



DIFFERENTIATED INSTRUCTIONS IN ENHANCING THE ENGLISH PROFICIENCY OF ELEMENTARY LEARNERS AT TAAL SUB-OFFICE

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ABSTRACT

This study focused on examining the effectiveness of Differentiated Instruction (DI) in enhancing the English proficiency of elementary learners at the Taal Sub-Office. Specifically, it aimed to determine learners' English proficiency levels in word recognition, reading comprehension, and oral reading fluency, as well as the perceived effectiveness of DI and the challenges teachers encountered in its implementation. Using a quantitative descriptive-correlational research design, a researcher-made questionnaire was administered to 143 elementary teachers. Data were analyzed using frequencies, percentages, rankings, weighted means, and Pearson product-moment correlation coefficients (r) to test the study's hypotheses.

Findings revealed that learners demonstrated a high level of English proficiency across the three domains. Differentiated Instruction was also rated as highly effective in improving learners' English learning outcomes, indicating that it supports diverse learner needs through flexible and responsive teaching strategies. Although teachers encountered certain challenges,

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particularly in terms of support and resources, these did not significantly affect the effectiveness of differentiated instruction. Furthermore, results showed a significant relationship between the effectiveness of DI and learners' English proficiency, while no significant relationship was found between the challenges encountered and the effectiveness of differentiated instruction.

Keywords: *Differentiated Instruction, English proficiency, word recognition, reading comprehension, oral reading fluency, elementary learners*



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