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ESL Teachers' Perspectives on Differentiated Instruction for Quality Inclusive Education

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ABSTRACT

Introduction: The Malaysian Education Blueprint (MEB) 2013-2025 introduced differentiated instruction to address the diverse needs of students in a heterogeneous classroom, aligning with 21st-century learning goals. This paper aims to assess teachers' knowledge and understanding of differentiated instruction within the Malaysian ESL context to support inclusive education. **Methods:** A descriptive research design was employed, involving 96 respondents from 20 public secondary schools in the Northeast district of Penang. Data were collected through surveys to evaluate teachers' perceptions, levels of implementation, and understanding of differentiated instruction. **Results:** The findings revealed that teachers generally held positive perceptions towards the implementation of differentiated instruction. However, the actual level of implementation was perceived to be only moderate. Further investigation indicated that teachers harbored several misconceptions about differentiated instruction, reflecting limited knowledge and understanding of its principles and practices. **Discussion:** The study highlights the gap between teachers' positive perceptions and their moderate implementation levels of differentiated instruction. Misconceptions and limited knowledge among teachers suggest the need for targeted professional development to enhance their understanding and effective application of differentiated instruction in the classroom. **Conclusion:** While teachers in the Malaysian ESL context are positively inclined towards differentiated instruction, their implementation is hindered by misconceptions and limited understanding. Addressing these issues through comprehensive training programs is crucial for fostering an inclusive education environment that meets the diverse needs of all learners.

1. INTRODUCTION

Inclusive education (IE) is a philosophy and approach that aims to provide all students with equitable access to education. It was reported that 26% of countries cover the definition of IE to only people with disabilities or special needs (UNESCO, 2020). Through the authors' perspective, IE represents education for all – regardless of identity, background and ability which resonates with the fourth Sustainable Development Goal (SDG) for ensuring inclusive and equitable quality education along with lifelong learning. Malaysia, among other 192 countries that adopted the 17 SDGs has aligned the Malaysian Education Blueprint (MEB) 2013 – 2025 to the fourth SDG, in an effort to promote quality education. Featured in the MEB blueprint, are six key attributes that are deemed crucial for every student to possess to be globally competitive.

One of the essential key attributes focuses on bilingual proficiency, as Malaysia's national language is Bahasa Malaysia while English plays the role of the

international language for communication. Despite that, the role of English in Malaysia has occasionally shifted over the years to be on par with the Malaysian education system as a result of the nature and history of the country. Badiozaman (2019) argued that the Malaysian education system has always been impelled by national aspirations and politics. Similarly, Adnan (2005) pointed out that the political aspect of English within the Malaysian Education system is inextricably woven into the subject of nationalism and power, and Malaysia is facing a dilemma between maintaining the status of the national language whilst raising the standard of English. This phenomenon itself is channelled into the learning of English in ESL classrooms over Malaysia where some students are unmotivated to learn English, and as a result, students of mixed English language abilities exist.

Hence, in an effort to raise the standard of English and to sustain inclusiveness amid learner diversity, the concept of differentiated teaching was introduced in the MEB 2013 - 2025, in which learners' needs are catered to. To put it simply, differentiated instruction is related to student's readiness, interests, learning profile or preferred modes of approaching learning activities (Mahoney & Hall, 2017). Thus, differentiation is a form of inclusion because it aims to maximise the learning of all students regardless of their abilities, cultural beliefs, socio-economic status, and identity to name a few. Despite that, Ramli and Yusoff (2020) have found that traditional teaching methods which are teacher-centered are still influencing instructions. On the same thread, Kaur (2017) speculates that the reason most teachers in Malaysia do not incorporate differentiated instruction into their classrooms is due to the lack of knowledge and understanding. Most importantly, to date, there is limited research conducted in the Malaysian context related to differentiated instruction, even though it is advocated in the Malaysian Education Blueprint 2013 – 2025.

With that in mind, the main aim of this paper is to examine teachers' knowledge and understanding of differentiated instruction and their perception of the implementation of differentiated instruction in the Malaysian ESL context. Hence, this study seeks to answer the following research questions:

1. What are the ESL teachers' knowledge and understanding of differentiated instruction?
2. What are the ESL teachers' perceptions of differentiated instruction?

2. LITERATURE REVIEW

The "one-size-fits-all" approach in teaching and learning is thought to be an ineffective means of delivering instruction because it only aims to meet students in the middle while students at the high and low continuum are not effectively challenged. A mixed-ability class is one in which learners are taught together in the same class, although they differ in their abilities (Kaur, 2010). The word "ability" refers to the skill or intelligence an individual possesses to do something. Hence, the term 'mixed ability' can be understood as varying levels of skills or intelligence

Teachers practising differentiated instruction are encouraged to view ability or intelligence as malleable or in other words, having a growth mindset (Baker, 2020). This is crucial, as noted in the words of Dweck (2006) who states that people who practice a growth mindset "may appreciate endowment, however they admire effort, no matter the ability because effort is the fuel for igniting ability and turns it into accomplishment".

2.1 Differentiated Instruction

According to Tomlinson (1995) and Hall (2002), differentiated instruction can be defined as a framework of philosophy used for teaching learners with mixed-ability levels in a classroom whilst the role of the teacher is to utilize and modify various instructional strategies to address the needs of the learners with regard to the heterogeneity present. Rooted in the principles of educational equity, differentiated instruction seeks to provide all learners with meaningful learning experiences that promote engagement, understanding and mastery. Likewise, Tomlinson (1999) views differentiated instruction as an instructional approach that aims to maximise each student's growth by recognising that students have different ways of learning, different interests, and different ways of demonstrating understanding.

On the other hand, Shareefa et al (2019) provided a simplified definition of differentiated instruction citing that it facilitates the standards of inclusion and adapted learning. Similarly, for quality inclusive education for all to be successful, all learners must benefit and the beneficial value in differentiated instruction lies in the wide range of instructional strategies and availability of support while providing an appropriate balance of challenge and success to learners. Tomlinson (2001) further justified that for effective differentiation to occur, instruction is proactively planned and is robust enough to address a range of learner needs, in contrast to planning a single approach for every student and reactively trying to adjust the lesson when it has become apparent that lesson is not working for some learners. This entails that, for differentiated instruction to be successful, the task before the teacher includes good knowledge of each student's educational and historical background, interests and learning ability (Ikwumelu et al., 2015). From this awareness and understanding,

the teacher customises and modifies learning activities and curriculum to meet the learners' competency for academic achievement. By doing so, every learner can achieve the same learning goals; however, they take different paths (Aftab, 2015).

2.2 Content, Process and Product

To provide quality inclusive learning for all students in a classroom, instruction can be differentiated in three ways, that is commonly known as content, process and product. Content encompasses knowledge, understanding and skills and it consists of what the students need to learn and how the students get access to the information within the necessary time (Kaur, 2017). In other words, content is simply known as the "input" of teaching and learning. For example, in the context of an ESL classroom, the teacher may use reading materials at varying readability levels according to the student's readiness.

Process means sense-making or the opportunity for learners to digest the content, ideas and skills (Tomlinson, 2001). To put it simply, process is synonymous with activity. Process is crucial because when learners come across new information, ideas or skills, they require time to run the input through their respective filters for meaning (Tomlinson, 2001). Tomlinson (2001) also asserted that activity or process achieves full power as an avenue for learning only when it is directly focused on a part of something essential that learners are required to know, understand and be able to do as a result of a particular content input. In essence, an effective activity is designed to aid learners in progressing from a current level of understanding to a more advanced level of understanding (Tomlinson, 2001).

Products are vehicles that allow learners to demonstrate and develop what they have learnt (Tomlinson, 1999). To clarify, Tomlinson (2001) states that unlike process, which is typically short and focuses on one or a few main skills or understanding, product is a long-term endeavour that allows learners to review, apply and extend over a period of time. The purpose of product is to stretch learners' understanding and skills concerning quality, hence Tomlinson (2001) suggests that teachers need to determine ways to assist students in reaching new heights of possibility as the assignment progresses. For instance, if the product assignment is about figurative language devices in poetry, the teacher may conduct workshops and arrange time for brainstorming sessions before letting students craft their poetry. Tomlinson (2001) posits that the goal in providing such a form of scaffolding is to anticipate what is essential to lift the learners' sights as they progress.

2.3 Readiness, Interest and Learning Style

For effective quality inclusive learning via differentiated instruction, it is pertinent that instructors first seek to understand their learners in terms of their level of readiness, interest and learning style.

Tomlinson (1999) defined readiness as a student's entry point in relation to a particular understanding or skill. Tomlinson et al., (2003) supported Vygotsky's (1978) theory of zone of proximal development (ZPD) in response to student readiness. ZPD is a term that refers to a point of required mastery that cannot be achieved by learners alone but is achievable with scaffolding or support. It is believed that in this range, new learning will take place and the job before the teacher is to drive the student to his or her ZPD level, to subsequently coach them for success while providing a task that is slightly more complex than their current knowledge or understanding (Tomlinson et al., 2003). ZPD ties with readiness because the main idea is to propel the student towards their growth in learning. To assess readiness, the teacher is encouraged to provide a pre-assessment before teaching a new topic or skill, to proactively plan for future lessons.

Moving on, interest includes a student's curiosity, attention, and involvement towards the content. Harackiewicz et al., (2016) viewed interest as a psychological state of attention which is characterised by an increase in attention, effort and affect, experienced in a particular moment towards a particular object or topic, and an enduring predisposition to reengage over time. The implication for differentiated teaching in relation to interest is for teachers to teach new materials according to students' interests, in order to assist them in understanding new information and skills by making connections with things they already find captivating, stimulating, pertinent, and worthwhile. Hence, an educator's preparation in differentiating process through interest can contribute to an engaged, motivated learning experience in students.

On the other hand, the learning profile describes students' preference for receiving, exploring and processing content (Tomlinson & Imbeau, 2010, p.17). Mantiri (2013), rationalized that learning styles are concerned with cognition, conceptualization, affect and behaviour because students perceive and acquire knowledge differently; form ideas and think differently and differ in emotional responses and values. This is well supported by Gardner's (1983) theory of multiple intelligences as he put forward the idea of the "pluralistic view of mind" which proposed that the human mind is made up of several intelligences and accounts for the way individuals think and act. Thus, the purpose of differentiating through learning profile is to impart content in ways that students learn best and most

effectively according to their preferred mode of learning or their intelligences as proposed by Gardner.

3. MATERIALS AND METHODS

This study employed a descriptive design, which involved twenty (20) randomly selected secondary public schools located in the North-East (Timur Laut) district of Penang, a state in Peninsular Malaysia. Once permission was obtained from the relevant authorities and schools concerned, data were collected via an online questionnaire employing Google Forms, due to restrictions from the ongoing Covid-19 pandemic. The final sample size after the data cleaning process yielded a total of 96 English language teachers who consented to be participants in the study.

The questionnaire was constructed based on information obtained from literature reviews and journal articles on differentiated instruction and inclusive education. The questionnaire consisted of three sections. Section A consisted of five items which examined respondents' demographic profiles. On the other hand, Section B comprised 12 items aimed at investigating the respondents' knowledge and understanding of differentiated instruction. Meanwhile, Section C comprised 21 items that examined the respondents' perception of the implementation of differentiated instruction in their ESL classroom.

To establish the content validity of the questionnaire, the questionnaire was screened and validated by a panel of two experts, namely, an English Language professor with more than 40 years of experience in the field of TESL and research under her belt whilst the other was an experienced practitioner who has been teaching English in secondary schools for more than 15 years. The reliability of the questionnaire was measured via a pilot test and measured utilising Cronbach's alpha score via the Statistical Package for Social Sciences (SPSS) software version 27.0 for Mac OS. The questionnaire obtained a value of 0.95 which indicates that the items in the questionnaire are closely related and are therefore considered reliable.

Keeping in line with research ethics, prior permission was obtained from the schools involved and informed consent was presented to the participants beforehand. To maintain the anonymity of the respondents, each respondent was coded using a numeral. For instance, R32 referred to Respondent number 32. Lastly, the data collected was stored in a password-protected laptop that can only be accessed by the researchers.

4. RESULTS

The following section provides the main findings of the study which aimed to examine teachers' knowledge and understanding of differentiated instruction and their perceptions on the implementation of differentiated instruction in the Malaysian ESL context.

4.1 Demographic Profile of Respondents

The study involved 96 secondary school English teachers from 20 public schools in the Timur Laut district of Penang. The majority of the respondents were female teachers (82.3%) while male teachers were in the minority (17.7%). In terms of teaching experience, most of the teachers have more than 20 years of experience (65.6%) in teaching English as a second language while the remaining have less than 20 years of experience (34.4%). For the teaching level, more than half of the teachers are teaching upper secondary students (61.5%) while the rest are teaching lower secondary students (38.5%). Furthermore, it was revealed that a large number of teachers are TESL trained (80.2%) and a minority of them were originally trained in other subjects but are currently teaching English (19.8%).

4.2 Teachers' Knowledge and Understanding of Differentiated Instruction

Section B of the questionnaire examined teachers' knowledge and understanding of differentiated instruction based on ten (10) true or false items and two (2) open-ended items. The teachers' knowledge and understanding were investigated based on the following scale: limited knowledge (0% – 25%), fair knowledge (26% – 50%), good knowledge (51 – 75%), and very good knowledge (76% – 100%). Table I below presents the percentage of correct responses for the true or false items.

Based on the given scale, it can be noted that the respondents have very good knowledge and understanding of differentiated instruction as their overall score was 87.1%. However, it was discovered that despite answering relatively well in the true or false statements, most of the respondents could not articulate their knowledge and understanding in their own written words. Minimal explanations and very short responses were given for the two (2) open-ended items. The first question posed requires respondents to share their understanding of differentiated instruction.

Table 1. Percentage of correct responses for the true or false items

Constructs	Percentage
Principles of Differentiated Instruction	34.8
Elements of Differentiated Instruction	27.6
Students Needs	24.7
Total	87.1

Source: *Authors*

Interestingly, only a few of the responses, associated differentiated instruction to tiered activities. While tiered activities, are one of the many ways teachers can differentiate instruction through process, it is not the sole strategy. For instance, some excerpts taken from the respondents illustrate the notion:

"Provide various materials for each level of English proficiency" (R04).

"The teacher uses different worksheets for students with different ability level" (R14).

The remaining respondents provided answers that illustrated the basic idea of what differentiated instruction is but not to the full extent. As a start, one of the respondents mentioned that differentiated instruction is teaching based on the students' needs but did not provide a clearer explanation of what students' needs are. Another respondent (R11) mentioned that, differentiated instruction refers to diversifying instruction and assessment to help students acquire knowledge effectively while a different respondent stated that differentiation aims to accommodate diverse abilities. From here, it can be seen that the respondents managed to grasp the main notion of what differentiated instruction is, only to a certain extent. For example;

"Developing teaching materials and assessment so that students can learn effectively regardless of their ability" (R87).

"Provides a range of avenues for students to acquire information" (R75).

Tomlinson (2017) stated that the premise is to understand that not all students will always find the same avenues to learning equally engaging, relevant, and interesting. Hence, a variety of approaches, methods and strategies are needed to be employed. Thus, the respondents were asked to provide examples of ways they differentiate instruction in the classrooms. While 99% of the teachers provided their responses, the responses received were not detailed or well-elaborated. During the analysis, the researchers also found a few misconceptions that were held by the teachers towards implementing differentiated instruction.

Firstly, some of the respondents held the notion that advanced students are given more tasks. In the analysis, it was found that two (2) percent of the respondents reported that they provide more tasks for advanced learners while the weaker learners are given fewer tasks as they could not cope.

Secondly, three (3) percent of the respondents held the assumption that less outcome is expected of weaker students and that they only received simple instructions. To clarify, simple instructions meant tasks that are considered easy or beginner-level. The respondents did not further mention whether the simple tasks given are fitted for the students' level but all of the respondents in this category stated in general that they do not expect too much from the students.

Thirdly, it was found that approximately four (4) percent of the respondents held the misconception that during pair or group activities, students are divided according to their ability level (homogenous grouping/ pairing).

The misconceptions stated above were found in the item where respondents were asked to provide examples of how they differentiate instruction. Hence, moving on, the findings below will present examples of how the respondents in this study differentiate instruction. It was revealed that there are few main ways that the respondents differentiate instruction in their class.

It was found that 19% of the respondents identified that they provide tiered activities in their ESL classrooms. To specify, most of the respondents differentiate through giving worksheets according to the students' ability level in the sense that they provide more challenging tasks for advanced learners, moderate difficulty for average learners and tasks that are considered appropriate for the weaker learners. In addition to that, one of the respondents also added that while she prepares an appropriate task for the weaker learners, she includes an element that will appeal to the students' interest to keep them motivated.

Besides that, another 15% of respondents differentiate instruction by putting learners into pairs or groups during the learning process also known as flexible grouping. It was discovered that the respondents in this category placed students into pairs or groups. Each pair contains an advanced learner and a weaker learner who will work on an activity together. On the other hand, for group activities, the teachers ensure that there is a mix of abilities in each group (heterogeneous). The excerpts below illustrate the notion:

"Group work is needed especially in large classes. Sometimes, good students can help weaker students by modelling" (R23).

Moving on, approximately 13% of the respondents revealed that they allow learners to demonstrate products in a variety of ways as an example of how they differentiate instruction. It was found that the respondents gave students a similar topic for the assignment but students

can choose their preferred method of completion. For example, one of the respondents mentioned that she allows her students to present their end products in a variety of ways such as a presentation, writeup or storyboard. When it comes down to teaching the four language skills, one of the respondents provided an example of how she allowed her students to choose their presentation method:

"During a speaking skill assessment, I provided my students with a chance to do a debate, a skit or a presentation about an article that they have read" (R75).

Finally, about five (5) percent of the respondents mentioned that they use various visual and auditory aids as a means of differentiating instruction. The respondents primarily identified the use of pictures or graphic organisers in class for weaker learners with the justification that weaker learners need visual aids to visualise the concept. A few of the respondents in this category also mentioned that modern songs were used to capture the students' interest towards the English language. One of the respondents, elaborated those English songs are incorporated in her class to help students realise grammatical forms naturally. In the excerpt below, one of the respondents provided an example of how she used music to encourage students to learn literature:

"I encouraged some of the students who were uninterested in English literature to rap music. The students were required to do a rap on the entire synopsis of the novel. Some came up with excellent and animated cartoon voices" (R39).

4.3 Teachers' Perception on the Implementation of Differentiated Instruction

Section C of the questionnaire examined the teachers' perception on the implementation of differentiated instruction in their ESL classrooms. The items in Section C were based on four (4) constructs which looked into different aspects of differentiated instruction namely, content, process, product and students' needs' (learning profile, interest and readiness).

Table 2 illustrates the mean scores and standard deviation for each of the constructs. Each construct consisted of (5) five items. Content has the highest mean score (m = 4.050, SD = 0.525), which indicates that teachers frequently differentiate through content compared to other constructs. On the other hand, Students' Needs has the lowest mean score (m = 3.706, SD = 0.602) in comparison to other constructs. This

depicts that, teachers less frequently differentiate instruction based on students' learning profile, interests and readiness. To summarize, the overall mean score for all the constructs is 3.853 which shows that teachers sometimes differentiate instruction in their ESL classroom.

At the end of Section C, the respondents were asked to respond yes or no to determine the percentage of teachers who agree and support the implementation of differentiated instruction. Based on the results obtained from the questionnaire, it was revealed that 95.8% of the teachers agreed with the implementation of differentiated instruction while the remaining 4.2% disagreed.

5. DISCUSSION

The main purpose of the study was to investigate teachers' knowledge and understanding of differentiated instruction and their perception on the implementation of differentiated instruction in the ESL classroom based on three constructs namely, the principles of differentiated instruction, the elements of differentiated instruction and students' needs. The results showed that teachers managed to score a combined overall of 87.1% displaying very good knowledge and understanding of differentiated instruction based on ten true/ false statements. On the other hand, the qualitative findings showed that the teachers were however less articulate about their knowledge and understanding of differentiated instruction in the open-ended items. During the qualitative analysis, it was also discovered that the teachers held three common misconceptions about implementing differentiated instruction.

One of the misconceptions was that advanced students are given more tasks compared to weaker students while the second misconception was that there is less learning outcome expected of weaker students. Thirdly, the respondents misunderstood that homogenous grouping in class is an instructional strategy of differentiated instruction.

To address the first misconception, Tomlinson (2017) clarified that some teachers mistakenly assume that differentiating instruction means giving some students

Table 2: Illustrates the mean scores and standard deviation for each of the constructs

Construct	Mean	SD
Content	4.050	0.525
Process	3.931	0.602
Product	3.723	0.636
Students' Needs	3.706	0.602
Overall Score	3.853	0.519

Scale: 1= never, 2= seldom, 3= sometimes, 4= frequently, 5= always
Source: *Authors*

more work to do, and others less. She added that such approaches may seem reasonable but are usually deemed ineffective because the learners might become overwhelmed. For instance, if an advanced learner finds it simple to write a two-page book report, writing twice the amount is not the way to go, because it might be viewed as a form of punishment.

Regarding the second misconception, Aftab (2015) has stated that the main principle of differentiated instruction is to help learners achieve the same learning goals, however, what differs is the pathways taken to achieve the goals. To further clarify, Pozas and Schneider (2019) proposed that instructional practices in differentiated instruction ensure that all students achieve at least minimum standards but higher standards can be set for advanced learners.

Thirdly, Tomlinson (2017) has also addressed that a good indicator for effective differentiation is the use of flexible grouping. Flexible grouping contains students of various abilities but most importantly it accommodates students in the sense that one might be stronger in an area and another weaker. When these students are grouped together, they complement each other. Hence, homogenous grouping or pairing isn't widely encouraged as differentiation because by doing so, the teachers are still indirectly streaming the students according to their abilities. Moreover, researchers such as Briggs (2020) and Wilken (2023) confirmed that flexible grouping is particularly effective on weaker learners.

Concerning teachers' perception on the implementation of differentiated instruction in the ESL classroom, the results obtained showed that the teachers sometimes differentiate instruction as the overall mean score for all the constructs was (m = 3.853). In comparison to Shareefa et al., (2019) mixed methods study, the findings revealed that teachers have a positive perception of differentiated instruction. Similarly, the current study revealed that 95.8% of the teachers agreed with the implementation of differentiated instruction. It should be highlighted at this point that teacher generally view differentiated instruction as a positive approach for catering to the students' needs, however, the frequency of implementation is perceived to be at a moderate level. In addition to that, researchers such as Langelaan et al., (2024) highlighted that differentiated instruction should be emphasized as early as during teacher training because "knowledge and skills gained during initial teacher education would be eminent to successful implementation of differentiation, and that it allows differentiated instruction to be presented as the standard teaching approach rather than introducing it later as an additional and complementary approach".

6. CONCLUSIONS

One of the main findings in this study revealed that a large majority of the teachers support the implementation of differentiated instruction, (95.8%) and their perception on the implementation of differentiated instruction is at the moderate level (m = 3.853). This positive feedback indicates that ESL teachers in Malaysia are aware of the importance of inclusiveness and the need to address the variety of differences among their students, mostly in terms of content (m = 4.050). In contrast, student needs' (learning profile, interest and readiness) have the lowest mean score (m = 3.706) which can imply that the teachers need to spend more time understanding their students' interests such as hobbies, passion, likes and dislikes to develop lesson plans that can sustain or pique students' interest. Thus, is it recommended that teachers conduct diagnostic tests to assess the student's learning styles, interests and readiness to design lesson plans that match the student's needs.

The findings of this study also revealed that teachers scored a relatively high score (87.1%) for the true or false items. However, on the flip side, the teachers did not manage to articulate their knowledge and understanding well in their own words in the open-ended response section. This implies that the teachers' knowledge and actual understanding required for the effective implementation of differentiated instruction leaves much to be desired. Furthermore, findings also revealed that nine (9) percent of teachers held misconceptions about differentiated instruction indicating that the aspiration for inclusiveness in the ESL classrooms set out by the MOE of Malaysia has yet to be fully realized.

Hence, it is recommended that the Ministry of Education and school leaders work collaboratively to address this shortcoming. Teachers should be provided with adequate training including pre-service teachers. More specifically, the training should not only be in the form of a traditional seminar but a hands-on workshop/ seminar. More importantly, the trainer has to model how differentiated instruction is carried out, if possible, with the integration of technological tools in line with the educational reform in Malaysia.

Last but not least, it must be emphasized that this study is not without its limitations. The study involved only 96 secondary ESL teachers from one district in one state in Malaysia. Moreover, the study examined only teachers' perceptions via a questionnaire and did not triangulate the findings with other research instruments such as interviews and observations. Therefore, the findings cannot be generalized to the total population of ESL secondary teachers in Malaysia. Nonetheless, this study has shed some light on teachers' knowledge and understanding of differentiated instruction and

this is important if the aspiration of inclusiveness postulated in the Malaysian Education Blueprint is to be realized.

To conclude, it is perhaps pertinent that all teachers embrace differentiated instruction as the global paradigm shift towards inclusiveness in education, which on the same thread, was endorsed by one of UNESCO's sustainable development goals which believes that – education is for all.

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The author declared that no competing interests exist. This article is the sole work of the authors and has not been presented or published elsewhere.

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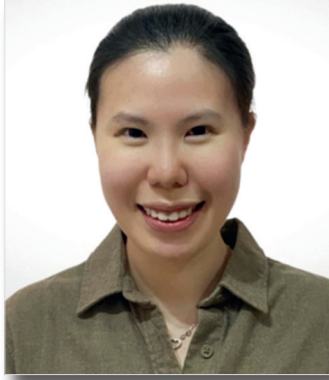
As a novice researcher, she is passionate about research areas concerning writing and approaches to teaching and learning.

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