Teachers' Perceptions on Differentiated Learning in Teaching English Speaking Skill Among Upper Secondary School Students: A Conceptual Paper

Hanan Alya Hasan Zhuri, Maslawati Mohamad
Faculty of Education, Universiti Kebangsaan Malaysia, 43600, Bangi, Selangor, Malaysia

Abstract
In the field of language education, differentiated learning is a pedagogical strategy that adapts instruction to fit the various requirements of learners which has drawn a lot of interest. This study looks at how upper secondary school teachers perceive differentiated instruction in terms of its practical implementation, challenges, and effectiveness in improving students' English-speaking skills. This paper, which draws from existing literatures, emphasises important topics such as the differentiated learning in ESL classroom, teachers' practices in differentiation instruction, and the effects of differentiated learning on student engagement. It also draws attention to challenges that teachers must overcome, such as teachers' understanding on the differentiated learning, lack of resources and the requirement for professional growth. This paper attempts to provide insights on teachers' perception of differentiated learning strategies in teaching English speaking skills among upper secondary school students, the effects and challenges faced by them.
Keywords: Teachers' Perception, Differentiated Learning, Speaking Skills, Upper Secondary School Pupils.

Introduction
English is widely used in academics, popular culture, the mass media, the economy, diplomacy, and education. In an emerging nation like Malaysia, English language is frequently attributed as providing a great advantage and a key factor in raising the standard of living for its people (Renganathan, 2023). As Selvaraj (2010) has demonstrated, Malaysia has implemented a number of educational reforms to better prepare its students for the future. Aligning the Malay and English language curricula and assessments with the Common European Framework of Reference for Languages (CEFR) is a recent initiative that was highlighted in the Malaysian Education Plan (Pelan Pembangunan Pendidikan Malaysia, 2012). This entails using CEFR scales as benchmarks for all languages (Yamat, 2014). The bilingual strategy will thus make it possible for students to reap the substantial benefits of studying two languages.

Nowadays, most Malaysian employers want graduates to speak English fluently in order to get hired. According to Yunus et al. (2014), speaking English is regarded as the foundation of

communication and one of the most important language skills. According to a 2017 paper by Darmi et al., university students should graduate with a B2 or C1 depending on the Malaysian English Language Education Roadmap, and the CEFR language proficiency scales should be utilised as a basis. There are many styles that correspond to different procedures for these levels, just as the CEFR offers multiple language levels, such as A1, A2, B1, B2, C1, and C2 (Ormzyar, N., & Mohammadzadeh, B., 2022). The CEFR states that educators and language experts need to use recognised and acceptable interactive strategies and tactics.

In Malaysia, candidates in Secondary Five must now take the Oral English Test, which is given in schools, as part of the national examination. Even though speaking proficiency is emphasised at the secondary stage, students still have difficulty speaking in front of the class. Effectively teaching speaking abilities remains a significant challenge, despite growing recognition of the importance of oral communication skills in the twenty-first-century learning environment. Whether or not it is intended, various students bring a variety of attitudes, expectations, wishes, and interests to language sessions. It is thought that educators have a duty to find out how their students prefer to study (Shenoy & Shenoy, 2013). Differentiating training has already been shown to consistently yield positive results (McQuarrie, McRae, & Stack-Cutler, 2008). It ensures that pupils with diverse backgrounds and learning preferences are given challenges. Differentiated learning is agreed to be vital, yet many teachers lack a solid understanding of its theoretical foundations and practical application.

According to Tomlinson, C.A., and Moon (2013), differentiated learning is an approach that helps enhance students' self-assurance when they speak since it employs diverse media and techniques to foster self-assurance, initiative, and creativity in them. It also says that if there are concepts or assignments that students find intriguing, they will be more attentive and involved in class. The four elements of differentiated learning—content, process, product, and learning environment—allow students to realise their full potential and differentiate instruction (Arianto et al., 2023). As stated by Blackburn & Pennell (2018), the idea of differentiated learning is based on acknowledging that students differ in a variety of ways, including their "abilities, interests, styles, gifts, qualities and shortcomings." Therefore, it is the responsibility of the teachers to foster a climate in the classroom where speaking is valued and where pupils are given the opportunity to do so.

According to Marlina (2020), differentiated learning is a cyclical process that aims to get to know students and accommodate learning variations. Meanwhile, Puspitasari et. al (2020) explains differentiation from the perspective that learning opportunities will be provided to students depending on their own preferences and interests in terms of content, procedure, and product. Professional, effective, and successful learning happens when teachers keep learning about the range of students they work with. According to Maryam (2021), differentiated learning aspects can be classified into three categories: process, product, and content. The term "content differentiation" refers to the process of differentiating the material that will be taught to pupils while taking student readiness into consideration. What is meant by process differentiation is the teacher adjusted the exercises and evaluations according to the pupils' preparedness. When teachers differentiate their goods according to

a student's learning profile, competency, or readiness, they are engaging in product differentiation.

Given the variations in classrooms, the "one size fits all" approach could prove to be problematic at times. It is important to provide relevant learning opportunities for all students in the classroom, which can be tough in a variety of ways. According to a study by Ismajli & Imami-Morina (2018) on comprehending and implementing differentiated teaching, teachers place more emphasis on the product than on the subject matter and the differentiated learning process. Even though the concept of DI is widely recognised as one of the greatest additions for teaching mixed ability classrooms (Chien, 2015), many teachers find that putting it into reality presents a variety of challenges, from external variables to internal reasons. Tobin et al. (2014) point out that one of the internal components, self-efficacy, suggests that it is caused by teachers' emotions of insecurity and misconception about applying DI in the classroom stemming from their lack of knowledge with the technique.

Inferring this approach, addressing students' interests and readiness can also be significant contributing aspects to the implementation obstacles of DI. Student interest, according to Tomlison & Imbeau (2010), is defined as "that which engages the attention, curiosity, and involvement of a student." (Lavania, 2020). According to studies on motivation, students who get instruction that is matched to their interests report higher levels of intrinsic motivation, greater evidence of creativity and productivity, and better task engagement (Amabile, 1983; Bruner, 1961; Sharan & Sharan, 1992). One of the difficulties teachers have been that students are too accustomed to traditional teaching methods and are unaware of the importance and usefulness of DI (Aldossari, 2018). Apart from classrooms with a varied group of students, poorly prepared students, and disruptive students cause more complications for teachers trying to differentiate instruction in the classroom (Jager, 2016).

Blaz (2013) claims that the idea of distinction first appeared in the 1980s. Differentiation is defined by a prominent proponent, Tomlinson (1995), as a technique of modifying classroom activities to give students multiple methods to assimilate information, comprehend concepts, and demonstrate learning. In essence, a differentiated classroom provides alternative methods for processing information, producing products, and learning material. Literature commonly refers to differentiated instruction as a set of strategies, a belief system, and a teaching and learning process tailored to students' needs and preferences (Tomlinson & Strickland, 2005). Tomlinson (2005) provided a commonly accepted definition that focuses on figuring out what the students will learn, how they will learn it, and how they will demonstrate what they have learned. Tomlinson (1999) included components including content, process, product, interest, readiness, and learning profile in her differentiated instruction approach.
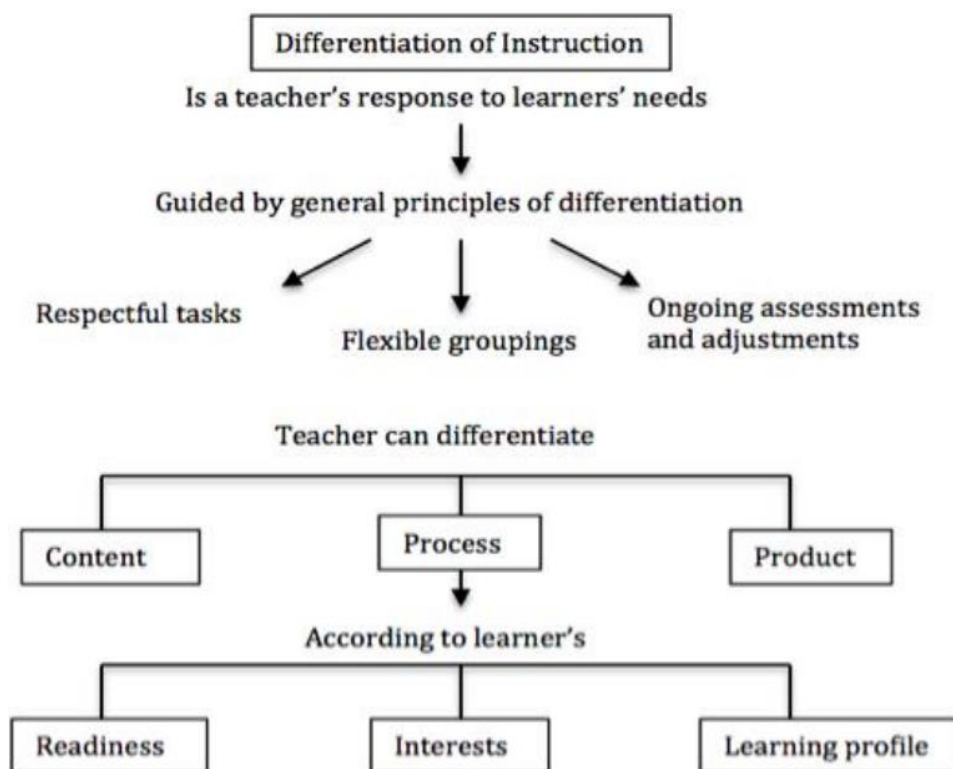
Figure 1. Model of Differentiated Instruction (Tomlinson, 1999)

As per Tomlinson (2005a, 2005b), content encompasses both the knowledge that is imparted to students and their acquisition of it. She suggests that teachers should adjust how students obtain certain knowledge to match the needs of the class, but that overall, the curriculum should be delivered mostly in the same way to all students. Process differentiation can be predicated on learning profile, interest, and preparation, just like content differentiation (Tomlinson 2005a, 2005b). Anderson (2007) states that "how the learners come to understand and assimilate facts, concepts, or skills" is related to differentiating the process within a lesson. Besides, Tomlinson (2005a, 2005b) defines products as final exams that, following a significant period of instruction, allow students to demonstrate how much they have learned and how successfully they can use what they have learned. Having been implemented for over a decade, differentiated instruction has established its role in education, with extensive research covering various aspects, rationales, issues, and findings.

Literature Review
Education Reform: Moving Towards Equitable and Adaptable Learning
In Malaysia, the Education Blueprint was introduced by the Education Ministry as a major reform effort focusing on improving student learning outcomes. This initiative responds to rising international education standards, the Malaysian Government's goal to prepare children with 21st-century skills and increasing public expectations of the education system (Malaysia, 2013).
To address learner diversity, the Ministry is prioritizing personalized pedagogy tailored to different student groups. Aligned with the national goal of equity, the Ministry understands

the need for learning environments that fully develop each student's potential, benefiting both the individuals and the nation. Recognizing the value of gifted students for the future workforce, the Ministry is committed to providing adaptable education programs that meet the diverse needs of all learners. Without such programs, Malaysia risks losing talented individuals who might drop out or migrate to countries with better educational opportunities. Supporting gifted students through specialized education is crucial for nurturing future leaders in various fields. Research indicates that students who underperform in exams may possess unique talents requiring specific instructional approaches (Davis et al., 2011). These kinds of students often face mismatches between their intellectual abilities and classroom experiences (Crocker, 2004; Davis et al., 2011).

Prior to now, the educational philosophy of Malaysia has been centred on holistic development, with the goal of fostering people's intellectual, spiritual, emotional, and physical growth in a harmonious and balanced way (Educational Planning and Research Division, 2008). While great efforts have been made to meet the needs of kids from indigenous or minority groups and those with disabilities, gifted students have been mostly disregarded and no effective teaching strategies have been developed for them. Recognising this error, Dato' Sri Mohd Najib Tun Abdul Razak, the prime minister of Malaysia, pointed out that brilliant kids had been disregarded by the educational system. The Ministry's dedication to advancing national innovation and building the human capital of the country is demonstrated by the launch of special education programmes for outstanding children. To emphasize the importance of equitable education, the Ministry identified effective pedagogy as a key factor in achieving successful learning outcomes. This commitment was evident in the use of differentiated instruction for English language teaching in schools. According to Tomlinson and Allan (2000), teachers offer varied classroom activities to cater to the diverse learning needs of students in differentiated instruction.

As a result of the educational shift towards accommodating learner diversity, the Ministry has integrated differentiated instruction in the teaching of English within the Malaysian education system, highlighting the system's commitment to equity. This approach aims to reduce the impact of factors such as culture, language, socioeconomic status, geographic location, and gender on student achievement. By offering high-quality education tailored to each student's needs, providing various educational pathways, and ensuring equal opportunities, the Ministry strives to help all students develop their skills. Impartial education also involves offering enhanced support and programs for various groups of students, including special needs, indigenous and minority groups, and, most recently, gifted students, to fully realize their learning potential.

Teaching English Speaking Skills Among Upper Primary Students

English is widely used as a second language in the multicultural and multilingual nation of Malaysia. Speaking English is essential for a number of things in life, such as work, school, and cross-border communication. This review looks at how spoken English is taught and learned as a second language in Malaysia, with particular attention to pedagogical approaches, educational regulations, learner problems, and the use of technology. The Malaysian Education Blueprint 2013–2025 places a strong emphasis on the value of pupils becoming proficient in English. To better equip students for global competitiveness, the Ministry of Education seeks to improve English language instruction (Malaysia Education Blueprint,

2013). This policy emphasises the need of providing students with high-quality English language teaching, with a concentration on speaking proficiency.

An essential part of language education is teaching upper primary pupils how to speak English. Students are moving from learning the basics of language to learning more sophisticated communication abilities at this developmental stage. Good speech training improves students' language skills, boosts their self-esteem, and gets them ready for social and academic settings in the future. This review looks at several educational approaches, difficulties, and best practices for teaching upper primary pupils how to speak English. Students' nervousness and lack of confidence is one of the main obstacles when teaching speaking skills. Young students' reluctance to speak can be attributed to their common dread of making mistakes and facing criticism from their peers. Moreover, pupils in upper primary education might not have much opportunity to interact with English outside of the classroom, particularly in non-English speaking settings. Nation and Newton (2009) contend that the restricted exposure may prevent speaking abilities from developing. Instructors can lessen this by encouraging students to use English in casual contexts and by including more English-speaking activities in the classroom.

According to the study, pupils who struggle with speaking a foreign language would rather communicate in their mother tongue since it comes naturally to them. According to Harmer in Mei & Masoumeh (2017) and Tuan, N.H., Mai (2015), pupils will try to use their language even if they are not familiar with the subject. Upper elementary pupils need to be taught English speaking skills through a combination of best practices, problem solving, and successful pedagogical techniques. Speaking competency can be increased with the help of strategies like role-playing, storytelling, task-based language teaching, and communicative language teaching. Supportive surroundings, customised instruction, and the use of technology can help address challenges like anxiety, limited exposure, and varied classrooms. Teachers can improve their pupils' speaking abilities and set them up for future academic and social success by implementing these components.

Differentiated Learning in ESL Classroom

According to Blaz (2013), In the 1980s, the idea of distinction first surfaced. Tomlinson (1995), describes differentiation as a method of altering classroom activities to provide students with multiple ways to absorb information, understand concepts, and demonstrate learning. In essence, a differentiated classroom provides a range of methods for processing information, producing products, and learning new material. Literature commonly refers to differentiated instruction as a set of strategies, a belief system, and a teaching and learning process tailored to students' needs and preferences (Tomlinson & Strickland, 2005). Tomlinson's definition from 2005, which has been widely cited, involves determining what students learn, how they learn it, and how they will showcase their understanding. Her model of differentiated instruction (Tomlinson, 1999) includes elements such as content, process, product, readiness, interest, and learning profile. Differentiated learning has recently been referred to as "a philosophy of teaching." (Loeser, 2014). Having been implemented for over a decade, differentiated instruction has established its role in education, with extensive research covering various aspects, rationales, issues, and findings.

In ESL (English as a Second Language) classes, differentiated learning is an instructional technique that modifies teaching strategies to meet the demands of students with varying learning styles, competence levels, and needs. This approach attempts to provide every

student, regardless of background, an equal chance to acquire English. The first step in effective differentiation is evaluating the language proficiency, learning styles, and cultural backgrounds of the pupils. Teachers can adapt their techniques to meet the changing requirements of their students with the support of ongoing formative evaluations (Tomlinson & Moon, 2013). The degree of difficulty of the task is varied to suitably challenge pupils according to their competence levels. This guarantees that every student has access to engaging and demanding learning opportunities (Heacox, 2017). A variety of teaching strategies are used by teachers, such as the use of interactive activities, visual aids, technological integration, and hands-on learning. Students with varying learning preferences are more engaged thanks to this variation (Heacox, 2017). Giving students options for their learning tasks and letting them create goals for themselves makes them feel motivated and in control of their education. This is especially crucial for language learning, as advancement depends greatly on confidence (Tomlinson, 2014).

In implementing differentiated learning in ESL classrooms, Frequent diagnostic testing aids educators in comprehending each student's language proficiency. Frameworks for measuring English language proficiency in listening, speaking, reading, and writing are provided by resources such as the WIDA (World-Class Instructional Design and Assessment) standards (WIDA, 2020). Other than that, there are many options for practice and interaction when using technological tools, such as online collaborative platforms, interactive whiteboards, and language learning apps. Examples of platforms that improve student engagement and progress are Duolingo and Rosetta Stone, which provide quick feedback and personalised learning paths (Godwin-Jones, 2020). Thus, differentiated learning is a dynamic and adaptable method that recognises and meets the individual needs of every student in ESL classes. Through the utilisation of diverse pedagogical approaches, continuous evaluations, and culturally appropriate resources, educators may establish a welcoming and productive learning atmosphere. This method helps ESL students become more confident and engaged while also improving language acquisition.

Teacher's Understanding on Differentiated Learning
Different students bring different attitudes, expectations, wants, and interests whether conscious or unconscious to language classes. It is believed that teachers have an obligation to ascertain the learning preferences of their pupils (Shenoy & Shenoy, 2013). By creating a profile of them, the instructor can better understand how students acquire information. Additionally, understanding the various learning styles seen in educational field enables students to improve as learners and solve learning challenges (Sarabi et. al, 2014). The new classroom teaching paradigm, known as differentiated instruction, is an effort by schools to cater to the requirements of a varied student body. Tomlinson's (2003) concept, which suggests that teachers adapt the material, method, or products to satisfy the various requirements of pupils, is one of the well-known differentiation models.

It has already been demonstrated that differentiating training regularly produces favourable outcomes (McQuarrie, McRae, & Stack-Cutler, 2008). It guarantees that students of all stripes and with different learning styles are challenged. However, despite the differentiated learning is acknowledged to be important, many teachers are not well-versed in its theoretical underpinnings or practical implementation. This shortcoming results in a one-size-fits-all method of instruction that ignores the variety of demands that pupils have. This knowledge and ability gap among teachers consequently has a detrimental effect on student motivation,

engagement, and academic performance. Providing inclusive education options for students from various backgrounds is a challenge that many educators view as overwhelming. Many educators lack the knowledge of how to approach the task or modify their methods of instruction to fit the needs of the current population (Gaitas et. Martins, 2017).

A study from Ismajli & Imami-Morina (2018) on understanding and applying the differentiated instruction indicates that teachers focus less on the material and the differentiated learning process and more on the final output. In order to properly employ differentiated education in the classroom, teachers lack the necessary understanding. The primary causes of the ineffective implementation of differentiated instruction are the large number of students in classrooms, particularly in public schools, the professional unpreparedness of teachers, and the absence of suitable conditions provided by the school (Ismajli & Imami-Morina,2018). It can be challenging to consider how a distinguished classroom operates for these teachers, who frequently receive little support (Smets, 2016).

Teachers' Practices in Differentiation Instruction

As a key tactic in contemporary education, differentiation instruction aims to meet the various requirements of pupils in a classroom. Differentiation is adjusting education to each student's needs by changing the learning settings, products, processes, and content (Tomlinson, 2001). This study of the literature looks at how teachers are currently doing differentiation education, with a particular emphasis on implementation tactics, difficulties, and the results for students. Differentiating the information given to students according to their learning profiles, interests, and readiness levels is known as content differentiation. According to Heacox (2012), in order to guarantee that every student is suitably challenged, teachers should implement tiered assignments, in which activities are created at varying degrees of difficulty. By gradually expanding students' knowledge and skills, this method meets them where they are.

Establishing a flexible and encouraging learning environment is also essential. This may entail rearranging the classroom's physical design, offering quiet spaces for individual study, or utilising technology to create virtual learning environments (Tomlinson, 2001). The intention is to establish a setting that can accommodate each student's unique demands. The term "process differentiation" describes the variety of ways that pupils interact with the material. This can involve using learning centres, flexible grouping, and a variety of teaching techniques like inquiry-based learning, cooperative learning, and the use of manipulatives (Hall, Strangman, & Meyer, 2003). Teachers can accommodate a variety of learning modalities and styles by diversifying the procedures, which increases learning accessibility for all students.

Having access to resources is another important component. Hall (2002) highlights that a variety of teaching resources, technology aids, and classroom supplies are frequently needed for effective differentiation. It can be difficult for schools with limited funds and resources to effectively promote diversified education. Establishing a flexible and encouraging learning environment is also essential. This may entail rearranging the classroom's physical design, offering quiet spaces for individual study, or utilising technology to create virtual learning environments (Tomlinson, 2001). The intention is to establish a setting that can accommodate each student's unique demands. Hence, one effective pedagogical strategy for meeting the various requirements of kids in the classroom is differentiation instruction. Although there are a number of obstacles to overcome in its implementation, such as teacher readiness, workload, and resource availability, the benefits to student outcomes—like academic success,

engagement, and equity—underline its significance. Differentiated education cannot be successfully implemented without ongoing support in the form of professional development, sufficient resources, and efficient classroom management techniques.

The Effects of Differentiated Learning in Speaking
Research on the implementation of differentiated instruction has covered various subjects and student groups, showing diverse outcomes, particularly for students. Lawrence-Brown (2004) and Tieso (2005) identified benefits for gifted students. While Powers (2008) found that talented students' motivation is greatly increased when they study alone in a typical classroom, Kondor (2007) saw a minor rise in student engagement and motivation. (Kamarulzaman, 2021). Studies have shown different impacts of differentiated instruction on the academic achievement of gifted students, with strategies like cluster grouping and independent study projects yielding positive results (Launder, 2011).

In teaching speaking skills, teachers who applied content differentiation when students were asked to do assignments able to improve the students' language skills and confidence in applying English. This is consistent with Heacox's explanation—quoted in Borja et al., 2015—that the purpose of content differentiation is to give students options for further exploration of the subjects they choose. Furthermore, Tomlinson claimed in (Suleiman et al., 2020) that differentiated content offers a variety of approaches to address the knowledge, concepts, values, or attitudes that students are working with, in addition to their abilities. Teachers valued technology's flexibility because it made it easy for them to implement differentiated instruction, adjust for each student's individual needs and interests, and provide adjustments to help students with disabilities make up for their limitations (Anderson & Putman, 2020).

A study by Arianto, Juhana & Arianto (2023) indicated that through the implementation of all the components of differentiated instruction in the speaking classroom, English teachers have increased the confidence of their pupils. Because their teachers tailored the classes to each student's interests and skill level, the kids loved the activities that their teachers set and became more comfortable speaking English. One recommendation that may be made is that educators allocate more time to the application of process differentiation, as this factor impacts how well speaking instruction is taught. Process differentiation results from variations in the content presented. In certain circumstances, teachers may take into account on the pupils' needs to use any videos or image to help them in producing their speaking product. This is consistent with the assertion made by Granås (2019) that process differentiation pertains to the extent to which an educator offers activities that are customised to meet the requirements and interests of their pupils. Students should be given the choice to work by themselves in combos, or in groups, based upon their needs and interests. (Borja et al., 2015). (Reis & Renzulli, 2018) added that kids had a variety of learning preferences.

Challenges In Differentiated Instructions for English Speaking Skills
Despite having standardized policies and accessible teaching resources, the challenge of effectively implementing differentiated teaching and learning persists. Analysis of teacher questionnaires about diversified instruction shows that teachers find it difficult to use in the classroom (Hall, 2002). Before teaching curriculum, teachers must be well prepared physically and mentally in order to implement differentiation. In order to properly compile a student portfolio, they must gather and assess student data, including learning preferences like

readiness, interests, and styles. A major problem with differentiated instruction is interpreting this large amount of data to design lessons that guarantee fair learning for every student.

According to Tomlinson (2005), in order for differentiated teaching to be completely implemented at an institution, it is necessary to have extensive and well-organized staff development programmes, which take about ten years to build. She clarified that the demands and interests of individuals, organisations, and societies interact with economic, social, personal, and environmental elements to influence content delivery. In essence, educators have a duty to impart knowledge that is on par with or somewhat above the intellectual abilities of their pupils. Teachers create appropriate procedures (processes) that include students in assignments and activities that foster critical thinking and research abilities in order to impart this knowledge. A presentation, for example, serves as a product that showcases the pinnacle of student learning and functions as a communication tool. For educators, this teaching strategy may provide serious pedagogical difficulties.

Thus, even though differentiation has firmly established itself in academia, its challenges persist (Rock et al., 2008). Despite its acknowledged advantages, differentiation is difficult to use in schools, according to Tomlinson (2000). Lee (2001) emphasised that school reform initiatives aimed at implementing new pedagogies are hampered by the tension between the necessary time and effort. VanSciver (2005) also noted that differentiation is challenging to apply because of its complexity. Thus, a lot of schools complain that their teachers don't differentiate their instruction enough (Tomlinson, 2008). The qualitative results underscored the necessity of instructors receiving ongoing professional development and assistance, in addition to the incorrect implementation of differentiation strategies.

In order to investigate the kinds and levels of differentiation utilised by teachers training gifted kids in heterogeneous classes, Marotta-Garcia (2011) carried out a mixed-method study. The study compared instructors' self-reported use of differentiation with their actual classroom practices using a survey and subsequent observations in the classroom. The results showed that there was a bad relationship between the instructors' reports and how they were used in the classroom. Despite being knowledgeable about differentiation, teachers struggled to apply this knowledge in practice. Furthermore, Rock et al. (2008) discovered that demanding classroom behaviour, a heavy workload, and a desire for comprehensive material coverage all hampered teachers' attempts to differentiate instruction to fit the needs of every student. Similarly, Kiley (2011) noted that, in addition to their primary teaching duties, teachers were burdened with substantial amounts of information and tasks, making the implementation of differentiated instruction a challenging endeavour.

Conclusion and Implication

The study's overall findings highlight the need for a nuanced knowledge of differentiated learning and highlight the requirements for its successful implementation. It becomes clear that differentiated learning is an essential strategy for meeting students' various language requirements and ability levels and helping them become more fluent English speakers. According to the literature study, teachers need to understand the concept of differentiation in raising student engagement, creating a safe learning environment, and advancing individual development. They do, however, also have to contend with serious obstacles such as lack of funding, a tight schedule for preparation and execution, and the requirement for ongoing professional growth.

The findings of this paper have several implications for teachers, policy makers and educational institutions which include a collaborative teaching culture, customised professional development programmes, and extensive support from educational institutions. Programmes for ongoing professional development are necessary to give teachers the abilities and information required to carry out differentiated instruction successfully. Practical methods for handling differentiated classrooms, utilising technology to enhance differentiation, and creating assessments that guide instruction should be the main topics of training. In order to support individualised learning, schools need to make sure that students have access to a wide variety of instructional materials and technological tools. The process of teaching and learning can be greatly improved by investing in such resources. Upon consideration of these implications, policymakers and teachers may augment the efficacy of different learning strategies, so improving the English-speaking proficiency of upper secondary school pupils and cultivating an education system that is more inclusive and equitable.

References

Aldossari, E. T. (2018) 'The challenges of using the differentiated instruction strategy: A case study in the general education stages in Saudi Arabia', *International Education Studies*, Vol. 11(4), pp. 74-83.

Algozzine, B. and Anderson, K.M. (2007) 'Tips for teaching: Differentiating instruction to include all students', Preventing School Failure: Alternative Education for Children and Youth, 51(3), pp. 49–54. doi:10.3200/psfl.51.3.49-54.

Arianto, R.S., Juhana, J. and Ruminda, R. (2023) 'Building students' confidence in speaking English through differentiated instruction', *Lectura: Jurnal Pendidikan*, 14(2), pp. 276–287. doi:10.31849/lectura. v14i2.14806.

Blaz, D. (2013) Differentiated instruction: A guide for foreign language teachers. Routledge.

Chien. C. W. (2015) *Analysis of taiwanese Elementary School English teachers' perceptions of, designs of, and knowledge constructed about differentiated instruction in content*. Available at: https://www.tandfonline.com/doi/full/10.1080/2331186X.2015.1111040 (Accessed: 29 July 2024).

Davis, K., Christodoulou, J., Seider, S., & Gardner, H. E. (2011) 'The theory of multiple intelligences in RJ Sternberg & SB Kaufman (Eds.)', *Cambridge Handbook of Intelligence*, pp. 485-503.

Gaitas, S. and Martins, M. A. (2017) 'Teacher perceived difficulty in implementing differentiated instructional strategies in primary school', *International Journal of Inclusive Education*, 21(5): pp. 544-556.

Godwin-Jones, R. (2020) Emerging technologies for language learning. Routledge.

Hall, T. (2002) 'Differentiated Instruction. National Centre on Accessing the General Curriculum' Retrieved from http://www.principals.in/uploads/pdf/Instructional_Strategie/DI_Marching.pd

Hall, T., Strangman, N., & Meyer, A. (2003) 'Differentiated instruction and implications for UDL implementation', *National Centre on Accessing the General Curriculum.*

Heacox, D. (2012) Differentiating instruction in the regular classroom: How to reach and teach all learners. Free Spirit Publishing.

Heacox, D. (2017) Making differentiation a habit: How to ensure success in academically diverse classrooms. Free Spirit Publishing.

Ismajli, H., & Imami-Morina, I. (2018) 'Differentiated instruction: Understanding and applying interactive strategies to meet the needs of all the students', *International Journal of Instruction*, 11(3), pp. 207-218.

Jager, T. de. (2016) 'Perspectives of teachers on differentiated teaching in multi-cultural South African secondary schools', *Studies in Educational Evaluation*. 53, pp. 115-128.

Kamarulzaman, M.H. et al. (2021) *The practice of online differentiated instruction and its impact on motivation and academic performance in the wake of covid-19* [Preprint]. doi:10.20944/preprints202106. 0028.v1.

Kiley, M. (2011) 'The Arduous journey of differentiated instruction: challenges and solutions', *Educational Leadership*, 68(5), pp. 74-77.

Launder, B. L. (2011) 'Supporting gifted students in the regular education elementary classroom through differentiated instruction'. Bowling Green State University.

Loeser, J. W. (2014) 'Differentiated Instruction'. Research Starters Education 1.

Marotta-Garcia, C. (2011) 'Teachers' perceptions and practices of differentiated instruction in heterogeneous classrooms', *Journal of Educational Research*, 104(3), pp. 171-184.

McQuarrie, L., McRae, P., & Stack-Cutler, H. (2008) 'Differentiated instruction provincial research review', *Edmonton: Alberta Initiative for School Improvement*.

Ormzyar, N., & Mohammadzadeh, B. (2022) 'Improving high school EFL learners 'communicative competence using cefr-based speaking practices', *Science, Education and Innovations in the Context of Modern Problems*, 5(4), pp. 186-198.

Powers, E. A. (2008) 'The use of independent study as a viable differentiation technique for gifted learners in the regular classroom', *Gifted Child Today* 31(3): 57–65. doi:10.4219/gct-2008-786.

Renganathan, S. (2023) 'English language education in rural schools in Malaysia: A systematic review of research', *Educational Review*, 75(4), pp. 787-804.

Rock, M. L., Gregg, M., Ellis, E., & Gable, R. A. (2008) 'REACH: A framework for differentiating classroom instruction', *Preventing School Failure*, 52(2), pp. 31-47.

Sarabi-Asiabar, A., Jafari, M., Sadeghifar, J., Tofighi, S., Zaboli, R., Peyman, H., Shams, L. (2014) 'The relationship between learning style preferences and gender, educational major and status in first year medical students: A survey study from Iran', *Iranian Red Crescent Medical Journal*, 17(1).

Shenoy, N., & Shenoy, K A. (2013) The perceptual preferences in learning among dental students in clinical subjects; 7(8):1683-5.

Tobin, R., & Tippett, C. D. (2014) 'Possibilities and potential barriers: Learning to plan for differentiated instruction in elementary science', *International Journal of Science and Mathematics Education*, 12(2), pp. 423-443.

Tomlinson, C. A. (1999) 'Mapping a route toward differentiated instruction'. Educational leadership 57: pp. 12–17.

Tomlinson, C. A. (2000) Differentiation of Instruction in The Elementary Grades. ERIC Digest, EDO-PS-00-7.

Tomlinson, C. A. (2001) *How to differentiate instruction in mixed-ability classrooms*. ASCD.

Tomlinson, C. A. (2005) *The differentiated classroom: responding to the needs of all learners*. ASCD.

Tomlinson, C. A., & Imbeau, M. B. (2010). *Leading and managing a differentiated classroom*. ASCD.

Tomlinson, C. A., & Moon, T. R. (2013). *Assessment and student success in a differentiated classroom*. ASCD.

VanSciver, J. H. (2005) 'NCLB fitfully fits differentiated instruction', *The Education Digest* 70(9): p. 37