

Innovations

Differentiated Instruction in the Teaching of Listening Comprehension

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Abstract

One-size doesn't fit all, and inclusive education are widely known in education in order to cater to the various needs of every learner inside the classroom. Therefore, there is a need to employ differentiated instruction in the teaching and learning process. Moreover, listening comprehension is a skill that should be taken as active process and it should be taught alongside the other macro skills. This study identified the different methods in differentiating instructions employed in the teaching of listening comprehension. It made use of descriptive research design with the aid of an adopted survey questionnaire, observation, and interview to gather needed information. The commonly used methods in differentiating instruction were identified through the mean and was ranked according to its frequency. The following were the salient findings of the study. Differentiated instruction is a useful method in the teaching of listening comprehension. Differentiated instruction is an engaging approach in developing the learner's listening comprehension skills which is a big factor in developing the learner's teaching and listening comprehension. Teachers, therefore, are encouraged to apply differentiated methods to engage the diverse learners. Teachers are also urged to focus on teaching listening comprehension skill separately and to not only integrate it within the lesson.

Keywords: 1. differentiated instruction, 2. teaching, 3. listening comprehension, 4. Methods
5. instruction

Introduction

In a classroom, teachers find learners who are from different social backgrounds. Learners therefore have distinct needs. Thus, a task might be easy for others, but challenging to some. Also, some topic and activities may be engaging for some but not for all the students. Studies revealed that teachers had difficulties in making all students engaged in an activity in class. By different instructions however, teachers would be able to modify the instruction in the teaching and learning process to meet students' needs while giving each opportunity to improve personally, academically, and even socially.

For this reason, this study focuses on blending differentiated instruction and listening comprehension since it was observed that though it is one of the macro skills that students must capitalize on, it is usually integrated in language classes. As an illustration, teachers spend ample amount of time teaching reading, writing, and speaking compared to assisting learners in developing their listening comprehension skill (Moreno, 2015). Listening comprehension is inferred to be occurring throughout the teaching and learning process that the other macro skills are taught. In view of the curriculum, the objectives for

learners to achieve under listening comprehension is minimal for each quarter. This supports the idea that English language teaching usually are centered more on productive skills such as speaking and writing rather than on listening comprehension (Hedge, 2000). Further, differentiated instruction is becoming a part of the curriculum. The DepEd has in fact the sixth objective under learning environment and diversity of learners in the Result-based Performance Management System (RPMS) tool is using differentiated, developmentally appropriate learning experience to address learner's gender, needs, strengths, interests, and experience. This objective should be applied by teachers in the teaching-learning process. Yet, teachers do not have training on applying the said objective on the teaching-learning process. To maximize differentiated instruction, the study will give light on how it can be used in teaching listening comprehension inside and outside the classroom.

The study viewed listening comprehension as an integral part of the English subject which should be taught explicitly. One challenge faced by educators is on how to teach listening comprehension in a limited school day, as well as considering the thirteen integrated language arts domains according to the content standards in the curriculum that should be mastered as a prerequisite in the basic education. Thus, the purpose of the study is to determine the different methods of differentiating instruction in teaching listening comprehension. Gregory and Chapman (2013) explained that the mindset of teachers who are differentiating in their classroom embraces various ideas such as, students have aspects of strength, and all students have aspects that need to be developed. The result of this study provides insight into the philosophy and insight of teachers who employed differentiated instruction and for teachers to evaluate to what extent they taught listening comprehension explicitly.

Literature Review

Tomlinson (2014) defined differentiation as a teacher's proactive response to the learners needs focused on the principles of differentiation; a surrounding that inspires quality education that directs the teaching-learning process towards the individual development aligned to the different social locations. Differentiation focuses on the specific learning needs of every student or group of students, instead of a distinct model of classroom instruction as if all students in class are the same (Tomlinson and Allan, 2000). The homogeneity of traditional classrooms has been superseded by great diversity; like in some cases, teachers do not seem to adapt their approaches to the trends of the 21st century classroom (Tomlinson and Imbeau, 2010). Students are diverse and have different levels of readiness; thus, they should not be treated the same. Consequently, students should have multiple channels for development and learning, likewise with various opportunities to share their learning (Moreno, 2015).

The goal of employing differentiation in the classroom is to maximize holistic growth and success. In 21st century, the goal of education is often to bring everyone to the "grade level" expected from the students or to ensure that the students achieved the prescribed objectives in a set of time given. Individual progresses are compared to a predetermined standard given through the curriculum. Such a goal is sometimes necessary and understanding where a child's learning is relative to use as a basis in developing teaching and learning process can be useful. However, when a class must learn new skills and concepts without any timely individual adjustments, some students fail (Tomlinson & Allan, 2000). Similarly, there are also learners that demonstrate mastery of grade-level. In such cases, teachers can use this information to benchmark the teaching process to fully understand the needs of learners in all areas of learning.

Listening is a complex process that incorporates the understanding of spoken words and involves receptive, interpretative, or constructive cognitive processes, whereas listening comprehension deals with the activation of prior knowledge, representing propositions and logical inferencing (Rost, 2005). He added that auditory discrimination, audial grammar, evaluating information, remembering, and associating it to the process between sound and form of meaning are part of listening, whereas, listening comprehension is the different processes of understanding the spoken language. This includes mastering

phonetics, understanding the meaning of each word, and comprehending sentence definition or syntax (Ahmadi, 2016). Whereas, listening comprehension is a higher-order skill that requires different language and cognitive skills (Kim and Pilcher, 2016).

Vandergrift (2007) pointed out that although listening comprehension is an aspect of language learning which is least taught and accounted skill. Listening comprehension should not be taken as a passive activity. Though it was noted that learners nowadays have difficulty in reading comprehension and that listening comprehension is often set aside during lesson preparation. Richards and Renandya (2002) postulated that one viable cause for this is the traditional disposition that listening skills can be mastered in the classroom when students are susceptible to the language taught during the teaching and learning process. The ideal of listening ability building is to ask students to listen a lot. In daily English classroom however, this is not easily achieved. Nonetheless, teachers can take steps to create a listening-rich classroom.

The Language Arts and Multiliteracies Curriculum (LAMC) has five connected and unified macro-skills like listening, speaking, reading, writing, and viewing; and each composite is important to the learners' capability to have an effective communication in a language directing them to acquire linguistic competence. Inconsistency with the proposed 5 sub-strands of the LAMC is exhibited for it disregards the parts that students need to master and what to be taught by the teacher. One of the domains under listening and speaking strand is listening comprehension, in which the domain is funneled from Kinder to Grade 10. The Department of Education (DepEd) employs the LAMC in the K to 12 Curriculum. This portrays that listening comprehension is needed along with the other domains, which is as important as the other skills.

There are studies on differentiated instruction but did not focus on its connection to listening comprehension. The study of Cunningham (2015) explored on *Differentiation Revealed: A Multiple-methods Qualitative Study on the Implementation of Differentiated Instruction in a Mixed-ability Elementary Classroom*, in which he observed teachers who have successfully implemented differentiated instruction, the results showed that teachers who differentiate their instruction have similar philosophy and disposition towards differentiated instruction. In addition, Cartwright (2014) shared that teachers must be patient and should know that they need to consider the needs of the learners in adjusting their methods in teaching suited to the students' learning needs. Differentiated instruction however was not investigated. In line with listening comprehension, Kim and Pilcher (2016) elaborated that it takes time to develop listening comprehension, so it is ought to be taken throughout their primary level. As different language and cognitive skills contribute to the development of listening comprehension, and to be proficient in these skills takes time. Another study on the effect of listening comprehension is conducted by Brito (2015). In his study he examined the impact of listening comprehension on the writing performance of the language learners as they take notes. The result showed that learners face various difficulties in listening comprehension especially if they are not exposed to listening activities.

The study dealt with effective strategies in teaching listening comprehension that must be taught implicitly and explicitly in the teaching and learning process. Teachers will be able to sustain students' focus in the topic through differentiated instruction in listening comprehension. Moreover, the study aimed to identify the different methods of differentiating instructions in teaching listening comprehension.

Method

Research Design

This study used quantitative method using the descriptive design to gain understanding on how differentiated instruction is used in teaching listening comprehension. Quantitative research involves gathering numerical data and generalizing it to populations or explaining specific phenomena

(Babbie, 2010). Moreover, descriptive research is set to give answer to who, what, when, where, and how relative to a specific research problem. Descriptive research focuses on collecting data that describe events and then organizes, tabulates, depicts, and describes the data collection (Glass, 2009). While, descriptive research simply presents the summary based on the percentage of a single variable, which was employed in this study. The intent of this descriptive research is to yield data that lead to important recommendations on the aspects of education.

Population and Locale of the Study

The participants in this study were the Grade 6 English teachers from selected elementary public schools in Baguio City, with a total of 12 teachers. This study was conducted in Baguio City for the convenience of proximity for the researcher. Moreover, Grade 6 English teachers were chosen since their learners are expected to have a higher listening proficiency level and experience as compared to the lower grades. Grade 6 teachers are also thought to be the ones who can apply wide range of strategies to cope with the changes in the learners' attitude towards puberty and maturity. Grade 6 students are also expected to master the prerequisite to perform inside the classroom in terms of mastering various skills in English. In support, Kim and Pilcher (2016) mentioned that developing listening comprehension is not taken in a short span of time. In addition, Grade 6 teachers were chosen as a respondent to emphasize how they develop their learners' listening skill. For the purpose of anonymity, a code name was used to substitute the participants' name.

Data Collection Instruments

This study made use of triangulation to gather data in response to the objectives identified, survey-questionnaire, observation, and semi-structured interview. Survey-questionnaire was used to gather lots of information from many respondents and it was used as a way of gaining data needed in the study. The survey-questionnaire used was adopted from Glass (2009) in his study, Lesson Design for Differentiated Instruction, Grades 4-9, in which she identified the methods for differentiating instruction. The questionnaire focuses on the methods in differentiating instruction.

The researchers elicited the result through survey-questionnaire answered by the Grade 6 teachers. Observation was used in the classroom setting to state how the teachers employ differentiated methods in the teaching and learning process. Then, interview was conducted to validate the responses in the survey-questionnaire.

Data Collection Procedure

The researcher followed the protocol for data gathering. Ethics was utmost observed throughout the conduct of the study. First, with a formal letter of request to conduct the study endorsed by the researchers' instructors, permission to conduct the study was sought from the Public School District Supervisor (PSDS) of district 10, Department of Education, Baguio City. Upon approval of the request, the researcher asked permission from the principal of the schools to conduct the study. After the approval of the principal, survey questionnaires were distributed to the Grade 6 teachers, and they were given ample time to answer. The respondents were given opportunity to ask questions regarding the methods for clarifications from the researcher. Due to time constriction, two observations were conducted upon the approval of the school heads and the teachers. Through observation, teachers were given chances to elaborate on how they employ differentiated instruction in their class. Scheduled interviews were conducted to selected teachers.

Treatment of Data

The data gathered were interpreted and presented in an objective manner. For the questionnaire, the responses were computed using frequency counts and/or ranking. For the semi-structured interviews, these were audio recorded and transcribed. Important responses which validated and supported the responses on the survey questionnaires were directly lifted. Meanwhile, for the observation, field notes

were employed. Similarly, this was transcribed. Both interview transcripts and field notes were deduced by using coding where the notations that is relevant for answering the research questions was grouped to construct categories thus open coding was formed. Afterwards, cool analysis which is the process of culling significant statement and coming up with data categories or warm analysis that pertains to the process of allowing the researchers to identify the essence of a phenomenon, was employed.

Results and Discussion

Teachers and educators always on the lookout for contemporary strategies and methods of teaching in order for students to achieve their best language proficiency. To take full advantage of each student's learning abilities is one of the main goals of differentiated instruction (Tomlinson, 2001). In addition, differentiation can be done in various means, by which teachers can explore and employ effective practices to meet the different needs of the learners inside the classroom. Teachers employ various methods of differentiating instruction in teaching listening comprehension. Consequently, a differentiated classroom gives other ways to master the content or understand ideas for every student to discover (Tomlinson, 2001).

Table 1 shows the generated results on the respondents' differentiated methods in teaching listening comprehension. Graphic organizers; reading buddies or partner/ reciprocal teaching; and various texts, resources, and supplemental materials were mostly used as presented in the table. While the least used method is tape-recorded audio materials.

Table 1 Methods in Differentiating instruction

	Methods in Differentiating Instruction	Frequency	Percentage (%)	Rank
1.	I use various texts, resources, supplemental materials	10	83	3
2.	I organize ideas through graphic organizer	11	92	2
3.	I let the learners have their reading buddies or partner/ reciprocal teaching	11	92	2
4.	I use varied computer programs	6	50	6
5.	I use tape-recorded audio materials	2	17	10
6.	I use videotapes	4	33	8.5
7.	I use visual, auditory, tactile, kinesthetic modes	7	58	4
8.	I use jigsaw	6	50	6
9.	I use curriculum compacting	6	50	6
10.	I use learning contracts	4	33	8.5

Graphic organizers are visual representations of knowledge that structure input by organizing main concept into a diagram using tags. Their role is to show data in a concise manner, highlighting the organization and relationships of concepts (Glass, 2009). Further, listening comprehension comes in along the process of the discussion and within the interaction done by the learners. In the observation done, Teacher C used a graphic organizer across the teaching and learning process. She showed a graphic organizer and read the poem written in the material then she gave the instruction, "From the poem you have listened to answer the question words in this graphic organizer..." Afterwards, Teacher C showed various graphic organizers, fish bone, T chart, bubble map, analogy graphic organizer, where the learners were tasked to choose from according to their preference. Then, she told the learners to give the main topic of the poem she read based on the graphic organizer they have chosen. In addition, Teacher C stated that:

Differentiating the content using graphic organizer is a way for learners to show their creativity in presenting what they have learned... Listening comprehension is incorporated as the learners listen to the discussion.

In the observation and the dialogue, Teacher C confirms the importance of using graphic organizer to allow the learners to grasp and present the lesson in various and creative way. Sam and Rajan (2013) expounded that a graphic organizer is a diagram that represents relationships guided by thinking skill verbs. Teachers allow their learners to choose the method of organization that best suits their individual learning styles and help learners grasp information.

Aside from graphic organizers another method mostly used by teachers is reading with buddies or partner/ reciprocal teaching. In this method, learners are paired to listen to the content of the lesson, and they can discuss what they have learned. Based on observation, the teachers gave the learners varied content to work on depending on their readiness and abilities which they have foreseen as the best way for the learners to learn by pairing them with other learners of comparable listening and reading abilities, for which differentiation on the content comes in. In support Teacher A, stated that:

Two heads are better than one... reading buddies is something I often use, for as they read and listen together there are a lot of skills being developed, yung communication skill nila [their communication skill] and even their social skill can be developed.

Noticeably, the teacher agrees with the usage of reading buddies or partner/ reciprocal teaching in teaching listening comprehension. As the teacher discussed that reading buddies can be a source of learning of various skill, specifically, communication and social skills of learners. With that, Teacher A affirms that listening comes in during the interaction of the learners with their pair, for an interaction to be successful there should be a connection between the speaker and the listener. These are aligned with what Subban (2006) explained that learners once paired with someone of the same level can work with ease for, they are not pressured once compared to their partner since students who experience derail because of rejection, failure, pressure, and intimidation can be bothered in the learning context.

The third method mostly used is various texts, resources, and supplemental materials, such as radio commercials, conversations, songs, weather forecast, public announcement, and other authentic materials, serve as instructional materials used by teachers in presenting the lesson. Based on the teachers' experiences, these texts, resources, and supplemental materials can be used to give variety of listening materials to the learners, though the content is the same, but the level is not. Moreover, they added that various text, resources, and supplement material can be used as a source of the content for the class. Flexible teaching-learning process happens, thus, once the teachers notice that the prepared material does not go with the learners' interest, the teacher can add up using whatever material is available inside the classroom which is aligned to the expected content to be mastered at that moment. In addition, Teacher A pointed out that:

Using various texts, resources, and supplemental materials are available anytime. There are a lot of books; radio can be used in listening activities as well... using these materials, I can easily adjust the level of difficulty of the content for each learner according to their needs.

With the response of the teacher, various texts, resources, and supplemental materials are considered as readily available option to be used in teaching depending on the perceived need of the learners. Since these materials are ready, time for preparation is conserved. As for listening skill, the teachers perceived it to be integrated along the usage of the various texts, resources, and supplemental materials. Furthermore, teachers can easily cater to the individual potentials of the learners using various text,

resources, and supplemental materials. Along the presentation of the topic, Teacher C added that the variations of the topic can be presented, for listening resources offer different levels of difficulty. The teacher can give complex listening materials to learners that are high-achieving and less complicated to struggling learners, thus, teachers can expect a positive outcome. The answer of the teachers goes with Glass (2009) who postulated that teachers could make available a variety of materials at different levels of readability, for instance, textbook passages from other levels, supplementary learning materials from other publishers, articles, picture books, and others.

Visual, auditory, tactile, kinesthetic modes ranked as the fourth method. These are used to maximize learning opportunities for all learners. Clearly, understanding different learning styles is an important tool for understanding differences and helping students improve. Based on the observations, teachers who let learners pick an organizational method that is aligned to their learning styles are guiding learners in grasping the lesson taught to them. Moreover, during the teaching-learning process, the teacher will use different strategies to cope with the learning styles of the learners. Teacher D also affirmed by saying that you know the students in your room who need to show you, those who need to tell you, and those who need to write it out. The content presented may be easy or difficult depending on the capacity of the learner. Another way is by grouping the learners according to their learning style and give them a topic accordingly. In line with listening comprehension, it can be done along the presentation of the lesson, for it is where learners are most comfortable and which may lead to mastery. This result adheres with Fine (2003) as she reported that student test scores improved significantly after their learning style was embodied into the instruction. He added that students' academic performances significantly improved when they were taught using approaches on learning style rather than traditional methods of teaching.

The methods computer programs, jigsaw, and curriculum compacting ranked as the sixth method. The "varied computer programs", refer to software programs that can be used by the learners (Glass, 2009). With the advent of technology, as expressed by the teachers, they can easily find ways to integrate various computer programs in teaching listening comprehension. The teachers also postulated during the interview that if the learners fail to understand the content of the lesson using a certain platform, then using another platform is useful for them. For example, as presented by Teacher C, they can use Microsoft PowerPoint and even playing videos and audio using Movie Maker, OBS and other platforms. Though these are prepared before using, these platforms are not only available inside the classroom but even outside the classroom for computer programs can also be used in giving supplementary activities. Moreover, the teachers also explained that they can send listening materials online which can be used by learners at home. In line with teaching listening comprehension, the teachers claimed that learning listening by computer has become famous right now because it's more efficient and because of its accessibility and it can be used in assessing various skills of the learners. Which is supported by the explanation of Lee (2007) that the Web-based practice tools can create variety of learning and assessment discourse and produces different methods to the learning process and assessment.

Moreover, another ranked sixth is the use of jigsaw. Jigsaw strategy encompass groups of students working on different materials based on readiness or their interests (Glass, 2009). As shared by the teachers that they used jigsaw by giving various materials with different level of difficulty but gearing towards a single content. Moreover, based on the responses given by the teachers, this method can help learners to master the content on their own pace while working together in class. They also said that this method is a fast and effective way to introduce new information; it decreases student workload, and encourages collaboration though, the result of questionnaire implies that jigsaw is a strategy used by teachers occasionally. As mentioned by the teachers that, jigsaw is difficult to prepare, and it consumes time during the teaching and learning process. On the contrary, the conversation among the learners is where they can develop their listening comprehension skill besides their reading skill as they do jigsaw. This is supported by Kadagidze (2006) who stated that listening comes in as the learners collaborate and

listen to their groupmates, as dialogue and monologue are universally accepted to be the strands of oral comprehension.

Furthermore, another ranked sixth method is curriculum compacting, in teaching listening comprehension, this refers to the process by which teachers pre-assess students' above-average skills or content knowledge prior to teaching and uses this information to modify curriculum (Glass, 2009). Curriculum compacting varies content based on learner's ability. Based on the teachers' experienced they affirmed that those assessed with knowledge about content prior to instruction will be given advanced topic on the same content while for those who struggled will be given simplified topic but of the same content. Also, the teachers shared, along teaching listening skill, that they follow the three steps in employing curriculum compacting; firstly, is considering the learning competencies given by DepEd; secondly, assessing the listening ability of the learners; and, lastly, grouping the learners based on their listening ability. Then, the teacher will give listening activities to the learners according to their assessment. Teacher B expressed that this method is used for learners who can master information at a faster pace. Moreover, since learners must make a lot of effort to listen and fully understand what they heard, retain information in memory, combine it with what has been said, and constantly adjust their speech based on prior knowledge and incoming information (Brito, 2015), a homogeneous grouping of learners can have a positive impact on learning.

Addressing students' diversity and interests appears to increase their motivation to learn while encouraging them to stay engaged and motivated (Tomlinson, 2014). Thus, the eight ranked strategy used in teaching listening comprehension is the use of videotapes which can also be used to supplement an explanation or present a lecture (Glass, 2009). Videotapes provide the types of visual aids (gestures, imitations) typical of real life and are necessary for students to decipher the messages and interrelationships of speakers. Grounded on the observation, teachers used videotapes to modify the content of the lesson through different presentations showing a single topic since one should consider that every student has their own listening strategies, and the student might have dissimilar purposes while listening. The teachers also claimed that they are following three basic steps in playing videotapes inside the classroom. The first stage which is the previewing stage is composed of two tasks (introducing the movie and unlocking the difficult vocabulary). Right after the first stage, is the second stage, the teacher involves them in the main task which is viewing the movie. As they watch, students should take note of the answers to the questions given to them, to check their comprehension and for the improvement of their lexicon. Finally, in post-viewing stage, the students compare their prediction to the actual ending, assess the cultural diversity depicted in the movie. These are aligned in the study, *Using Videos in the Teaching of Listening*, in which Ardiansyah (2018) enumerated three phases of videos being used in teaching listening namely: pre-viewing, while-viewing, and post-viewing. In the previewing stage, the teacher spends enough time assisting the learners put up the necessary knowledge and comprehension to allow students relate to what they already know and the one to be learned, making the process more smoothly. On the contrary, it is observed that though it is one of the strategies, which is directly related to teaching listening comprehension, it is one of the least used. In addition, although teachers use videos, some just play the video in the class without any well-planned task or exercises to maximize listening comprehension of the learners. The two most cited reasons were not knowing how to integrate video in teaching and the availability of video materials in the classroom. However, if teachers master the skills of integrating video materials for teaching listening, both problems will be easily solved (Ardiansyah, 2018).

Another method assessed ranked as eight method is learning contracts. Learning contract is an agreement between the teacher and learner about individual work that the learner will achieve with teacher supervision (Glass, 2009). There are different contracts that can be used for individuals or groups of learners. Using this strategy can modify the content in which each learner will focus on during the teaching learning process. Based on the teachers' experiences, they explained in this method a learner

who has exhibit mastery on an objective and concepts as shown from a pre-assessment can focus on a learning contract while the class works on teacher-directed learning. The teachers added that they can differentiate the content of the lesson according to the listening ability of the learner. Whereas teachers are expected to be familiar with the ability of the learners so that he/ she will be able to contextualize his/ her lessons effectively. Similarly, Moreno (2015) explained that quality education is intertwined with quality assessment and contextualization of the task they give to their students must be the standard that supports a variety of methods and techniques. An embedded mutual respect among the students is inherent in a differentiated classroom.

Meanwhile, the use of tape-recorded audio material is the least accounted among the differentiated methods employed in teaching listening comprehension. Tape-recorded audio material allows students who struggle on readings and the auditory learners to listen to tape-recorded material instead of reading excerpts, to follow along with a reading excerpt, or to supplement the reading with an additional tape-recorded piece (Glass, 2009). According to the teachers, they used this method to modify the content in a way that dissimilar materials presenting a single topic can be used during the teaching-learning process. They added that they used this method in the view of maximizing the potential of the learners in terms of their listening comprehension abilities. As Teacher B explained that tape-recorded audio material improves the listening skill of the learners whether they are used to different learning style. With scarcity of tape-recorded audio material teachers claimed that they can develop such material by recording what he or she deemed needed in his/ her class, to deliver authentic learning to the learners. These goes with what Kadagidze (2006) exposed that by listening to recorded material, students can listen different speakers, their discussions, and dialogues, which students can stop, resume or repeat as many times as they wish (in terms of parsing or mimicking unfamiliar language patterns).

Conclusion

This portion of the study presents the conclusion drawn and recommendations proposed by the researchers. Based on the findings, the following are conclusions drawn. Teachers employ various methods in differentiating instruction as they teach listening comprehension, although some are not aware that it is a method in differentiating instruction. In addition, teaching listening comprehension is generally done through integration and it is not taught as a separate objective to be achieved, or it was perceived by teachers to be acquired along the teaching and learning process.

After a careful review of the conclusion, the following recommendations are drawn. School administrators are encouraged to conduct capacity building in using differentiated instruction in teaching listening comprehension. Moreover, curriculum planners and developers may consider studying the objectives for listening comprehension, as well as the actual integration of differentiated instruction in the teaching-learning process. With the limitation of the study of basing results from perceptions and observations of teachers and the researcher, other researchers are encouraged to conduct similar but extend studies by finding out the implementation of differentiated instruction in other learning areas and in wider population.

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