

## Importance of Differentiated Instruction for EFL/ESL Learners and Essential Strategies for Higher Education Teachers

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### Abstract

This study gives details of teaching English higher education L2 learners with the help of differentiated instructions and indispensable methods for language teachers to apply during the teaching process..

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English language learners' significant increase require to find out sensible ways and integrate them effectively to language classrooms in order to meet many and various needs of students in higher education. Developing **differentiated instructions** definitely leads to successful learning English as a second language and support with accurate methods in apply during the lesson. This method was applied among many secondary language classrooms to identify its productivity like in one of art class was selected to conduct the research by Baecher. Certainly, acquiring second language is associated with L 1 (language ) literacy level of learners (Collier, 1989). The following two problems are mentioned which influence the L2 learners' progress: the first one is limitation on communicating between native speakers and ELLs; the second one is ELLs do not pay attention to academic language. According to Laura Baecher (2011) educators should involve learners' consideration to usage of structures in particular academic contexts besides that, learners should be provided with proper feedback which leads to improve both speaking and writing skills. Furthermore, language teachers should modify the materials according to learners' level and organize classroom activities with the help of Sheltered Instruction which should be provided with "comprehensible input" means adapting syntax, complexity, speed based on learners' level (Krashen, 1985). Also language teachers should include appropriate activities which serve to develop students' language skills. Considering of language specialists main responsibility demand to engage all students to lesson with the help of different productive techniques like Sheltered Instruction plays vital role at language teaching process of course. Actually scaffolding techniques are also important to encourage ELLs. This method serves activating learners' background knowledge as well as involve them to the lesson with the help of "I do-we do -you do" model which means that instructions should be provided to present tasks individually. In that case teacher should organize individual, pair and group work to engage learners actively. It is fact that learners accomplish any given tasks with help of scaffolding method. This research shows that cultural responsiveness of teacher is also essential mainly

because lessons should be designed based on students' cultural background. Without a doubt language teachers' cultural responsiveness are extremely important for students' successful learning. Cultural responsive require identifying each learner's individuality to select and utilize varied interesting appropriate materials according to learners' level which alleviate their comprehension. In English classes all materials should be modified and designed considering students' level, interests and needs. The proper modifications allow students to read texts, write assignments individually without assist. Focusing on improving reading fluency make English teachers to utilize Sustained Silent Reading (SSR) which means supporting "with leveled reading materials intensive (guided) and extensive (independent) reading" (Baecher, 2011) which guide students to choose right, relevant books based on their interest, culture and English proficiency level.

Certainly, language teachers are required to teach different learners like mixed (high and low) level students so language teachers need urgent approaches and methods to engage all pupils to conduct lesson efficiently. Furthermore, there are disabled students who have speech or hearing defects. Firstly, teachers are required to find out sensible way to develop their passion for studying. Based on differentiated instruction language teachers are able to use more visuals, gestures and colorful highlights for disability students. As a result of differentiated instruction teachers can achieve to involve both high, low level pupils and physically impaired learners to lessons successfully.

This research is also about differentiated instruction ("shaking up" Tomlinson, 2011) which means that each student has opportunity to take, digest information which is optional and they can learn and express them easily. To clarify, learners are ensured individually with special comprehensible input to acquire L2 productively. The first essential priority of this instruction is to keep away from stereotyping (unitary method) in order to meet learners' varied needs. In language classrooms teaching and learning process should be shifted from unitary to differentiated approach to acquire input materials effectively through wide range of options as a result they develop and produce without difficulties. According to Tomlinson (2001) differentiated instruction presents the following approaches: "content-input" what learners study, "process" how learners study given materials, "product-output" how learners express their proficiency. Firstly, differentiating content means adapting materials according to learners' interest, learning profile and readiness. The second approach is differentiating process which means that teacher prepares materials considering of students' readiness that their level, interests means associating input materials with learners' personal interest, learning profile leads to design the lesson according to students' style of learning. It is fact that differentiating products refer to assessing learners' comprehension. Actually, teacher mainly focuses on students' learning outcomes in differentiated classrooms.

This exploration, productive way make language teachers to prepare all input materials considering of students' profile, readiness and interests which really serve to develop their knowledge. Actually this research leads to create extraordinary lessons like using more technologies, adding much more images, organizing interesting, beneficial activities related to lessons. To be honest, it is sometimes hard to involve like disabled or low level students but with the help of differentiated instructions all students can be involved with enthusiasm to lessons. Students' good performance and assist them to achieve their goals are turned as an irreplaceable honor and essential responsibility for teachers of course.

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