

# The Implementation of Differentiated Pedagogy Strategies in Algerian Primary Education: Perspectives of English Language Teachers

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## Abstract

This study aimed to identify the extent to which differentiated pedagogy strategies are employed in primary education from the perspective of English language teachers. A descriptive analytical approach was used. A questionnaire was administered to 69 primary school English language teachers in Tiaret Province, Algeria. The results revealed that teachers demonstrated a high overall orientation toward differentiated pedagogy ( $M = 3.81$ ), while the classroom application dimension also indicated a high level of reported implementation ( $M = 3.74$ ). The findings underscore the need for targeted training and structural support to translate positive dispositions into sustained practice in English language teaching.

**Keywords :** differentiated pedagogy; English language teachers; primary stage; Algeria

## 1. Introduction

The educational system has recently witnessed numerous reforms aimed at developing learners' scientific and technical capabilities and enabling them to keep pace with contemporary developments, particularly in the field of English language instruction, which has become increasingly central to global communication. These reforms have focused on making the learner the focal point of the educational process and equipping them with competencies applicable to their school, social, and professional lives. Within this context, education authorities have paid particular attention to differentiated pedagogy, which seeks to address individual differences among learners—whether psychological, social, mental, or physical—as each learner possesses a unique personality and traits that distinguish them from others, a concept known as individual differences.

To achieve this objective, the Ministry of Education adopted a new approach centered on linking new knowledge to prior knowledge and reconstructing it, known as the competency-based approach. This approach emphasizes the learner as an active participant in the educational process while considering individual differences, to ensure the successful progression of learning. This has led to the adoption of diverse instructional strategies that focus on individualization and differentiation within the English language classroom, effectively addressing individual differences in language acquisition.

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The English language classroom is a space encompassing a heterogeneous group across various mental, linguistic, and social levels. Modern pedagogies have recognized this diversity and stressed the necessity of providing suitable learning modes for each group of students. Among the most prominent of these approaches is differentiated pedagogy, which, since its emergence in 1973 with French educational researcher Louis Legrand, has been based on diversifying learning formats and methods according to the varying abilities of students in acquiring knowledge, skills, and competencies.<sup>1</sup> In the context of English language teaching, differentiation is particularly critical as learners enter the classroom with vastly different levels of prior language exposure, aptitude, and motivation.

Recent scholarship has emphasized the centrality of differentiated instruction in contemporary English language teaching. According to Alghamdi and Alzahrani,<sup>2</sup> the shift toward learner-centered paradigms in language education has made differentiation not merely an instructional option but a pedagogical necessity. Similarly, Chen and Wang<sup>3</sup> argued that in multilingual classrooms where English serves as a second or foreign language, teachers must employ differentiated strategies to accommodate the wide spectrum of linguistic backgrounds and proficiency levels present among learners.

### **1.1. Problem Statement**

The education sector is a crucial societal sector requiring significant attention and prioritization to build a generation capable of adapting to global developments, particularly within primary education, where foundational English language skills are established. The success of this stage is undoubtedly linked to the teacher, who serves as the primary driver of learner motivation and the director of their orientations, according to modern pedagogies that consider the learners' psychological, social, cognitive, and physical characteristics. Among these pedagogies is differentiated pedagogy.

Consequently, within differentiated pedagogy, the teacher is no longer viewed solely as the axis of the educational process but also as an organizer of educational situations and an active agent in selecting methods that align with learner needs. Practicing differentiated pedagogy implies adapting the English language program to respond to the demands of the educational situation, requiring the teacher to possess a broad understanding of their learners' linguistic backgrounds, proficiency levels, and learning preferences.<sup>4</sup> This pedagogy now requires teachers to diversify and multiply appropriate pedagogical activities and methods. They are also encouraged to plan various situations to integrate students into school life, raise awareness of their abilities, and overcome gaps and learning obstacles.<sup>5</sup> This ensures students receive English language learning opportunities tailored to their specific needs, thereby enhancing interaction and academic achievement. This approach also assists teachers in planning and facilitating instruction, making it more flexible and effective in classrooms with students from diverse language backgrounds.<sup>6</sup> It provides students with greater opportunities for practice and application, positioning them as integral parts of a cohesive unit where each element actively fulfills its role, moving beyond passive listening and response. It also facilitates the efficient use and investment of time, presenting English language content in an engaging and appealing manner that is comprehensible and applicable.<sup>7</sup>

Differentiated instruction can recognize varying learner levels based on their prior knowledge, readiness to learn, linguistic ability, educational backgrounds, and interests by responding to them responsibly. The core idea introduced by differentiated pedagogy is teachers' responsiveness to learner needs. A key element is teachers' knowledge of their

learners' English language proficiency before implementing differentiated instruction strategies.<sup>8</sup> In this framework, differentiated instruction involves differentiation in content (what students are expected to learn in English), process (how teachers will teach and how students will engage in their language learning), product (how students demonstrate their English language learning), and learning environment (the physical and emotional nature of the classroom). English language classrooms should be stimulating and encouraging for learning, where students feel valued, safe, and supported.<sup>9</sup>

Given these considerations, the current study seeks to ascertain the extent of differentiated pedagogy usage in primary English language education. Accordingly, the following questions can be posed:

1. What is the level of implementation of differentiated pedagogy strategies by primary English language teachers within the classroom?
2. Are there statistically significant differences in the level of implementation of differentiated pedagogy strategies by primary English language teachers within classrooms attributable to the variable of professional experience?

## **1.2. Study Objectives**

This study was conducted to achieve the following objectives:

1. To reveal the level of implementation of differentiated pedagogy strategies by primary English language teachers within the classroom.
2. To identify differences in the mean implementation levels of differentiated pedagogy strategies by primary English language teachers within classrooms attributable to the variable of professional experience.

## **1.3. Study Significance**

The significance of this study lies in the following considerations:

1. Assisting English language teachers in identifying crucial modern pedagogies, such as differentiated pedagogy, and their applications in the teaching and learning process, especially in primary education, given its foundational importance for subsequent language development.
2. Contributing to enriching the educational culture of English language teachers by familiarizing them with differentiated pedagogy and its specific applications in language instruction.
3. Emphasizing the necessity of understanding educational theories for English language teachers to effectively help learners think, process language input correctly, and apply it appropriately in communicative contexts.
4. Aiding those responsible for English language teacher training by informing the design of training workshops focused on key modern pedagogies relevant to language education.
5. Highlighting the growing importance of differentiated pedagogy in English language teaching, particularly following educational system reforms and the shift toward implementing the competency-based approach over traditional grammar-translation methods.

## 1.4. Study Limitations

- Subject Limitation: The reality of implementing differentiated pedagogy strategies in primary education from the perspective of English language teachers.
- Human and Spatial Limitations: Primary school English language teachers in the Tiaret Province.
- Time Limitation: The academic year 2025/2026.

## 1.5. Study Terminology

**1.5.1. Differentiated Pedagogy:** Defined in this study as pedagogy concerned with individual differences among learners, taking into consideration the specific characteristics of each learner—such as mental, cognitive, and intellectual abilities, as well as sensory-motor orientations and linguistic aptitude—within a single English language classroom. ‘Operationally’, it refers to the total score obtained by a respondent on the questionnaire prepared for this purpose.

**1.5.2. Primary School English Language Teachers:** Individuals entrusted with the task of teaching English to young learners, equipping them with foundational language knowledge and experiences, and imparting essential communicative skills needed for their development through guidance and direction aimed at achieving desired language learning outcomes.

## 2. Theoretical Framework and Previous Studies

### 2.1. Differentiated Pedagogy in English Language Teaching

Differentiated pedagogy is recognized as an educational approach utilizing a set of tools to assist children of varying ages, abilities, and behaviors within the same classroom to achieve desired educational goals through diverse methods.<sup>10</sup> In English language teaching, this approach is particularly valuable given the wide range of proficiency levels, learning styles, and cultural backgrounds that learners bring to the language classroom. This pedagogy emerged primarily to focus on the schooled child by finding procedural, applied, and practical solutions to mitigate the various and numerous differences among learners—whether psychological, social, pedagogical, didactic, or cognitive.<sup>11</sup> It allows learners to acquire language knowledge according to their own paths. Essentially, it is a pedagogical approach that seeks to apply a diverse range of teaching and learning methods and procedures to provide the greatest number of opportunities for heterogeneous learners—different in aptitudes and knowledge—despite being in a single classroom.<sup>12</sup> It is based on the principle of diversifying language teaching methods and didactic tools, characterized by the individualization of learning as a unique unit in pace and representation, operating on the principle of equal opportunity to enable all students to achieve set language learning goals through different paths.<sup>13</sup> The aforementioned definitions indicate that differentiated pedagogy relies on diversification of tools and methods used in English language education. It also considers the differences or disparities among learners regarding language aptitude, age, and behaviors, while acknowledging each learner's personality, language learning pace, and individual representations, thus achieving equal learning opportunities and contributing to the attainment of desired language objectives.

## **2.2. Importance of Studying Differentiated Pedagogy in English Language Teaching**

Researchers in language education have historically placed great importance on educational differences, and this topic remains highly relevant. Nawadhir<sup>14</sup> summarizes its significance as follows:

1. Identifying student abilities and aptitudes in language learning, enabling curriculum development suited to their levels.
2. Understanding these differences helps guide students toward language learning approaches appropriate for their abilities, aptitudes, and interests.
3. Selecting the most suitable teaching methods, activities, and supplementary programs aligned with English language curricula and diverse student needs.
4. Assisting teachers in leadership and interaction with students based on language learning differences.
5. Preparing, designing, and implementing activities appropriate for the variation in student language levels, such as caring for gifted language learners, English language clubs, competitions, and remedial lessons.

## **2.3. Characteristics of Differentiated Pedagogy**

Differentiated pedagogy is characterized by several features.<sup>15</sup>

1. It is a contemporary educational approach based on self-learning and personal exploration, particularly suited to language acquisition where learner autonomy is critical.
2. It is an individualized pedagogy, attending to the psychological, social, and educational specificities of the individual language learner, considering quantitative rather than qualitative individual differences.
3. It is a diverse pedagogy, aiming to diversify objectives, competencies, programs, contents, pedagogical methods, didactic tools, and assessment methods in language instruction.
4. It relies on distributing students within different structures, enabling them to work along multiple pathways and engage with differentiated language content to leverage their potential and guide them toward excellence and success.
5. It is a competitive pedagogy based on a philosophy of diversity, difference, and competence, motivating language learners to work, learn, and innovate.
6. It is a successful solution for reducing academic failure and dropout rates in language learning.

## **2.4. Previous Studies**

Ben Sassi<sup>16</sup> investigated whether the pedagogy of differences enables achieving the objectives of physical education and sports lessons within the competency-based approach. The study involved 150 physical education teachers from the western Algerian provinces (Tiaret, Mascara, and Saida). Using a descriptive survey method and a three-axis questionnaire, the study found that the pedagogy of differences helps improve student outcomes and supports establishing training courses focused on helping teachers acquire this instructional method.

Akkoun et al.<sup>17</sup> conducted a study aiming to identify the role of differentiated pedagogy in improving the motor learning process during physical education and sports sessions. The sample comprised 51 physical education teachers from Ain Defla province.

Utilizing a descriptive approach and a questionnaire with three axes on the reality of using differentiated pedagogy, the results indicated that differentiated pedagogy was widely used by secondary-level physical education and sports teachers.

Onyishi and Sefotho<sup>18</sup> explored the perspectives of primary school teachers on the use of differentiated instruction in inclusive classrooms in Enugu State, Nigeria. Data were collected from 382 primary school teachers using the Teachers' Use of Differentiated Instruction Questionnaire developed by the researchers. The findings indicated that the extent of teachers' implementation of differentiated instruction was low.

Benmansour and Marayhi<sup>19</sup> studied the reality of considering individual differences among learners within the classroom during teaching using the competency-based approach, along with teachers' views on this topic and its importance in practice. Conducted with 21 primary school teachers using a descriptive approach, the study results revealed that while teachers did consider individual differences, this was hindered by pedagogical difficulties, most notably classroom overcrowding and dense curricula.

Benkarima<sup>20</sup> investigated the extent to which individual differences in mental abilities are considered in primary education from the teachers' perspective. Employing a descriptive analytical method and a final 21-item questionnaire administered to a random sample of 135 primary school teachers, the results showed that the consideration of individual differences by educational curricula was average, and the sample's consideration of these differences during learning sessions was also average.

## **2.5. Current Studies in Differentiated Instruction and English Language Teaching**

Recent research has significantly advanced understanding of differentiated instruction in English language teaching contexts. Talain and Mercado<sup>21</sup> explored teachers' perceptions of using differentiated instruction in teaching English. The sample included 160 primary school teachers from the Catanauan I and II districts in Quezon Province, selected through total enumeration. The findings revealed that participants practiced differentiated instruction across content, process, product, and environment dimensions to a great extent. Consequently, they viewed differentiated instruction as an effective approach designed to employ appropriate strategies for English language teaching. This study provides a valuable comparative reference for the current research, as it similarly focuses on primary English language teachers' perspectives.

In a comprehensive systematic review, Saigar and Jamaludin<sup>22</sup> examined challenges and strategies in the implementation of differentiated instruction in rural schools. Their analysis of 42 studies published between 2014 and 2024 revealed that rural teachers face distinct challenges including limited resources, large class sizes, and insufficient professional development opportunities. The review identified effective strategies such as flexible grouping, tiered assignments, and technology integration, while emphasizing that successful implementation requires sustained administrative support and context-sensitive approaches. These findings are particularly relevant to the current study, as the Algerian primary education context shares similarities with rural school settings in terms of resource constraints.

Alghamdi and Alzahrani<sup>23</sup> conducted a mixed-methods study investigating the implementation of differentiated instruction in Saudi Arabian primary English language classrooms. Surveying 245 teachers and conducting semi-structured interviews with 20

participants, the study found that while teachers expressed positive attitudes toward differentiation, actual implementation was hindered by large class sizes, time constraints, and inadequate training. Notably, the study revealed a significant gap between teachers' theoretical understanding and practical application, a finding that resonates with the current research. Alghamdi and Alzahrani recommended embedding differentiated instruction training within initial teacher preparation programs and providing ongoing coaching support for in-service teachers.

Chen and Wang<sup>24</sup> examined differentiated instruction practices in Chinese primary English language classrooms, focusing on how teachers accommodate learners with diverse proficiency levels. Using classroom observations and teacher interviews across 12 schools, the study identified a range of differentiation strategies employed by teachers, including flexible grouping, scaffolded tasks, and varied assessment methods. However, the researchers also noted that differentiation practices were often inconsistent and heavily influenced by examination pressures and curriculum pacing requirements. The study emphasized the need for curriculum reform that provides teachers with greater flexibility to differentiate instruction.

In the European context, García-Martínez et al.<sup>25</sup> conducted a large-scale study of differentiated instruction practices among primary school teachers in Spain, with a specific focus on English language instruction. Surveying 589 teachers, the study found that teachers demonstrated moderate levels of differentiation implementation, with significant variations based on prior training and school support. The researchers highlighted the importance of collaborative planning time and professional learning communities in supporting effective differentiation practices. The study also identified that teachers with specialized training in inclusive education demonstrated higher levels of differentiation implementation, suggesting the value of targeted professional development.

Mphahlele and Makgopa<sup>26</sup> explored the challenges faced by South African primary school English teachers in implementing differentiated instruction in multilingual classrooms. Through interviews with 35 teachers across rural and urban schools, the study revealed that teachers struggled to balance the linguistic diversity of their learners with the demands of a prescriptive curriculum. The researchers found that teachers often resorted to ability grouping as their primary differentiation strategy, with limited use of more sophisticated approaches such as tiered assignments or learning stations. The study called for curriculum flexibility and enhanced teacher preparation programs that specifically address multilingual differentiation strategies.

Rahman and Wijaya<sup>27</sup> investigated Indonesian primary English teachers' implementation of differentiated instruction in the post-pandemic context. Surveying 312 teachers and conducting focus group discussions, the study found that teachers had increased their use of digital tools to support differentiation, including adaptive learning platforms and multimedia resources. However, the study also identified persistent challenges related to infrastructure limitations and varying levels of digital literacy among teachers. The researchers recommended integrating digital differentiation strategies into teacher training programs and providing ongoing technical support.

## **2.6. Commentary on Previous and Current Studies.**

The preceding studies span a significant timeframe and demonstrate the evolution of research on differentiated instruction in English language teaching. Early studies such as Ben Sassi and Akkoun et al. focused primarily on physical education contexts, establishing foundational understandings of differentiation across subject areas. Subsequent studies by

Onyishi and Sefotho, Benmansour and Marayhi, and Benkarima shifted attention to primary education and individual differences, though not specifically to English language instruction.

The more recent body of research, including Talain and Mercado, Saigar and Jamaludin, Alghamdi and Alzahrani, Chen and Wang, García-Martínez et al., Mphahlele and Makgopa, and Rahman and Wijaya, demonstrates a growing international focus on differentiated instruction specifically within English language teaching contexts. These contemporary studies consistently identify several themes: positive teacher attitudes toward differentiation, significant implementation challenges (particularly large class sizes, time constraints, and inadequate training), and the critical role of professional development and administrative support in facilitating effective practice.

The current study contributes to this growing body of literature by providing insights into the Algerian primary English language teaching context, which has received limited attention in international research. By aligning its findings with these recent international studies, the current research extends understanding of how differentiated instruction is perceived and implemented across diverse educational contexts.

## 1. Methodology

### 1.1. Study Approach

The descriptive analytical approach was used to investigate the reality of implementing differentiated pedagogy strategies in primary education from the perspective of English language teachers, given its suitability for the nature and objectives of the current study.

### 1.2. Study Sample

The sample consisted of 69 primary school English language teachers in the Tiaret Province, after excluding improperly completed forms. Table 1 illustrates the distribution.

| Variable   | Category           | Frequency | Percentage |
|------------|--------------------|-----------|------------|
| Gender     | Male               | 33        | 47.8%      |
|            | Female             | 36        | 52.2%      |
|            | Total              | 69        | 100%       |
| Experience | 1 to 5 years       | 10        | 14.5%      |
|            | 6 to 10 years      | 36        | 52.2%      |
|            | 11 years and above | 23        | 33.3%      |
|            | Total              | 69        | 100%       |

**Table (01): Distribution of the Main Study Sample According to Gender and Professional Experience**

### 1.3. Study Instrument

The final questionnaire comprised 41 items distributed across four dimensions: (a) teachers' awareness of differentiated pedagogy, (b) degree of classroom application of

differentiated pedagogy strategies, (c) challenges encountered during implementation, and (d) teachers' attitudes toward differentiated pedagogy. The instrument was designed to assess differentiated pedagogy as a multidimensional construct reflecting teachers' conceptual understanding, reported classroom practices, perceived obstacles, and professional orientations. For analytical purposes, conclusions regarding the actual implementation of differentiated pedagogy were drawn specifically from the second dimension (degree of classroom application), whereas the overall scale score reflected teachers' broader perceptions and orientations toward differentiated pedagogy.

### Psychometric Properties of the Instrument

1.3.1. **Validity:** The researcher calculated validity using the internal consistency method. The results showed that all items were statistically significant at the .05 and .01 levels, confirming the internal consistency between each item and the total score. Calculating discriminative validity revealed significant differences between the high-scoring and low-scoring groups on the overall scale ( $t = 9.101$ ,  $p < .001$ ), with differences favoring the high-scoring group, indicating the instrument's ability to discriminate.

1.3.2. **Reliability:** Reliability coefficients using Cronbach's alpha for the dimensions ranged from .810 to .882, indicating a high degree of reliability. Reliability using the split-half method, corrected by the Spearman-Brown formula, was .956, also indicating high reliability.

### 1.4. Ethical Considerations

The study adhered to ethical research standards. Participation was voluntary, and all respondents were informed of the purpose of the study prior to data collection. Anonymity and confidentiality of responses were guaranteed. No identifying information was collected, and data were used solely for research purposes. Institutional approval was obtained prior to conducting the study.

### 1.5. Statistical Processing

The researcher employed frequencies, percentages, means, standard deviations, and one-way analysis of variance (ANOVA) to examine differences attributable to years of experience.

## 2. Results

### 2.1. Results Related to the First Question

The first research question asked: What is the level of implementation of differentiated pedagogy strategies by primary English language teachers within the classroom?

| Dimension                                              | M    | SD    | Rank | Level |
|--------------------------------------------------------|------|-------|------|-------|
| Teachers' Awareness of Differentiated Pedagogy Concept | 3.96 | 0.813 | 1    | High  |
| Degree of Application of Differentiated Pedagogy       | 3.74 | 0.878 | 3    | High  |

| Strategies                                          |      |       |   |      |
|-----------------------------------------------------|------|-------|---|------|
| Challenges Faced During Application                 | 3.82 | 0.877 | 2 | High |
| Teachers' Attitudes Towards Differentiated Pedagogy | 3.72 | 0.910 | 4 | High |
| Overall Scale                                       | 3.81 | 0.869 |   | High |

**Table (02): Means and Standard Deviations for Dimensions of the Scale Measuring Implementation of Differentiated Pedagogy Strategies**

Note: 'N' = 69. Scale: 1 = low, 5 = high.

Table 2 indicates that the overall mean score for teachers' perceptions and orientations toward differentiated pedagogy was high ( $M = 3.81$ ,  $SD = 0.869$ ). Concerning actual classroom implementation, the application dimension also recorded a high level ( $M = 3.74$ ,  $SD = 0.878$ ), indicating that participating teachers reported frequent use of differentiated pedagogy strategies in their English language classrooms.

Detailed analysis of individual items revealed that teachers demonstrated strong awareness of differentiated pedagogy concepts, with the highest-rated item being "I am keen to develop my knowledge of modern teaching strategies" ( $M = 4.26$ ). Regarding application in English language teaching, teachers reported most frequent use of diverse teaching aids ( $M = 4.23$ ) and varied learning situations ( $M = 4.16$ ). The most significant challenge identified was classroom overcrowding ( $M = 4.13$ ), followed by curriculum density ( $M = 4.04$ ) and lack of administrative support ( $M = 4.04$ ). Teachers expressed positive attitudes, particularly feeling satisfaction when considering individual differences ( $M = 4.16$ ) and believing that student success is a shared responsibility ( $M = 4.13$ ).

## 2.2. Results Related to the Second Question

The second research question asked: Are there statistically significant differences in the level of implementation of differentiated pedagogy strategies by primary English language teachers within classrooms attributable to the variable of professional experience?

| Dimension   | Source         | SS       | df | MS     | F     | p    |
|-------------|----------------|----------|----|--------|-------|------|
| Awareness   | Between Groups | 6.096    | 2  | 3.048  | 0.144 | .866 |
|             | Within Groups  | 1392.889 | 66 | 21.104 |       |      |
|             | Total          | 1398.986 | 68 |        |       |      |
| Application | Between Groups | 63.138   | 2  | 31.569 | 0.811 | .449 |
|             | Within Groups  | 2569.732 | 66 | 38.935 |       |      |
|             | Total          | 2632.870 | 68 |        |       |      |
| Challenges  | Between Groups | 7.559    | 2  | 3.779  | 0.123 | .884 |
|             | Within Groups  | 2021.079 | 66 | 30.622 |       |      |
|             | Total          | 2028.638 | 68 |        |       |      |
| Attitudes   | Between Groups | 17.550   | 2  | 8.775  | 0.383 | .684 |
|             | Within Groups  | 1513.262 | 66 | 22.928 |       |      |
|             | Total          | 1530.812 | 68 |        |       |      |

|                      |                |           |    |         |       |      |
|----------------------|----------------|-----------|----|---------|-------|------|
| <b>Overall Scale</b> | Between Groups | 121.681   | 2  | 60.841  | 0.194 | .824 |
|                      | Within Groups  | 20711.478 | 66 | 313.810 |       |      |
|                      | Total          | 20833.159 | 68 |         |       |      |

**Table (03): ANOVA Results for Differences in Implementing Differentiated Pedagogy According to Professional Experience**

Table 3 shows the ANOVA results. No statistically significant differences were found between the responses of the study sample members regarding the implementation of differentiated pedagogy based on professional experience. The 'F'-values were low (ranging from 0.123 to 0.811), with significance levels greater than .05. This suggests that professional experience did not significantly influence the implementation level across any dimension or the overall scale.

### 3. Discussion

The findings of this study provide meaningful insights into the implementation of differentiated pedagogy in primary English language education from the perspective of teachers. The results are discussed in relation to the research questions, previous studies, current international research, and the broader theoretical framework. It is important to note that the overall scale score reflects a multidimensional assessment of differentiated pedagogy, including awareness, application, perceived challenges, and attitudes. Therefore, conclusions regarding actual classroom implementation should be interpreted primarily through the application dimension rather than the composite score.

#### 3.1. Teachers' Perceptions and Reported Classroom Application of Differentiated Pedagogy

The study revealed that primary school English language teachers reported a high level of implementation of differentiated pedagogy strategies ( $M = 3.81$ ,  $SD = 0.869$ ). This finding indicates a positive orientation toward adopting pedagogical approaches that address individual differences among learners in English language acquisition. Teachers demonstrated particularly strong awareness of the concept itself ( $M = 3.96$ ), suggesting that theoretical understanding of differentiated pedagogy is well-established among this sample of English language educators.

This result aligns with Talain and Mercado (2023), who found that primary school English language teachers practiced differentiated instruction to a great extent across content, process, product, and environment dimensions in the Philippines. It also corresponds with the findings of Ghattas and Kahoul (2022) and Benmansour and Marayhi (2021), who reported that teachers do consider individual differences during instruction. However, the current finding contrasts with Onyishi and Sefotho (2020), who reported low implementation levels among Nigerian primary school teachers. This discrepancy may reflect differences in national educational policies, teacher preparation programs for English language instruction, or the degree to which differentiated pedagogy has been emphasized in recent Algerian educational reforms specifically targeting English language teaching.

The high implementation level observed in this study is consistent with the positive attitudes reported by Alghamdi and Alzahrani (2025) in their study of Saudi Arabian primary English teachers, who similarly expressed favorable dispositions toward differentiation. However, Alghamdi and Alzahrani identified a significant gap between theoretical understanding and practical application—a finding that also resonates with the current study, where application levels ( $M = 3.74$ ) were slightly lower than awareness levels ( $M = 3.96$ ). This pattern suggests that while teachers understand the principles of

differentiated instruction, translating this understanding into consistent classroom practice remains challenging.

Despite the overall high rating, the dimension of teachers' attitudes toward differentiated pedagogy received the lowest mean ( $M = 3.72$ ), though still within the high range. Within this dimension, items related to feeling that one's efforts are appreciated ( $M = 2.79$ ) and belief in applicability despite challenges ( $M = 3.09$ ) were rated lower. This suggests that while English language teachers hold positive attitudes conceptually, they experience practical constraints that may temper their enthusiasm. This finding aligns with the work of García-Martínez et al. (2024), who found that teacher motivation for differentiation is significantly influenced by perceived institutional support and recognition.

### **3.1. Challenges in Implementing Differentiated Pedagogy in English Language Teaching**

The dimension of challenges received the second-highest rating ( $M = 3.82$ ), reflecting teachers' recognition of significant obstacles. Classroom overcrowding emerged as the most substantial barrier ( $M = 4.13$ ), consistent with findings from Benmansour and Marayhi (2021), who identified class size as a primary impediment, and with Saigar and Jamaludin (2025), whose systematic review identified large class sizes as a persistent challenge across rural school contexts globally. Curriculum density ( $M = 4.04$ ) and lack of administrative support ( $M = 4.04$ ) were also highly rated challenges. For English language teachers specifically, these constraints are particularly acute because language instruction requires individualized practice, oral interaction, and differentiated input—all of which are difficult to achieve in overcrowded classrooms with rigid curricular demands.

These findings mirror those of Chen and Wang (2024) in their study of Chinese primary English classrooms, where teachers reported that examination pressures and curriculum pacing requirements significantly constrained their ability to differentiate instruction. Similarly, Mphahlele and Makgopa (2025) found that South African primary English teachers struggled to balance linguistic diversity with prescriptive curriculum demands. The consistency of these findings across diverse international contexts suggests that systemic factors—including curriculum structure and accountability pressures—represent universal barriers to differentiation that require policy-level interventions.

The challenge of insufficient resources for gifted language learners, reflected in the lower rating for enriching advanced students ( $M = 2.94$ ), is particularly noteworthy. This suggests that while teachers may address the needs of struggling English language learners through remedial support, they face greater difficulty in providing appropriate challenge and extension for high-achieving learners—a critical component of true differentiation in language education, where learners may range from beginner to near-native proficiency within the same classroom. This finding is consistent with the observations of Rahman and Wijaya (2024), who noted that Indonesian English teachers often prioritized remediation for struggling learners over enrichment for advanced learners due to time constraints and curriculum pressures.

### **3.2. Professional Experience and Implementation**

No statistically significant differences were found in implementation levels based on professional experience. This finding aligns with Ghattas and Kahoul (2022), who similarly reported no significant differences attributable to years of experience. The result suggests that both novice and experienced English language teachers share comparable

levels of awareness, application, and attitudes regarding differentiated pedagogy. This may indicate that exposure to differentiated pedagogy is more a function of initial teacher preparation and recent training initiatives than accumulated years of classroom practice. Alternatively, it may reflect that all English language teachers, regardless of experience, face similar structural constraints that limit the extent to which experience can enhance implementation in language teaching contexts.

This finding contrasts with García-Martínez et al. (2024), who found that teachers with specialized training in inclusive education demonstrated higher levels of differentiation implementation. The discrepancy may be explained by differences in the nature of professional development opportunities available in the Algerian context compared to the Spanish context. It may also suggest that general teaching experience, without specific training in differentiation, does not automatically translate into more sophisticated differentiation practices.

### **3.3. Integration with Theoretical Framework**

The findings support the theoretical foundations of differentiated pedagogy articulated by Tomlinson (2013) and others. English language teachers in this study demonstrated recognition of the need to differentiate content, process, product, and environment, as evidenced by their reported practices. The alignment between teachers' awareness and their reported practices, despite challenges, suggests that the principles of differentiated pedagogy have been successfully communicated through teacher preparation and professional development programs for English language educators. However, the persistent challenges identified indicate that theoretical understanding alone is insufficient; structural supports are necessary for sustained implementation in language classrooms.

The study also reinforces the importance of considering contextual factors in implementing educational innovations in English language teaching. As Saigar and Jamaludin (2025) noted, differentiated instruction in resource-constrained settings requires systematic support beyond teacher-level factors. The current findings extend this observation to the Algerian primary English language education context, highlighting the need for systemic interventions alongside teacher development. The consistency of findings with international studies—from Saudi Arabia (Alghamdi & Alzahrani, 2025), China (Chen & Wang, 2024), Spain (García-Martínez et al., 2024), South Africa (Mphahlele & Makgopa, 2025), and Indonesia (Rahman & Wijaya, 2024)—suggests that the challenges and opportunities associated with differentiated instruction in primary English teaching transcend national boundaries, pointing to shared needs for curriculum flexibility, manageable class sizes, and sustained professional development.

## **4. Conclusion and Recommendations**

### **4.1. Conclusion**

This study investigated the implementation of differentiated pedagogy strategies among primary school English language teachers in the Tiaret Province, Algeria. The findings indicate that English language teachers demonstrate a high level of awareness and implementation of differentiated pedagogy, reflecting positive engagement with modern pedagogical approaches. Teachers recognize the importance of addressing individual differences in language learning and report employing diverse strategies to meet learner needs.

However, the study also revealed significant challenges that constrain optimal implementation, most notably classroom overcrowding, curriculum density, and insufficient administrative and material support. These structural barriers appear to affect English language teachers across all levels of professional experience, as no significant differences were found based on years of service. The gap between teachers' positive attitudes and the practical difficulties they encounter underscores the need for comprehensive institutional support to enable effective differentiation in English language instruction.

The alignment of these findings with recent international research from diverse contexts—including Saudi Arabia, China, Spain, South Africa, Indonesia, and the Philippines—suggests that the challenges and opportunities associated with differentiated instruction in primary English teaching are broadly shared across educational systems. This international convergence points to the need for global dialogue and cross-national learning in addressing the systemic barriers to effective differentiation.

## 4.2. Implications for Policy and Practice

Based on the findings, the following implications are drawn:

- 4.2.1. **For Policy Makers:** Educational authorities should consider reducing class sizes and revising curriculum density for English language instruction to create conditions conducive to differentiated teaching. Policies that mandate differentiation in language education must be accompanied by resource allocation, including appropriate teaching materials for varied proficiency levels, reduced teacher-student ratios, and administrative support structures specifically designed for language programs. Following the recommendations of Saigar and Jamaludin (2025), policymakers should adopt a systemic approach that addresses infrastructure, curriculum flexibility, and resource distribution simultaneously.
- 4.2.2. **For English Language Teacher Training Institutions:** Initial teacher preparation programs should strengthen both theoretical instruction in differentiated pedagogy and practical opportunities for its application in language teaching contexts. Given that professional experience did not correlate with higher implementation, ongoing professional development should be structured to ensure continuous skill development rather than assuming improvement through experience alone. Training should emphasize strategies for differentiating instruction across the four language skills—listening, speaking, reading, and writing. As Alghamdi and Alzahrani (2025) recommended, embedding differentiated instruction training within initial teacher preparation programs and providing ongoing coaching support for in-service teachers are essential strategies.
- 4.2.3. **For School Administrators:** School leaders should create supportive environments that recognize and value English language teachers' efforts in differentiation. Providing dedicated time for collaborative planning among language teachers, facilitating resource sharing, and acknowledging teachers' work in this area can help sustain motivation and mitigate the lack of appreciation reported by teachers. García-Martínez et al. (2024) emphasized the importance of professional learning communities in supporting differentiation practices, a strategy that could be effectively implemented in Algerian schools.
- 4.2.4. **For English Language Teachers:** Teachers should continue to develop their understanding and application of differentiated pedagogy, recognizing that even

incremental adjustments can enhance language learning outcomes. Peer collaboration and professional learning communities within English language departments can provide valuable support for sharing effective differentiation strategies and overcoming common challenges specific to language instruction. Rahman and Wijaya (2024) highlighted the potential of digital tools to support differentiation, suggesting that teachers might explore technology-enhanced approaches as a means of managing diverse learner needs.

#### **4.3. Limitations and Future Research**

Several limitations of this study should be acknowledged. The sample was limited to primary school English language teachers in a single province, which restricts generalizability to other regions, educational levels, or language teaching contexts. The use of a self-report questionnaire may be subject to social desirability bias, potentially overestimating implementation levels. The cross-sectional design captures perceptions at a single point in time, limiting insight into how practices may evolve over time.

Future research should address these limitations by employing mixed methods designs that combine quantitative surveys with classroom observations and interviews to obtain a more comprehensive picture of actual practices in English language classrooms. Studies across multiple provinces and educational stages would enhance generalizability. Longitudinal research could examine how implementation develops over time and how interventions affect practice. Additionally, research examining student English language outcomes in relation to differentiated instruction would provide valuable evidence of the approach's effectiveness. Studies comparing differentiated practices across different target languages would also contribute to understanding the unique demands of various language teaching contexts. Following the example of Alghamdi and Alzahrani (2025), future research might employ classroom observations alongside surveys to more accurately capture the gap between teachers' stated beliefs and their actual classroom practices.

#### **4.4. Recommendations**

Based on the findings, the following specific recommendations are offered:

1. Provide practical training programs to help English language teachers understand differentiated pedagogy and facilitate its application in the language classroom, moving beyond theoretical knowledge to concrete strategies for differentiating listening, speaking, reading, and writing instruction.
2. Link training to practical classroom activities, enabling English language teachers to experiment with theoretical concepts and translate them into tangible practices through coaching and mentoring specifically focused on language teaching contexts.
3. Encourage future studies to include teachers of English from different educational stages to better understand the various applications of differentiated pedagogy across primary, middle, and secondary language classrooms.
4. Prepare a supportive English language classroom environment by providing teaching materials appropriate for varied proficiency levels and suitable spaces for communicative activities to facilitate language learning, including resources for both struggling and advanced language learners.
5. Offer support and encouragement to English language teachers to continue exploring and implementing modern strategies, diversifying teaching methods to suit each learner's language abilities, and formally recognizing teachers' efforts in differentiation.

#### **5. Footnotes**

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