

Opinion Article

Teachers' Pressure to Adopt Differentiated Instruction in Higher Education in Hong Kong

ABSTRACT

Aims: To discuss and address the problems and challenges for teachers in adopting differentiated instruction (DI) at higher education level in Hong Kong.

Methodology: Opinion to address the adaptation challenges is based on the result of an action research we have conducted in 2022 and a list of previous research studies in the field. Some major problems in implementing DI at higher education level in Hong Kong are identified in the research. Both qualitative and quantitative data from our research have reflected the challenges in engaging both students and teachers to a student-centred learning approach. The synthesis of research allows a deeper understanding of these challenges at a practical level. The consistent findings across the research study is discussed and explored in-depth to develop a feasible training problem for teachers for professional development.

Results: An opinion to reinforce a long-term cooperation between teaching, research, administrative and department staff is suggested. A successful collaboration is required to help overcoming the challenges to reinforce DI in Hong Kong. A cooperative research opportunity can be an effective strategy for professional development of DI and will help reinforcing the change from textbook-centred to student-centred learning. A novel design of research project is presented.

Conclusion: The cooperative research design is expected to have a great potential to address the cultural-related challenges in engaging teachers and students in DI, promoting a student-centred teaching approach, and reinforcing DI in higher education in Hong Kong.

Keywords: DI (differentiated instruction), ELP, ESP, higher education

1. INTRODUCTION

1.1 Differentiated Instruction

The approach of Differentiated Instruction (DI) values the individual differences in learners. A set of learning choices is offered to accommodate students' learning preferences and to address students' learning needs. Differentiating in content, process, and product allows a thorough understanding of the new learning materials, a successful integration of knowledge, and a degree of flexibility to demonstrate the learning outcome [1]. The teaching approach yielded great success in primary education [2][3][4], secondary education [5][6] but a controversial outcome in higher education [7][8].

1.2 Rationale for Differentiating

Classrooms are filled with diversity as the trend of life-long learning becomes popular. In the past, most degree programmes were highly competitive and higher education was limited to the best secondary school graduates. On the contrary, higher education has now become accessible for students with diverse educational backgrounds in recent decades. It is

becoming increasingly common for students from different age groups, socio-economical classes, and educational backgrounds to learn in the same classroom. On the other hand, it is also becoming increasingly difficult for education professionals to accommodate all students' learning needs and to ensure meeting the academic standard as required or stipulated by management. This paper, therefore, focuses on the challenges to teach English for Specific Purposes (ESP) in Asian higher education institutions.

Adopting the conventional teaching approach to engage and motivate students to learn in a classroom with mixed abilities can be a challenge [9][10], in which a pedagogical shift from teacher-centred to student-centred is necessary [1]. DI is now a well-developed approach that helps to facilitate learning by accommodating students' preferences [1][9][11][12]. This approach is supported by constructivist theories, cognition, and multiple intelligence research [13][14][15] to enhance learning motivation [16][17]; and its effectiveness in the areas of mathematics to second language acquisition [2][3][18][19] has been supported by numerous educational research studies.

1.3 The Challenge to Implement

1.3.1 The Conventional Approach

The conventional teaching approach is the mainstream mode of teaching in many education systems in Hong Kong, including higher education. The learning is textbook-based, the teaching is teacher-dominant, and the evaluation system is standardized. In this approach, the student's role in learning is passive, and the role of the teacher in teaching is fundamental and often stressful. The approach also assumes that all students' ability is comparable. As such, the conventional approach might not be the best for classrooms with mixed abilities.

1.3.2 Mixed ability Classrooms

The facilitation of learning is a great challenge for teachers of mixed-abilities classrooms. Teachers work under stress to meet the curriculum standards and to engage students in learning. Students with high abilities are likely to meet the curriculum standards, whereas students with low abilities are likely to be left behind. On the contrary, disadvantaged students are likely to achieve academic improvements when the content is at an appropriate level of difficulty, while students with high abilities are likely to become unmotivated. As Tomlinson [20] suggested, when students are different in ability, learning profile, readiness, and development, one size does not fit all in a classroom, calling therefore in such a setting some accommodation necessary to facilitate and bring about effective learning.

2. UNDERSTANDING THE CHALLENGES TO REINFORCE DIFFERENTIATED INSTRUCTION

In our recent attempt to reinforce DI in a higher education environment, the action research mode has been conducted. A few challenges and stressors were identified upon a qualitative analysis of a reflective interview with participating teachers and a one-on-one interview with participating students.

2.1 The Switch from Textbook-centred to Student-centred

The switch from textbook-centred to student-centred approaches produces unease for both educators and students. Poedjiastutie and Oliver [21] conclude that educators tend to adhere to a traditional teaching approach, because they are benefited from the approach. As

the literature reviewed suggests, the adoption of DI strategies can take time [22][23][24][25]. Increasing training opportunities and success experiences in DI will help to facilitate conceptual changes in educators and to develop some effective differentiation strategies [26].

Furthermore, individual differences are emphasized in student-centred approaches, such as DI, but not so much in the conventional approach. Increased exposure to DI learning and training will help teachers in developing their own differentiating strategies [27] and a heightened sensitivity to students' learning profiles. An understanding of the complex profile of students and a plan of action in differentiation can help reveal the teacher's teaching approach and the progress of professional development in differentiating instruction [28].

2.1.1 Conceptual Change

Such a conceptual change is also required in the student, to switch from passive learning to an active-learning role. In the student interview, more than half of respondents relayed their learning satisfaction to teachers' teaching style rather than their academic achievements or learning progress. It hints that students perceive themselves as passive learners and rely on detailed instructions, otherwise they would feel insecure to work on a differentiated task where step-by-step instruction is missing.

2.1.2 Value Alternation

Personal values shape the perception of reality and sometimes affect judgments. Even experienced professional educators are not immune from bias. In the interviews of our previous study, contradicting experiences are reported between the teachers and the students. From the teachers' perspective, students are unwilling to engage in in-class activities; students' participation is driven by reward in the tasks, such as assignments for grades, and tests [29]. Therefore, a great challenge is expected to facilitate small group activities in class. However, approximately 20% of interviewed students suggested that they would look forward to a variety of in-class activities. Sixty-six percent of students preferred in-class group activities in comparison to individual activities. The result suggests that more than half of participating students look forward to engaging in interactive activities in class. The long conventional education and training journey might have reinforced a heavy focus on academic evaluation, in assessing students' learning motivation and learning outcomes. On the students' end, some of them are trained to value the evaluation score, and the effectiveness of their study strategies, rather than their enjoyment of learning. By contrast, DI aims to create an enriched and enjoyable learning environment for students to master a skill within their learning preferences [20]. As such, it certainly takes time for both teachers and students to alter their perception of learning and to enjoy learning with DI.

2.1.3 Mismatching Learning Goals

The mismatching learning goal is found in institutions. Poedjiastutie and Oliver [21] reported that institutions focus on enhancing students' vocabulary and grammar skills, but students look forward to enhancing their speaking and listening skills. The mismatching learning goal can have a great impact on in-class engagement.

In our previous study, half of the interviewed students stated their goal was to apply English skills in daily life including understanding the broadcast of their YouTuber in English and communicating with people from a different ethnic background for cultural exchange. Half of the interviewed students stated that they utilize English skills beyond class time for English enhancement. The rest of the students being interviewed expressed that English skills were

essential to enhance their professional competence in the future. Moreover, nearly 70% of participating students rated their motivation in English learning as either “very motivated” or “somewhat motivated” on a 5-point Likert scale [29]. Altogether, both quantitative and qualitative data suggest that more than half of participating students set some goals to achieve in English learning, and they are thus motivated to learn.

Mismatching goals between students and teachers could be a cause for low classroom engagement. In our study [29], teachers reported that the engagement was low in some classrooms; students were reluctant to ask questions and to answer teachers’ questions. From the teachers’ perspective, they believed that some students were serious about their careers, and therefore, were motivated in English learning. Some students were unmotivated to learn as they lacked a goal for achievement and were uncertain of their future career goals. As such, the impact of mismatching learning goals urges some alteration of the curriculum and a switch to student-centred approach for better learning outcomes.

2.2 The Challenges in Professional Development

2.2.1 Limited Time

A tight schedule and a packed curriculum are some common challenges to most higher education teachers in professional development. Ula [30] concluded in a study that teachers from high education often perceived exhaustion to manage teaching and training at the same time, resulting in frequently missing training sessions. Moreover, teachers also perceive stress to help students meet the academic standard while adopting a new teaching approach. As a result, tension and struggle are unavoidable, which compel teachers to implement their time-honoured instruction, even though they are aware of the benefits of DI [31].

2.2.2 Limited Resources

Limited resources or support from the institution can hinder the adoption of a new teaching approach. Changes are difficult to be brought about by a single individual, and institutional support for it is essential. In terms of institutional collaboration with the teacher, Tiongson [33] suggested that a formal structure and streamlined policy can help to support collaboration within the faculty. The successful cooperation between administrative, teaching, research, and departmental operation staff, can be the key to reinforcing a change in the teaching approach.

3. A COLLABORATION TO REINFORCE DIFFERENTIATED INSTRUCTION

We propose a research opportunity in supporting teachers’ professional development. A good theory can explain the cause and effect of a problem or concern thoroughly, however, the application of a theory may not be effective to solve a problem. Hence, collaboration is advised in processing a revolutionary change.

3.1 The Design of Cooperative Research

To overcome the challenges in reinforcing DI, we are proposing a cooperative research project to work with teachers for DI implementation on two consecutive English for Specific Purpose courses (ESP). The implementation experience and impact of the first ESP course will be discussed and refined for the second ESP course. In this research project, participating Teachers can develop personalized DI strategies for the second and future ESP courses, as such, the project also serves as a great professional development of DI.

Furthermore, participating teachers can deepen their understanding of students' learning needs and interests in the two-consecutive ESP courses, and a conceptual change is likely to be achieved.

3.1.1 Duration of the Project

The time gap between the 2-consecutive courses allows sufficient time for teachers to integrate DI and the pedagogical approach they favoured and tailor-made the differentiation that fits. In the literature, teachers have different preferences in differentiating instructions for their classes. It would be best for teachers to explore and develop a differentiation strategy of their own. Successful differentiating experience helps to reinforce student-centred teaching approaches such as DI.

3.1.2 The Collaboration

Teachers are the ones who work closely with students in education, their observation and point-of-view are golden. The tiered tasks designed by teachers are likely to benefit students at their skill level. With the support of the research team, including the collection of students' opinions, and psychological assessments such as anxiety level and self-efficacy, teachers can avoid bias for professional competence development. The collaboration helps to strengthen a team and to reinforce change at multiple levels in the institution. The cooperation can help smooth the transition when each party is aware the needs of each department and the allocation of resources to reinforce the change.

4. CONCLUSION

All in all, teachers face a lot of challenges in the adoption of DI. Although the positive impact of DI is observed in literature and our previous study, the adoption of DI is hindered. Some difficulties and challenges are identified based on our action research study and are supported by the literature. The adjustment from textbook-focused and student-centred, from conventional to differentiation is urged to accommodate the educational challenge in higher education in Hong Kong and institutional support is required to facilitate the change. The design of collaborative research has a great potential to help relieve teachers' pressure in the adoption of DI, the research component also has a great potential to smooth the pedagogical change and to reinforce professional development in DI.

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