightning pace of today’s modern markets.

Hirschman (2019) in her research publication “21st Century Learners: Changing Conceptions of Knowledge, Learning and the Child” implied that the term ‘21st-century learner’ emerged at the turn of the millennium and evoked a certain type of learner—one who holds a suite of ‘new’ 21st century skills that were strongly connected to digital technology, digital communication, and notions of flexible approaches to

knowledge. These alterations in the designs of the 21st-century learner have also directed to changes in how they view the child—who now emerges as an autonomous, self-determining, 21st-century learner, and patriotic citizen. To meet the needs of the demands of a rapidly changing globalized and digital society, the learners in the 21st century have been the catch cry for the changes needed in the schools. New ways of learning, new skills, new approaches to knowledge, and new pedagogies were required for such changes,

Moreover, Rakhmawati and Kusuma (2016) mentioned in their article “Digital Native: A Study on the First Year Student” that the digital native generation or the millennial emergent triggered the educational practitioner to develop a new way of approaching the teaching practice in the classroom as it was claimed that this generation has unique characteristics and ways of learning. However, these individuals were described as being impatient with slower, systematic means of gaining information and knowledge, and assumed instant answers and satisfaction or reward from the technology they utilized.

Furthermore, Montemayor (2019) on her web-based newswire “Embracing Diversity Allows Learners to Thrive” quoted Secretary Leonor Briones’ statement

While the Department of Education has embraced change amid technological advancements, they commit themselves to the holistic development of the 21st-century learners who are not only critical and innovative thinkers in the fields of science, mathematics, and robotics, but who are also artistic and creative, and can thrive in the fields that appeal to our soul and our sense of identity.

In addition, Elrick (2018) in his education blog “4 Types of Learning Styles: How to Accommodate a Diverse Group of Students” mentioned that people were all experiencing the world in unique ways, and with that came variation in the ways we learn best. Teachers’ ways of handling their students may change as they understood the learning styles of their pupils by means of setting up group projects and rallying behind individual learning. Without understanding the learning styles of learners, teachers might end up seeing students’ difficulties because their unique learning style has not been activated. He said that if one defined intelligence as simply literacy and math skills, that person was inaccurately understanding the strengths of the learners because individuals excelled at different things.

According to the Learning Abled Kids (2020) blog entitled “VAKT Learning Styles: How to Increase Learning Retention” the four learning styles were called VAKT which stands for Visual, Auditory, Kinesthetic, and Tactile. The VAKT Learning Styles was the most popular learning style, model. It was grounded on how students learned. Visual learners learned by seeing images and visuals, auditory learners acquired learning by hearing and reading, kinesthetic learners were those who needed to move and do their tasks to learn, and tactile learners took hands-on learning and touching.

Finally, diversity was witnessed in every classroom, they can find distinctive ideas and qualities of individuals prepared and willing to learn. Teaching students with individual differences remained a great challenge to teachers and educators. Teachers should be mindful of how learners acquired knowledge in order for them to satisfy the varying needs of students. According to the study by Aranda and Zamora (2016) entitled “Using Differentiated Instruction in Improving the Academic Performance of Students in Filipino”, teaching students with individual differences and with a variety of learning styles was really a great responsibility of the teachers that was essential for their development and growth.

Differentiated Instruction

Proverbs 22:6 said, “Train up a child in the way he should go, even when he is old he will not depart from it”. According to Reddy (2016) in her article “Why Education is Important: Top 13 Reasons” education was important for children because they were the future of the world. Gregoire also agreed that education was the foundation upon which they built their future. In addition, Mandela stated that education was the most powerful weapon which they can use to change the world. Education needed to adapt to the fast-changing world, and because of this, the diverse students will go on to alter the world.

Magayon and Tan (2016) in their study “Learning Mathematics and Differentiated Instruction in the Philippines: A Phenomenographical Study on Struggles and Successes of Grade 7 Students” indicated that Differentiated Instruction was a process of proactively modifying the curricula, teaching methods, learning activities and assessments to meet the diverse needs of students and thereby maximizing access to, motivation for, and efficiency of learning. Tomlinson emphasized that Differentiated Instruction offered opportunities for students to have several opportunities for acquiring information, make sense of their thoughts, and express what they learned. According to Tomlinson educators may choose to differentiate their instruction with regard

to content (differentiating what students learn), learning process (differentiating the process and activities students participate in to learn), learning product (differentiating the products students develop to demonstrate learning), or learning environment (adjusting the classroom set-up). Each of these can be altered with respect to students' readiness, interests, or learning profile.

Furthermore, in the same study, Magayon and Tan (2016) stated that Differentiated Instruction (DI) has been found to be effective in catering to the individuality of students and at the same time helping students to have positive attitudes about school, increased engagement in learning, and improved achievement. In the same way, there was a great variation in DI implementations, e.g., the teachers put diverse learners in different groups according to their interest level, prepared sets of exercises, gave more support, comments, and feedback to a struggling reader, afford enrichment materials for a bright student, put forward more or less strict demands as to the accomplishment of the learning objectives, assign more or less time, give more praise to certain students, permit a student to work by himself instead of in group settings, choose a different starting point in the experiential learning cycle.

Shareefa, M. et al. (2019) in their journal entitled "Teachers' Perceptions on Differentiated Instruction: Do Experience, Qualification and Challenges Matter?" conducted in Brunei with a purpose of exploring elementary teachers' perception of DI based on their teaching experience, qualification and challenges teachers experienced when attempting implementation of the strategies emphasized that in order to maximize learning, a responsive teacher will modify and bring alterations to the instructions that allowed students to get access to ideas and skills in different ways that were sensible to them so that they can demonstrate ideas and skills.

Moreover, Rasheed and Wahid (2018) in the study "The Theory of Differentiated Instruction and Its Applicability: An E-Learning Perspective" mentioned that educational psychologists, instructional designers, and teachers in various setups both in the literature and in surveys have unanimously agreed that every student learned in different ways and thus gave rise to the theory of differentiated instruction which said that the teacher in order to make the learning process beneficial for the learner should take into account the individual differences of the learner to modify the type of content delivered, the assessments being conducted, sequence of delivery of content and/or various other learner characteristics.

In addition, Maddox (2015) in his study “Elementary (K-5) Teachers' Perceptions of Differentiated Instruction” mentioned that differentiated instruction was a pedagogical methodology that increased student achievement. These achievements strengthened society and created a global world that appreciated and understood human differences; such were the values of differentiation in the classrooms. The participants must understand that it will not be easy to differentiate because of lots of considerations, but they were part of a developing, unique process and the participants were willing to invest in their students to accomplish good results.

Suprayogi et al. (2017) in their article “Teachers and their Implementation of Differentiated Instruction” cited differentiated instruction as a flexible, equitable, and intelligent way to approach teaching. DI stressed that there was no single teaching style that can accommodate all students especially when this style did not match the needs of the students. DI started from the idea that learners were different and learned differently. DI permitted teachers to present several learning activities and different content, as well as implement varying modes of assessment to meet the needs of each child. In other words, making explicit choices was expected of teachers as to the nature of the learning content, process, and product for each learner from prekindergarten to college.

More so, Aranda and Zamora (2016) in their study “Using Differentiated Instruction in Improving the Academic Performance of Students in Filipino” explored the implementation of differentiated instruction in higher education to understand if quantitative improvements were noted in a differentiated (DI) classroom compared to a non-differentiated (NDI) classroom in two different sections of the same Educational Psychology course taught by the same instructor. Results showed, that the DI group meaningfully outperformed the NDI group in the shared assignments and the exams. Research has found that the employment of differentiated instruction can benefit not only the students' achievement but also the teaching performance of the teachers including their observations and attitudes.

Moreover, they mentioned that learners learned and processed information in different ways. Some students preferred certain methods of learning, and it was important that educators utilized a wide variety of teaching activities to address the learning preferences of the students. Being able to recognize the various

learning styles of students and teaching them with an informed awareness of those differences can assist students to attain a better academic outcome and improve their attitudes toward learning.

Weselby (2020) in her blog “What is Differentiated Instruction? Examples of How to Differentiate Instruction in the Classroom” explained that differentiating instruction may mean using the same material for all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student. Teachers who practiced differentiation in the classroom may: (1) design lessons based on students’ learning styles; (2) group students by shared interest, topic, or the ability for assignments; (3) assess students’ learning using formative assessment; (4) manage the classroom to create a safe and supportive environment; and (5) continually assess and adjust lesson content to meet students’ needs. According to Tomlinson, teachers can differentiate instruction in four ways: 1) content, 2) process, 3) product, and 4) learning environment. According to her in her blog there were some examples of differentiating activities that focused in (a) content e.g. matching vocabulary words to definitions, reading a passage of text and answer related questions, thinking of a situation that happened to a character in the story and a different outcome, differentiating fact from opinion in the story, identifying an author’s position and providing evidence to support this viewpoint and creating a PowerPoint presentation summarizing the lesson; (b) process—providing textbooks for visual and word learners, allowing auditory learners to listen to audiobooks and giving kinesthetic learners the opportunity to complete an interactive assignment online; (c) product—Reading and writing a book report, visual learners - creating a graphic organizer of the story, auditory learners—giving an oral report, and kinesthetic learners building a diorama illustrating the story; and for the (d) learning environment, she proposed breaking some students into reading groups to discuss the assignment, allowing students to read individually if preferred and creating quiet spaces where there are no distractions.

Furthermore, Colens’ (2019) blog “Differentiated Instruction: Definition, Examples, and Strategies” discussed that every student worked at a diverse pace for diverse reasons. This was why differentiated instruction was significant. Differentiating instruction addressed each individual student’s needs. The first part of differentiating instruction was figuring out what students knew so teachers can help them learn. The last part of differentiating was to assess each student’s growth. Differentiated instruction in the classroom can be utilized in numerous ways. Grouping, varying amounts of time, or changing the task are the most common

types of differentiation. As far as grouping goes, students can be grouped by the level of their abilities, interests, or based on the levels of understanding. Grouping students by similar ability levels helped both teachers and students. Teachers can differentiate their classrooms by altering the content, process, product, or learning environment for students. Changing these different aspects of a classroom can help students feel more comfortable and experience more success. Example activities that she shared were: creating literature circles; groupings according to learning styles and capabilities, flipped classrooms, and creating projects.

According to Evans and Jackson (2017) in their article "[Self-Reflections on Differentiation: Understanding How We Teach in Higher Education](#)" shared teachers were called to accommodate the individualized learning needs of a wide range of students. It was important for them to understand the differentiated instruction theory as well as how to execute it into practice so that teachers will be supported with this challenge.

Furthermore, LSUS (2016) in their article "Differentiated Instruction for the Diverse Classroom" shared differentiated instruction as beneficial to the teachers; differentiated lessons motivated and involved the students in the learning process. Students can feel more successful in the classroom if they can learn at their own paces, and to their own abilities—this, in turn, inspired them to greater learning. Most students who experienced differentiated instruction took more ownership of their own learning which led to intrinsic learning rather than extrinsic learning skills. The performance of both high-achieving and low-achieving students also the quality of the students' work improved in a differentiated classroom; this inspired teachers to continue the utilization of differentiated instruction.

Meringolo (2018) in her online teaching portfolio "Differentiation Reflection" shared that, as a teacher, as well as a student, she has experienced and seen the importance of differentiated instruction. She felt differentiation was highly necessary and important to integrate into her instruction although it was not a simple and easy task. Meeting the needs of each student and enhancing the learning of the student can be observed through differentiation; she believed that DI can really benefit students and their learning. Differentiation enabled educators to deliver learning opportunities to diverse learners. It was also the best way to ensure effective teaching and successful learning. She added that although differentiation can be done in content, process, and product, based on readiness, learning profile, and interest, it did not always have to address all

these aspects at once. As a teacher, she hoped to differentiate in the best ways possible in any teaching experience and opportunity, to allow learning for all. She mirrored on her experiences using differentiation and her knowledge of its importance in guaranteeing that learning occurs for all students which encouraged and inspired her to continue the use of differentiation throughout her teaching practices.

In addition, Evans and Jackson (2017) in their article “Self-Reflections on Differentiation: Understanding How We Teach in Higher Education” stated that teachers were crucial to the learning process. Heather (2018) in her blog “7 Effective Teaching Strategies for the Classroom” agreed that being an effective teacher required the implementation of creative and innovative teaching strategies in order to meet students’ individual needs. Dennison (2019) in his blog “Qualities of a Good Teacher” stated that a good teacher can make a world of difference in a student’s life, impacting everything from their classroom learning to their long-term success.

According to Teach.com (2020) in their blog, “Teachers Change Lives” teachers were accountable for more than just academic improvement because a great educator should connect with pupils and reach them on multiple levels because the best teachers were dedicated to their students’ well-being both inside and outside the classroom. By forging strong relationships, educators were able to affect virtually every part of their students’ lives, teaching them the vital life lessons that will assist them to succeed beyond standardized tests. It was not always easy to change a student’s life, which was why it took a great teacher to do so. Effective teachers saw the potential of each learner and are committed to seeking ways how to unlock this potential.

In line with this, Williams (2017) in his journal “John Dewey in the 21st Century” cited John Dewey’s view of education that education should include socially engaging learning experiences that were developmentally appropriate for young children, allowing children to participate in learning activities interchangeably and flexibly in a variety of social settings. He regarded the classroom as a community for children to learn and problem-solve together. These classrooms view students as unique individuals who were busy at work constructing knowledge through personal experience more than teacher-imposed knowledge and directed activities.

More so, Williams (2017) agreed that children will be seen learning by doing in these classrooms and they will be solving problems through hands-on approaches. When teachers plan for instruction, student

interests will be taken into consideration and curricular subjects will be integrated with an emphasis on project learning. The educational experience encompassed the intellectual, social, emotional, physical, and spiritual growth of the whole child, not just the academic growth.

Moreover, Dean (2019) in her blog “7 Creative Ways to Teach Diverse Learners” shared seven creative ways to teach diverse learners to attain learning objectives including making individualized education plan cheat sheets, encouraging active learning through group learning and discussions, small group teaching, group by learning style, project-based learning, adapting learning online tools, and providing alternative testing options. Meeting the needs of diverse learners was a responsibility, and teachers had to make sure that all students received an equal and adequate education.

Usher (2019) in her article “Differentiating by Offering Choices” stated that classrooms were filled with students with varying abilities and capabilities, teachers need to strive to meet each student’s individual needs by giving more opportunities for students to grow to their highest potential by differentiating. She said teachers can provide technological ways to be offered that can reflect the individuality of learners. Adding technological components to students’ activities can increase student engagement and add the element of fun while giving students practice with technical skills.

Top Hat blog (2020) “Differentiated Instruction in the Digital Classroom” mentioned differentiation lent itself well to the online world especially now that learners learned in different set-ups. Teachers exerted effort to make lessons more interactive and engaging to students; teachers can use online learning tools like game-based instruction.

More so, Schreiner (2020) in her article “What Are the Benefits of Games in Education & Learning Activities?” shared classroom games provide students with the opportunity to learn while engaging in a competition. Classroom games can promote student involvement in the lesson, encourage teamwork, build good sportsmanship, and practice problem-solving skills.

Magableh and Abdullah (2021) in a study “The Impact of Differentiated Instruction on Students’ Reading Comprehension Attainment in Mixed-Ability Classrooms” an explanatory sequential quasi-experimental study that investigated the impact of differentiated instruction on reading comprehension attainment in mixed-ability classrooms revealed differentiated instruction was effective in increasing reading

comprehension achievement for the early secondary stage. The Fifty-four tenth grade students from two classes in two different schools took part in the study; the first group was taught using differentiated instruction strategies using tiered assignment and instruction in the areas of content, process, and product, the other group was taught using the one-size-fits-all method.

Furthermore, Sahril et al. (2021) in their study “The Impact of Differentiated Instruction on Students’ Reading Comprehension Attainment in Mixed-Ability Classrooms” revealed positive responses from the students in critical reading learning on students’ learning interest and reading level. Differentiated instruction helped the students to have an in-depth view of the target language, learn to look at their abilities in new ways, increase their self-confidence and use English to communicate.

Saul (2019) in his article “Bruner - Learning Theory in Education” explained Constructivism Theory of Jerome Bruner as an active process in which learners created new ideas based upon their prior knowledge. This prior knowledge influenced what new or modified knowledge an individual will construct from new learning experiences. It raised the need to provide students with a series of tools that let them shape their own criteria of learning. Teachers took the process closely and made adjustments as needed. The role of the teacher was to translate information to be learned into a format appropriate to the learners’ current state of understanding. Bruner focused on investigating how people construct knowledge based on interaction with reality. He established that each person had a different perception of reality, therefore, their way of interpreting knowledge was also different.

In addition, a study made by the University of Tasmania (2021) entitled “Examples of Learning Activities” mentioned that the teacher’s essential task was to get students involved in learning activities that will result in attaining the intended learning outcomes. Every learning activity in a classroom should be intentional, meaningful, and useful. Meaningful activity to ensure student development and advancement that will develop their skills, knowledge, and understandings in different ways. Useful activities where students were able to take what they have learned from engaging activities.

Waterford.org (2020) on their article entitled “Strategies for Motivating Students: Start with Intrinsic Motivation” mentioned that if teachers can get students curious and motivated to learn and help them to find a passion for learning while they were young, they were set up for lifelong love of learning through intrinsic

motivation. Engaging students because of internal rewards like the love of learning and interest in the subject helped the students to engage more in learning.

Furthermore, Norlin in her article “The Importance of Feedback?” mentioned feedback happened after a learner’s response, or when information was provided about the specific task at hand. The use of feedback has become a substantial practice by teachers because of its benefits and positive effects on the students. Receiving feedback on a challenging task at hand can produce more efforts from students’ future work; feedbacking with a higher success rate clarified the goal set and produced more focus from the student. Feedback may include improvement, a better understanding of tasks, personal feedback, and self-evaluation.

Cognitivism Theory of Jean Piaget as mentioned by Saul (2019) understood motivation as largely intrinsic because learning involved the significant restructuring of existing cognitive structure which required a major personal investment on the learner’s part. Without some kind of internal drive on the part of the learner to do so, external rewards and punishments such as grades were unlikely to be sufficient.

More so, Kendra (2020) in her article “Unconditional Positive Regards in Psychology” focused on Carl Roger’s Unconditional Positive Regard in ensuring that students knew that they were cared for, appreciated, and trusted by the teachers. Teachers should always let students know that they were inherently good and can do good things if they put their mind to it. Teachers can say encouraging phrases like “you did a great job”, “today was not a good day for us, but tomorrow let’s come to school with a positive attitude”, and “I know you can do better.”

According to Bazzocchi (2017) in his blog “Choice Theory, Quality School and Classroom” teachers created engaging, exciting, and relevant lessons and activities so that students were excited about learning. By making class a comfortable and enjoyable experience that met students’ needs, misbehavior will decline.

However, Maunahan (2016) on her study “Lived Experiences of Teachers and Learners on the Utilization of Differentiated Instruction in English Classes: The Case of the Division of Santa Rosa City” mentioned that many challenges were still faced the education system because of the wide spectrum of students’ differences, needs and concerns, and patterns of thinking. These differences necessitated educators

to respond using numerous approaches. Differentiated instruction was one encompassing practice that was effective in addressing this challenge.

Furthermore, she stated that teachers fulfilled many multiple responsibilities within the school system, such roles were coach, counselor, mentor, facilitator, and supervisor. But their main role as an instructor succeeded all other responsibilities and necessitated them to fully understand their students and the subject matter; one approach to support teachers in the process was differentiation. She added that public school elementary teachers facilitated differentiated instruction through modification of learning matters, that is, skills and knowledge pupils are expected to gain, in varying forms that suit the pupil's individual differences until the learning objectives are attained.

Logsdon (2021) in her blog "Pros and Cons of Differentiated Teaching Using Multiple Teaching Styles to Meet the Needs of Diverse Students" specified the lack of professional development resources to properly train faculty, and more lesson-planning time for teachers were some of the cons of implementing differentiated instruction.

Furthermore, Alvarez (2018) in her blog "What is Differentiated Instruction" cited several schools and districts struggle to implement differentiation because teachers, who already worked an average of 53 hours per week, simply did not have enough hours in the day to develop individualized lesson plans for each of their students. Aside from not having enough, many teachers also struggled to discover the resources to differentiate effectively. Teachers have hard times looking for different articles, media in different formats, and resources for multiple activities, compiling these teaching materials was also time-consuming and expensive.

Moreso, Perez (2021) in her study published in ABS-CBN News entitled "Internet Access 'Main Challenge' for Teachers in Distance Teaching in PH: Study" mentioned internet connectivity as the main challenge of online distance learning and teaching. The study revealed 71.87 percent of the respondents said they commonly used mobile data for internet connection. For wired connectivity, 32.50 percent use fiber internet, 10.38 percent use DSL, and 20.61 percent use pocket Wi-Fi. Less than 1 percent said they "do not connect to the internet at all."

Siam and Al-Natour (2016) on their study "Teacher's Differentiated Instruction Practices and Implementation Challenges for Learning Disabilities in Jordan" which aimed to identify the differentiated

instruction practices used by Jordanian teachers and the challenges they faced when teaching students with learning disabilities in Amman. The result revealed that teachers faced challenges in implementing differentiated instruction which included the time required to attain set goals and the ability of the teacher to divide the students according to their needs and capabilities. The daily workload of a teacher, including documentation, paperwork, and administrative burdens were all challenging and did get in the way of the implementation of the differentiated instruction; this was apart from the limitations in the capacity of schools and available learning resources and media. The proper understanding of the differentiated instruction strategies was yet another challenge standing in the way of implementation that affects the education of students with learning disabilities.

In addition, Lunsford (2017) in her study “Challenges to Implementing Differentiated Instruction in Middle School Classrooms with Mixed Skill Levels” stated implementing DI could benefit the learning of the students, but there were challenges as well. Some challenges faced by the teacher participants were classroom management, lack of planning time, and lack of resources.

She also revealed the coping strategies that helped the teacher-participants like attending training on how to effectively use DI in the classroom as well as continued support and planning time to implement the said teaching approach.

In a blog posted by Anu_V (2021) entitled “Online Challenges and Solutions” expressed some challenges in online learning. Adaptability issues in online learning had been a problem since students had been studying in the traditional classroom. Many students were not well equipped with a high internet connection which led to technical issues in online learning. Lack of computer knowledge on how to operate basic computers with MS Office, Time management in online learning that resulted in piling up of tasks, losing hope and motivation to complete the task and engage students with learning, distraction, communication issues towards the students, teachers, and parents as well as the assessment challenge were some of the challenges faced by teachers and students in the virtual world.

Furthermore, he mentioned some strategies for coping with the challenges faced in online learning, some of which were to avoid distraction by setting breaks and focusing on the learning schedule, creating a To-Do List on an everyday basis, seeking help from parents, friends, colleagues, family, and any individual, and avoid multitasking by completing one task at a time to make work effective and productive. Staying

positive towards online learning and teaching, being open in communication to teachers and classmates by calling or chatting with them for a better understanding of the lessons and tasks, and engaging students with the use of videos, games, and any activities were also enumerated that can help students and teachers in coping with the problems faced in online learning.

Rotas and Cahapay (2021) in their article “From Stress to Success: Exploring How Filipino Students Cope with Remote Learning amid COVID-19 Pandemic” revealed that the coping strategies used by students in remote learning are the following: looking for good space and time; borrowing learning resources; seeking support from peers; approaching the teachers; practicing time management; doing learning tasks ahead; extending the time for learning tasks; diverting attention; regulating the self; taking extra jobs; crying, and praying.

Finally, the diversity of the learners and the heart to share the learning that they needed to acquire from them were some of the inspirations they might have on the utilization of differentiated instruction. Students needed teachers who differentiated because every student can learn not at the same time, and not at the same pace, but as they gave them chance to strive and learn harder because they gave them chance to learn their best through their capabilities and learning styles these became easier for each of them, that was stepping on the right corner of education and making every educator effective.

Synthesis

All the reviewed literature and studies aforementioned served as a guide for the reference to present the emerging themes in the study. The materials helped the researcher in her discussion to clarify the problems being investigated and the methods used in this study.

Reddy (2016), Mandela, and Gregoire implied that education was important for children because it helped them to build their future. It required good and effective teachers to accommodate the individualized learning needs of the students as stated by Evans and Jackson (2017), Heather (2018), and Dennison (2019).

According to Rakhmawati et al. (2015), Aranda and Zamora (2016), Suprayogi et al. (2017), Williams (2017), Elrick (2018), Rasheed and Wahid (2018), Shareefa et al. (2019) and Montemayor (2019) students are diverse in nature and have their own way of learning. Tomlinson, Maddox (2015), Magayon and Tan (2016), LSUS (2016), Colen (2019), and Weselby (2020) agreed that differentiated instruction was the teaching philosophy that caters to the need of students in terms of content, process, and product.

Dean (2019), Top Hat Blog (2020), Rotas and Cahapay (2021), Schreiner (2020), and a study made by the University of Tasmania (2021) stated that creating creative activities both conventional and online can help students learn.

However, differentiated instruction was not a simple and easy task, and its implementation remained to be a great challenge to the teachers because of the wide spectrum of students' differences (Meringolo, 2018, and Maunahan, 2016).

The examination of the various literature and studies revealed that the teacher's role was crucial in achieving learning among students. A teacher had to be attending, selective, and equipped in the strategy that will be utilized in the process of acquiring knowledge and skills in recognition of the students' diversity.

Chapter 3

METHODOLOGY

This chapter covers the details of the methods used in the research study. It contains the research design, locale, population and sampling, participants of the study, research instrument, data gathering procedure, ethical considerations, and qualitative data analysis.

Research Design

The study utilized qualitative research with phenomenology as an approach. Jeffers (2018) stated that qualitative research was a process of naturalistic inquiry that sought an in-depth understanding of social phenomena within their natural setting. It focused on social phenomena and relied on the direct experiences of human beings as meaning-making agents in their everyday lives.

Furthermore, phenomenology is a research technique that involves the careful description of aspects of human life as they are lived; Existentialism, deriving its insights from phenomenology, is the philosophical attitude that views human life from the inside rather than pretending to understand it from outside, "objective" point-of-view.

Qualitative data were collected through a semi-constructed interview, an interview using an interview guide. Generally, the researcher used this design which is truly appropriate since she is an English teacher of Grade IV–Grade VI that views and understands the experiences of her participants. The use of this is a real-life and easy-to-visualized concept. Thus, the basic idea is specific yet broad through exploration in a particular scenario.

In this study, the researcher utilized this design which was really suitable since she would like to explore the issue as well as the experiences of the involved participants of this study.

The researcher also applied Interpretative Phenomenological Analysis (IPA) to explore in detail how participants made sense of their personal and social world. IPA combines empathic hermeneutics with questioning hermeneutics. Thus, IPA is concerned with trying to understand what it is like, from the point of view of the participants.

Research Locale

The study was conducted at the different public and private elementary schools in the Second District of Laguna, particularly Los Baños Central Elementary School, Los Baños Faith Christian School, Inc., Vea School Inc., Jehovah Shammah Christian Community School, Inc., St. Anthony School, and Hasik Bagong Buhay Christian School, Inc. These schools were selected because they have been utilizing differentiated instruction which was a great help in getting the most appropriate and needed information.

Population and Sampling

The researcher interviewed twenty participants: ten teachers and ten learners. Consistent with the phenomenological approach, they were selected based on their willingness, availability, and ability to provide in-depth details and relevant information about their experiences, in addition, the following criteria were followed: for teacher participants: (a) teachers of Grade 4 to Grade 6; (b) familiar with the concept of differentiated instruction, and (c) utilized differentiated instruction in his/her lessons. For learner participants: (a) Grade 4 to Grade 6 learners; and experienced differentiated tasks/activities.

Since this research used the qualitative method in a phenomenological approach, the researcher employed the purposeful sampling technique. This strategy is a form of sampling in which the selection of the sample is based on the judgment of the researcher as to which subject best fits the criteria of the study. This is a type of sampling technique, wherein the researcher selected research participants who can offer a meaningful perspective on the phenomenon to be studied (Bobbie, 2010 as cited in Maunahan, 2016).

Participants of the Study

Through purposeful sampling, the researcher selected ten intermediate learners, and ten English teachers from the selected public and private schools of the Second District of Laguna.

Table A

Teacher-Participants of the Study

PARTICIPANT	AGE	GENDER	DESIGNATION	LENGTH OF SERVICE	SCHOOL
Teacher 1	45	Female	Head Teacher	15	School 1
Teacher 2	42	Female	Teacher III	8	School 2
Teacher 3	32	Female	Teacher II	8	School 3
Teacher 4	41	Female	Teacher III	18	School 4
Teacher 5	37	Female	Head Teacher	10	School 5
Teacher 6	58	Female	Teacher	8	School 6
Teacher 7	30	Female	Teacher	6	School 7
Teacher 8	37	Female	Teacher	10	School 8
Teacher 9	34	Female	Teacher	8	School 9
Teacher 10	30	Female	Teacher	9	School 10

The teacher-participants were composed of ten elementary English teachers who utilized differentiated instructions in their classes and were recommended by their principals. They were all females, from 30 to 58 years of age, and were in the field of education from 6 to 18 years.

Table B

Learner-Participants of the Study

PARTICIPANT	AGE	GENDER	SCHOOL
Learner 1	11	Female	School 1
Learner 2	9	Female	School 2
Learner 3	10	Female	School 3
Learner 4	11	Female	School 4
Learner 5	9	Female	School 5
Learner 6	9	Female	School 6
Learner 7	10	Female	School 7
Learner 8	10	Male	School 8
Learner 9	12	Female	School 9
Learner 10	10	Female	School 10

The learner-participants of the study were comprised of ten intermediate learners who experienced differentiated instructions in their classes and were referred by the teacher-participants of the study. They were nine females and one male from nine to twelve years old.

Research Instrument

In gathering relevant information, the researcher used ten (10) guide questions: 5 interview questions for the English teachers; five (5) interview questions for the learners. Thereafter, the researcher personally approached the twenty (20) participants in the selected Public and Private Elementary Schools in the Second District of Laguna and explained the endeavor of her inquiry and the purpose of the interview. She utilized the following interview questions:

(For Teachers)

1. How do you utilize differentiated instruction in your online classes?
2. How do the learners respond to a differentiated task in ODL?
3. How do you address these responses?
4. What challenges do you encounter in utilizing differentiated instruction?
5. How do you deal with these challenges?

(For learners)

1. What types of activities does your teacher give you in your online classes?
2. What can you say about the said activities?
3. In what activities do you learn the most?
4. What challenges do you encounter in doing differentiated tasks?
5. How do you deal with these challenges?

Validation of the Instrument

The researcher sought the adviser's help in checking the suitability and coherence of the interview guide which is a self-made instrument. The instrument was reviewed and was validated by qualitative data analysts, research director, dean, school principal, target participant, and experts from Laguna College of Business and Arts. The researcher used the content validity index to determine the relevance and the acceptability of the instrument. The result showed that the Score Content Validity Index (S-CVI) Average based on Item Content Validity Index (I-CVI), the Score Content Validity Index (S-CVI) Average based on the proportion relevance and acceptability, and the Score Content Validity Index Universal Agreement revealed an average of one (1). Thus, the scale of interview questionnaire achieved satisfactory level of content validity.

After the questions had been validated by a Qualitative Data Analyst, Research Director, School Principal, Target Participant of the study, and experts from Laguna College of Business and Arts interviews with the participants were conducted.

Data-Gathering Procedure

The researcher personally requested permission from the Schools District Superintendent and School Administrators concerning the involvement of the English teachers and Grade 4-6 learners in the research study. She explained the purpose and objectives of the study to the identified participants of the study. As the participants agreed to their involvement, in the arranged date, time, and place, a thorough interview was conducted face-to-face and virtually which served as a data-gathering tool. She prepared the semi-constructed interview questionnaire, recorders, and camera for recording purposes with the participants' permission. The one-on-one interview was done using online platforms, and/or face-to-face interviews depending on the preference of the participants. The data collected went through appropriate transcription, conversion, and coding.

Ethical Consideration

The ethical guidelines as specified in the Research Manual of the school were followed by the researcher, as those ethical considerations were carefully observed throughout this paper. The interview was participated voluntarily by the teachers and learners and the lived experience shared by them. The researcher considered the free time of each participant to avoid class interruption and made an assurance that their confidential data will be in good hands.

Treatment of Qualitative Data

The purpose of this study was to describe the experiences of the public and private school English teachers and intermediate learners in the Second District of Laguna on the utilization of differentiated instruction in online distance learning. It also intended to find out the challenges teachers and learners faced in utilizing differentiated instruction and the coping strategies they used to overcome these challenges. After the interviews, the researcher analyzed the data by transcribing the interviews verbatim. Then, she extracted similar responses from the participants and categorized them by themes, code, and cluster. The emerging themes were extracted from the similar responses per line of the verbatim transcription. This process is known as the Interpretative Phenomenological Analysis (IPA). ([Alase, A. 2017](#))

Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the analysis and interpretation of the gathered data in the phenomenological inquiry concerning the lived experience of English teachers and Intermediate learners in the Second District of Laguna. Methods of inquiry included phenomenological reflection on the data elicited through interviews conducted using a semi-structured interview guide. As such, this research was guided by the following central question:

What is the essence of lived experience of the English teachers and intermediate learners on the utilization of differentiated instruction?

Meanwhile, the corollary questions have been answered in the tables provided.

Corollary Question Number 1. How do the English teachers and intermediate learners describe their experience as regards the utilization of differentiated instruction in online distance learning?

Provided in the tables that follow are the responses to five (5) interview questions gathered from ten (10) English teachers and ten (10) Intermediate learners from selected schools in the Second District of Laguna.

Interview Question 1. How do you utilize differentiated instruction and what activities are given in your online class?

Table 1 exemplifies the responses of the teacher and learner participants on the utilization of differentiated instruction and the activities given in online classes.

Table 1

Annotated Exemplars on the Utilization of Differentiated Instruction and Activities Given in Online Class

Participant	Responses	Researcher's Observation
Teacher 10	<i>"I usually differentiate by means of product. ... I also try to present my lessons in different ways, activating prior knowledge so that I can know where to begin; I sometimes prepare games, recitations,, let them analyze something ... "</i>	Teacher 10 was serious and confident while sharing her experience in utilizing differentiated instruction.
Learner 10	<i>"Proper usage of words especially in writing sentences, we have games and group activities din po. Ahhhmm sa group activity po uhmmm parang</i>	Learner 10 was confident while articulating the activities given by her teacher in online class,

*nagawa kami ng sentences then ipresent then
ieexplain kung paano gagamitin yun...”*

When asked about the utilization of differentiated instruction and the activities given in online class, Teacher 10 mentioned that pupils varied in skills, styles, capacities, and interests, hence it is important to give learners options on how they can present or apply what they have learned from lessons. Meanwhile, Learner 10 stated that her teacher gave them different activities where they can choose from.

Teacher 10 showed seriousness and confidence while sharing her experience in utilizing differentiated instruction because she believed that stimulating learning from the students was a serious task. She divulged that learners varied from each other, so they needed options to help them apply their learning. She also said that she had different ways of presenting her lessons. Learner 10 articulated confidently in her face while sharing the activities that she had in her online class in English. Both responses from the teachers and learners showed that they are both involved in the learning process.

In relation, Suprayogi et al. (2017) stated in their article “Teachers and their Implementation of Differentiated Instruction in the Classroom” that more and more students reflected varying backgrounds, next to differences in e.g., learning style, motivation, ability, need, and interest. School performance was challenged by this student diversity. Every student had strengths and weaknesses, had his own way of learning, and had his own ways on how to express what he/she had learned.

Moreover, Aranda and Zamora (2016) in their study “Using Differentiated Instruction in Improving the Academic Performance of Students in Filipino” explored the implementation of differentiated instruction in higher education to understand if quantitative improvements were noted in a differentiated (DI) classroom compared to a non-differentiated (NDI) classroom in two different sections of the same Educational Psychology course taught by the same instructor. Results showed, that the DI group meaningfully outperformed the NDI group in the shared assignments and the exams. Research has found that the employment of differentiated instruction can benefit not only the students' achievement but also the teaching performance of the teachers including their observations and attitudes.

Interview Question 2. What are the responses of the learners to a differentiated task in ODL?

Table 2 demonstrates the answers of the teacher and learner participants on the responses of Learners to a Differentiated Task in ODL

Table 2

Annotated Exemplars on the Responses of Learners to a Differentiated Task in ODL

Participant	Responses	Researcher's Observation
Teacher 7	<i>"Each learner has different responses, alam po natin yan. They show interest. If the children are interested to the activities that we give, they will be able to master the lessons."</i>	Confidence and excitement were seen on the face of Teacher 10 as she shared the responses
Learner 6	<i>"It is very fun and enjoying. Sometimes the activities are hard and sometimes easy. I am learning with the help of those activities."</i>	Happiness was evident on the face of Learner 6 as she explained her thought about the activities given by her teacher in ODL.

When asked about the responses of learners to a differentiated task in ODL, Teacher 7 articulated that learners had different responses and had shown interest in a differentiated task in ODL. Likewise, Learner 6 stated that differentiated task in ODL was very fun and enjoyable. It helped her to learn.

Teacher 7 conveyed confidence and excitement as she shared the responses of her learners to a differentiated task because she was certain that if the children were interested in the activities she gave, mastery of the lessons followed. Also, Learner 6 was happy as she shared her response to the fun and exciting differentiated task in ODL, for it helped her to learn. Both participants were aware of the positive impact differentiated activities can give them.

LSUS (2016) in their article "Differentiated Instruction for the Diverse Classroom" shared differentiated instruction as beneficial to the teachers; differentiated lessons motivated and involved the students in the learning process. Students can feel more successful in the classroom if they can learn at their own paces, and to their own abilities—this, in turn, inspired them to greater learning. Most students who experienced differentiated instruction took more ownership of their own learning which led to intrinsic learning rather than extrinsic learning skills. The performance of both high-achieving and low-achieving students also the quality of the students' work improved in a differentiated classroom; these inspired teachers to continue the utilization of differentiated instruction.

Meringolo (2018) in her online teaching portfolio “Differentiation Reflection” shared that, as a teacher, as well as a student, she has experienced and seen the importance of differentiated instruction. She felt differentiation was highly necessary and important to integrate into her instruction although it was not a simple and easy task. Meeting the needs of each student and enhancing the learning of the student can be observed through differentiation; she believed that DI can really benefit students and their learning. Differentiation enabled educators to deliver learning opportunities to diverse learners. It was also the best way to ensure effective teaching and successful learning. She added that although differentiation can be done in content, process, and product, based on readiness, learning profile, and interest, it did not always have to address all these aspects at once. As a teacher, she hoped to differentiate in the best ways possible in any teaching experience and opportunity, to allow learning for all. She mirrored on her experiences using differentiation and her knowledge of its importance in guaranteeing that learning occurs for all students which encouraged and inspired her to continue the use of differentiation throughout her teaching practices.

Interview Question 3. How do you address these responses, and in what activities do you learn the most?

Table 3 exemplifies the answers of the teacher and learner participants on addressing the responses of learners and the activities that help them to learn the most.

Table 3

Annotated Exemplars on Addressing the Responses of Learners and the Activities that Help them to Learn the Most

Participant	Responses	Researcher’s Observation
Teacher 4	<i>“Ahh okay.. kapag positive syiempre kapag nakita mo yung, nacatch mo na yung attention nila, gagamitin mo sya continuously hindi mo ahhhh.....”</i>	Teacher 4 was very glad and enthusiastic while sharing how she addressed the responses of her learners.
Learner 6	<i>“I think it must be the stories and the videos. They help me to learn the most. I learn also from all the games that my teacher prepares...”</i>	Learner 6 was serious while explaining the activity that helped her learn the most.

When asked, how she addressed the responses of her learners, Teacher 4 stated that she continued using the strategies with positive learners’ responses, while giving adjustments to the activity with negative responses to gain the interest of the learners. Meanwhile, Learner 6 articulated that she learned better with stories, videos, and games.

Gladness and enthusiasm were evident on the face of Teacher 4 while sharing how she addressed the responses of her learners because she believed that the positive responses of the learners meant learning, and the negative responses meant modification that will gain their interests. Seriousness was seen on the face of Learner 6 while conveying that he can learn better in physical activities like stories, videos, and games than online things because physical activities were easier to understand. Both participants were aware that not all activities prepared in a classroom can be suitable for all.

Shareefa, M. et al. (2019) in their journal entitled “Teachers’ Perceptions on Differentiated Instruction: Do Experience, Qualification and Challenges Matter?” conducted in Brunei with a purpose of exploring elementary teachers’ perception of DI based on their teaching experience, qualification and challenges teachers experienced when attempting implementation of the strategies emphasized that in order to maximize learning, a responsive teacher will modify and bring alterations to the instructions that allowed students to get access to ideas and skills in different ways that were sensible to them so that they can demonstrate ideas and skills.

Moreover, The Learning Accelerator on their blog “Differentiation: How do I use data to adjust instruction for groups and individual students?” expressed that though learners may have things in common, they each had exceptional strengths and growth areas. They needed more personalized and targeted instructional that teachers can design. It may comprise modified learning pathways, playlists with learning tasks, and tailored learning plans to address individual academic and personal needs. Whether through organized choice boards or online learning platforms, educators can set learning goals for students and generate opportunities for individual mastery.

Interview Question 4. What challenges do you encounter in utilizing and doing differentiated tasks?

Table 4 represents the responses of the teacher and learner participants on challenges encountered in utilizing and doing differentiated tasks.

Table 4

Annotated Exemplars on the Challenges Encountered in Utilizing and Doing Differentiated Tasks

Participant	Responses	Researcher’s Observation
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Teacher 4	<i>“Okay... matrabaho sya. It requires a lot of time... Then yung pangalawa, yung problem pang iba e yung internet connectivity, nangyayari yan sa new normal laging may mga technical difficulties so ayun kailangang lagi kang may... back up. Tapos yung skills, kulang pa talaga kami sa skills, ...”</i>	Teacher 4 looked determined while explaining the challenges she encountered in utilizing differentiated tasks.
Learner 1	<i>“... having an unstable internet connection and lack of time. ... shortage of time because sometimes the activities I need to do pile up and I thought I'm already done with these ahmm activities, but when I check the Quipper ahmmm I realize that I still need something to accomplish</i>	Learner 1 was hesitant while sharing her challenges in differentiated tasks.

When asked about the challenges encountered in utilizing and doing differentiated tasks Teacher 4 stated three challenges, first was the preparation since it required a lot of time, next was the unstable internet connection, and last was the lack of skills and training. Similarly, Learner 1 expressed that the challenges she encountered in doing differentiated tasks were the unstable internet connection and the shortage of time.

As observed, Teacher 4 was determined while explaining the challenges she encountered in utilizing differentiated tasks since she got used to them and can handle them already. Her determination came from the learning she gets from the challenges, for this helped her cope with the new normal. Also, Learner 1 was hesitant while sharing since she was not able to attend her online classes because of the unstable internet connection that resulted in the piling up of tasks. The teacher and learner participants shared the importance of checking and backing up things to stand with these challenges

Logsdon (2021) in her blog “Pros and Cons of Differentiated Teaching Using Multiple Teaching Styles to Meet the Needs of Diverse Students” specified the lack of professional development resources to properly train faculty, and more lesson-planning time for teachers were some of the cons of implementing differentiated instruction.

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Finally, Perez (2021) in her study published in ABS-CBN News entitled “Internet Access 'Main Challenge' for Teachers in Distance Teaching in PH: Study” mentioned internet connectivity as the main challenge of online distance learning and teaching. The study revealed 71.87 percent of the respondents said they commonly use mobile data for internet connection. For wired connectivity, 32.50 percent use fiber internet, 10.38 percent use DSL, and 20.61 percent use pocket Wi-Fi. Less than 1 percent said they "do not connect to the internet at all."

Interview Question 5. How do you deal with these challenges?

Table 5 demonstrates the responses of the teacher and learner participants on the strategies they do in dealing with the challenges they encountered.

Table 5

Annotated Exemplars on the Strategies in Dealing with Challenges Encountered

Participant	Responses	Researcher's Observation
Teacher 10	<i>“I deal with these challenges by scheduling or doing a timetable para maiprepare ko yung lessons, differentiated tasks as well as my deadlines. I also browse the internet for some new and exciting projects and tasks that I can give my pupils. I also modify them so that mukang....”</i>	Gladness and confidence were reflected on the face of the teacher as she described her strategies in dealing with the challenges she encountered in utilizing differentiated instruction.
Learner 10	<i>“I always study hard to improve my capabilities. I will try to learn more from it, and find easier ways and if I am having hard times ahhm I will ask my teacher about it po.”</i>	Learner 10 showed positive expression as she articulated her experience.

When asked about the strategies they used in dealing with the challenges they encountered Teacher 10 divulged that she used a timetable in preparing differentiated tasks and doing some of the school works at the same time, she also said that she browsed the internet to look for some new and exciting projects that she can give her students, and collaborated with her colleagues to come up with ideas that can help her in dealing with her challenges. Learner 10 revealed that studying, learning from the activities, finding easier ways, and asking her teachers were her ways in dealing with the challenges encountered in doing the differentiated task in her online class.

Based on the teacher and learner participants' shared responses, it was evident that the strategies they used helped them to deal with the challenges they encountered that's why they showed gladness, confidence, and positive expression as they shared their experiences. The teacher and the learner participants were both mindful of the importance of having strategies in facing difficulties. They divulged helping oneself by means of finding easier ways and self-improvement aid a person to face challenges positively.

Corresponding to the experience of the learner participant, Rotas and Cahapay (2021) in their article "From Stress to Success: Exploring How Filipino Students Cope with Remote Learning amid COVID-19 Pandemic" revealed that the coping strategies used by students in remote learning are the following: looking for good space and time; borrowing learning resources; seeking support from peers; approaching the teachers; practicing time management; doing learning tasks ahead; extending the time for learning tasks; diverting attention; regulating the self; taking extra jobs; crying, and praying.

Corollary Question Number 2. What themes emerged from the testimonies of the English teachers and intermediate learners?

The following tables provide the themes that emerged from the semi-constructed interviews conducted with the participants of the study.

The figure showed the summary of emerging themes of the study. The themes were as follows: **Technology-aided Strategies, Reactions to Differentiated Tasks, Motivation and Follow-up Praises, Conventional and Online Activities, Problems Faced in Conducting Differentiated Tasks, and Various Coping Strategies.**

Figure 2

Emerging Themes



The colored circles around the magnifying glass were the themes that symbolized the main focus of the study. The teacher holds magnifying glass pointing to the diverse students to see in a bigger perspective how differentiated instruction became effective in dealing with the individual needs of students. Images of learners with different shapes and colored callouts mean learners’ diversity. They think, learn, and respond differently that’s why addressing these differences should be prioritized. Students are created uniquely and are intelligent in their own ways. This lens is used to see clearly the target aim of the study which was to understand the experience of the teacher and learner participants in utilizing differentiated instruction as well as the challenges and their coping strategies to overcome these.

Interview Question 1. How do you utilize differentiated instruction and what activities are given in your online class?

With the theme, **Technology-aided Strategies**, the participants divulged the various ways on how they conducted differentiated instruction in online classes. The subordinate themes were as follows: **Online Applications** were mentioned by the participants wherein they found interesting and helpful; **Groupings** were still possible in a virtual classroom set-up using online platforms; **Knowing Students** was mentioned by Teacher 1 as an important thing to consider in preparing tasks for students; and **Options from Varied Creative Activities** on how students can present and apply what they have learned from the lessons.

Teacher-participants found ways on how to cater to the varying needs of their students by presenting their lessons in a different format with the help of different online applications. Knowing students' learning profiles can make the teaching-learning process more engaging and interesting.

Thematic Chart A

Technology-aided Strategies

Participant	Responses	Subordinate theme
Teacher 2	<i>...Jamboard, sometimes Padlet, yung Menti, sometime nanunuood kami ...</i>	Online Applications
Teacher 3	<i>"We use Kahoot for motivation... sometimes for formative assessment. I also let them watch downloaded videos to catch their attention and motivate them..."</i>	
Teacher 4	<i>"I make use of mga short videos, mga Jamboard, Quizziz, Kahoot..."</i>	
Teacher 6	<i>"I also give them games like yung Quizziz, maganda rin yung Nearpod..."</i>	
Teacher 7	<i>"...offer them supplemental resources since these students are using internet, computer, and other gadgets... we are applying gamified application... while the learners are playing or enjoying the games, they are learning."</i>	
Teacher 9	<i>"... kailangan actually mameet yung individual needs ng learners ... games ... yung Quizziz, yung Gimkit, like yung Gimkit"</i>	
Learner 1	<i>"... activities like seat works, oral recitation and quizzis. .. app called Quipper for assignments and sometimes quizzes..."</i>	
Learner 2	<i>"... watching videos, Kahoot, Jamboard and Menti, ..."</i>	
Learner 3	<i>"We watched videos and played Kahoot po."</i>	
Learner 4	<i>"... My teacher sometimes gives games din po, sometimes tongue twisters ... Gumagamit din po kami nung Quizziz at Jamboard."</i>	
Learner 5	<i>"Teacher gave us seatworks, quizzes, and exercises po."</i>	Groupings
Learner 7	<i>"... pictures of magazines, newspapers and books. We also have online games like Gimkit, Blooket and Quizziz po."</i>	
Learner 8	<i>"She also gives games... more on website games ... like Quizziz"</i>	
Learner 9	<i>"ahmmm online games po like spelling, in doing sentences, or finding the object pronouns using Quizziz and Blooket po"</i>	
Teacher 5	<i>"... I also give groupings."</i>	
Teacher 8	<i>"... group activity reporting ..."</i>	
Learner 10	<i>proper usage of words especially in writing sentences, we have games and group activities din po. ... magrecreate po ng... story, ng poem, ng sentences po.</i>	
Learner 6	<i>".. May groupings po kami,... there are breakout rooms..."</i>	
Teacher 1	<i>"... I need to know the capability and weaknesses of my pupils ... providing videos related to my topics, to my lessons and I let them ah construct essays yan, ... writing a dialogue"</i>	
Teacher 10	<i>" ... I give them options to choose from, like sentence construction, creating of stories, dialogues, poems, even songs, they can also choose to make concept maps ..."</i>	

The learner-participants explained how their teachers utilized several online applications that aid them in enjoying and learning their lessons in English class. As learners become exposed to the activities that catch their interests and according to their learning styles, effective teaching and learning process took place.

Learners have different preferences in learning, for they vary in skills, interests, learning styles, and learning profile that is why teachers need to differentiate instruction. The use of activities that can cater to the needs of students is a vital part of students' learning. Addressing the varying needs of students by giving them a variety of activities helps them to learn and perform well in class.

Usher (2019) in her article "Differentiating by Offering Choices" stated that classrooms were filled with students with varying abilities and capabilities, teachers need to strive to meet each student's individual needs by giving more opportunities for students to grow to their highest potential by differentiating. She said teachers can provide technological ways to be offered that can reflect the individuality of learners. Adding technological components to students' activities can increase student engagement and add the element of fun while giving students practice with technical skills.

More so, Dean (2019) in her blog "7 Creative Ways to Teach Diverse Learners" shared seven creative ways to teach diverse learners to attain learning objectives including making individualized education plan cheat sheets, encouraging active learning through group learning and discussions, small group teaching, group by learning style, project-based learning, adapting learning online tools, and providing alternative testing options. Meeting the needs of diverse learners was a responsibility, and teachers had to make sure that all students received an equal and adequate education.

Top Hat Blog (2020) "Differentiated Instruction in the Digital Classroom" mentioned differentiation lent itself well to the online world especially now that learners learned in different set-ups. Teachers exerted effort to make lessons more interactive and engaging to students; teachers can use online learning tools like game-based instruction.

Interview Question 2. What are the responses of the learners to a differentiated task in ODL?

Thematic Chart B

Reactions to Differentiated Tasks

Participant	Responses	Subordinate Themes	
Teacher 3	"... my learners are enjoying the differentiated instruction..."	Enjoying the Activities	
Teacher 10	"... they enjoy it ... They are also excited about it."		
Learner 3	"Nageenjoy po ako..."		
Learner 6	"It is very fun and enjoying. Sometimes the activities are hard and sometimes easy."		
Learner 7	"I enjoy and learn from these activities po. Nakakaencourage po, nakakabilis po ng pagsasagot parang napaka challenging."		
Learner 10	"It is fun, enjoyable and I am excited to learn more..."		
Learner 5	"It is fun and exciting po, it helps me learn."		
Learner 9	"... It is very fun. I can answer very well and I got all the answers correct."		
Teacher 1	"Of course, they respond differently."		Different Responses
Teacher 4	"... iba-iba ang responses depende din kasi sa learner..."		
Teacher 6	"... different responses..They show interest. ... They are aggressive in a way na they are really enjoying kasi."		
Teacher 7	"Each learner has different responses..."		
Teacher 5	"... responding positively on it ..."	Positive Response	
Teacher 8	"... They responded very well and very fast yung responses nila..."		
Teacher 9	"Ok naman po ma'am nakakapagrespon naman po sila dun sa mga tasks..."		
Learner 8	"Good..."	Learning from the Activities	
Learner 1	"...it helps me to practice or refresh in my mind what I've learned..."		
Learner 2	"... I am learning from the different activities po."		
Learner 4	"I have learned so much more on the activities that my teacher gave us po."		

Reactions to Differentiated Tasks as a superordinate theme, the teacher- participants shared differentiating had shown positive responses among their students, while learners shared differentiated tasks were fun, enjoyable, exciting, and challenging which helped them to learn. They elaborated these answers as **Enjoying the Activities, Different Responses, Positive Response, and Learning from the Activities**. The teacher participants shared students show different responses according to students' capabilities and attitudes, some were motivated, active students become more active as introverts still want to share their thoughts if they were called. Students show interest and enjoyment as they show aggressiveness and enthusiasm in participating. The teacher-participants shared their students were confused at first, they found differentiated tasks hard but fine because they can practice and refresh what they have learned.

Thus, reactions of student-respondents showed similarities, for they agreed that differentiated tasks helped them acquire the knowledge and skills they should have in every lesson. Positive responses from the students were a sign that learning took place and was achieved.

An English class may be boring to some of the students because of the long stories to read, a foreign language to convey, and sentences with correct grammar to write. Teachers who guide and prepare tasks that address the needs of diverse learners receive positive responses and stimulate learning among the students

because these tasks help them see that learning is fun and exciting. Moreover, teachers may always let their students feel that learning is not a burden, but a great treasure to enjoy and cherish that can help them to have brighter futures.

Magableh and Abdullah (2021) in a study “The Impact of Differentiated Instruction on Students’ Reading Comprehension Attainment in Mixed-Ability Classrooms” an explanatory sequential quasi-experimental study that investigated the impact of differentiated instruction on reading comprehension attainment in mixed-ability classrooms revealed differentiated instruction was effective in increasing reading comprehension achievement for the early secondary stage. The Fifty-four tenth grade students from two classes in two different schools took part in the study; the first group was taught using differentiated instruction strategies using tiered assignment and instruction in the areas of content, process, and product, the other group was taught using the one-size-fits-all method.

Furthermore, Sahril et al. (2021) in their study “The Impact of Differentiated Instruction on Students’ Reading Comprehension Attainment in Mixed-Ability Classrooms” revealed positive responses from the students in critical reading learning on students’ learning interest and reading level. Differentiated instruction helped the students to have an in-depth view of the target language, learn to look at their abilities in new ways, increase their self-confidence and use English to communicate.

Finally, Saul (2019) in his article “Bruner - Learning Theory in Education” explained Constructivism Theory of Jerome Bruner as an active process in which learners created new ideas based upon their prior knowledge. This prior knowledge influenced what new or modified knowledge an individual will construct from new learning experiences. It raised the need to provide students with a series of tools that let them shape their own criteria of learning. Teachers took the process closely and made adjustments as needed. The role of the teacher was to translate information to be learned into a format appropriate to the learners’ current state of understanding. Bruner focused on investigating how people construct knowledge based on interaction with reality. He established that each person had a different perception of reality, therefore, their way of interpreting knowledge was also different.

Interview Question 3. How do you address these responses, and in what activities do you learn the most?

Thematic Chart C1

Motivation and Follow-up Praises

Participant	Responses	Subordinate Themes
Teacher 1	<i>"I just keep on... motivating the pupils ... I commend, give praises..."</i>	Giving Praises
Teacher 6	<i>"... I have to give words like very good, job well done, you're so great para ahmm lalo na ang mga bata... ay matutuwa."</i>	
Teacher 8	<i>"After checking their tasks I give them badge ..."</i>	
Teacher 9	<i>"...I praise them po...Pero kapag mali po...we give clues..."</i>	
Teacher 10	<i>"... I keep on doing these in my English classes...I also commend and praise them to what they've done."</i>	
Teacher 2	<i>"... I try to explain to the pupils what they need to do ..."</i>	Feedbacking
Teacher 5	<i>"... I will give it to them in order for them to master the lesson. ... we really have to cater these things."</i>	
Teacher 3	<i>"...I'm using such as the Kahoot and the downloaded videos also the PowerPoint presentation ..."</i>	Using Different Activities
Teacher 4	<i>"... gagamitin mo sya continuously ..."</i>	Continuous Use
Teacher 7	<i>"... we have mantra, our mantra is academics and beyond, not just academically but beyond ano po ..."</i>	Believing beyond the Mantra

With the theme, **Motivation and Follow-up Praises**, the teacher-participants shared their ways in addressing the different responses of the students that helped students engage in learning. They expounded the use of **Consistent Motivation** and **Feedbacking** which they found fulfilling and motivating not only on the students' part but also on parents' part. **Using Different Activities** helped them create better learning. The teacher participant shared the **Continuous Use** of activities that gained positive responses from the students. **Believing beyond the Mantra** as mentioned by the teacher-participant in which not all learners show intelligence in academics, that was why learning should take place beyond it.

Students can learn with the use of an array of activities prepared by teachers at their own pace. As teachers guide the learners to learn the lessons in English, it is crucial to develop their confidence, engagement, and positive attitude by not only giving them activities but also praising them and giving feedback on what they do. English teachers must create an atmosphere that stimulates learning. It is also best when all the learners' efforts are recognized and appreciated as it makes them feel successful, and motivated to strive harder.

Waterford.org (2020) on their article entitled "Strategies for Motivating Students: Start with Intrinsic Motivation" mentioned that if teachers can get students curious and motivated to learn and help them to find a

passion for learning while they were young, they were set up for lifelong love of learning through intrinsic motivation. Engaging students because of internal rewards like the love of learning and interest in the subject helped the students to engage more in learning.

Furthermore, Norlin in her article “The Importance of Feedback?” mentioned feedback happened after a learner’s response, or when information was provided about the specific task at hand. The use of feedback has become a substantial practice by teachers because of its benefits and positive effects on the students. Receiving feedback on a challenging task at hand can produce more efforts from students’ future work; feedbacking with a higher success rate clarified the goal set and produced more focus from the student. Feedback may include improvement, a better understanding of tasks, personal feedback, and self-evaluation.

Cognitivism Theory of Jean Piaget as mentioned by Saul (2019) understood motivation as largely intrinsic because learning involved the significant restructuring of existing cognitive structure which required a major personal investment on the learner’s part. Without some kind of internal drive on the part of the learner to do so, external rewards and punishments such as grades were unlikely to be sufficient.

Lastly, Kendra (2020). in her article “Unconditional Positive Regards in Psychology” focused on Carl Roger’s Unconditional Positive Regard in ensuring that students knew that they were cared for, appreciated, and trusted by the teachers. Teachers should always let students know that they were inherently good and can do good things if they put their mind to it. Teachers can say encouraging phrases like “you did a great job”, “today was not a good day for us, but tomorrow let’s come to school with a positive attitude”, and “I know you can do better.”

Thematic Chart C2

Conventional and Online Activities

Participants	Responses	Subordinate Themes
Learner 2	<i>“When teacher used videos and Jamboard ...”</i>	Online Games
Learner 6	<i>... stories and the videos; ... all the games that my teacher prepares. ...</i>	
Learner 3	<i>“I learn in online games like Kahoot po.”</i>	
Learner 9	<i>... Quizizz po. ...</i>	

Learner 5	<i>“Natututo po ako sa mga activities like games and different activities.”</i>	
Learner 7	<i>“ahhm I learn sa mga games.”</i>	
Learner 1	<i>I learn in all types of activities of course...</i>	All Types
Learner 10	<i>“I learn from all of them. ”</i>	
Learner 8	<i>More on the physical activities that she’s giving us with arts like using the pencil and drawing on our paper</i>	Conventional Classroom Activities
Learner 4	<i>... about the tests po... singing duo ... tsaka po yung reading corner po na may picture.</i>	

Conventional and Online Activities as the superordinate theme, the learner- participants divulged activities that helped them learn English subjects. **Online Games** aid learners in learning and enjoying at the same time. **All Types of Activities** are supportive to make learning stimulating. **Conventional Classroom Activities** prepared by the teachers were expounded by the participants.

All students can learn and succeed, but not in the same way and the same day. It is very important that learning takes place among students. Classroom activities, games and the like can help learners to achieve learning. Creating an atmosphere that stimulates learning can aid the students to become successful in a subject. Through online games, students can be sharper and mentally active. Conventional classroom activities can provide students with a fixed schedule and specific periods dedicated exclusively to learning. Creating various activities has a vital role in the overall performance of students.

Schreiner (2020) in her article “What Are the Benefits of Games in Education & Learning Activities?” shared classroom games provide students with the opportunity to learn while engaging in a competition. Classroom games can promote student involvement in the lesson, encourage teamwork, build good sportsmanship, and practice problem-solving skills.

In addition, a study made by the University of Tasmania (2021) entitled “Examples of Learning Activities” mentioned that the teacher’s essential task was to get students involved in learning activities that will result in attaining the intended learning outcomes. Every learning activity in a classroom should be intentional, meaningful, and useful. Meaningful activity to ensure student development and advancement that will develop their skills, knowledge, and understandings in different ways. Useful activities where students were able to take what they have learned from engaging activities.

According to Bazzocchi (2017) in his blog “Choice Theory, Quality School and Classroom” teachers created engaging, exciting, and relevant lessons and activities so that students were excited about learning. By making class a comfortable and enjoyable experience that met students’ needs, misbehavior will decline.

Interview Question 4. What challenges do you encounter in utilizing and doing differentiated tasks?

Thematic Chart D

Problems Faced in Conducting Differentiated Tasks

Participant	Responses	Subordinate Themes
Teacher 1	“... internet interruption and sometimes you will notice that some pupils disappear, naglalag napala because of the internet interruption...”	Poor Internet Connectivity
Teacher 6	“...of course, given na rin yung connection kasi meroon talaga na may activities nawawala sila, naglalag sila...”	
Teacher 9	“... usually technical issues...”	
Learner 1	“... unstable internet connection and lack of time...”	
Learner 2	“... internet connection po...”	
Learner 3	“internet connection”	
Learner 5	“mabagal po na internet connection, naglalag...”	
Learner 6	“Slow internet po, ..	
Teacher 3	“...how they are going to use or follow instructions given by their teacher on how they are going to use the online application adapted or integrated in the subject matter.”	Difficulty of Differentiated Tasks
Learner 4	Sometimes the questions are difficult to comprehend po ...	
Learner 7	I am challenged sa mga activities like spelling... reading. Minsan po sa mga hard activities.	
Learner 8	... messing just a little bit and maybe doing it again or we try to fix it but it doesn't work”	
Learner 9	...spellings po, hard spellings po...	
Learner 10	... enhancing my speaking skills po. sometimes “Sometimes the difficulty of the tasks sometimes.	
Teacher 2	“Unang-una napakatrabaho nya, yung preparation at yung reactions din ng mga parents. It is also the time given in instructing...”	Preparation
Teacher 4	“Okay... matrabaho sya. It requires a lot of time...”	
Teacher 7	“... the preparation in considering the learners' readiness, interest and learning profile.”	
Teacher 10	“... the preparation. It takes time and effort to have differentiated tasks.”	
Teacher 5	“...even though you have used the strategy already sometimes you have to change it on the next lesson because it is not suited...”	Suitability of the Strategy
Teacher 8	“... hindi talaga ako techie, ang mga bata ay 21st Century learner kailangan ko sila sabayan...”	Lack of Technological Skills

Problems Faced in Conducting Differentiated Tasks as stressed by the participants were **Poor Internet Connectivity, Preparation, Difficulty of Differentiated Tasks, Lack of Technological Skills** and **Suitability of the Strategy** were the hindrances they faced when conducting differentiated instruction. Most of the participants were challenged on the unstable internet connection since it affects the quality of teaching and learning in a virtual classroom.

The teacher-participants explained that preparation was challenging since a lot of time will be consumed in making differentiated tasks. The difficulty of tasks and the suitability of strategy were shared by

the participants wherein not all tasks prepared were appropriate. Lack of technological skills was divulged by teacher 8 as her challenge not only in utilizing differentiated tasks but also with the new setup in education.

Teachers face lots of challenges in teaching their students. Teaching in the new education setup adds to it since they double their time in finding alternative ways and solutions to deliver quality education and overcome these trials posed by the pandemic. These challenges can make them tiresome, but also challenge them to strive harder in reaching their ultimate goal which is to promote learning whatever happens.

In addition, students have the hearts in learning, yet struggles are encountered because of challenges brought by the online setup, and the complexity of tasks. Learning on the part of the students in this new normal is a drastic change. Learning from the four corners of the classroom to the virtual classroom is really a challenge to the students, there are lots of factors that affect their learning. Therefore, they should become more persistent in achieving knowledge and skills that they should have in the grade level. It is hard, yet will become fulfilling as these challenges help them to learn and grow as individuals.

Challenges in English subject classrooms are factors that affect effective and quality education. These are considered barriers that restrict the teaching and learning process, these barriers include lack of preparation and skills, as well as an unstable internet connection that may result in lacking enthusiasm and motivation to learn among the learners. Typically, these challenges are the problems that teachers and students try to overcome in order to make the process easier. The eagerness in facing these struggles improves the overall results of effective teaching and quality learning.

Siam and Al-Natour (2016) on their study “Teacher’s Differentiated Instruction Practices and Implementation Challenges for Learning Disabilities in Jordan” which aimed to identify the differentiated instruction practices used by Jordanian teachers and the challenges they faced when teaching students with learning disabilities in Amman. The result revealed that teachers faced challenges in implementing differentiated instruction which included the time required to attain set goals and the ability of the teacher to divide the students according to their needs and capabilities. The daily workload of a teacher, including documentation, paperwork, and administrative burdens were all challenging and did get in the way of the implementation of the differentiated instruction; this was apart from the limitations in the capacity of schools and available learning resources and

media. The proper understanding of the differentiated instruction strategies was yet another challenge standing in the way of implementation that affects the education of students with learning disabilities.

Finally, in a blog posted by Anu_V (2021) entitled “Online Challenges and Solutions” expressed some challenges in online learning. Adaptability issues in online learning had been a problem since students had been studying in the traditional classroom. Many students were not well equipped with a high internet connection which led to technical issues in online learning. Lack of computer knowledge on how to operate basic computers with MS Office, Time management in online learning that resulted in piling up of tasks, losing hope and motivation to complete the task and engage students with learning, distraction, communication issues towards the students, teachers, and parents as well as the assessment challenge were some of the challenges faced by teachers and students in the virtual world.

Interview Question 5. How do you deal with these challenges?

Thematic Chart E

Various Coping Strategies

Participant	Responses	Subordinate Themes
Teacher 2	... naghahanap ako ng mas madaling platform ...Nagtatanong tanong din ako sa mga co-teachers ko ...	Seeking the Help of Others
Teacher 4	...I always have a back-up... I uploaded ahead of time yung mga materials ...kapag may time kami at nakakapagsama-sama kaming mga teachers nandun yung tanungan portion namig na, ...	
Teacher 6	... I ask someone na alam kong nakakaunawa to assist or explain what to do sa classmate nila”	
Teacher 7	... I ask them paano gawin yan or paano laruin yan then I will search and incorporate it in the lesson. ...	
Teacher 8	Inaral ko po yung sa online platform, nagpapaturo din ako...	
Teacher 10	...scheduling or doing a timetable ... browse the internet for some new and exciting projects and tasks ... and of course asking the help of my colleagues...	
Learner 2	... I asked mommy for further explanation or I also check videos sa YouTube na related topic...nag-aask po ako kay teacher ...	Open Communication
Learner 3	“Tinanong ko po si teacher.”	
Learner 4	I practice my vocabulary skills po, and read many stories po. Nagtatanong din po ako sa kuya ko ... Tinatanong ko rin po yung teacher ...	
Learner 6	I ask the teacher to explain po ...	
Learner 7	Tinatranslate ko po muna tapos isearch ko po sa ... “Nagtatanong din po ako sa magulang ko ... or sa teacher.”	
Learner 9	I have to think fast on how to use it. I have to listen to teacher what she is teaching us so I can answer. “I ask din po teacher.”	
Teacher 1	... I really have to extend my patience, ... And also the communication to my pupils are always open ... I pray a lot...	
Teacher 9	We encourage the students, we help them, and also we inform the parents.	
Learner 1	... I let my teacher know that I'm lagging or disconnecting, then I restart the internet and rejoin the class .., I self-study. ... with the shortage of time, I always try to check our group chat ...	
Learner 5	I try to do it on my own po but if it didn't work, I ask my teacher po.	
Learner 8	... I keep on thinking ways on how to solve the problem on my own, but if all things do not work, that's the time I will ask my teacher.	
Learner 10	I always study hard to improve my capabilities. I will try to learn more from it, and find easier ways. I will ask my teacher about I po.	

Teacher 3	<i>... I give them enough time and knowledge to deal with the different problems being encountered and I try to be patient ...</i>	Being Patient
Teacher 5	<i>ahhh positively, I have to take it positively. So... I have to have a lot of patience...</i>	

With the theme, **Various Coping Strategies** the teacher and learner participants came up with various strategies in dealing with difficulties they encountered. The subordinate themes were as follows: **Seeking the Help of Others** that led to improvement and collaboration; which filled in the gaps of the things students needed to know and understand; **Open Communication** which promoted better understanding and filled in gaps of the students that they needed to know and understand; **Self-Learning** improved responsibility on one's learning, and **Being Patient** in managing and solving problems.

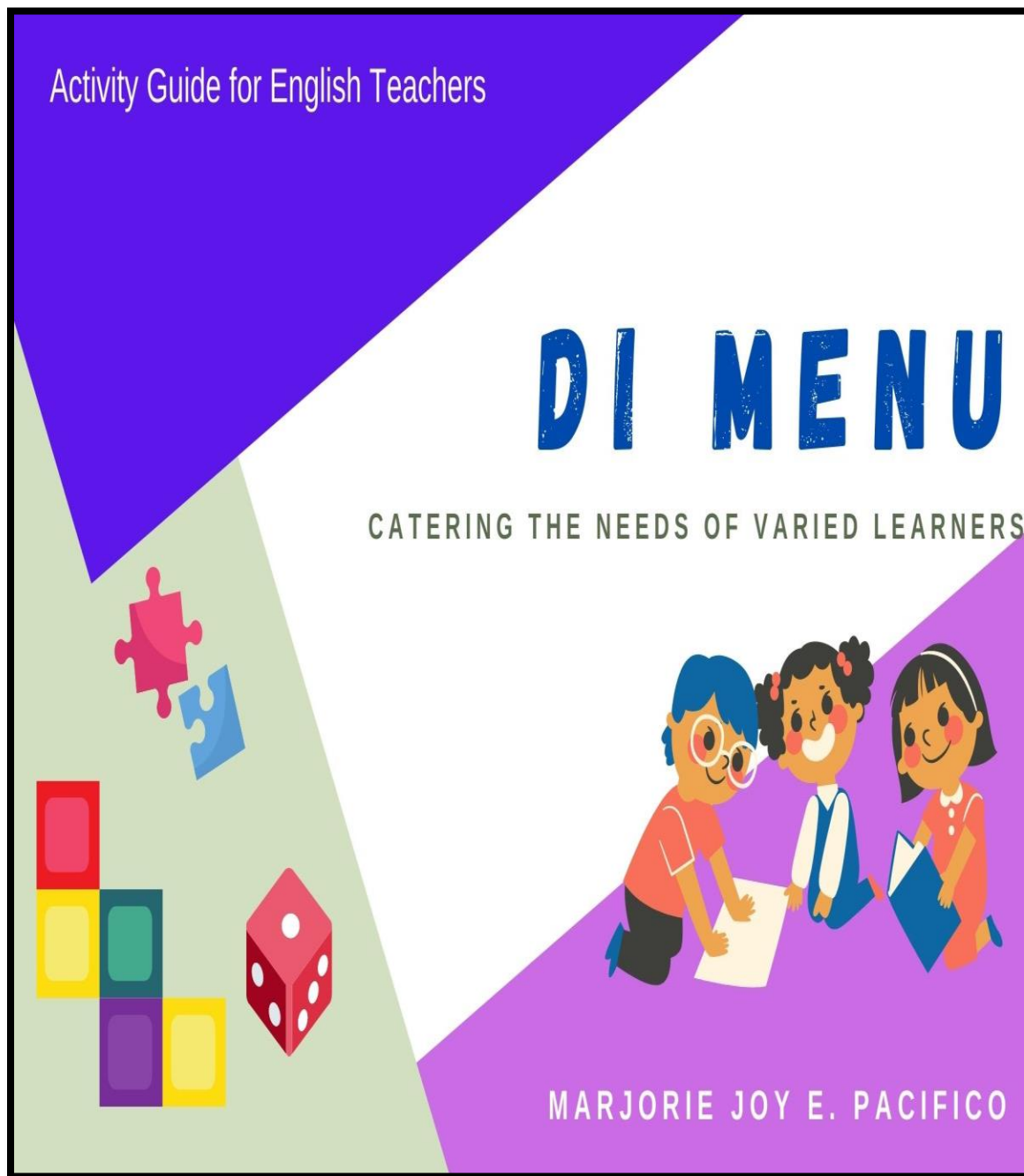
There is no single solution on how to overcome difficulties. It is very crucial to find solutions to fit the various problems that will help them to succeed. For teachers to alleviate solutions to their problems, they need to find the main cause to address them. Teachers must always be prepared and innovative in thinking more creative ways on how to accommodate the needs of their learners. A positive attitude and acknowledgment of God's help are also needed in facing hurdles of life.

In addition, learners also face challenges that may restrict them to achieve the learning that they deserve. For them to reach optimum learning they also need to seek ways on how to solve them. It is essential for learners to take their own responsibility for their own learning. All learners can learn and succeed by helping themselves and by seeking help from others.

In a blog posted by Anu_V (2021) entitled "Online Challenges and Solutions" he mentioned some strategies in coping with the challenges faced in online learning, some of which are to avoid distraction by setting breaks and focusing on learning schedule, create To-Do List on an everyday basis, seek help from parents, friends, colleagues, family and any individual, and avoid multitasking by completing one task at a time to make work effective and productive. Staying positive towards online learning and teaching, being open in communication to teachers and classmates by calling or chatting with them for better understanding of the lessons and tasks, and engaging students with the use of videos, games, and any activities are also enumerated that can help students and teachers in coping with the problems faced in online learning. He also mentioned attending training on how to effectively use DI in the classroom as well as continued support and planning time to implement the said teaching approach can help teachers surpass the challenges.

Corollary Question Number 3. Based on the findings of the study, what activity guide of differentiated activities that can help English teachers and learners was proposed?

As an output of this study, the researcher developed an activity guide entitled Differentiated Instruction (DI) Menu that may serve as a guide for teachers utilizing differentiated instruction and addressing diverse learners in English classes.



INTRODUCTION

Learners all throughout the world are diverse because they were created uniquely. As each thumb mark is different from each other, as well as snowflakes from the others, each learner is also exceptional in their ways. Teachers should understand that learners are diverse, and that they need to find ways on how to cater their needs in terms of their learning styles, interests and learning profiles.

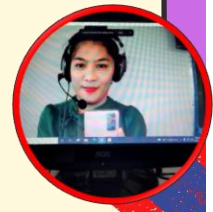
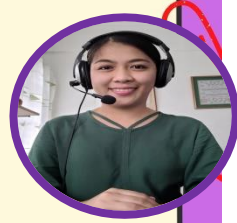
There is no single strategy that fits all the learners that's why this activity guide was tailored to help English teachers differentiate. Differentiated Instruction (DI) Menu is the result of the study conducted by the author which provides different activities that will aid the English teachers in catering the varying needs of learners. These activities will not only accommodate the learning needs of the learners, but will also help them find out that learning can be fun and exciting as well. This learning menu includes individual, pair, and group activities that will touch the interest, learning style and preference of learners.

The DI Menu aims to aid the English teachers to assess the learners' strengths and weaknesses that will help them to provide different avenues to maximize learning effectively despite of the challenges they face in preparing differentiated tasks. This too aims to help the learners find out the activities and learning style/s that will help them achieve quality education.

ABOUT THE AUTHOR

Marjorie Joy E. Pacifico is an English teacher at Hasik Bagong Buhay Christian School, Inc. She has taught English since 2011 with the same school, for she works here not only to share her knowledge about the subject, but also to be an instrument of God in sharing His Word. She has loved teaching because she believes that it is the gift God has given her. The author always wants to seek new ways on how to deliver her lessons in the most interactive and fun way possible. She likes listening and learning to the ideas of her learners, and wants her class to be student-centered, a class where teacher and learners learn from each other. She believes that every learner is diverse that's why she utilizes differentiated instruction in her classes to create different avenues for learning. She loves to browse the internet in looking for activities that her learners would enjoy, and attends seminars that aid her to be a better educator.

The author believes that in everything that happens to her, God has something better for her. When God closes a door, He opens windows. She is a strong woman, whose source of power and strength is God.



This Activity Guide of Differentiated Tasks is dedicated to all English teachers

The ultimate goal of teachers is to promote learning. It is our mission to create conducive atmosphere and find activities that will aid our learners in enhancing quality education.

By creating different avenues that will aid students' learning according to their interest, preference and learning style we can produce skillful and holistic learners.

Differentiation may take a lot of efforts and time in preparation, but is one of the strategies that will help us to achieve our ultimate goal.

William G. Spady once said, "All students can learn and succeed, but not in the same way and not on the same day."



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All the glory, honor and highest praise be to **God** for His constant reminder that I can do all things through Him who gives me strength —
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The **owners** of the activities and images used in this activity guide.



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Objective:

- The students will be able to learn the lesson at their own pace

Learning stations involve a set of different tasks or activities that small groups of students rotate through. It is possible both in virtual and classroom setup. Each station uses a unique method of teaching skills or concepts related to the lesson.

Materials Needed:

- PowerPoint presentation/ lesson
- Paper and pen

Mechanics:

- Think of 3 to 5 stations where students can rotate through

EXAMPLE STATIONS

- Virtual Classroom: You can use the breakout rooms in Zoom
- Norma Classroom: You can use the corners of your classroom as your stations

Station 1: Answering questions based on the posted lesson

Station 2: Watching a video about the lesson that requires jotting down notes

Station 3: Listening while teacher’s teaching

Station 4: Writing any written form that will show students’ learning on the posted lesson

- Let the pupils choose the station that they want

- Take turns in entering their chosen station/s

Suggestions:

- The teacher can think of any creative ways on how to create their own stations
- The teacher needs to be flexible and approachable in doing this activity
- Top students can guide their classmates in station/s



Objectives:

- The students will be able to think individually about a concept or answer to a question
- The students will be able to increase their oral communication skills while sharing their ideas with others

Think-Pair-Share is a learning strategy that promotes classroom participation and helps to increase students understanding of a topic.

This strategy is designed to differentiate instruction by giving students time to think about a specific topic and form their own ideas, then share their ideas with a peer.

Materials Needed

Paper and pen

Mechanics:

1. The teacher asks the student to read a story (or any topic) and gives questions afterward
2. Each student would think about the question the teacher asks
3. Then share their ideas with a peer
4. Finally bring the group back for class discussion.
5. Every student would be accountable for expressing their own thoughts and participation in the class discussion.

Suggestions

- Give a more interesting story/ topic for the students to be encouraged to share what they have in mind
- Give them enough time to think, pair, and share (use of timer is encouraged)

**Objective:**

- The students will be able to read text and share completed roles with the group

Literature circles is small groups of students gathered together to discuss a piece of literature in depth. The discussion is guided by the students' responses to what they have read.

It provides a way for students to engage in critical thinking and reflection as they read, discuss and respond to books.

Materials Needed

Variety of books/ copies of stories

Role Sheets

Mechanics:

1. Create a group of 5 members, let them select the story that they want
2. Explain the roles sheets and the teacher's expectations in literature circles

Roles include

- a. Discussion Direction: writes questions to guide thoughtful group discussion and keeps the group on task

- b. Connection Maker: writes own and group members' connections (Text-to-Text, Text-to-Self, Text-to-World)
 - c. Summarizer: writes a Beginning-Middle-End summary, revises with group input, and creates final book summary
 - d. Word Wizard: searches for unusual word choice or description or defines words the group may not know
 - e. Passage Picker: selects and rereads important passages or descriptive imagery sections to the group and discusses author's style
3. Read their chosen story. After the book is read, students complete role sheets and share with the group.
 4. Ask the students what they've understood and how their experience in literature circles is.

Suggestions:

- Give stories which the students are familiar with
- Lead and guide the pupils to do their roles



Objective:

- The students will be able to do tasks based on their learning readiness and objective

Tiered Activity is an approach that considers the readiness of students. It is a group activity wherein teachers may group students based on their learning readiness and capabilities or students may choose the tier that they want. Each tier has different complexity.

Materials Needed

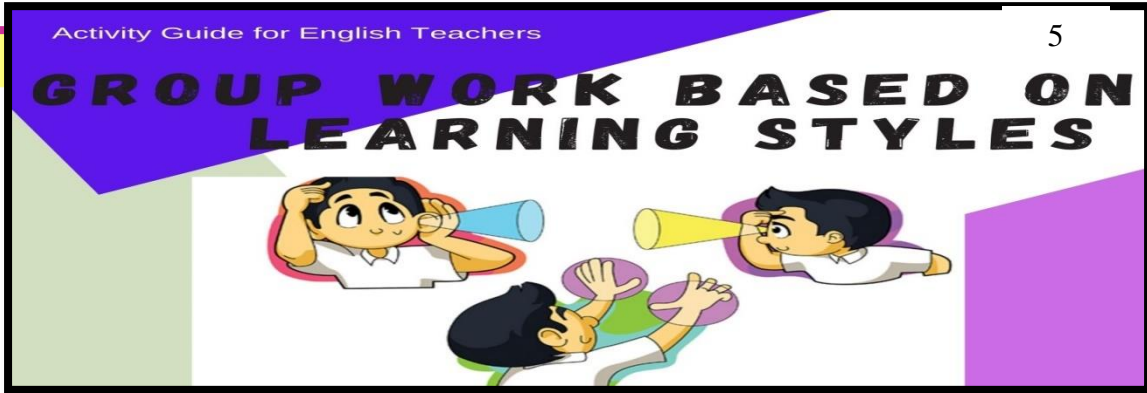
- Handouts/ Exercise sheet/paper (depending on the lesson)
- Highlighter/ crayons/pencil

Mechanics

1. This activity may be done after the lesson discussion.
2. The teacher groups her students into 3, each group is composed of learners with the same level of learning readiness and capabilities.
3. Once group, instruct them of their task (below is the sample task for each tier)
 - The Tier 1 activity may be to have students read and highlight homophones in a passage
 - The Tier 2 activity may be to read a passage and highlight and define the various homophones in a passage
 - The Tier 3 group might create a list of the most commonly misused homophones and compose a short story in which they demonstrate the correct usage of homophones.

Suggestions

- Think of better activities that will cater to all the learning readiness of your pupils
- Give them enough time to do the activity
- Challenge students to choose challenging tasks



Objective:

- The students will be able to create tasks based on their learning style.

Group Work Based on Learning Style is a group activity wherein students are grouped according to their learning style/s or according to what the students think they are good at.

Materials Needed

- Paper and pen
- Coloring materials
- Music

Mechanics

1. After teaching a lesson, break students into small groups using virtual breakout rooms. Students can be grouped based on their learning styles (such as visual or auditory).

(Sample Groupings)

A. I CAN SEE YOU

Visual learners can create charts, concept maps, drawings, etc.

B. YOUR VOICE SOUNDS FAMILIAR

Auditory learners would love to recite a speech, have oral presentations, etc.

C. I LOVE TO MOVE IT MOVE IT

Kinesthetic learners love to move, they can dance or play a skit

2. Create rubrics for each learning task

Suggestions

- You can give an assessment exam if your students do not know yet their learning style.
- You can use this link <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml?event=results&A=7&V=11&T=2>
- Give them enough time.



Objective

- The students will be able to create projects based on their own creativity that is aligned to the objective of the lesson.

Independent Projects Strategy gives learners the opportunity to come up with their own project ideas that meet academic standards.

Materials Needed

Materials may vary

Mechanics

1. Let the students create or come up with any projects that they want.
2. Give them rubrics so that they are guided as they think and come up with their projects.

Students may create:

Poster	Presentation/ report	Dialogue/ comic strip
Scrapbook	Poem	Flashcards
Video	Vlog	

Suggestion

- Encourage the students to be resourceful and creative in doing their projects
- Give students enough time.



7

Objectives

- **The students will be able to learn while playing.**

Educational games can be used across a range of subjects. Look for platforms that allow you to monitor students, perhaps even generate reports, to assess learning and where any gaps exist. They can also promote self-paced learning; some games will adjust according to ‘player’ needs.

Materials Needed

Computer

Different Educational Platforms that will help students learn and enjoy at the same time





These online platforms can help the teacher to assess the learning of the students through interactive games and quizzes that can challenge and enhance students' learning. They can also promote self-paced learning; some

games will adjust according to 'player' needs.

Suggestions

- Incorporate online educational games in your classes, search for more interactive platforms that help you and your students.
- These games can be in form of assignments so that they can enjoy the games at their time and pace.

Objective

- The students will be able to share/ write what they've learned in a topic

Graffiti Wall is basically, putting large pieces of paper around the room with questions or prompts, and having the students travel in small groups and respond to them.

In a virtual setup, teachers may post different questions in their LMS like Google Classroom, Edmodo, Schoology, etc. the students will comment their ideas about the topic.

Materials Needed

- Pencil/ colored pens
- Cartolina/ Manila paper

Mechanics

1. Teacher thinks of questions that can assess the ideas of the students in a topic (can be before or after discussion).
2. The questions will be posted in the different corners of the room or in your LMS
3. The students take turns in answering questions.

Suggestions

- Create questions in different complexity/levels.
- Make a timer every time learners stay in each corner so that the students will be challenged to answer the questions.



Objective:

- The students will be able to answer questions by using the cubing strategy.

Cubing is an instructional strategy that asks students to consider a concept from a variety of different perspectives. The cubes are six-sided figures that have a different activity (or a number that corresponds to a question) on each side of the cube.

Materials Needed

- Foldable box
- Markers
- Glue/tape

Mechanics

1. Let the students choose if they want to work with a partner or group.
2. Let the students roll the cube once or additional roll for the question that they want to answer.
3. They can switch after so many rolls to share responsibility.

Suggestion

- You can assign some students to roll for the whole class.
- Create easy, average, and hard questions on your cube.

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Chapter 5

CONSOLIDATED FINDINGS, REFLECTIONS, AND RECOMMENDATIONS

This chapter presents the findings, reflections, and recommendations of the researchers based on the qualitative data derived from the semi-structured interviews with the teacher and learner-participants in consolidated form.

Consolidated Findings and Reflections

On the phenomenological study on the lived experiences of the English teachers and intermediate learners, six (6) themes emerged.

These were **Technology-aided Strategies, Reactions to Differentiated Tasks, Motivation and Follow-up Praises, Conventional and Online Activities, Problems Faced in Conducting Differentiated Tasks, and Various Coping Strategies.**

Under the first theme, the participants divulged various strategies and activities in conducting differentiated instruction in English class. Responses showed the importance of knowing the students to address their individual needs through different activities that can help them apply and enhance their knowledge in English subject. Differentiated tasks can accommodate the individuality of learners which helps them feel successful in the learning process and be more responsible for their own learning. Providing students various opportunities stimulate learning, inspires them to be more responsible, and perform well in class.

For the second theme, the participants explained different responses as to the utilization of differentiated tasks among students. Most of the experiences revealed that students gained positive responses because they were interested, excited, and challenged. They also added that students enjoyed and learned from the differentiated tasks. It is very important that students show positive emotions in what they do to facilitate learning and contribute to academic achievement. Positive emotions also indicate that students can engage with learning longer and develop a love of learning.

Under the third theme, the teacher-participants emphasized varied ways of addressing students' responses. The prominent responses were consistent motivation, giving feedback, and giving intrinsic rewards. As teachers facilitate learning in lessons, it is fundamental to develop their confidence, engagement, and positive attitude not only by giving them meaningful activities but also by praising and commending them to what they do. When the learners' efforts are recognized and appreciated, students feel successful and motivated to strive harder.

For the fourth theme, learner-participants shared some activities that help them learn better. Classroom activities should be meaningful and useful to promote the academic performance of each diverse learner. Through activities, hard and boring lessons become interesting and exciting. These activities can also make students feel that learning is not a burden, but an enjoyable and fulfilling process.

Under the fifth theme, the participants divulged some challenges in differentiating. Most of them had a poor internet connection, had difficulty in differentiated tasks, and had a hard time in preparations. Also, lack of motivation to learn, inattentiveness of students, and suitability of the strategy were some of the factors that affect their performance. These challenges affect the quality of education. These are also hindrances that restrict the teaching and learning process.

For the last theme, the teacher and learner- participants shared various ways to cope up with the challenges that helped them facilitate the teaching and learning process. To thrive in their challenges, the participants sought some tactics and solutions and employed the best ones. Challenges can make individuals tougher and more successful. They can play a significant part in driving us to reach our goals.

Reflexivity Statement

Understanding how the participants of the study gave meaning to their experiences was a big part of this qualitative research with phenomenology as an approach. Reflexivity through note-taking in the participants' responses, coding and clustering after the interview, and continuous development shaped the data collected including the participants' assumptions and experiences.

As an English teacher who also utilized differentiated instruction, the researcher was aware that when interviewing the participants, she needed to remain neutral, and set aside her own views and reactions to listen and take down notes on the participants' perspectives during the interview. While the process of coding and clustering findings demanded tedious work, it showed the researcher the value of being concise and accurate in selecting fundamental data from those that were non-essential to give due importance to the information provided by the participants. As the researcher listened to the views and perspectives of the participants, she admired and appreciated more the role of teachers and learners. The continuous development and processing of the researcher's subjectivity statement facilitated in shaping of the data collected, with the role of the previous assumptions and experiences of the participants.

Finally, the researcher believes that students are diverse in nature which is why teachers need to accommodate this diversity by means of differentiating the content, process, and product. Differentiated Instruction is a great help not only for teachers, but also to learners because it ensures that quality teaching and learning process takes place. There may have challenges to encounter, but teachers should take these challenges

as motivation to continuously seek improvement to become better, more effective, and more efficient educators.

Recommendations

The study also provided these recommendations:

- English teachers are encouraged to seek continuous employment by participating in training and seminars to enhance their capabilities, and practices in understanding the uniqueness of diverse learners. The training and seminars may also include different strategies on how to utilize differentiated instruction in classrooms. Comprehensive planning and designing lessons and activities that address the learners' needs are also highly recommended.

- Learners may give importance to learning by engaging themselves in the activities and lessons in the classroom. Appreciating the English subject with the use of differentiated instruction will enable them to find out their learning styles for better learning. The learners may also discover that learning is not a burden, but an enjoyable quest that they can endure to have a brighter future.

- The principals are also encouraged to strengthen the utilization of differentiated instruction among schools as part of their teaching approach to enhance the quality of teaching. The principals are also encouraged to provide a program that will help the learners to find out their learning styles that can aid teachers in tailoring suitable activities for learners.

- The Department of Education and the Private Schools Association are highly encouraged to provide more training and seminars on how to understand the diversity of learners and how to cater to their needs accordingly by means of utilizing differentiated instruction. The proposed activity guide of this study may also be provided to the schools for dissemination which may be useful to the teachers in giving activities to the learners.

- Future researchers with the same objectives and endeavor of the study may use this as one of their references. Other factors included in this study regarding the lived experience of teachers and learners could be subjected to future studies. They may also utilize other appropriate methods and designs.

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