



ENHANCING ENGLISH LANGUAGE PROFICIENCY THROUGH DIFFERENTIATED APPROACHES IN HIGH SCHOOL EDUCATION

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Abstract: Academic and professional success depend on the ability to communicate effectively in English, but traditional high school education frequently falls short of meeting the needs of a diverse student body. One promising approach is differentiated learning, which adjusts the process, content, and evaluation to the readiness, interests, and learning preferences of the students. This study investigates the application of differentiated learning in English classrooms using a qualitative methodology. The results show both advantages and disadvantages, including longer preparation times and limited resources. Diverse assessments, adaptable lesson planning, and sufficient teacher preparation are necessary for effective differentiation. Resolving these issues can improve English language learners' academic performance and level of engagement.

Keywords: differentiated Learning, student-centered approach, learning styles, assessment strategies.

INTRODUCTION

The ability to communicate effectively in English is increasingly important for academic and professional success. However, a one-size-fits-all approach in high school education often fails to address diverse student needs. Differential approaches, tailored to individual learning styles, interests, and levels of proficiency, have the potential to improve outcomes significantly [1]. Differentiated learning, according to Marlina [2], is the process of matching learning needs, including student learning profiles, interest in learning, and readiness for learning, in order to successfully



execute an autonomous curriculum. To better meet the needs of each unique student, the practice of differentiating instruction may entail making adjustments to the content (what students learn), the process (how they learn), and the product (how they demonstrate their learning) [3].

Differentiated learning is envisioned as a learner-centered approach that addresses the needs, interests, and readiness of gifted students. This construct builds upon the ideas of differentiated education and goes beyond them [4]. Additionally, this pedagogy can be modified to support students in developing their skills in line with their innate potential. In order to achieve learning objectives, differentiated learning can meet the various needs of students while taking into consideration their interests, learning profiles, and level of academic preparation [5]. Differentiated learning in English is becoming increasingly important in order to create an atmosphere that supports each student's overall development.

In English language instruction, differentiated learning refers to a teaching strategy that modifies instructional strategies, resources, and evaluations to accommodate each student's unique learning requirements. This method is predicated on the knowledge that every student has unique needs, interests, learning styles, and rates of comprehension [6]. Teachers can establish an environment that is welcoming, encouraging, and pertinent for every student by putting differentiated learning strategies into practice. According to students' readiness, the current differentiation includes changing the learning environment, process, product, and content [7]. According to Dalila, differentiated learning is a successful educational strategy that recognizes each student's unique characteristics in order to maximize their potential based on their readiness, interests, and learning profiles [8].

METHODOLOGY

The data is a descriptive qualitative approach to explore how differentiated learning is implemented in English classes. Data is collected through in-depth interviews with teachers and students, classroom observations, and secondary sources



like school reports. The research focuses on two English teachers actively practicing differentiated learning and their students during the 2023–2024 academic year [9].

RESULTS

According to the results of teacher interviews, developing effective diversified learning requires more time because different learning strategies and media must be made to accommodate students' different learning preferences (visual, auditory, and kinesthetic). Teachers must produce instructional videos, audio recordings, and roleplay scenarios related to the same subject matter as part of an English lesson. Additionally, teachers have to design tests and assignments that are specific to each student's learning preferences, which adds a substantial amount of preparation time. As a result, time constraints may cause the quality of lesson preparation to suffer. When carrying out lesson plans, teachers could feel rushed and under pressure, which could further reduce the efficacy of differentiated instruction. The results are consistent with those of Osae & Papadopoulo (2024), who stated that inadequate training and time constraints were two of the main challenges encountered when implementing differentiated learning [10].

Implementing a thorough and varied methodology for assessment and evaluation is essential. A range of techniques, such as written tests, project-based evaluations, oral discussions, and hands-on activities, should be used in assessment. This will provide a more complete picture of the skills and understanding of students with different learning styles. In order to support students' growth, constructive criticism should also be clear and targeted, addressing both their areas of strength and growth in line with their learning preferences. It is advised that formative assessments, such as quick evaluations and comments from class discussions, be used regularly to improve students' comprehension and offer insightful feedback before the final exam.

While visual students can be assessed by creating posters, infographics, or other images, kinesthetic students can be assessed through practical activity-based assessments like role-playing and simulations, and auditory students can be assessed effectively through oral presentations and discussions. Additionally, through



performance-based evaluations like projects and case studies, students can apply their skills in both real and simulated settings. English teachers can use a flexible and multifaceted assessment approach to include a range of learning styles in a single evaluation. First, by developing a range of assessments with multiple components, such as written tests, oral presentations, and practical projects, students can choose the format that best suits their learning preferences.

Careful preparation is also necessary for learning. Lesson plans must be adaptable and sensitive to the needs of the students. This entails creating resources in multiple formats and making sure that the activities are designed to suit different learning preferences. To support a variety of learning activities, it's also critical to have enough resources, including books, teaching aids, and digital materials.

DISCUSSION

A. Rahmawati's (2018) study, which looked at how a differentiated approach was implemented in a number of Jakartan high schools, discovered that assigning students to groups according to their academic ability greatly improved academic achievement. where it has been demonstrated that ability-based differentiation improves student learning outcomes [11]. According to the findings of her study, students at different levels—High, Middle, and Low—need to receive different instruction using various teaching strategies to accommodate their various learning preferences (audio, visual, and kinesthetic). Since the main focus of the differentiation argument is the students, it is imperative to support differentiation since it leads to better academic achievement. To accommodate differences, learning experiences must be planned, preassessed, and designed to ensure that every student is learning continuously (Inman & Roberts, 2022).

There are also distinctions and parallels between the difficulties teachers encounter when putting differentiated learning into practice and earlier research by de Jage [12]. The results showed a number of limitations, such as inadequate training for teachers, large class sizes, high workloads, disruptive students, a lack of resources, low parental involvement, difficulties teaching second languages, insufficient support



services, and socioeconomic barriers.

Teachers struggle to meet the various needs of every student, which makes high achievers feel bored and less successful students feel ignored [13]. Teachers usually struggle to implement differentiated instruction, which includes modifying their pedagogical approaches and creating appropriate resources [14]. Based on teacher comprehension, classroom observations, and the availability of instructional materials, the study's findings showed that differentiation based on content, process, and product has been implemented successfully. Students were not the only subjects evaluated; the learning process and the lesson plans used were also examined.

Teachers faced several challenges, such as the time and effort needed to plan and organize the learning process and the lack of support from other educators [15]. Lack of media or tools and inadequate comprehension of differentiated learning are the first challenges [16]. Additionally, it aligned with the researcher's findings.

The findings' recommendations indicate that additionally, learning preparation needs to be done with care. Lesson plans must be adaptable and sensitive to the needs of the students. This entails creating resources in multiple formats and making sure that the activities that are planned can suit different learning preferences. To support a variety of learning activities, it's also critical to have enough resources, including books, teaching aids, and digital materials.

CONCLUSION

One important strategy for teaching English is differentiated learning, which takes into account the various needs, learning preferences, and readiness levels of the students. Teachers can establish an inclusive learning environment that promotes student engagement and academic success by making adjustments to the curriculum, procedures, and evaluations. However, there are obstacles to overcome when putting differentiated instruction into practice, such as limited time and resources and the requirement for intensive lesson planning. Teachers must have sufficient training, adaptable lesson plans, and a variety of assessment techniques in order to overcome



these challenges. By tackling these issues, differentiated instruction can become more effective and help students reach their maximum potential in learning English.

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