

Perception of Readiness of Novice English Teachers on Differentiated Instruction in CEFR-Aligned ESL Classroom

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Abstract

The study aimed at investigating the level of readiness of Malaysian novice English teachers in secondary schools in implementing differentiated instruction in ESL classrooms. A quantitative research design was used, employing an online survey as the method of data collection. Respondents were identified through purposive sampling technique with the criteria: teachers with 3 years and below of experiences, must teach English in secondary schools either in Seremban or Port Dickson districts. The sample size represents 64% of the target population of approximately 100 novice teachers. An online survey comprising 12 items was administered to 64 novice English teachers. The questionnaire items were designed around three constructs to assess the readiness of novice teachers in implementing differentiated instruction: content (what students learn), process (how students learn), and product (how students demonstrate their learning). A four point Likert scale was used in this study. The data was analyzed descriptively by obtaining the mean scores. From the findings obtained, novice English teachers were "Slightly Prepared" in differentiating instruction for all three components namely content, process and product. It is evident that novice English teachers require considerable assistance with content preparation, instructional strategies and assessment adaptation.

Keywords: Differentiated Instruction, Novice English Teachers, ESL Classroom, Content, Process, Product

Introduction

Differentiated Instruction (DI) has gained significant attention in contemporary education as a way to accommodate students' various learning needs in the classroom. DI implementation is particularly important in English as a Second Language (ESL) classrooms, because students have different levels of language competency, learning styles, and cognitive skills. The Common European Framework of Reference (CEFR)-aligned curriculum has established a new standard for English language education in Malaysia, requiring teachers to modify their teaching methods accordingly. However, novice teachers with three years or less of teaching experience often struggle to apply DI successfully due to limited professional exposure, insufficient training, and a lack of confidence in adjusting lessons to meet varied student

needs (Shak et al., 2021). Given Malaysia's commitment to enhancing English language competency using the CEFR framework, it is critical to evaluate how well-prepared novice English teachers are for adopting DI in secondary school classes. The necessity for this study stems from the difficulties novice teachers face while adapting content, process, and product, the three major components of DI to the CEFR-aligned curriculum (Tomlinson, 2017). According to research, many novice teachers struggle with differentiating instruction, frequently depending on textbook-driven methods that fail to address students' particular learning needs (Azman et al., 2021). Furthermore, a lack of professional development and continuing assistance reduces their capacity to successfully alter training (Abdul Razak et al., 2023).

This study is particularly significant because it bridges the gap between policy expectations and actual classroom practices by analysing novice English teachers' willingness to adopt DI in CEFR-aligned ESL classes. The findings of this study will be useful to educational policymakers, teacher training institutes, and school administrators since they give insight into the precise areas where novice teachers require assistance. Furthermore, the study will guide the establishment of tailored professional development programs aimed at improving novice teachers' pedagogical strategies, lesson adaption skills, and assessment literacy in the context of DI.

By identifying the level of preparedness of novice teachers, this research contributes to the broader discourse on inclusive and student-centered teaching approaches in Malaysian ESL classrooms. The study aims to ensure that teachers are better equipped to address learner diversity, ultimately leading to more effective English language instruction and improved student learning outcomes. This leads to this study aiming to investigate the perception of novice teachers' readiness in implementing Differentiated Instruction in CEFR-aligned ESL classrooms in secondary schools in Seremban and Port Dickson districts in Negeri Sembilan state.

Literature Review

CEFR-aligned Syllabus in Malaysia

The English language has huge influence in Malaysia in various fields such as commerce, technology, and academics because it serves as a worldwide lingua franca in which it promotes communication (Hashim, 2024). English proficiency is often considered as a mandatory skill for individuals to properly engage in the global economy and to channelize an interconnected world (Agustina et al., 2024). In Malaysia, English is not only used for global communication, but it is also an important part of the education system in the nation. English is an obligatory subject in Malaysian primary, secondary, and tertiary education (Sidek & Wahi, 2018). It still serves as the medium of teaching for certain subjects such as science and mathematics and is an essential component of the curriculum (Bakar et al., 2021). This reflects Malaysia's dedication to creating graduates with good English language skills. Malaysian students typically complete 12 years of schooling and 3 years of college or university before obtaining a work-related degree. However, this does not ensure proficient English language skills (Nishanti, 2018).

Malaysia's educational landscape reflects the importance of English as a second language, with an emphasis on improving language competency and communication skills

among students and teachers. MOE intends to train 8,000 English-option teachers in the year of 2024, with an additional 10,000 expected over the next five years. Malaysia's Education Minister Fadhlina Sidek mentioned in the Majlis Amanat Tahun Baru 2024 that only over half (52%) of the ministry's English teachers have achieved Level C1 on the Common European Framework of Reference for Languages (CEFR) (Rebecca et al, 2024). Initiatives such as the popular e-learning for professional development among teachers of ESL in Malaysia demonstrates the changing nature of English language learning and teaching techniques in Malaysia (Singh & Yunus, 2021; Omar & Hashim, 2021).

The Malaysian government's adoption of a CEFR-aligned syllabus demonstrates its commitment to improving the quality of education in the English language and guaranteeing compliance with global standards (Alih et al, 2020; Lee et al, 2022). Malaysia's goal in aligning the national curriculum with the CEFR is to provide its students with the language skills and competences required to flourish in an increasingly linked and multilingual world. The plus point of the CEFR-aligned syllabus is that it provides clear and standardized criteria for language instruction and evaluation, allowing teachers to create quantifiable learning objectives and better track students' progress (Zaki & Darmi, 2021; Bakar, 2020). This signals the improvement of alignment, transparency and uniformity of language teaching procedures, which can benefit students and teachers.

Content

The implementation of Common European Framework of Reference (CEFR) in Malaysia has had impacts on the content of educational resources, notably in the English as a Second Language (ESL) curriculum. The CEFR provides a standardized framework for language proficiency levels that allows teachers to connect their instructional materials with globally recognized criteria (Gurnam Kaur et al., 2018). Sidhu et al. (2018) stated that the new Standard curriculum for Primary Schools, better known as Kurikulum Standard Sekolah Rendah (KSSR) in Malaysia has been updated to adhere to the CEFR for languages. This emphasizes the importance of incorporating CEFR principles into the content curriculum.

Moreover, textbooks are used as the main source of reference students and teachers use in class. Bakir and Aziz (2022) stated that effective textbooks combine modern and traditional language teaching methods to meet the various needs of learners, including learner development, task-based approaches, cross-curricular concerns, grammatical frameworks, and adequate practice. Textbooks and reference materials must be inclusive of knowledge and content in terms of factors such as culture and language proficiency. However, according to (Syak et al, 2021) the imported CEFR-aligned textbooks are in imbalanced cultural content, high lexical density and lack of supplementary materials. This indicates that textbooks may not sufficiently meet students' specific needs which can lead to novice teachers utilizing them without regard for students' actual needs (Bakir & Aziz, 2022). These obstacles underscore the need for a more culturally inclusive and pedagogically efficient approach into creating material that is coherent with the CEFR framework. Syak et al. (2021) further suggested a systematic and transparent framework is needed for the selection of CEFR-aligned English language textbooks. It is undeniable that the contents of CEFR-aligned materials in Malaysia reflect an unwavering effort to enhance language education standards and align it with international frameworks. The integration of the CEFR framework into

curriculum content, assessment tools, and teaching materials is essential for promoting language proficiency and ensuring that Malaysian students meet global language standards.

Assessment

Assessment reflects the quality of the education a student achieves, hence it needs to be carefully designed to assess the students. The integration of the Common European Framework of Reference (CEFR) into Malaysia's educational system has resulted in few modifications to language assessments. This integration can accurately evaluate students' language competency levels which has motivated teachers to link assessment procedures with CEFR guidelines. According to Azman et al. (2021), this integration is necessary for ensuring reliability and consistency in measuring students' language abilities across settings and schools. Furthermore, Shak and Read (2021) found that CEFR guidelines improve the validity and authenticity of language assessment methods in speaking and oral assessments. This emphasis that complying with CEFR standardised frameworks can guide language assessment procedures and allow for meaningful comparisons of students' language competence levels.

The implementation of CEFR-aligned assessments has created obstacles in the development and implementation of assessment instruments that are consistent with the CEFR standards, as outlined in Azli and Akmar's (2019). Despite significant attempts to align assessments with the CEFR standards, teachers have faced challenges in developing assessments that accurately capture the language skill levels defined within the framework, as explained by Azli and Akmar (2019). This situation indicates that it is critical for the need of continuous professional development programmes and instructional support mechanisms that can improve teachers' assessment skills and promote proficiency in developing CEFR-aligned exams. These efforts are vital to improve teachers' potential to navigate the complexity of efficiently administering CEFR-aligned assessments. It also strengthens the integrity and usefulness of Malaysian language teaching techniques.

Furthermore, Ishak & Mohamad (2018) investigated the effects of applying CEFR standards on students' achievement in early literacy programmes such as Literacy and Numeracy Screening (LINUS). There is potential of CEFR-aligned assessments in enhancing students' language competence and literacy abilities in Malaysian schools (Ishak & Mohamad, 2018). Reevaluation of assessment processes and tools conducted after the implementation of CEFR-aligned assessments in Malaysia to guarantee the alignment with CEFR descriptors and competency levels. Comparative assessments with CEFR standards have been done to determine the efficiency and relevance of CEFR-aligned assessments in assessing students' language abilities and progress in contrast with standard assessment techniques (Baharum et al., 2021). These studies attempt to shed some light on the influence of CEFR-aligned assessments on students' language learning results and the overall quality of language education in Malaysia. Therefore, incorporating the CEFR framework into language assessment procedures in Malaysia initiates a conscious attempt to improve the language education quality and effectiveness across the nation.

Teachers' Readiness in Implementing Differentiated Instruction

Teachers' curriculum decision making and successful DI implementation relies on their level of readiness to implement. According to Langelaan et al. (2024), the effective programmes to

boost teachers' readiness are the programmes which include elements of active learning, collaboration, and DI principles, knowledge, and skills. Such programmes can enhance teachers to incorporate DI principles and strategies in their teaching practice (Estaiteyeh & Decoito, 2023). The level of teachers' preparation reflects on their teaching in the classroom, lesson planning, and organization (Bauml, 2011). The effective implementation of Differentiated Instruction (DI) in Malaysia is dependent on a variety of factors which impact teachers' ability to incorporate DI strategies into their instructional practices.

One of the most important factors that affects teacher readiness is teachers' knowledge and correct understanding of DI. Understanding the principles and basis of DI is a vital component which results in teachers' readiness to execute it. Kanapathy (2024) carried out a survey on novice teachers and found that novice teachers in Malaysia generally have a good impression on DI. However, they also encounter considerable challenges, such as overloaded classrooms and insufficient training and practical experience. This shows that, while teachers may be eager to implement DI, a lack of complete knowledge and training hinders the opportunity to implement it successfully. Similarly, Sepian et al. (2023) stated that Malaysian teachers struggle to teach writing skills because of their students' various learning needs. This proves a need in pedagogical methods that can ease the implementation of DI.

Furthermore, Razak (2023) emphasized the significance of Pedagogical Content Knowledge (PCK) in successfully administering classroom-based assessments, which is one of the essential parts of DI. Teachers with excellent PCK are more likely to be able to adjust their lessons to the diverse needs of their students. Since content, process and product are major aspects of an effective DI implementation, it will be an advantage if teachers have the proper knowledge on PCK with their practical applications in ESL classrooms particularly.

Differentiated Instruction Model

Differentiated instruction (DI) is a pedagogical theory which focuses on tackling students' diverse learning needs by tailoring instruction to their specific needs, interests, and learning styles. Carol Ann Tomlinson, a well-known educator and differentiation instruction expert mastered this strategy. Tomlinson's DI model mainly focuses on adapting teaching approaches to each student's varied needs, with the consideration of student needs, interests, and learning profiles (Tomlinson et al., 2003).

Tomlinson's remarkable contributions to DI highlight the important demand of recognizing and addressing student diversity in the classrooms. Tomlinson's model promotes a student-centered approach which promotes individual diversity and embraces inclusive education (Dixon et al., 2014). Teachers can create a supportive and lively learning environment that responds to students' different needs by incorporating DI aspects into their teaching strategies. This can result in improved learning outcomes and academic performance by students (Reis et al., 2011). Tomlinson's remarkable development provides an inspiration for teachers who are looking to improve diversity, participation, and excellence in education through diversified teaching practices.

One of the key aspects of Tomlinson's DI model is the tailoring of curriculum and instructional practices to accommodate differences in students' needs, interests, and learning profiles (Smets & Struyven, 2020). According to Kamarulzaman et al. (2021), Tomlinson's DI

model demonstrates how a teacher responds to students' diverse learning requirements. A differentiated lesson involves continuous assessment and adjustment, flexible grouping, and detailed tasks. Teachers can customize contents, processes, or products to students' needs, interests, or learning profiles. In short, Tomlinson's model focuses on providing a more personalized and effective learning environment which meets the various requirements of all students by differentiating the elements of teaching depending on individual student needs.

Methodology

The goal of this study was to investigate novice teachers' readiness to apply differentiated instruction in ESL (English as a Second Language) classes, therefore it utilized a survey research design. Quantitative approach was adopted, explicitly using the survey research design to study the novice teachers' readiness in the aspects of content, process and product. An online survey used as an instrument to gather data. The study focused on 64 novice teachers, which represents 64% of the target population of approximately 100 novice teachers. The sample selection was based on purposive sampling which comprises few criteria. The criteria include teachers who have teaching experiences of 3 years and below from 2 districts in Negeri Sembilan, which are Seremban and Port Dickson. The teacher must teach English in secondary schools. Because of their ease, the surveys were disseminated online.

The questionnaire items were adapted from the study conducted by Wan and Karadag (2017). The participants mentioned in the past study were Hong Kong's prospective teachers and were adopted to use for novice English teachers. The survey questions were aligned with the essential components of differentiated instruction which are content, process and product. The questionnaire started with demographic items which consist of school district, gender, higher education qualification, years of teaching English and forms currently teaching. After the demographic section, items consisted of three components: content (4 statements), process (4 statements), and product (4 statements) was followed. A total of 12 items (statements) comprising the three components were included in the online questionnaire. This questionnaire was validated before being distributed to participants. Two ESL studies specialists were chosen as a content expert based on their qualifications, position, and experience teaching English to validate the questionnaire. Prior to distributing the questionnaire to the respondents to the study, the survey instrument was pilot-tested to novice teachers who recently posted in January 2024 from all states in Malaysia except for those who got posted in Negeri Sembilan. Thereafter, the questionnaire data was analyzed through descriptive analysis. Frequency of use scale was used, and numerical values were assigned to each response. The first component of the questionnaire focused on content, the second on process, and the third on product, ensuring that all aspects of DI were assessed using the same standardised scale. Mean for novice teachers' readiness were calculated using SPSS.

Findings

The survey items aimed to describe the level of readiness of novice English teachers through the lens of content, process, and product in ESL classrooms in Seremban and Port Dickson, Negeri Sembilan. The research question is what is the level of readiness of novice English teachers from content, process and product aspects in ESL classrooms in Seremban and Port

Dickson, Negeri Sembilan. For this aim, mean score interpretation by Nolasco et al. (2015) was utilized:

Table 1

The Interpretation and Description of Mean Score

Weight	Scale	Description
4	4.00 – 4.99	Always Prepared
3	3.00 – 3.99	Somewhat Prepared
2	2.00 – 2.99	Slightly Prepared
1	1.00 – 1.99	Unprepared

Source: Nolasco et al. (2015)

Its total scores ranged from 1 to 4 and has the following scale: Always Prepared or four (4) described as novice English teachers were well prepared to implement DI in ESL classrooms in all 3 aspects knowingly content, process and product all the time; Somewhat Prepared or three (3) which means novice English teachers were well prepared to implement DI in ESL classrooms in all 3 aspects knowingly content, process and product most of the time; Slightly Prepared or two (2) which means novice English teachers have inadequate preparations to implement DI in ESL classrooms in all 3 aspects knowingly content, process and product; and Unprepared or one (1) respondents were not prepared to implement DI in ESL classrooms in all 3 aspects knowingly content, process and product.

As previously stated, the three components (content, process and product) were assessed to determine novice teachers' preparedness to use differentiated instruction. The findings are shown in the following table.

Table 2

The Results of Content Component

Item	Mean	Description
I structure the curriculum around major concepts and generalizations.	2.62	Slightly Prepared
I clearly articulate what I want students to know, understand and be able to do.	2.77	Slightly Prepared
I use variety of materials other than the standard text (i.e. graphic images, audio-visual representations, Internet).	2.59	Slightly Prepared
I use tiered activities (i.e. offering parallel tasks at varied levels of complexity, depth and abstractness with various degrees of scaffolding, support, or direction according to student readiness or learning style).	2.45	Slightly Prepared
Average	2.61	Slightly Prepared

The first component was content which had 4 statements. The mean of structuring the curriculum and major concepts indicates a level of "Slightly Prepared" with a mean of 2.62. The second statement on the content articulation to achieve the learning objectives has the mean score of 2.77 in which it reflects "Slightly Prepared". The mean of the third statement

regarding the usage of diverse materials is 2.59 which indicates "Slightly Prepared". The mean of statement 4 on the adoption of tiered activities shows "Slightly Prepared" with the mean of 2.45. Overall, the content component results show that novice English teachers are "Slightly Prepared" with the average mean of 2.61.

Table 3

The results of process component

Item	Mean	Description
I adapt the pace of instructions according to individual learner needs.	2.70	Slightly Prepared
I vary task by learner profile (i.e. by learning style, grouping, interest or readiness).	2.40	Slightly Prepared
I organise the classroom environment to facilitate a range of activities, including both group and individual work.	2.55	Slightly Prepared
I provide a variety of support strategies (organizers, study guides, study buddies).	2.53	Slightly Prepared
Average	2.56	Slightly Prepared

The second component was process and it had 4 statements. The mean of adapting instruction pace based on students' needs indicates a level of "Slightly Prepared" with a mean of 2.70. The second statement on the task variation by learner has the mean of 2.40 in which it reflects "Slightly Prepared". The mean of the third statement regarding the organization of classroom environment is 2.55 which indicates "Slightly Prepared". The mean of statement 4 on providing support strategies shows "Slightly Prepared" with the mean of 2.53. Overall, the process component results show that novice English teachers are "Slightly Prepared" with the average mean of 2.56.

Table 4

The Results of Product Component

Item	Mean	Description
I provide multiple modes of expression in the final product (i.e. by presentation, report, multimedia creations).	2.33	Slightly Prepared
I provide students with the choice to work alone, in pairs or small group.	2.42	Slightly Prepared
I ensure that the products (assessments/tasks) provided to the students are relevant to their interests.	2.41	Slightly Prepared
I provide variety of assessment tasks.	2.37	Slightly Prepared
Average	2.38	Slightly Prepared

The third and final component was product and it had 4 statements. The mean of providing multiple product expressions indicates a level of "Slightly Prepared" with a mean of 2.33. The

second statement on group work or individual flexibility has the mean of 2.42 in which it reflects "Slightly Prepared". The mean of the third statement regarding the assessments based on student interest is 2.41 which indicates "Slightly Prepared". The mean of statement 4 on providing a variety of assessments shows "Slightly Prepared" with the mean of 2.37. Overall, the product component results show that novice English teachers are "Slightly Prepared" with the average mean of 2.38.

Discussion

The findings of this study prove that novice English teachers in secondary schools in Seremban and Port Dickson express a moderate level of readiness in implementing Differentiated Instruction (DI) on its three major components: content, process, and product. The overall level of readiness falls within the "Slightly Prepared" category and a closer exploration of each component highlighting specific areas of strength and weakness is stated. Generally, these findings are consistent with prior research indicating that novice teachers often face challenges with differentiation due to limited experience, pedagogical knowledge, and lack of practical teaching (Nurkhamidah et al., 2024).

Differentiation in Content

Content differentiation is a key aspect of DI, ensuring that teaching materials and learning objectives align with students' varying levels of readiness, interests, and learning profiles. The findings reveal that novice teachers demonstrate partial readiness in structuring the curriculum around major concepts, selecting diverse teaching materials, articulating content based on student needs and implementing tiered activities. These findings align with prior studies Shak et al. (2021) indicating that while teachers recognize the importance of DI, their ability to implement it effectively is hindered by obstacles such as lack of culturally inclusive materials and high lexical density in CEFR-aligned textbooks. This limited adaptability in content differentiation can lead to a one-size-fits-all approach which can reduce engagement and comprehension among students with diverse language proficiency levels (Bakir & Aziz, 2022).

Moreover, studies have found that novice teachers often lack adequate training in integrating differentiated content into lesson planning (Nurkhamidah et al., 2024). Due to lack of professional development, teachers may struggle to modify teaching materials to better support students with varying levels of proficiency. This aligns with the suggestion by Tomlinson (2017) stating that, effective content differentiation demands teachers to be prepared with skills to adjust learning objectives, scaffold instruction, and use flexible grouping strategies. The findings emphasize the need for professional learning programmes with the aim of practical applications of content differentiation in the Malaysian CEFR-aligned curriculum.

Differentiation in Process

The process component of DI focuses on adapting instructional strategies to accommodate different learning needs which ensures students receive support customized to their abilities. The findings reveal that novice teachers demonstrate average level of readiness in adjusting instructional pace, varying task complexity, adjusting classroom environment and providing classroom support strategies. However, their ability to fully implement DI in this aspect remains limited. This aligns with previous research highlighting that novice teachers often

struggle to create flexible and student-centered learning environments due to time constraints, workload, and limited pedagogical knowledge (Sepian et al., 2023).

According to Gheyssens et al. (2022), Malaysian secondary school teachers face challenges in varying instruction effectively, especially in classrooms with varied ability students and different learning speeds. The difficulty teachers face in finding a balance between progressing through the curriculum and ensuring that struggling students receive sufficient reinforcement is due to lack of structured guidance and resources provided to novice teachers. Studies by Dack and Tomlinson (2024) suggested that differentiated process strategies, such as scaffolding, small-group instruction, and individualized support, are important in tackling the learning gaps. Even so, the findings prove that such strategies are not consistently applied by novice teachers which reflects the need for targeted training in process differentiation.

Additionally, a deep understanding of students' individual learning profiles is critical in the effective implementation differentiation in process, in which novice teachers may be lacking. As suggested by Elfers & Stritikus (2013), structured mentoring and classroom modeling needed to gain confidence of novice teachers in adjusting lesson delivery. Without such support, teachers may only be comfortable in conventional instructional methods which do not completely address the diverse learning needs of their students and are not aligned with the principles of the Ministry of Education focusing on student-centered learning.

Differentiation in Product

The product component of DI emphasizes on providing students with varied opportunities to demonstrate their understanding through diverse assessment options. The findings reveal that novice teachers are slightly prepared to implement different assessment methods, including giving choices to work in group or alone and assessment variety. The lack of readiness hinders their overall effectiveness in teaching. This aligns with prior studies that state it is essential to acquire Pedagogical Content Knowledge (PCK) in designing and administering differentiated assessments (Abdul Razak et al., 2023).

Research suggests that effective product differentiation requires teachers to align assessments with students' interests and provide various pathways to demonstrate knowledge, such as written assignments, oral presentations, and multimedia projects (Samsudi et al., 2024). Nonetheless, the findings specify that novice teachers have fully acquired the skill to implement these varied assessment methods effectively. The lack of resources and training in differentiated assessment practices intensifies this challenge and gives a hard time for teachers to tailor assessments to diverse learner profiles.

Moreover, assessment differentiation is crucial so that students are not evaluated unfairly by outdated evaluation methods. Tomlinson (2017) indicates that students are more engaged and motivated to demonstrate their understanding when they are given the autonomy to choose their preferred assessment format. The findings reveal that novice teachers recognize the need for varied assessments, however their capability to execute these strategies effectively remains questionable. This points to the urgency for professional development programmes which aim on assessment development and equip teachers with the knowledge and skills to design fair and inclusive evaluation methods.

Conclusion and Recommendation

This study investigated the readiness of novice English teachers in implementing Differentiated Instruction (DI) in ESL classrooms. The findings reveal that novice English teachers in secondary schools in Seremban and Port Dickson, Negeri Sembilan acquire an average level of readiness in applying DI in three major aspects: content, process, and product. Even though they show a partial level of readiness, they require considerable support in content differentiation, instructional strategies, and assessment adaptation. This lack of preparedness emphasizes the need for comprehensive training programmes that focus on practical applications of DI in real classroom settings. Novice teachers will be able to effectively cater to diverse student needs given they are provided with necessary skills and knowledge. This will eventually enhance the quality of learning ESL in secondary schools.

For future research, a more holistic approach to data collection is needed. Apart from survey data, multiple data sources, such as classroom observations and interviews would provide a deeper and more comprehensive understanding on how novice teachers implement DI practically. By addressing these aspects of the study, future research can contribute to the development of targeted strategies to enhance novice English teachers' readiness in DI.

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