

# International Journal Research Publication Analysis

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## TEACHERS ' CREATIVITY IN DIFFERENTIATED INSTRUCTION IN TEACHING ENGLISH AS A SECOND LANGUAGE IN MATATAG CURRICULUM

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### ABSTRACT

This study explored the creativity of elementary teachers in implementing differentiated instruction in English as a Second Language (ESL) classrooms within the MATATAG Curriculum. Using a qualitative phenomenological research design, data were gathered from teachers in the 2nd Congressional District of the Province of Cotabato. Findings revealed that teachers employ a wide range of creative strategies, including differentiated and inclusive instruction, technology-enhanced learning, visual and experiential approaches, and interactive collaborative activities to address diverse language needs. Teachers also integrate multisensory tools, flexible grouping, and task-based strategies to enhance engagement and comprehension. However, several challenges were identified, such as varying language proficiency, limited resources, time constraints, and insufficient training. To address these, teachers adapt the curriculum through scaffolding, language simplification, multilingual strategies, and the use of visual and digital tools. The study concludes that creativity in differentiated instruction plays a crucial role in improving ESL learning outcomes, although continuous support, training, and resource provision are necessary for effective implementation.

### INTRODUCTION

The effectiveness of teaching is often influenced by teachers' creativity and instructional approaches, particularly in engaging students and improving learning outcomes. In the Philippine educational context, challenges such as lack of motivation, limited resources, and diverse learner needs affect the quality of instruction. This is especially evident in English as a Second Language (ESL) classrooms, where learners differ in proficiency levels, cultural

backgrounds, and learning styles. Differentiated instruction has emerged as a vital approach to address these differences by modifying content, processes, and outputs to meet individual learner needs. Despite its importance, the specific creative strategies used by teachers in ESL contexts remain underexplored. This study aims to investigate how elementary teachers creatively implement differentiated instruction, the challenges they encounter under the MATATAG Curriculum, and the adaptations they develop to support diverse ESL learners.

## **METHODS**

This study employed a qualitative phenomenological research design to explore the lived experiences of teachers in implementing differentiated instruction in ESL classrooms. The research was conducted in the 2nd Congressional District of the Province of Cotabato, specifically in municipalities such as Antipas, Arakan, Magpet, President Roxas, and Makilala. Participants were selected through purposive sampling and consisted of elementary teachers with at least three years of teaching experience. Data were collected through individual interviews and focus group discussions using validated interview guides, audio recordings, and field notes. The researcher transcribed responses verbatim and analyzed the data using thematic analysis to identify recurring themes and patterns. Ethical considerations such as informed consent, confidentiality, voluntary participation, and cultural sensitivity were strictly observed throughout the study.

## **RESULTS**

The findings revealed that teachers utilize various creative methods to address the diverse language needs of ESL learners. These include differentiated and inclusive instruction, where teachers adapt materials, translate content, and incorporate culturally relevant activities. Technology-enhanced learning was also widely used, including digital tools, educational apps, multimedia resources, and gamified platforms to promote engagement and comprehension. Visual and experiential strategies such as storytelling, role-playing, real-life scenarios, and graphic organizers were employed to support understanding, while interactive and collaborative approaches like group work, peer interaction, and task-based learning enhanced communication skills.

Teachers also integrate creative strategies into differentiated instruction by using multisensory tools, tiered tasks, flexible grouping, and personalized activities that match learners' proficiency levels and interests. However, several challenges were identified,

including language diversity, limited instructional resources, time constraints, classroom management difficulties, and lack of professional training.

To address these issues, teachers implemented various adaptations within the MATATAG Curriculum, such as simplifying language, providing scaffolding techniques, using bilingual resources, and incorporating visual and multimedia tools. They also utilized flexible grouping, modified pacing, and alternative assessments to accommodate diverse learners. Furthermore, teachers incorporated differentiated strategies by adapting content, processes, and assessments, using technology and multimodal supports, and applying scaffolding and collaborative learning approaches.

## **DISCUSSION**

The findings emphasize the critical role of teacher creativity in effectively implementing differentiated instruction in ESL classrooms. The use of diverse strategies aligns with the principles of differentiated instruction, particularly in addressing learners' varied proficiency levels, interests, and learning styles. The integration of technology, visual aids, and collaborative learning supports the idea that meaningful and engaging instruction enhances language acquisition.

However, the challenges identified—such as limited resources, time constraints, and insufficient training—highlight the need for systemic support in implementing the MATATAG Curriculum effectively. The study underscores the importance of continuous professional development, access to instructional materials, and institutional support to sustain innovative teaching practices.

Overall, the research demonstrates that while teachers exhibit strong adaptability and creativity, improving ESL education requires a collaborative effort among educators, administrators, and policymakers. Strengthening support systems will ensure that differentiated instruction is not only implemented effectively but also sustained to enhance learner outcomes and promote inclusive education.