

# Effectiveness of Differentiated Instructions in the Performance of Grades 3 & 4 Learners in English

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**Abstract**—This study aimed to evaluate the effectiveness of differentiated instructions in the performance of Grades 3 and 4 learners in English. Employing a quasi-experimental research design through researcher-made English test which covers the 3<sup>rd</sup> quarter Most Essential Learning Competencies (MELCs) for Grades 3 and 4 as pre-test and post-test conducted before and after the implementation of intervention. A prepared Daily Lesson Plan which highlights the implementation of differentiated instructions with varied and differentiated activities used by the learners during the teaching-learning process is also used in this study. Simple percentage and t-test of mean difference were the statistical tools used to interpret the result of the study. The study revealed a significant difference in the performance of Grades 3 and 4 learners before and after the implementation of differentiated instructions in teaching English. Learners learn best when they are grouped according to their level of understanding and the learning activities and materials are suited to their level also. Through differentiated instructions learners can explore and easily mingle to their peers of the same intellectual capability making it an effective strategy in teaching English.

**Keywords** — *Effectiveness, Differentiated Instructions, Performance, Grades 3 and 4 Learners, English*

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## I. Introduction

Just as every individual is unique and each has a unique fingerprint, every learner has an individual learning style and preference. Chances are, not all the learners grasp a subject in the same pace or share the same level of ability. So how could a teacher better deliver the lesson to reach everyone in class?

Looking into the multigrade classes where two grade levels are learning in the same classroom with one teacher teaching. How will the teacher teach so that all learning areas and skills will be taught? The struggle of multigrade teachers in teaching is real especially if the teacher lacks

knowledge in managing multigrade class. Multigrade teachers find difficulties in teaching different kinds of learners with different intellectual capacities, talent or skills, interest and learning styles especially in different grade levels. This situation calls for teachers to create lessons for all learners based upon their readiness, interests, and background knowledge. Anderson (2007) noted that it is imperative not to exclude any child in a classroom, so a differentiated learning environment must be provided by a teacher.

Moreover, like Science and Math, English is a difficult but an important subject because curriculum considers it as a tool subject needed to understand the different content subjects. Basically, it is concerned with developing competencies of the five macro skills which are listening, speaking, reading, writing and viewing. Speaking includes skills in using the language expressions and grammatical structures correctly in oral communication while writing skill includes readiness skills, mechanics in guided writing, functional and creative writing based on the K to 12 Curriculum Guide for Grade 4.

The K to 12 Education Curriculum aims to help learners understand that English language involved in the dynamic social process which responds to and reflects changing social conditions (Olicia, 2017). It is also inextricably involved with values, beliefs and ways of thinking about the person and the world people dwell. The curriculum aims that learners are given the opportunity to build upon their prior knowledge while utilizing their own skills, interests, styles, and talents (Olicia, 2017).

To explicitly developed the lessons in a multigrade class, differentiated instructions is a suggested strategy to help the teachers in teaching the lesson. Differentiated instruction is based on the concept that the teacher is a facilitator of information, while learners take the primary role of expanding their knowledge by making sense of their ability to learn differently (Robinson, Maldonado, & Whaley, 2014).

Differentiated instruction does not necessarily involve giving every learner separate assignments-though teacher may adapt or modify assignments as specific needs arise. It's more about providing students, individually or in a group, with different learning options or providing accommodations to help them learn more effectively (Tucker).

According to Tomlinson (2017) as cited by Weselby (2022), differentiating instruction may mean teaching the same material to all learners using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each learner. Teachers who practice differentiation in the classroom may design lessons based on learners' learning styles, group learners by shared interest, topic, or ability for assignments, assess learners' learning using formative assessment, manage the classroom to create a safe and supportive environment and continually assess and adjust lesson content to meet learners' needs.

Being new in the multigrade teaching, it is evident that as teacher, difficulty in the delivery of the lesson and attainment of educational goals for the grade is experienced. Thus, different

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strategies and methods are employed to accurately and successfully delivered the lesson with attained objectives every day. Thinking of utilizing differentiated instruction in teaching, the researcher hoped that struggles meet in teaching multigrade classes will be address. And it is in this premise that the researcher decided to conduct this study to evaluate the effectiveness of differentiated instructions in improving the performance of the Grades 3 & 4 learners in English having been low in the last two quarters of the current school year. A proposed improvement plan will be formulated based on the findings of the study. It is in the rationale that the researcher who is currently a grade 3 teacher in the above mentioned local, would like to delve worthy research undertaking that will benefit herself, the school she is currently teaching and that of her Graduate Program she is enrolled at.

This study evaluates the effectiveness of differentiated instructions in the performance of Grades 3 & 4 learners in English in Rivilla Primary School, Bato East District, Leyte Division for School Year 2022-2023. The findings of the study were the basis for the proposed improvement plan.

Specifically, this study sought to answer the following questions:

1. What is the performance of the Grade 3 & 4 learners in English before the implementation of differentiated instructions?
2. What is the performance of the Grade 3 & 4 learners in English after the implementation of differentiated instructions?
3. Is there a significant difference in the performances of the Grade 3 & 4 learners in English before and after the implementation of differentiated instructions?
4. What improvement plan can be proposed based on the findings of this study?

## II. Methodology

**Design.** This study employed the quasi-experimental research design utilizing the pre-test and post-test to evaluate the effectiveness of differentiated instructions in the performance of Grades 3 & 4 learners in English for School Year 2022-2023. Rivilla Primary School, Bato East District, Leyte Division is the main locale of the study. The 18 Grade 3 & 4 learners enrolled in the said locale for School Year 2022-2023 are the main respondents of the study. A researcher-made English test which covers the 3<sup>rd</sup> quarter Most Essential Learning Competencies (MELCs) for Grades 3 and 4. This is a 20-item test. This will be given as pre-test and post-test before and after the implementation of differentiated instructions in teaching English. Moreover, the researcher prepared the Daily Lesson Plan which highlights the implementation of differentiated instructions with varied and differentiated activities used by the learners during the teaching-

learning process. A matrix of activities was crafted to guide the teacher-researcher the flow of her study. This research focused on evaluating the effectiveness of differentiated instructions in the performance of Grades 3 & 4 learners in English through the pre-test and post-test and its significant difference. A Proposed Improvement Plan based on the findings of the study is the output.

**Sampling.** There are 18 Grade 3 & 4 learners involved in this study. The research instruments were administered face-to-face with consent from the Local IATF and strictly following the prescribed Health Protocol during the face-to-face classes.

**Research Procedure.** The researcher prepared the research design and tools utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies was sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor and School Head was secured before the actual gathering of data. Orientation of the participants and administration of the pre-test was done face-to-face after the approval of the permit from the parents of the respondents. After accomplishing the pre-test, intervention was given within four weeks. The implementation of differentiated instructions with varied and differentiated activities used by the learners during the teaching-learning process was emphasized in the study. After the four-week intervention, the post-test was administered. Results of the tests were collected. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Improvement Plan followed.

**Ethical Issues.** The researcher properly secured the permission to conduct the study from the authorities through written communication. In the formulation of the intervention materials that was used in the study, the use of offensive, discriminatory, or other unacceptable language was avoided. The respondents' names and other personal data were not included in this study to protect their privacy. Participation of the respondents was also voluntary. Orientation was conducted for the respondents with their parents. In the orientation, issues and concerns were addressed and consent to be included in the study were signed. The researcher-maintained objectivity in analyzing and discussing the results. All authors whose works were mentioned in this study were properly quoted and were acknowledged in the reference.

**Treatment of Data.** Simple Percentage was employed to evaluate the pre-test and post-test performances of the Grades 3 & 4 learners in English before and after the implementation of differentiated instructions. **t-Test of Mean Difference** was used to determine the significant difference in the pre-test and post-test performances of the Grades 3 & 4 learners in English.

### III. Results and Discussion

**Table 1**  
**Pre-Test Performance of the Grade 3 & 4 Learners in English**

Score Range	Description	PRETEST	
		Frequency	%
17-20	Excellent	0	0
13-16	Very Good	6	33
9-12	Good	12	67
5-8	Fair	0	0
0-4	Poor	0	0
Total		18	100
<b>Weighted Mean</b>		<b>11.94</b>	<b>Good</b>

Table 1 presents the pre-test performance of the Grade 3 and 4 learners in English before the implementation of differentiated instructions in teaching the subject. It was revealed on the table that among the 18 Grades 3 and 4 learners, 6 or 33% got a score of 13-16 which is interpreted as very good. This means that before the implementation of differentiated instruction in teaching English, the learners were already able to achieve very good performance. This implies that there are learners who have acquired the mastery of the lesson in the previous grade. Since the implementation of the intervention is already in the 3rd quarter, other learners have learned the lessons and acquire the knowledge of the subject matter or competencies taught. Moreover, 12 or 67% of the Grades 3 & 4 learners got a score of 9-12 which is interpreted as good. This means that these learners acquired the average level of learning before the implementation of differentiated instructions. This implies that there are competencies which are easier for the learners to understand, and they no longer need intervention. On the other hand, there are also competencies which are difficult for the learners to achieve and master. This is the reason why this study was crafted to assist the teachers and learners in the teaching-learning process. Implementation of differentiated instructions especially to multigrade learners is important because not all learners learn at the same pace. The table shows that the performance of the Grades 3 & 4 learners before the implementation of differentiated instructions with varied and differentiated activities and learning materials which are suited to the level of the learners got a weighted mean of 11.94 which is interpreted as good. Good performance in the sense that there are competencies which were already mastered and there are those which are not. Learners learn and process information in different ways (Gregory and Chapman, 2013). Some students prefer certain methods of learning, and it is important that educators utilize a wide variety of teaching activities to address the learning preferences of the students. Being able to identify the various learning styles of students and

teaching them with an informed awareness of those differences can assist students to achieve a better academic result and improve their attitudes towards learning.

**Table 2**  
**Post-Test Performance of the Grade 3 & 4 Learners in English**

Score Range	Description	POST-TEST	
		Frequency	%
17-20	Excellent	10	56
13-16	Very Good	8	44
9-12	Good	0	0
5-8	Fair	0	0
0-4	Poor	0	0
Total		18	100
<b>Weighted Mean</b>		<b>16.72</b>	<b>Excellent</b>

Table 2 presents the post-test performance of the Grade 3 and 4 learners in English after the implementation of differentiated instructions in teaching the subject. It was revealed on the table that among the 18 Grades 3 and 4 learners, there are 10 or 56% got a score of 17-20 which is interpreted as excellent. This means that after the implementation of differentiated instructions with varied and differentiated activities and learning materials, the performance of the learners improved. This implies that the intervention provided to the Grades 3 and 4 learners is effective which is evident in the data presented. Further, there are also 8 or 44% of the Grades 3 and 4 learners got a score of 13-16 which is interpreted as very good. This means that these pupils acquired the mastery of all the learning competencies provided for the grading period after the implementation of differentiated instructions utilizing the varied and differentiated learning activities and materials in the teaching-learning process. This implies that learners learn best when they are grouped according to their level of understanding and the learning activities and materials are suited to their level also. Finally, the post-test performance of the Grades 3 and 4 learners after the implementation of differentiated instructions in teaching English, got a weighted mean of 16.72 which is interpreted as excellent. This means that all the Grades 3 and 4 learners show mastery of the competencies taught. Excellent performance is attained because the teachers employ instructional strategies and techniques based on the needs of the learners. Strengthening the importance of differentiated instruction, Tomlinson & McTighe (2006), Heacox (2012), Gregory & Chapman (2012), and Tomlinson (2014) wrote guides and books that turn the theory of differentiated instruction into practice providing instructors with practical ways and strategies that help them differentiate.

**Table 3**  
**Test of Difference Between the Scores in the Pre-Test and Post-Test**  
**of the Grade 3 & 4 Learners in English**

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
<b>Grade 3 &amp; 4 Learners in English</b>	Pre	11.94	1.242	0.629	Reject H <sub>0</sub>	Significant
	Post	16.72				

Table 3 presents the test of difference between the scores in the pre-test and post-test performances of the Grade 3 and 4 learners before and after the implementation of differentiated instructions in teaching English. It was revealed on the table that the statistical bases and analyses of which degrees of freedom are composed of 18 Grades 3 and 4 learners. The level of significance is 0.05 or the rejection level while the t-critical value is 0.629 from t-distribution. Based on the data presented the computed value is 1.242 which means null hypothesis is being rejected. Since the computed value is higher than the critical value it means that there is a significant difference in the performance of Grades 3 and 4 learners before and after the implementation of differentiated instructions in teaching English. This implies that the implementation of differentiated instruction with varied and differentiated learning materials and activities is effective. In a recent study of Valiandes (2015), it was found out that students made better progress in classrooms where differentiated instruction methods were systematically employed, compared to students in classrooms where differentiated instruction methods were not employed. Based on the findings, the quality of differentiated teaching being given by the teacher has a great effect on students' achievement as well as the systematic employment of differentiated instruction methods in mixed ability classrooms in promoting equity, optimization of quality and effectiveness in teaching.

#### IV. Conclusion

The study revealed a significant difference in the performance of Grades 3 and 4 learners before and after the implementation of differentiated instructions in teaching English. Learners learn best when they are grouped according to their level of understanding and the learning activities and materials are suited to their level also. Through differentiated instructions learners can explore and easily mingle to their peers of the same intellectual capability making it an effective strategy in teaching English.



## V. Recommendations

1. The proposed improvement plan formulated should be utilized.
2. Differentiated instruction must be implemented not any to multigrade class but also in all classes and learning areas because of individual differences.
3. Teachers should prepare and utilize the varied and differentiated instructional materials and activities to be used by the learners of different needs.
4. Teachers must attend training or LAC sessions on the improvement of their teaching-learning process.
5. School Heads should allocate the budget for the procurement of materials to be used in the production and construction of varied and differentiated instructional materials.
6. School Heads should spearhead in the crafting of training design and LAC plan for trainings and LAC sessions for the improvement of teaching-learning process of teachers most especially in the implementation of differentiated instructions in teaching English.
7. School Heads should provide technical assistance to teachers in teaching English.
8. Monitoring the progress of the learners is important to track and modify the strategies and techniques used; and
9. Future researchers should replicate this study to include different locales and include different variables aside from the mentioned in this study.

## ACKNOWLEDGMENT

With grateful heart, I wish to express my sincere admiration and thankfulness to several individuals who have contributed useful things for the completion of my thesis:

First and foremost, Praises and Thanks to our Lord and Savior Jesus Christ, for the blessings and opportunity given to be able to pursue this graduate studies. More importantly, thanks to His presence, provision, protection, and preservation made all of this happen.

To Dr. Jasmine B. Misa, my thesis adviser, for the steadfast encouragements, reminders, and for the trust and confidence in my capabilities which provided me with the motivation and zeal to pursue this endeavor.

To the members of my Thesis Committee and Panel Examiners headed by Dr. Bryant C. Acar, Chairman and Scribe of the Pre and Oral Examination panel, together with Dr. Annabelle A. Wenceslao and Dr. Elvin H. Wenceslao for the smooth sailing of things behind frails in the laborious toil of my study.

To the Dean of the Graduate Department of Western Leyte College, Dr. Sabina B. Con-ui, for your understanding and consideration in all my requests.

To my DepEd Leyte Division Family headed by Dr. Mariza S. Magan, for allowing me to conduct this study in my school.



To, Dr. Arlene B. Yee, Public Schools District Supervisor of Bato East District, for giving permission to conduct the study in Rivilla Primary School Bato East District.

To my Rivilla Primary School family, headed by our eloquent, approachable and warm-hearted Teacher-In-Charge, Dr. Orlando B. Maboloc, the faculty and staff, parents and pupils for having been instrumental in the realization of this venture.

To my loving parents, Wenifredo & Conrada, for their unconditional love, prayers and support extended which inspire me to achieve my educational objective.

To my husband, Jonathan, for always believing in me that I am bound for great things.

And to all the people who believed in me and continue to believe in me, who look up to me as an inspiration, Thank you so much. All of these are offered to all of you. To God be All the glory.

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She was teaching for three years as SEF - Teacher (Special Education Fund - Teacher) under the local Government Unit of Isabel as grade 4 teacher at Tabunok Elementary School, Tabunok Isabel, Leyte in the year 2015-2018. After 3 years as SEF – Teacher, in the year 2018 he was hired in the DepEd and currently teaching Grade 3 and Grade 4 pupils at Rivilla Primary School Rivilla Bato, Leyte. He also attended series of webinars/seminars and trainings to increase his professional growth as a teacher.