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Investigating the Challenges Encountered by EFL Teachers in Practicing Differentiated Instruction in the Multiple – Intelligence Classes at University

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Abstract

Investigating differentiated instruction in classrooms with learners who have multiple intelligence levels often leads teachers to face many challenges. When it comes to teaching and learning process, learners all are not the same. Though all learners learn, they still differ in their levels of prior experience, abilities of learning, learning style, learning profile, motivation level, interest, language skills, and even proficiency of language. But this does not mean that learners do not share some similarities in terms of size of classes they attend, personalities, hobbies, and their common expectations in learning. Thus, differentiated instruction seems mostly to meet the learner's need to address variances among learners by utilizing various techniques and methods in the classroom through content, process, and product. Therefore, the predominant goal of differentiated instruction is for teachers to maximize the potential of all learners by proactively designing learning experiences in response to the needs of diverse learners. Hence, this study aims at exploring the challenges that EFL teachers face while practicing differentiated instruction in the multiple intelligence classes as well as examining the attitude of teachers towards the practice of differentiated instruction. It also aims at observing teachers' differentiated instruction performance in their teaching classes and investigating the strategies teachers use in order to overcome those challenges. Interestingly, the investigation acknowledged that teachers have a desirable performance and potential attitude to implement differentiated instruction in the college classrooms. This might become distracted if teachers face problems such as time constraints, heavy workloads, and large classes that would impede teachers' objectives in maintaining differentiated instruction for tailoring every learner's interest and achieve higher level of academic success in teaching multiple intelligence classes.

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To achieve the research aims, two tools were used. The first one was a questionnaire which was used to examine the challenges faced by EFL teachers while practicing differentiated instruction in the multiple intelligence classes. The second tool was an observation tool to know if EFL teachers have willingness, awareness, readiness, and attitude to practice differentiated instruction in their classes or not and which strategy do they use in practicing differentiated instruction as well.

This study tries to answer the following research questions:

1- What are the challenges encountered by teachers while practicing differentiated instruction in multiple intelligence classrooms?

2- To what extent are teachers aware of differentiated instruction in the multiple intelligence classes?

3- How do teachers practice differentiated instruction strategies to meet the needs of all learners?

Keywords: challenges, strategies, differentiated instruction.

التحقيق في التحديات التي يواجهها مدرسو اللغة الإنجليزية كلغة أجنبية عند ممارسة التدريس المتمايز داخل فصول الذكاء المتعدد في الجامعة.

شانو عبد الرحيم أحمد

كلية التربية الأساسية - جامعة صلاح الدين

المخلص: غالبًا ما يؤدي التحقيق في التعليمات المتميزة في الفصول الدراسية مع الطلاب الذين لديهم مستويات ذكاء متعددة إلى مواجهة المعلمين للعديد من التحديات وبالتالي، عندما يتعلق الأمر بالتعلم والتعليم، فإن جميع الطلاب ليسوا متشابهين. على الرغم من أن جميع الطلاب يتعلمون، إلا أنهم ما زالوا يختلفون في مستويات المعرفة الخلفية وقدرات التعلم وأسلوب التعلم ومستوى التحفيز والإهتمام والمهارات وحتى إتقان اللغة. لكن هذا لا يعني أنهما لا يشتركان في بعض التشابه بينهما من حيث الحجم والشخصية والهوايات. لذلك، يبدو أن التدريس المتمايز يلبي في الغالب حاجة المتعلم لمعالجة الفروق بين الطلاب من خلال استخدام تقنيات وأساليب مختلفة في الفصل الدراسي بحيث يكون لدى الطلاب خيارات عديدة لاكتساب المعرفة والمعلومات المتعلقة بالمحتوى والعملية والمنتج التي تساعد الطلاب على التعلم بشكل فعال. ومن ثم، يهدف هذا البحث إلى استكشاف التحديات التي يواجهها مدرسو اللغة الإنجليزية كلغة أجنبية أثناء ممارسة التدريس المتمايز في فصول ذكاء متعددة بالإضافة إلى فحص موقف المعلمين تجاه ممارسة التدريس المتمايز. ويهدف أيضًا إلى مراقبة ممارسة المعلمين للتعليم المتمايز في تدريسهم والتحقيق في الاستراتيجيات التي يستخدمها المعلمون للتغلب على تلك التحديات. أثبت التحقيق أن المعلمين يرغبون في ممارسة تعليمات أكثر تمايزًا في الفصل الدراسي ولكنهم قد يتشتت انتباههم أيضًا إذا كانت الموارد والبيئة المناسبة ستسهل المهام في تدريس فصول ذكاء متعددة. كما أشاروا إلى فوائد وتحديات ممارسة التمايز

في فصولهم المعاصرة أيضاً. وبغية الحصول على أهداف البحث، يجب استخدام أداتين؛ الأداة الأولى هو استبيان حيث تم استخدامه لفحص الصعوبات التي يواجهها مدرسو اللغة الإنجليزية كلغة أجنبية أثناء ممارسة التدريس المتمايز في فصول الذكاء المتعددة. الأداة الثانية هي أداة مراقبة لمعرفة ما إذا كان معلمو اللغة الإنجليزية كلغة أجنبية لديهم الرغبة والوعي والاستعداد والموقف لممارسة التدريس المتباين في فصولهم الدراسية أم لا، وما هي الاستراتيجيات التي يستخدمونها في ممارسة التدريس المتمايز أيضاً. و تحاول هذه الدراسة الإجابة على أسئلة البحث التالية:

1- ما هي التحديات التي يواجهها المعلمون أثناء ممارسة التدريس المتمايز في فصول الذكاء متعددة؟

2- إلى أي مدى يدرك المعلمون التعليم المتمايز في فصول الذكاء المتعددة؟

3- كيف يمارس المعلمون استراتيجيات التدريس المتميزة لتلبية احتياجات جميع الطلاب؟

الكلمات الدالة: تحديات، استراتيجيات، تعليم متمايز.

Section One

1.0 INTRODUCTION

There are differences among learners. Based on this fact, differentiated instruction employs an approach to teaching and learning that gives learners multiple options for taking in knowledge and understanding concepts. Thus, learners' populations are considered more academically different due to ever growing multiplicity of learners in the multiple-intelligence classrooms. Tomlinson (2005) claims that the successful exploitation of differentiated instruction relies on the readiness, commitment, willingness, and motivation maintained by those effective teachers to the learners. Hence, Roiha (2014) confirms that teachers necessitate the modification in their educational requirements, facts and procedures to deal with all learners' need whilst fostering chances for everyone to succeed. Therefore, in accordance to his speech, effective teachers play a vital role in practicing differentiated instruction in their deferential classrooms and have a powerful academic confidence and optimal levels of success in differentiated instruction strategy's achievement. In addition, Tomlinson (2004) asserts that teachers confront constant anxiety to pledge that each learner displays high academic performance. She further argues that there is a huge learner multiplicity in modern classrooms and so teachers are dealt with an enormous defiance to have instructional approaches that concentrates on different level of learners' academic requirements. According to Tomlinson (2005), teachers address learners' diversity with intentional preparation that takes place logically and carefully. She further clarifies that differentiated instruction places teachers in an outstanding situation as they try to balance the expectations in their classes so that they can reach to all learners' need. Therefore, Ernst and Ernst (2005) assure that differentiated instructional strategies are convenient not only for basic school learners, but college students can get advantage too. Needless to say, a "one size fits all" approach to teaching is highly not recommended in basic school. Similarly, in today's college classes, differentiated instructions are strongly implemented. So, in this study, the researcher attempted to observe college instructors' impression about differentiated

instruction and their attitudes regarding the challenges to practice differentiated instruction in multiple- intelligence classes as a strategy for learners to sustain a higher level of achievement.

1.1 DEFINING DIFFERENTIATED INSTRUCTION

Tomlinson (2005) defines differentiation instruction as a resourceful ways in the process of teaching and learning for teachers to creatively deal with all learners in their classes. Thus, Collision and Keith (2012) define it as a kind of approach which allows the learners to learn in various ways depending on their different levels. Tomlinson and Imbeau (2011) define differentiated instruction as a sort of instruction which deals with powerful learning for diverse learners that offers them suitable options to become skillful at their total effort and it increases learner-developed activities according to the learners' multiplicity .On the other hand, Hogan(2009), Subban and Round (2015) claim that differentiated instruction is an approach that permits learners to establish learning from the adequate point depending on their previous cognitive skills and current academic content to construct their full understanding. Additionally, Logan (2011) implies that the aim of differentiated instruction is to help learners with different levels to have ability to maintain the same endeavor of the lecture. This clarifies that the goal that they try to attain should be the same, even though they might go through different learning process. This speech is supported by Levy (2008) in which he states that differentiated instruction is widely used and increasingly practiced as state and national accountability programs focused attention on achievement for all learners to enable them to preserve success which is offered in the classroom from the skillful teacher. The classroom might have the same way of reaching the learning objectives as the procedure is diverse for each learner so they learn differently based on their multiplicity. Last but not least, one can say that the differentiated instruction is an approach used for restructuring the classroom and learning strategies to offer learners a variety of choices of acquiring knowledge. Thus, differentiation instruction is consisted of some strategies that college teachers implement in their classes as different technique of activating content, presenting ideas, devising successful understanding, and developing outcomes that encourage the learners to learn effectively. As a result, differentiated instruction is a current process to manipulate and display various instructional approaches so that each learner can get his or her academic content successfully.

1.2 KEY ELEMENTS OF DIFFERENTIATED INSTRUCTIONAL STRATEGIES

Tomlinson (2017) states that differentiated instruction can be much expedient and purposeful by referring to three extensive components to make it more outstanding and convenient. Noteworthy, the components are content, process, and product. Mainly, they allow flexibility of the pace at which learners are expected to achieve learning and the depth of knowledge in an effective process of teaching and learning.

1.2.1 Content Differentiation.

Anderson (2007), Heacox (2012) and Miller (2011) claim that content can be viewed as topics and ideas for learning material performed in the classroom. Hence, Tomlinson (2005) elucidates that content includes both what is taught and how learners receive the course material. According to her, teaching content based on meaningful learning that is called presentation, whereby the teacher prepares learners for acquiring knowledge, presents information evidently and apparently, connects the information to be learned with what learners already know, and uses a

variety of instruction by revealing novice data. Anderson (2007) explains several strategies for differentiating the content that include: presenting a course book at various difficulty level; providing note-taking organizers; multiple means of representation that deals with the same topic that allow learners to work at the cognitive level that best matches their current ability; curriculum compacting; using small group instruction to re-teach or reinforce the content. Furthermore, Anderson (2007) and Miller (2011) recommend that teachers might decide to differentiate by practicing flexible grouping, where learners can work in pairs, small groups, or alone, using book, or sources from internet devices to achieve academic learning. So, one can say that, the content can be differentiated by altering the needed constituents based on learner's interest.

1.2.2 Process Differentiation

Roiha (2014) claims that in differentiating the process teachers should deal with learning profiles, readiness, and interests that are regarded as fundamental characteristics to gain every learner needs. According to Tomlinson (2017), process differentiation in a lecture means learners' understanding about facts and thoughts. She further explains the effective strategies for processing differentiation which include: tasks and activities to various learners at different levels of difficulty to improve every learner's knowledge and experience; suggesting support at diverse levels to deal with learners' interest; varying the pace of work; offering multiple choices of expression; giving learners alternative topics on which to focus; creating activities that are harmonious with learners' preferred modalities of learning. Definitely, it is essential to notice that the process is differentiated not only by the decision the teachers does for teaching but also it is differentiated through strategies teachers use to encourage learners to acquire knowledge thorough the investigation of the content taught. This can be done by several ways of higher-order thinking, open-ended thinking, discovery, reasoning, and research (Tomlinson, 2017).

1.2.3 Product Differentiation

Tomlinson (2017) and McCarthy (2014) suggest that product differentiation refers to the outcome measure of learners' production that is considered as a proof of their learning that might be employed as a mean to differentiate instruction. Tomlinson (2017) affirms that product differentiation permits learners to reveal the content after getting a considerable portion of instruction to perform their knowledge and skills. Tulbure (2011) claims that product differentiation should provide learners with several alternatives to illustrate domination of their learning objectives. Furthermore, Tomlinson (2017) and McCarthy (2014) propose that effective product differentiation will encourage inventive and critical thinking that afford different methods of expression. According to them, differentiating the product tolerates learners to work out and discover the knowledge to achieve their goals of learning. Furthermore, they agree that when learners work on their learning product, they regularly prefer a way that offers them success, which probably will match with their own learning preferences.

1.3 BENEFITS OF DIFFERENTIATED INSTRUCTION

Merril (2013) states that differentiating instruction is a unique process that comprises all of the students' academic requirements at their level. One benefit of differentiated instruction is that it assists teachers to meet the learning needs of each individual. Thus, Tomlinson and Imbeau (2010) identify three other elements for teachers to meet the learners' need as learner's readiness, learner's interest, and learner's learning profile that can be attained by objecting the learner individuality when planning for differentiated instruction. According to Anderson (2007), in

order to deal with learner's readiness, teachers must understand the concept of readiness and they must be encouraged to incorporate differentiation into classroom.

In addition, Tomlinson and Imbeau (2010) affirm that readiness does not have the same meaning as ability, and the two terms must not be used as a replacement. Concerning the readiness, it offers a short-term situation that must vary consistently as a consequence of ideal way of teaching; while ability deals with a permanent condition depends on instinctive peculiarity. Furthermore, Anderson (2007) conceives that the notion of learner readiness includes learner expectations, perceptions, and skills in accordance to the teacher's instructional planning for the lecture. According to him, the aim of readiness differentiation is to maximize learners' attention and involvement to make learners more receptive to learning.

However, Tomlison and Imbeau (2010) state that learner interest means dealing with the attention, curiosity, engagement, and involvement of a learner. They further clarify that when teachers differentiate instruction based on learner's existing interest, such learners are encouraged to link what they learned with materials they already worth. Lastly, Anderson (2007), Subban and Struyven (2018) clime that once differentiation is relied on learning profile, learners are equipped with chances to gain information actively and skillfully.

1.4 CHALLENGES TO PRACTICE DIFFERENTIATED INSTRUCTION

Research show that many teachers are indecisive about integrating differentiation into the classroom for several reasons: First, teacher struggle with the conversion of teaching methods (Tomlinson ,2004).Second, lack of finding suitable differentiated instructional strategy for the lecture theme (Roiha,2014).Third, time constraints to plan differentiation with too many demands on the teachers (Tomlinson,2005).

Additionally, McCarthy (2014) points out other reasons for dealing with the challenges in practicing differentiation in college classes as lack of knowledge on teaching strategies or principles of differentiated instruction and gap of clarity in learning goals. Thus, according to him, teachers who do not differentiate well, they find difficulties in anticipating learning achievements and outcomes. Furthermore, in college classes, the more evident anticipation is that a topic will be taught once. So, this fact creates a challenge for teachers to return to or re-teach a subject when learners call for more explanation or other form of differentiation (McCarthy, 2014).

Santagelo and Tomlison (2012), Prain et al (2013), and Tomlinson (2017) assert that some of the problems are caused by undesirable teacher behaviors, deficiency in the way of teaching to convey the material to learners, and lack of teacher training program i.e. professional development of teachers to practice differentiation instruction accurately. According to them, teachers have significant impact on learners' performance in a classroom environment. In other words, teachers find difficulties in dealing with the whole program and tackle all learners' provisions in the process of teaching and learning. So, teachers who have negative feeling and very little knowledge about differentiated instruction face difficulties in teaching with various learning needs. Therefore, in these classes, learners' struggle to achieve their entire prospective would be increased both academically and socially. Additionally, teachers' realization for the above mentioned challenges grow to be true. As a result, to overcome the above mentioned challenges, teachers' desire for more developmental training program and being equipped with novice methods become a very considerable issue for the diverse classrooms they would be in.

1.5 DIFFERENTIATED INSTRUCTION AND MULTIPLE INTELLIGENCE CLASSES

Allock and Hulme (2010) state that Gardner's theory of Multiple Intelligences is not new to the process of teaching and learning. According to them, in order to address variances, learners should be taught through differentiated instruction as they are intelligent in multiple ways. They further state that differentiated learning is the core of developmental psychologist Howard Gardner's theory of multiple intelligences, which suggests that intelligences are constructed from a series of modalities rather than one single element. Stanford (2003) claims that through the implementations of differentiated instruction and teaching learners in multiple intelligence classes, teachers can effectively meet learner's needs and increase learner's engagement, motivation and participation. He further argues that the phenomenon of differentiated instruction is closely related to Howard Garner's theory of multiple intelligences. According to Stanford (2003), a component of Gardner's theory holds that each individual is comprised of eight intelligence domains: verbal/ linguistics, logical/ mathematical, visual/ spatial, bodily/ kinesthetic, musical/ rhythmic, interpersonal, intrapersonal, and naturalistic intelligence. Thus, one can say that the concept of differentiated instruction can be used in multiple intelligence classes as a framework to demonstrate how learners' need could be met effectively and appropriately by teachers in college classes.

1.6 PREVIOUS STUDIES

A study conducted by Addis T. Zegeye (2019) entitled "Teachers' knowledge, Attitude and Practices of Differentiated Instruction: The case of Department of educational Planning and Management Faculty of Education University of Gondar". The paper aimed at investigating the teachers' awareness, and practice of differentiated instruction in the case of faculty of education in Educational Planning and Management at University of Gondar. The dean of the faculty of education, the head of the department, and teachers at University of Gondar were the research participants. Interview and focused group discussion were used for collecting the data. The results revealed that the teachers' awareness concerning differentiated instruction were optimistic. Yet, the factors of differentiated instruction were not implemented appropriately as anticipated because of the poor practice of differentiated instruction. Additionally, the tendency of using the lecture system frequently and testing learners depending on examinations were tackled at the college. The researcher offered that the present way of teaching which focused on traditional lecture method should be changed. Furthermore, the study concluded that the real situation of the faculty and its impact on the teaching learning process should be taken into consideration. Windi D. Turner, Oscar J. Solis, and Dior H. Kincade (2017) carried out a research about "Differentiation Instruction for Large Classes in Higher Education". The study was exploratory attempted to examine the differentiated instruction implementation at a large research institution situated in the southeastern United States. The participants included 20 instructors who were teaching large classes in 11 departments and two schools of academic colleges. The results suggested that differentiated instruction in large classes at university level is challenging. Furthermore, the researcher resulted that instructors' understanding regarding the implementation of differentiated instructional strategies in large classes should be increased.

There was a study by Mtias Thuen J. and Lena Brogaard (2021) under the title "Using differentiated teaching to address academic diversity in higher education". The purpose of this study was to check how the pedagogy of differentiated teaching helps university teachers to deal with academic diversity in groups of students in project supervision or classroom teaching. The researchers presented the results of a

differentiated teaching interference and its impact on teaching in two cases at Roskilde University in Denmark. The researchers tried to deal with the challenges that can occur when university teachers either supervise or instruct students at varying academic levels. They found that in order to differentiate, teachers should have knowledge about learners' levels of readiness and learning profile. Moreover, the results showed that through applying differentiation techniques, teachers can notice the changes in students' achievement, learning outcomes, motivation, and positive atmosphere in the classes. Lastly, their study demonstrated the practice of differentiated teaching in university classes correspondingly.

Section Two

METHODOLOGY

In this paper, the mixed-method design was used. The paper linked a qualitative and a quantitative approach. The choice of this design was basically directed by the questions of the research that allow getting a deep realization about the issue under investigation. According to Creswell (2013), a descriptive sequential mixed method was implemented during the analysis stages of the study.

2.1 participants

The main criteria for participation were that all participants had to be teaching English as a foreign language. The study sample was made up of 28 instructors and assistant instructors at English Department for the questionnaire. They were haphazardly chosen and shared out using these changeable: (1) Gender, (2) Academic rank, and Teacher's year of experience. The educational background of the participants was diverse in which their years of experience in teaching English ranged from 4 to 20 years. Regarding the second tool, 10 teachers were observed. The participants' names were given codes instead of their real names for confidentiality purposes. (see appendix III)

2.3 Instruments of the Research and Procedure

Regarding collecting the data, two tools were used. The first one was the questionnaire that was a five-point Likert scale question for determining teachers' viewpoint concerning the challenges teachers face while practicing differentiated instruction. The second one was an observation checklist of differentiated strategies. Worth mentioning, the decisive factors for observation were a teacher who took part in a questionnaire, and teachers with diverse experiences in teaching. This approach helped the researcher to interpret the challenges of differentiated instruction. In addition of revealing the teachers' awareness about practicing differentiated strategies and how do they practice it to meet all learners' need. (See appendix I)

In addition to the compilation of the questionnaire, the observation method was conducted with the teachers in their individual classes. A written structured version of the observation check list was organized in order to cover the points watchfully. Throughout the genuine observation process, the researcher ticked Yes /No of the teachers' awareness about practicing differentiated instructional strategies in terms of content, process, and product in their classes as well. 10 teachers were observed their authentic practice of differentiated strategies within 20 hours. All grade levels were represented with 10 different modules were observed respectively. (See appendix II).

2.4 Research Validity and Reliability

A number of experts (PhD's in general and special education) were consulted as jury members for the content validity of the questionnaire and its format. The questionnaire was tailored to fit their comments and recommendation. Those items were selected on which 90% of the experts agreed on.

To investigate the reliability, the internal consistency was calculated through Cronbach's Alpha Coefficient which was 0.869, that represented to be very high.

Table (1) Displays the Reliability of the Questionnaire

Case Processing Summary			Reliability Statistics		
		N	%	Cronbach's Alpha	N of Items
Cases	Valid	28	100.0	.869	15
	Excluded ^a	0	.0		
	Total	28	100.0		
a. Listwise deletion based on all variables in the procedure.					

2.5 RESULTS

Statistically, the below table displays the mean and standard deviation in each item. The result characterizes that the EFL teachers' questionnaire which included 15 items were given to 28 teachers for investigating the challenges encountered by EFL teachers while practicing differentiated instruction in multiple-intelligence classes. On the basis of the results, the researcher found that the most challenged item identified by EFL teachers while practicing differentiated instruction was item 8, in which the mean was 3.64 and the standard deviation was 1.129. Thus, the less challenged item that considerable number of teachers agreed about was item 4, the mean was 2.68 and the standard deviation was 1.056. The result revealed that each item varied in means from 3.11 to 3.18 and the standard deviation ranged from 1.166 to 1.020 as demonstrated in table (2).

Consequently, the researcher deduced that the results mentioned above were mainly addressed the verification of the first research question “What are the challenges encountered by EFL teachers while practicing differentiated instruction in multiple – intelligence classrooms?”

Table (2) Shows Descriptive Statistics of the Challenges Encountered by EFL Teachers While Practicing Differentiated Instruction

Items	N	Minimum	Maximum	Mean	Std. Deviation
1-I have difficulty in changing my role from a teacher who presents information to a monitor.	28	1	5	3.11	1.166
2-I have difficulties in choosing the appropriate differentiated strategy for the lecture.	28	1	5	3.11	1.100
3-I do not have the required skills that the differentiated instruction strategy demands for.	28	1	4	2.96	.881
4-I don't have sufficient knowledge concerning the significance of the differentiated instruction strategies in process of teaching and learning.	28	1	4	2.68	1.056
5-I face a challenge in modifying the teaching environment in terms of size to arrange the layout of learners to work in groups.	28	1	5	3.29	1.117
6-I see that the learners vary in their experience, knowledge, characteristics, abilities, and degree of response to academic education.	28	1	5	3.11	1.227

7-I face difficulty in using different instructions that add value to the lecture theme and help learners to achieve the relevant learning outcomes.	28	1	5	3.07	1.152
8-In large classes, I notice lack of engagement and involvement: Only several learners participate enthusiastically in lectures and group exercises (e.g. by posing questions, displaying eagerness and interest, presenting results from group discussion, etc.)	28	1	5	3.64	1.129
9-I have difficulty in being familiarized with the numbers of students in my class.	28	1	5	3.25	.928
10-I necessitate practicing about the implementation of differentiated instructional strategies in order to perform them properly.	28	1	5	3.14	1.044
11-I need time to practice differentiated instruction for dealing with the learners' needs, readiness, and learner's profile.	28	2	5	3.43	.997
12-It is a challenge to re-teach a topic when learners call for additional clarification or elucidation, due to the view that a topic will be covered once in college classes	28	1	5	2.96	1.138
13- I have difficulty to find a way to be responsive to learners' diversity.	28	2	5	3.29	.897
14-It is a challenge and very time consuming to practice exercises with long hours of designing curriculum, organizing and scheduling individuals and groups in a large class setting	28	1	5	3.39	.956
15-I face difficulty to cater to individual needs and preferences especially those individuals who prefer to work alone	28	1	5	3.18	1.020

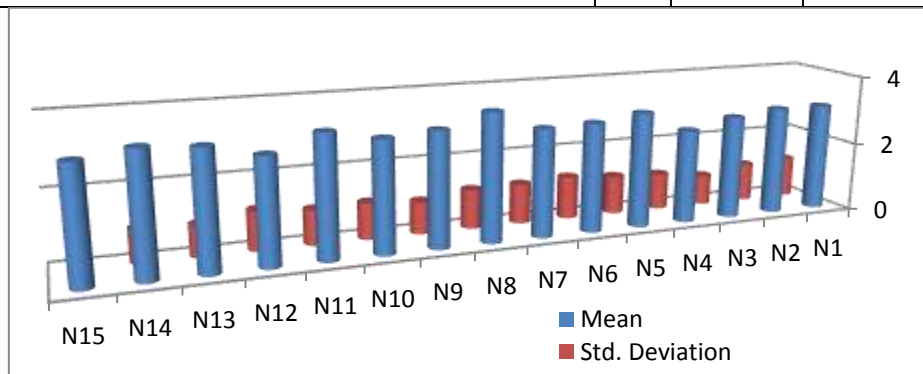


Figure (1) Presents the Mean and St. Deviation of Each Items.

The *observation checklist of differentiated strategies* was used as a second tool to deal with the teachers' differentiated instruction practice and their awareness regarding using differentiated instruction in their classes. It was analyzed to answer the second and third research questions" To what extent do teachers aware of differentiated instruction in the multiple- intelligence classes? And how do teachers practice differentiated instruction strategies to meet the needs of all students?"

The researcher prepared a check list of 16 items to observe the process of practicing differentiated instruction strategies. Regarding item 1, the researcher

noticed that %70 of teachers designed a course material depended on the main topics, themes, and generalizations of the content. They also displayed how they had incorporated differentiated instruction into their planning. The survey item 2, illustrated that %60 of teachers planned their lectures to match learners' experience, readiness, and their learning profile. For item 3, %50 of teachers clearly articulated what she /he wanted learners to recognize, learn and be able to. Concerning item 4, only %40 of teachers were varying the instruction from simple to complex and from concrete to abstract. For item 5 %80 of teachers used a variety of ideas other than the standers text for the topic theme to focus on common and expected standards or objectives for all learners. In Item 6, %70 of teachers varied learning tasks according to learner ability and learners' interest. As observed, for item 7, %60 teachers used various tasks based on learner experience and cognitive level of learners. For the survey item 8, the researcher perceived that %70 of teachers adapted the content to all level of learners' proficiency. In item 9, %90 of teachers concerned with learners' readiness and motivation in approaching academic tasks. For item 10, the researcher observed that only %30 of teachers practiced learner work in a variety of group configuration. Concerning item 11, %80 of teachers varied the pace of learning for varying learning needs to engage learners work on a topic that best matches their current ability. Concerning item 12, %60 of teachers allowed learners to think and gather evidence about their understanding. For item 13, %60 of teachers gave product assignments that balance the structure of the subject with the learners' choice and preference. In the survey of item 14 ,%80 of teachers allowed for a wide range of product alternatives. In item 15, %70 of teachers provided opportunities for students' product to be based on solving the real and relevant problems. Finally, concerning item 16, %80 of teachers asked students to connect the product with their level, interest, and experience. Therefore, the researcher realized that teachers generally had awareness about differentiated instruction strategies and more than half of them practiced differentiated instruction strategies to meet the learners' need. Consequently, the result is determined to be the answer for the second and third research question.

2.6 DISCUSSION

Throughout this descriptive investigation, the researcher tried to obtain information on the challenges teachers face in practicing differentiated instruction and their awareness about using differentiated strategies. In the context of this study, the researcher inferred that the majority of teachers' opinions were regarded as a general understanding and common belief concerning incorporating differentiated instruction approach according to its key elements of content, process, and product.

Correspondingly, the analysis of the questionnaire clearly demonstrated that the teaching staff held a common comprehension of differentiation instruction as a teaching priority for responding to learners' needs. Thus, the researcher realized that teachers were practicing differentiated instruction subconsciously. Moreover, they identified the challenges in practicing differentiated instruction and also displayed their viewpoints concerning learners' readiness, interest and learners' learning profile.

Definitely, from the analysis of the observation check list, the researcher acknowledged that more than half of the teachers were practicing differentiated instruction strategies. Therefore, the researcher deduced that teachers could make modification in the content of the lecture, offer learners different instructional teaching activities to learn the content, and encourage them to illustrate their ideas

via miscellaneous products. Besides, based on the teachers' practicing the process of teaching and learning, differentiated instruction has an effect on increasing the learner expectations in establishing academic framework and constructing an encouraging associations between learners and teachers.

As noticed by the researcher during the observation, learners engaged to the style how teachers were differentiating. In other words, teachers found engagement as allowing learners to be "on task". For example, Ms. A recognized differentiated strategies in the module Teaching Grammar Communicatively with grade one in her respective class. She varied her instruction to meet the learners' need and she was able to deal with low-level learners to know how they understood through her attentiveness to learners' learning abilities and their current understanding for the topic as well as being more succinct in the information needed for them. For her high-level learners, she paid much attention to the topic with referring to complex structure to match with the learners' need and preference. She also mapped the activities to engage the learners to actively work on the topic and keen to be involved with their learning and also willing to share what they are doing, level of understanding or possibilities with others. Thus, she provided text materials at varied reading level of complexity. Lastly, she understood the need for learners to be able to embrace a challenge and willing to take risks in their learning to achieve their best possible outcome, being curious, active contributor and members of the learning community of the classroom.

Additionally, the researcher observed the awareness of teachers about Differentiation instruction strategies in other lectures. Hence, teachers invoked the strategy of ability-based differentiation according to the learners' level of learning abilities, background knowledge, and learning profile. They focused on learners' academic ability to support learners at both skilled and novice level and to allow learners to use their strength to reveal what they have studied. For instance, Dr.D. in the module Classroom Management with grade four. She practiced several differentiated instructional strategies to deal with different levels of learning and providing opportunities for the learners to reveal what they have learned based on their understanding for the material. She also had stations where learners can work independently as giving them opportunity to talk about their teaching practice based on solving of real and relevant problem. Another observed participant was Dr T. He used flexible grouping, think-pair-share, and curriculum compacting to maintain cooperative learning as well as maximizing the learning outcome in his class. Mrs R. was another participant that was observed by the researcher. She used think-pair-share as a strategy in her class of second grade in the module of reading comprehension as differentiated instruction strategy to meet the learners' need.

In addition Mr A. in the module of syntax with third year learners practiced the activities that allowed learners to increase their understanding of the topic being taught. While Mr B. used multiple option of expression as a strategy to differentiate the lecture theme of the module speaking skill with third year learners.

By contrast, from the analysis of the result of observation, the researcher confirmed that the teachers faced challenges when practicing the differentiated instruction, specifically the required time for attaining the objectives, implementing the techniques of differentiated instruction, the ability of the teachers to divide the learners based on their needs and capacities, large classes, and the daily workload of teachers. Definitely speaking, the researcher noticed the barriers of differentiated instruction implementations with less than half of teachers. For example, in the module of phonetic and phonology with grade two by Dr R. the challenges that

observed by the researcher were due to the large classes, the hardness and complexity of the module, and the difficulty of choosing effective differentiated instruction to meet the learners' need. Furthermore, while observing a third grade with Ms A, in the module of language testing, the researcher realized the inflexibility to address learners' product and their achievement level due to the lack of practical experience in differentiated instruction. Furthermore, the researcher perceived the inconsistency of practicing differentiated instruction in terms of content, process, and product in the module of creative writing with grade four by Mr H. because of the disarrangement of the materials from easy to difficult of the content to gain the learning opportunity of each learner. Finally the learners' misunderstanding and confusion were too apparent in the module of language and culture for fourth grade learners with Mr K. To accomplish this and to support the analysis, with regard to answer the questions of the study, the researcher determined that teachers generally were aware about differentiated instruction in their multiple-intelligence classes and they used diverse strategies to meet the learners' need. In other words, the researcher recognized that the teachers had a positive attitude towards differentiated instruction. However, the appropriate understanding of the differentiated instruction strategies is yet a challenging stand point for the teachers to practice differentiation instruction in teaching and learning process effectively. Therefore, it is difficult to say that the elements of differentiated instruction were completely adapted by teachers due to many factors that affect the practicing of differentiation appropriately. These include: large class size, lack of knowledge about the elements of differentiated instruction, heavy workload, shortage of time, teachers' lack of commitment to find suitable differentiated instruction for the lecture theme.

CONCLUSIONS

To conclude, differentiated instruction is a multifaceted approach that allows learners to work on a variety of assignments on a central topic with the help of skillful teachers who design and perform different levels of the same learning achievement simultaneously. The study attempted to reveal the challenges that English as a foreign language faced while practicing differentiated instruction and claimed for the notion that teacher's effectiveness and professional development are considered as an important key for practicing differentiated instruction in multiple-intelligence classes at university level.

Correspondingly, the researcher investigated the teachers' challenges while practicing differentiated instruction as well as their awareness and their utilization of the differentiated strategies. It was realized that the success would be achieved due to teachers' careful considerations in selecting elements of differentiated instruction in the college classes. Worth mentioning, results from the study revealed that while teachers generally understand the concept of differentiation, some of them do not engage in content, process and product properly to implement the strategies appropriately. Part of the reason was that teachers found it difficult to practice differentiation because of limited time and heavy workload. The other part of the reason had to do with uncertainty of less than half of the teachers about how to incorporate content, process, and product differentiation in their classrooms consistently.

RECOMMENDATIONS

The study presented the following recommendations:

- 1- Training courses are very crucial for teachers to practice differentiated instruction and develop their proficiencies to assist them to practice learning tasks based on the needs of the learners appropriately.
- 2- Peer observation is vital in college classes. Teachers have to look at differentiated instructional lectures by having one teacher observe the other and takes notes during the implementation of differentiated instruction in the classroom. This sort of feedback coming from observing peers, developing teachers' efficiency and maintaining their classrooms' differentiated instruction practices. So, it is deemed a practical method of meeting learners' need as well as supporting the inclusion of differentiated instruction in the classes.
- 3- The researcher recommended that conducting professional development programs for instance: training courses by experts for teachers on how to practice differentiated instruction strategies and supply them with fundamental model for the implementation of its basic strategies in college classes at university level.
- 4- Similarly, attentiveness configuration should be encouraged via research finding, presentations, workshops, and seminars that claim for the implementation of differentiated instruction constantly. By doing so, teachers and learners' enthusiasm will be modified positively and misconception can be averted. Hence, instructional activities need smoothness and appropriate learning atmosphere. Therefore, colleges and universities have to provide the ultimate condition of procedures for appropriate implementation of differentiated instruction.

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APPENDIX I

Teachers' Questionnaire

Dear instructors,

I would be very delighted and thankful, if you dedicate a few minutes of your precious time in filling the following questionnaire. This information is only used for my personal academic purpose, nothing else.

The data collected from this questionnaire will be used for completing a research which is entitled "Investigating the Challenges Encountered by EFL Teachers in Practicing Differentiated Instruction in the Multiple-Intelligence Classes at University". This research aims to investigate teachers' awareness of the challenges in practicing differentiated instruction in the EFL classes. It also aims to explore the strategies teachers use in order to overcome those challenges.

Hence, differentiated instruction is a teaching approach where teachers practically vary curricular, methods of teaching, teaching activities, learning activities, and learner product to deal with the diverse needs of each learner and small groups of learners to increase the learning pace for each learner. The teacher is then well attentive of his/her learners and may adapt the themes and instruction as needed. Accordingly, in this research the focus will be on the elements of differentiated instruction. In other words teachers differentiate the:

- 1- **Content:** learners are exposed to get the depth of knowledge and understanding.
 - 2- **Process:** The way of teaching and presenting the lecture. The way the learners discover or undertake their learning. Type of instruction and activities in the lecture.
 - 3- **Product:** The way the learners produce their learning performance, learning objectives, and mastery of a topic.
- 1- Your Gender..... 2- Academic rank
- 3- Teaching Experience at University.....

Please read the following statements carefully and put a tick to the corresponding box which suits you best on the 5-item scale

(5) strongly agree (4) Agree (3) neutral (2) disagree (1) strongly disagree

N	Challenges teachers face while practicing differentiated instruction	1	2	3	4	5
1	1-I have difficulty in changing my role from a teacher who presents information to a monitor.					

2	2-I have difficulties in choosing the appropriate differentiated strategy for the lecture.					
3	3-I do not have the required skills that the differentiated instruction strategy demands for.					
4	4-I don't have sufficient knowledge concerning the significance of the differentiated instruction strategies in process of teaching and learning.					
5	5-I face a challenge in modifying the classroom in terms of size to arrange the layout of learners to work in groups.					
6	6-I see that the learners vary in their experience, knowledge, characteristics, abilities, and degree of response to academic education.					
7	7-I face difficulty in using different instructions that add value to the lecture theme and help learners to achieve the relevant learning outcomes.					
8	8-In large classes, I notice lack of engagement and involvement: Only several learners participate enthusiastically in lectures and group exercises (e.g. by posing questions, displaying eagerness and interest, presenting results from group discussion, etc.)					
9	9-I have difficulty in being familiarized with the numbers of students in my class.					
10	10-I necessitate practicing about the implementation of differentiated instructional strategies in order to perform them properly.					
11	11-I need time to practice differentiated instruction for dealing with the learners' needs, readiness, and learner's profile.					
12	12-It is a challenge to re-teach a topic when learners call for additional clarification or elucidation, due to the view that a topic will be covered once in college classes					
13	13- I have difficulty to find a way to be responsive to learners' diversity.					
14	14-It is a challenge and very time consuming to practice exercises with long hours of planning, organizing and scheduling individuals and groups in a large class setting					
15	15-I face difficulty to cater to individual needs and preferences especially those individuals who prefer to work alone					

APPENDIX II

Observation is the 2nd tool of the research

Observation Checklist of Differentiated Strategies

Observation outline

Teacher's name: _____

Module: _____

Grade Level: _____

No.	Observing the awareness of the EFL teachers about differentiated Instruction strategies	YES	NO
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1-	Content	The teacher plans the course material based on main notions, topics, and generalizations then uses these main notions and topics for academic instruction of the lecture.		
2-		The teacher designs lecture themes (topics) to match students' experience, readiness, and their learning profile.		
3-		The teacher obviously discusses the topic that wants the learners to know, understand.		
4-		The teacher differentiates the instruction from simple to complex and from concrete to abstract.		
5-		The teacher employs various ideas to focus on common and expected standards or objectives for all learners.		
6-	Process	The teacher changes the learning tasks according to learner ability and learner interest.		
7-		The teacher changes instructional tasks depending on learner experience and cognitive levels of learners.		
8-		The teacher dealt with the content (e.g.,text) to all levels of learner ability.		
9-		The teacher concerns with the students ' readiness and motivation in approaching academic tasks by providing them with different instructional activities as think-pair-share to ensure their understanding.		
10-		Learners work in a variety of group configurations. Flexible grouping and independent study tasks in group or pair work is evident.		
11-	Product	The teacher differentiates the pace of learning to engage learners work on the topic that best matches their current ability.		
12-		The teacher allows learners to think to gather evidence about their current understanding.		
13-		The teacher gives product assignments that balance structure and choice (Student choice is maximized within teacher-generated parameters).		
14-		The teacher allows for a wide range of product alternatives (e.g., oral, written manner, presentation.)		
15-		The teacher offers chances for learner product to be based on the solving of real and related problems.		
16-		The teacher asks students to connect the product with their level ,interest ,and experience.		

APPENDIX III

Teachers	Teachers' code	Module
Grade Level		
Teacher1 First	Miss A.	Teaching Grammar communicatively
Teacher2 Fourth	Dr.D	Classroom Management
Teacher3 Second	Dr.T	Entrepreneurship Educations
Teacher4 Second	Mrs. R.	Reading Comprehension
Teacher5 Third	Mr. A.	Syntax
Teacher 6 Second	Mr.B.	Academic Speaking
Teacher7 Second	Dr.R.	Phonetic and phonology
Teacher 8 Third	Mrs. A.	Language Testing
Teacher 9	Mr.H.	Creative Writing
Teacher 10 Fourth	Mr.K	Language and Culture
		Fourth