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## **Examining EFL teachers' knowledge, attitudes and perceived practices of differentiated instruction in english classrooms**

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### **ABSTRACT**

The predominant intention of this study turned into to investigate English language teachers' knowledge, attitudes, and perceptions of differentiated guidance in English training at some decided on trendy secondary colleges in Ethiopia's Amhara Region. A combined studies layout turned into used to perform this purpose. Using a scientific sampling technique, forty-five grade 9 English language teachers from Dangila, Chagni, Tilili, BahirDar, and Gondar trendy secondary colleges had been selected as participants. Data turned into accumulated via interviews, questionnaires, and observation. The statistics found out that English language instructors had a excessive information of differentiated education, however little exercise with it. Teachers had a poor mindset closer to differentiated education, consistent with the findings. Furthermore, big elegance sizes, time constraints, a loss of determination and motivation because of inadequate remuneration, activity disappointment because of unmotivated college students had been all noted as deterrents to DI implementation in EFL lecture rooms at colleges. Finally, after thinking about the findings, pointers were made.

**Keywords:** EFL students; differentiation; differentiated instruction; practice

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### **INTRODUCTION**

The students' differences in exposure, level of competency, background, and interest are the major concerns of English language classroom instruction. Students employ different strategies to learn, have different interest and language exposure which should be considered by researchers. Hence, to address the various need of students, researchers recommended to employ various instructional tools and assessments, and it is also a way of planning and delivery of classroom instruction by considering the varied levels of readiness, learning needs, and interests of each learner in the class (Pozas, et al., 2021).

Differentiated instruction, as opposed to one-size-fits-all instruction, is a pedagogical strategy for teaching learners with varying levels of readiness, concerns, learning pace, and learning profiles within the same classroom (Stradling & Saunders, 1993). According to Zone of proximal development (ZPD) which was proposed by Vygotsky, learners can learn under the guidance of others (Clapper, 2015). ZPD learning theory projects that the students' language learning is facilitated by social interaction with knowledgeable adult guidance (Subban, 2006), and sociocultural learning theory and the issue of the zone of proximal development are the theoretical bases in differentiated instruction (Kado, et al., 2022).

Hence, differentiated instruction was introduced to guide and assist the students learning by considering learners' learning difference. Tomlinson (2004) points out that the teacher mentors the students learning using appropriate techniques and assists each other to reach their potential within the learning context.

To implement differentiated instruction, Abbati (2012) recommended teachers require commitment, subject matter competency, sufficient time, and resources for an individualized

approach. Roberts & Inman (2012) also confirmed that differentiated instruction is suggested to implement in the classroom for two basic reasons. First students make continuous progress no matter how old they are or at what level their knowledge and skill areas they begin the units of the study. Second students become lifelong learners. Consequently, education practitioners implement differentiated instruction in their classrooms to addresses the need of their students.

Moreover, the instruction is "the technique of matching gaining knowledge of objectives, activities, and gaining knowledge of guide for character learners' requirements, styles, and gaining knowledge of paces" (Stradling & Saunders,1993). Furthermore, in keeping with Tomas (2014), the remaining intention of differentiated coaching is to growth students' educational fulfillment via way of means of assembly them in which they're for the time being and supporting or scaffolding them to attain the expected competency degree of their gaining knowledge of technique.

Scanlon (2011) points out that the way students are given instructions has an impact on their ability to learn English as a foreign language. According to the author, most reading problems arise as a result of a lack of training tailored to the needs of students (Scanlon, 2011). As an alternative to one-size-fits-all instruction, differentiated instruction is seen to be beneficial in meeting the needs of low, average, and high achieve learners, including gifted and non-gifted students. As a result, the primary goal of this study was to determine teachers' knowledge, attitudes, and actual classroom practices, as well as any potential impediments, in Ethiopian general secondary schools' English language.

Students have different learning styles, language background cognizance/awareness, and learning and advancing at their own rate. Similarly, the majority of students in English as foreign language lessons have a variety of abilities and backgrounds (Rodgers, 2012). Although teachers in the latest learners-centered instructional approach or a traditional instructional approach are attempting to differentiate instruction as some studies have shown, (i.e., active learning methods, tutorials, continuous assessment (CA) and all of these are meant to ferret out learners' gaps and assist them according to their interests), they are not practicing as they intended and are acting in an unsystematic manner.

Teachers, on the other hand, do not seem to respond appropriately when it comes to informal talks with colleagues and readings, according to the researchers' own experience. However, there should be a planned and systematic way of delivering lessons so that the content, process, and product of learning are differentiated. In the Ethiopian context, differentiated instruction may be a better way of narrowing the achievement/competence gap of students at any level because no group of students is homogeneous; rather, they are distinct in some ways. As a result, recognizing these diverse degrees of students' capacity may be one of the cures for providing a fair education, and the researchers assumed that applying differentiated teaching helps them to do so. As a result, considering these differing degrees of students' capacity may be one of the cures for providing a fair education, and the researchers assumed that implementing differentiated instruction allows students to attain their learning goals.

Currently, all Ethiopian schools and universities are required to use a learner-centered instructional method to teach rather than a teacher-centered/traditional instructional strategy as part of their curriculum. This means that all teachers, regardless of their degree of education, are expected to consider the requirements of their students. In this regard, Birhan, (2018) points out that in classrooms using a student-centered instructional approach, teachers tend to use a variety of instructional strategies and methodologies to organize learning so that each student acquires the knowledge needed to understand and achieve their objectives. It is therefore worthwhile to ask if today's schools can differentiate education to meet the varying needs and interests of students. To address this issue, the researchers wanted to investigate instructors' knowledge, attitudes, and classroom practices of differentiated instruction (DI) in heterogeneous classrooms in general, as well as the study's specific region.

In line with this argument, studies have been undertaken at a global level, but nearly all the studies have focused on primary schools. Stewart (2016), for example, conducted research on "Teachers' Perceptions of Differentiated Instruction in Elementary Reading." He came to the conclusion that teachers in many Florida primary schools have positive attitudes toward

differentiated instruction (DI) and use various DI tactics. There are few studies in Ethiopia that deal with differentiated instruction (DI) in English language teaching, according to the researcher. In surveys conducted at colleges and universities across the country, for example, Semul (2013) found that most teachers did not use it because they saw it as an added burden to their work. Getenet & Tefera (2017) found that teachers did not use differentiated teaching due to a lack of understanding.

To recapitulate, one of the most significant obstacles to the efficient implementation of differentiated instruction in schools is teachers' expertise and willingness to use it in their classrooms. Teachers need to be trained in differentiated education; however, it appears that this is absent in Ethiopian schools. Secondary school teachers' knowledge, attitude, and practice of differentiated instruction in their classrooms should be evaluated, according to the researcher, to evaluate the efficiency of differentiated instruction in schools. As a result of this advice, he was inspired to respond to the following study questions; 1) Do secondary school EFL teachers have adequate knowledge of differentiated instruction? 2) What are EFL teachers' attitudes towards differentiated instruction in EFL classes? 3) What kinds of differentiated instructions do EFL teachers employ in EFL classes? And 4) What are the major challenges EFL teachers confront with implementing differentiated instruction in EFL classes?

## **METHOD**

A mixed method research approach was used in this study, which included both quantitative and qualitative data collection methods. This design allowed the researcher to gather which included instructors' differentiated instruction knowledge, attitudes, and perceived practices in EFL classrooms. The researcher can come up with what has happened or what is happening using a mixed research approach (Kothari, 2004). According to Dorneyi (2007), it is preferable to employ an embedded model of data collection in a mixed method study where one type of data (qualitative or quantitative) predominates. The use of a hybrid method was justified since it allowed the researcher to look at the problem from both a qualitative and quantitative standpoint. The researcher was also prompted to utilize this research method by the nature of the problem and the research objectives.

In Ethiopia's Amhara Region, the survey was done in Dangila, Addis Chagni, Bahirdar, and Lay Gayint general secondary schools during the 2020/2021 academic year. These schools were chosen at random among the zone's sixty general secondary schools. There were 45 English language teachers (21 males and 24 females) assigned to teach English as a subject in these secondary schools. The present researcher regarded comprehensive sampling to be more convenient because the number of participants was controllable. The researcher was interested in learning more about teachers' differentiated instruction (DI) knowledge, attitudes, and practices in places outside of Bahir Dar's regional center of Awi. The locations were chosen for their ease of data gathering. As a result of this, all English language teachers (N=45) were chosen for this study utilizing a complete sampling strategy because they are readily available in the schools. This is because the quantity of teachers was reasonable, allowing for a full sampling.

In this study, three tools were utilized to collect data: an interview, a questionnaire, and an observation. The researchers performed a semi-structured interview with a sample of secondary school EFL teachers who were teaching at selected secondary schools for the current study. A semi structured interview was chosen as part of the research design to gain relevant information regarding the issues teachers face while applying DI in EFL lessons. This is due to the fact that a semi-structured interview allows for more flexibility in gathering data for the current study as needed. The researcher interviewed ten teachers (two from each school) who were chosen at random from the total number of EFL teachers in the study (n=45). While the interviewed teachers answered to the interview questions, the researchers took notes. This is because this method of recording assisted the researchers in avoiding or minimizing data loss or misinterpretation throughout the research's write-up phase.

The questionnaire was used as one of the data collection instruments and was designed to collect relevant data from the sample EFL teachers in order to deduce teachers' knowledge,

attitudes, and actual practices of differentiated instruction in EFL classrooms, as well as to supplement the data obtained from the teachers through the interview and classroom observation. The questionnaire was divided into three sections. The responders' personal information was required in the first section. The first section was designed to obtain data on respondents' understanding of differentiated teaching (DI). The second section was written to gather information on respondents' attitudes and practices regarding differentiated education.

The final section of the survey consisted of open-ended questions that allowed respondents to reflect on the benefits and drawbacks of differentiated instruction based on their classroom practices. If the respondents believe that the answers could be more than one, they were instructed to give multiple responses. There were 35 closed-ended questions and two open-ended questions in the questionnaire. The close ended questions were designed to gather information regarding teachers' knowledge, attitudes, and varied instruction techniques in English classrooms. Researcher designed the questionnaires. The questionnaire w The items were rated on a five-point Likert scale ranging from "strongly agree" to "strongly disagree," with scores ranging from five to one.as prepared using the study's objectives and theoretical foundation from the literature research.

Observation is a valuable method that may be used in mixed research and other qualitative research types to collect accurate and relevant data about teachers' and students' actions in the field (Kumar, 2006). In the current study, the researcher employed this data collection tool as a complement to acquire information about differentiated tactics used in actual classrooms. In order to check/triangulate if the instructors' responses to the questionnaire and interview questions matched what they actually did in the EFL classes, ten English teachers were randomly selected (two from each school) and their classrooms were watched for three days each for 40 minutes.

Before collecting data for the study, the validity and reliability of the research data collection devices were validated. Instructors from Injibara University checked the interview, questionnaire, and observation items in order to do this. Before data collection, comments about EFL teachers' knowledge of DI, the target area of observation, and other topics were suggested and considered. Instead of asking what DI means, the researcher took into account comments and reframed the questions in a way that indirectly addresses the topic of DI, as described in the questionnaire section. In order to avoid researcher bias, audio recordings were also made.

All of the appropriate procedures were followed for collecting data for the study. Before administering the instruments, the researcher first called the school leaders to explain the goal of the study. This aided the researcher's data collection efforts. The researcher then observed teachers' English classrooms three times at different times after obtaining permission from the school authorities. In addition to the classroom observations, sample EFL teachers were interviewed about the problems they face while conducting differentiated instruction in their English classes. Finally, the questionnaire was delivered to chosen secondary school EFL teachers. The Cronbach alpha coefficient was then estimated for the sub-scales' reliability based on preliminary investigations given to 28 instructors at Tahaitu general secondary school, with the results revealing 0.84, 0.60, and 0.82 for knowledge, attitude, and practices, respectively.

The researcher used a mixed method approach in this study to look at the problem from both a quantitative and qualitative standpoint. Furthermore, the researchers chose to combine qualitative and quantitative methods, believing that any inherent flaws in the quantitative method would be compensated for by the qualitative method, and vice versa (Kumar, 2006). The responses to the questionnaire's closed ended items were examined and quantitatively described using mean and standard deviation. The results of the closed-ended questionnaire were analyzed using SPSS 16 and a one-sample t-test. The one sample t-test was utilized because the researcher considered that a standard should be established against which the acquired means should be compared.

As a result, a one-sample t-test was used to compare the observed mean to the population mean (expected mean). The population means for knowledge, attitude, and practices were predetermined to be 31, 29, and 42, respectively, in this study. Thematically sorted and analyzed open ended questionnaire item responses using frequency and percentages. However, the

qualitative approach of data which were gathered through interview and observation were analyzed via thematic analysis.

## **FINDING AND DISCUSSION**

### **Finding**

The first finding indicates English language teachers' knowledge, attitudes and actual practices of differentiated instruction (DI). A one-sample t-test was used using SPSS version 16 to evaluate if the knowledge, attitudes, and behaviors of university EFL teachers were statistically significant. The findings are summarized in the table below (Table 1).

**Table 1. English language teachers' knowledge, attitudes, and actual practices of differentiated instruction (N=45)**

No	Variables	M	SD	T-test value	Df	Sig (2 tailed)
1.	Knowledge	378.532	678.431	6.584	44	0.000
2.	Attitudes	262.459	391.352	-4.082	44	0.000
3.	Practices	289.835	486.435	-24.631	44	0.000

(Key: M = Mean, SD = Standard Deviation, Df = Degree of Freedom)

A one sample t-test was conducted for further studies of the significance level using the pre-determined value for each of the variables, as shown in table 1. As a result, the knowledge, attitudes, and perceived practices of teachers were compared to the expected means of 31, 29, and 42, respectively. The results demonstrated that the observed mean of instructors' knowledge was significantly different from the expected mean. The means of instructors' attitudes and perceived differentiated instruction (DI) practices, on the other hand, were considerably lower than the projected means of 29, and 42, respectively.

**Table 2. English language teachers' knowledge about the roles of differentiated instruction in improving students' behavioral changes (N=45)**

No	Variables	M	SD	T-Value	Df	Sig (2 tailed)
1.	Learners' motivation	38.024	10.384	5.791	44	0.000
2.	Social interaction	37.403	0.7506	8.663	44	0.000
3.	Emotional changes	38.253	0.71461	9.971	44	0.000
4.	Physical development	30.531	104.524	0.831	44	0.000
5.	Intellectual development	3.073	10.742	6.054	44	0.397

(Key: M = Mean, SD = Standard Deviation, Df = Degree of Freedom)

The means of instructors' knowledge about the roles of varied instruction in bringing learners' motivation, social interaction, and emotional changes skills considerably differed from the expected mean (3) in favor of the observed mean, as shown in the table above (Table 2). Differentiated instruction did not substantially differ from the expected mean in terms of physical growth and intellectual development/performance across children.

### **Findings obtained from the open-ended questionnaire item**

The questionnaire includes two open-ended items that queried participants about the benefits and drawbacks of differentiated training. The data described in the accompanying table (Table 3) are the outcomes of the participants' responses to the open-ended items.

As shown in Table 3, over half of the respondents (43.4%) believe differentiated instruction (DI) improves students' motivation when pursuing academic assignments. 24.2% of respondents believe it helps students improve their study habits and problem-solving skills, while 20% believe it aids students in recognizing different learning methods and the need to use them in their own classrooms. Another 11.1% of participants stated that DI aids them in bringing curriculum studies

to life and that it has increased their knowledge by allowing them to make connections to real-world classrooms. Differentiated instruction (DI) is beneficial in increasing student cooperation and developing their independence of work ethics, according to 8.0% of respondents. While 7.0% believe it aids kids in improving their classroom participation, understanding, and academic advancement. Furthermore, 9.1% of respondents said it aids in the development of positive relationships between students and teachers. 66.7% of respondents said it wastes time and makes it difficult to accommodate learners' requirements and preferences (37.4%). Furthermore, differentiated education may lead teachers to provide skewed findings to students (21.2%).

**Table 3. EFL teachers' responses about the merits and demerits of differentiated instruction in English teaching and learning in percentage (N = 45\*)**

Merits	%	Demerits	%
1.Enhanced students study habits and problem-solving skills	43,4	1.It impedes to provide individual needs and preferences especially individuals those who prefer to work alone/individually.	66,7
2.Rises students' motivation in approaching academic tasks/activities	24,2	2.It consumes time for planning, organizing, managing, ordering, and scheduling individuals and groups in a large class settings context.	37,4
3.Students recognized the value of paying attention to different learning styles and the need to apply this approach to their classroom teaching during practicum	20	3.The examination culture which has pervaded teachers' education institutions seemed to have great impact. Some students questioned the fairness of the process when assessments were differentiated.	21,2
4.It helps to bring the topics of curriculum studies to life; increased understanding by making connections to real life classroom situations	11,1		
5.Scales up group cooperation and collaboration	8		
6.It improves students' classroom involvement, understanding and their performance.	7		
7.Enables to Improves relationships between students and teachers.	9,1		

\*Due to participants' responses to questions, they gave, total percentage surpasses/exceeds one hundred

**Findings obtained from interview data**

Another question posed to the respondents in this regard was concerning the roadblocks that prevent DI from being used in English classrooms. As a result of this data, there are numerous obstacles that EFL teachers face while implementing DI in EFL classrooms. Each of the questioned instructors agreed that the number of students per class in grade nine was too high, making it difficult to implement differentiated instruction in the classroom. The majority of the teachers stated that class sizes varied from 75 to more than 80 students each class. "There is roughly 70 to 75 students in every class," remarked teachers 1 and 2. 65-74 was also addressed in a part by teachers 4 and 7. Regarding the aforementioned figure, the majority of teachers stated that the vast number of students made it impossible for them to provide individual attention to each student. Another responder stated that identifying kids who were having problems understanding took a long time due to the vast number of students in the class (T 3, T 6, & T 9). "...when the numbers of pupils in a class are quite large and you have multiple groups, then the unmanageable control tends to slide," remarked teacher-4 in the interview. Teachers' DI practice in EFL classes is further hampered by a lack of DI training (which implies a lack of awareness, dedication, and drive) (T5, T8, & T10). However, the majority of them are related and can be

summarized as follows: high class size, time constraints, lack of dedication and motivation owing to insufficient compensation, work unhappiness due to unmotivated learners, and so on.

### ***Findings obtained from observation data***

To collect this information, the researchers watched instructors' classes after creating observation criteria based on Chapman & King (2005). The goal of the observation is to see how EFL teachers modify their classroom methods to meet the needs of their students, specifically whether or not they adapt the content, process, product, and learning environment. Hence, observation on the teachers' face concerned on answering questions like "do EFL teachers respond to the needs of the students? "Do teachers explain unfamiliar concepts in different ways? Is there individual, pair, small group and whole class instructions? Do teachers apply multiple modes of instruction? Likewise, observations on the students' side also incorporate questions such as do learners appear to know how to complete activities? This is related to the ability of teachers in communicating the goals. Is there a positive association between teachers with learners and learners with learners? Do learners permit presenting what they have done based on their preferences and intelligence? Thus, having these and other points in mind, the researcher observed teachers' classrooms.

As previously stated, the purpose of the instructors' classroom observation was to assess DI practice in secondary school English classrooms (area of this study). As a result, six English teachers participated in the classroom observation. One of the lessons I taught as a teacher of one (T1) class, for example, was on reported speech. After introducing the daily lesson with an example, the teacher instructed the pupils to work in groups on the exercises from the textbook. He then proceeded to the class to inspect their work. After that, he asked a few pupils to react at random. The teacher next wrote two exercises on the blackboards, instructing students to switch from direct to reported speaking and vice versa. Similarly, other teachers' classrooms placed a strong emphasis on grammar and assignments, particularly in the reading and writing parts. According to the teachers during the interview, they offered reading and writing exercises as homework because the grade nine English textbook is too large and there isn't enough time to cover the material within the academic year.

Furthermore, in addition to the grammatical portion of the text, students in teacher 3's classroom were given alternate themes from the textbook and invited to discuss what they had prepared on the issue. A student, for example, took a piece of paper and wrote the topic simple past on it. Then he defined the form of simple past tense and gave examples of how to employ it in sentences. The teacher attempted to intervene with the student to see whether he understood and inquired the meanings of the words, as well as inviting the rest of the class to participate in answering the questions. Almost all teachers employed group work, entire class discussion, individual presentations, and loud reading in the classroom observation session.

Nonetheless, the teachers mistakenly used those English language teaching strategies to differentiate the training. This was verified during the interviews, as many teachers stated that they asked students to work in groups simply because they had previously used this technique to help their students work together and learn from one another, but that this was done without even giving adequate time to accommodate the pace of different groups of learners in order to help them learn in multiple ways by providing different learning alternatives. Overall, even if English language teachers had sound theoretical understandings of differentiated instruction, there was virtually no practice.

## **Discussion**

The purpose of this study was to investigate the knowledge, attitudes, and practices of secondary school English language teachers regarding differentiated instruction in English classes. To do this, a one-sample t-test and descriptions were used. According to the one-sample t-test, secondary school English teachers had a good theoretical understanding of differentiated instruction. Table 1 show that the mean of 37.85 was significantly higher than the projected mean of 31. This was likely because the majority of the instructors had received differentiated instruction training, and because it is already included in the Educational and Training Policy,

these teachers were likely also familiar with the government's Educational Policy. This varies with the findings of Aldabbagh, et al., (2020) who found that elementary school instructors lacked awareness of differentiated instruction. Although the levels of education in Aldabbagh et al and my study are different, secondary education levels, it is crucial to note the inconsistency of instructors' awareness of differentiated teaching since it informs where we are. The disparity in performance is almost certainly due to the training provided to secondary school English language teachers, whereas this was not the case in basic education institutions.

Participants also recognized that differentiated instruction (DI) plays a key role in boosting students' motivation, social interaction skills, bringing emotional changes, and physical development, even if they did not use it in EFL lessons. Contrary to what one may think and the goals of using differentiated instruction (DI) in Ethiopian schools from the primary to the secondary level (ETP, 1994), the participants revealed that DI has a lower impact on students' intellectual development than it does on other abilities. That is, the observed mean did not deviate considerably from the expected mean. This can be understood as teachers implying varied education for pupils' intellectual development on a regular basis. However, when this result is compared with DI's beneficence to the development of social, physical and emotional changes, it is very infinitesimal.

The outcome also differs from the responses of the participants to the open-ended items. As a result, they've stated that differentiated instruction (DI) is important for improving students' ability by providing teachers with the opportunity to follow up, boost students' achievement, and other factors associated to their intellectual development. Only 7.0 percent of respondents said DI helps with both intellectual and physical growth. Over 28% of participants believe that differentiated instruction (DI) never results in behavioral changes because of students' erroneous perceptions, and that this is only a figment of their imagination. This demonstrates instructors' proclivity to reply to closed-ended questionnaire gadgets according with socially preferred hope. Taking the contributors' sensible responses into account, it can be viable to finish that the final results does now no longer correspond to Joseph et al. (2013) evaluation of DI's characteristic in comparing students' typical growth. When we look at the practical thought of the exercises teachers delivered, it also differs with Sharma et al. (2016) beliefs because DI seldom resulted in cognitive, affective, or behavioral consequences in this study.

According to the results of the one-sample t-test, English language teachers in the investigated general secondary schools showed a negative attitude toward differentiated education (DI). Positive attitudes motivate people to take action. In the context of this investigation, however, this was not the case. The discrepancy between the actual and predicted mean for teachers' attitudes was considerable, as indicated in Table 1, with the observed mean (26.24) being significantly lower than the expected mean (29). As a result, it is possible to persuade the participants that they had a negative attitude toward differentiated education (DI). Some of the participants' responses to the open-ended questions could indicate that they disliked DI. Differentiated instruction can be used as a stepping stone for teachers to be biased. That is, when assessments were differed, students questioned the fairness of the process. It was also thought to be time-consuming and exhausting.

In instructors' perceived practices, the observed mean (28.98) was significantly lower than the projected mean (42). This shows that the participants were not incorporating DI into their instruction. This fact was also highlighted by teachers' DI practices in English language classrooms, as well as their replies to open-ended items and interviews. What was happening on the ground was a complete departure from what was envisaged when using differentiation.

Experts in the field also point out that implementing DI tactics is difficult for instructors, and as a result, they prefer to teach in a one-size-fits-all manner, even when they are aware of their students' strengths and limitations, as well as their preferred mode of learning (Joshi & Verspoor, 2012). According to Hertberg-Davis (2009), differentiation is ineffective owing to time limits and the fact that it includes repetitive actions. In terms of varying teachings, particularly for secondary school pupils, Tomlinson (1995) asserts that it is difficult to differentiate instruction for kids in middle school. DI is time-consuming to implement since kids have a variety of requirements, communication hurdles, learning skills, and achievement gaps (Tomlinson, 1995).



However, the same author also stated that, while implementing DI is difficult, teachers are responsible for their pupils and must do all possible to assist them learn more effectively. Teachers, in her opinion, should be optimistic and zealous in their support of their students, as they have promised to the teaching profession (Tomlinson, 1995). According to Shibeshi (2009) studies, the energy of any instructional machine is primarily decided through the individuality and engagement of instructors. Furthermore, Bondley (2011) claims that if DI is not properly planned, teachers' workload would be increased, causing them to grow frustrated.

Because big class sizes are one of the most censorious issues in most Ethiopian schools, research reveals that small group education is one of the most effective ways to differentiate instruction and alleviate the problem of giving individual instruction in such conditions (Tomlinson, 1995). The author also argues that implementing DI is discouraging and time demanding, but that it is doable because it involves execution, and all that is required is teachers' passion and conviction in using differentiation. Similarly, Palmer & Maag (2010) encourages teachers to utilize DI to target students' interests because differentiation promotes positive learning by involving and challenging students in the classroom. In general, the researchers believe that, despite the numerous issues that cause Ethiopian teachers to be unsatisfied with their jobs, they should devote time to their students in order to generate qualified citizens in all aspects. Thus, the researchers attempted to place a heavy emphasis on teachers, since they are the key to educational transformation, despite the fact that different impediments such as inadequate resources, huge class sizes, and so on have persisted over time.

## **CONCLUSION**

Based at the facts and conversations, it's far viable to deduce that at the same time as EFL instructors are aware about DI, they're now no longer devoted to placing it into exercise of their classrooms. As a result, it seems that there has been a disconnect among instructors' theoretical recognition and differentiated practices in EFL classrooms. Teachers had been skeptical of the targets and effectiveness of assorted practice in getting to know and had a terrible mind-set closer to it. According to the data accrued from the respondents, there are a number of of things that save you differentiated practice from getting used as one of the additives of coaching English. Large magnificence sizes, time constraints, a loss of determination and force thanks to inadequate remuneration, and paintings disappointment are only some of them.

To summarize, there may be a discrepancy among what the coinciding literature says approximately DI and what's surely done. According to the studies, youngsters withinside the equal study room round the sector have various preparation, hobbies, and getting to know profiles, and instructors must adjust their coaching to deal with this variety. Based at the facts and conclusions reached, it become counseled that each one instructor gets hold of ongoing schooling in theoretical and sensible orientations on the way to use DI in English language classes.

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