

PRACTICAL IMPLICATIONS OF THE USE OF DIFFERENTIATED AND INDIVIDUALIZED INSTRUCTION IN THE EFL CLASSROOM

Islom Ural Ugliminnikulov

Faculty, Department of English Language Teaching Methodology, USWLU, Tashkent, Uzbekistan

Received: 03 Jun 2018

Accepted: 08 Jun 2018

Published: 25 Jun 2018

ABSTRACT

The article is dedicated to the study of differentiated and individualized instruction. Firstly, it deals with the theoretical assumptions of the study and then suggests practical implications of the article, as a practical part, it proposes the sample of the differentiated and individualized lesson designed on the basis of the differentiation and individualization principles. It suggests differentiating and individualizing English lessons according to learner needs such as readiness level, multiple intelligence and learning styles.

KEYWORDS: *Differentiation, Individualization, Learner Needs, Learning Styles, Multiple Intelligence, Readiness Level, Differentiated Instruction, Tiered Activities*

INTRODUCTION

The investigation of relationships between individual differences of learners and language acquisition development is of great importance in modern language teaching methodology. To be more precise, learners in one classroom can be different and individual in terms of language acquisition success due to the factors such as age, gender, language learning aptitude, learning style, multiple intelligence and etc. In its own turn, this puts the problem of differentiation and individualization into the focus of the educational purpose of foreign language teaching (henceforth, FLT). This makes it clear that learners should be differentiated and individualized to meet the needs of all learners in language classrooms. This process is achieved by using the principles of differentiation and individualization, firstly, it is essential to distinguish the terms “differentiation” and “individualization”.

THEORETICAL BACKGROUND

There are different approaches to the definition of the terms “differentiation and individualization”. However, a more standardized and widely spread definition of the term is proposed by Carol Ann Tomlinson (2005), a leading expert in this field, she defines differentiated instruction as a philosophy of teaching that is based on the premise that students learn best when their teachers accommodate the differences in their readiness levels, interests and learning profiles. The author states that differentiation is not just an instructional strategy, nor is it a recipe for teaching, rather it is an innovative way of thinking about teaching and learning.

It should be particularly noted that Carol Ann Tomlinson, as a prominent expert in this field, has significantly investigated the issue of differentiation in the sphere of education. As she notes in her works (2000, 2001, 2003) the major advantage of individualized instruction is that each student learns according to his/her needs, interests, learning style,

proficiency level and at his/her own pace. She suggests that teachers should differentiate instruction to meet students' learning preferences, abilities, styles, and interests. These factors are specifically treated as the main principles of differentiation and individualization in her works. We also claim that some learner characteristics, including learning styles and pace, multiple intelligences, personal qualities such as personality, temperament and motivation, personal interests, potential disabilities, health, family circumstances, and language preferences should be taken into consideration as a basis of differentiation and individualization.

It is widely acknowledged that the core of differentiation is a broad framework that offers multiple approaches to meeting learners' needs. This simply means that teachers should apply differentiated and individualized instruction to address this diversity in the classroom. In this connection, it would be reasonable to mention the framework of differentiated instruction proposed by Carol Ann Tomlinson.

Let's discuss the principles, elements, and characteristics of differentiated instruction suggested by Carol Ann Tomlinson (1999, p 15). The following chart represents Tomlinson's model of differentiation of instruction.

Differentiated Instruction is a teacher's response to learner's needs guided by general principles of differentiation such as *Respectful tasks, Flexible groups, Ongoing assessment, and adjustment*. Teachers can differentiate *Content, Process, and Product* according to student's *Readiness level, Interest and Learning Style* through a range of instructional and management strategies as described in the following table:

Table 1

multiple intelligences	tiered lessons	questioning strategies
jigsaws	tiered centers	interest centers
taped material	tiered products	interest groups
anchor activities	learning contracts	varied homework
graphic organizers	small-group instruction	compacting
varied texts, materials	grouping activities	varied journal prompts
literature circles	orbital studies	complex instruction
	independent study	

It is plausible to note that many researchers who work on the problem of differentiation and individualization rely basically on Tomlinson's framework of differentiated instruction and they consider this model as a set of the main principles of differentiation and individualization, therefore, it is believed that this model can be a good example of representing the main elements, characteristics, and principles of differentiation and individualization.

PRACTICAL IMPLICATIONS

This part of the study deals with the practical implications of the research and represents the samples of lessons designed on the basis of the principles of differentiated and individualized instruction.

Sample: A differentiated and Individualized Lesson Plan for Class 8-“A”

Table 2

Unit-10: All the world's a stage	
Lesson-1: Who's who in the theatre	
Lesson type: English	School:
Target group: Grade -8 "A"	Date:
Duration of the lesson: 40 minutes	Teacher:
Techniques/ Activities	Tiered activities, choice board activities
Differentiated items	Content, process and product (according to learners' readiness, learning profile and interest)
Materials/ resources	Textbook (Fly High 8), worksheets, handouts, visual aids

Choice Board Activities (Readiness Level)

Table 3

Above	At	Below
<p>1. Work in groups. Continue the sentence to express your idea. If we staged a play in our school, I could be a/an_____ because I am good at _____</p>	<p>1. Work in groups. Make up sentences for the "noun" form of the verbs play, act, stage.</p>	<p>1. Work in groups. Rearrange words to make them meaningful. 1. ylpa- 2. tca- 3. tgase- 4. ctaro- 5. rtasit- 6. scnerye- 7. sumic- 8. sastcer- 9. thetrae- 10. rochseatr-</p>
<p>2. Add your own words, word combinations or phrases related to theatre.</p>	<p>2. Match the following words: 1. playwright 2. scene-painter 3. actor 4. wardrobe mistress a) plays roles b) writes plays c) makes scenery d) looks after costumes</p>	<p>2. Match the words with their meaning. 1. play (v) 2. act (v) 3. stage (v) 4. play (n) 5. act (n) 6. stage (n) a) rolo'ynameq b) sahnadarolo'ynameq c) sahna d) sahnalashtirmoq e) sahnako'rinish f) spektakl, drama, asar</p>
<p>3. Stage a play using new words of the lesson.</p>	<p>3. Pronounce the words correctly. Stage director Sound technician Actress Lighting Musician Wardrobe mistress</p>	<p>3. Pronounce the words correctly. Play Act Stage Actor Actress Artist</p>

Choice Board Activities (Multiple Intelligence Differentiation)

Table 4

1. Verbal-Linguistic Task a) Tell a story, joke or poem related to the topic. b) Write a composition or report on Uzbek National Theatres.	4. Interpersonal Task Work in a small group or pair. Interview a partner asking the question “ <i>Who could be if you worked in the theatre? And why or why not</i> ”	6. Logical-Mathematical Task <i>Pick out the odd ones out of the following words:</i> Actor, stage, actress, act, play, football, sound technician, farmer, flower, tree, playwright, make-up, audience, stage director, musician.
2. Spatial-Visual Task (graphic organizers such as mind map, cluster, diagram, chart) Create a cluster of theatre staff or members.	Student choice	7. Musical Task Recite the following poem (<i>All the World’s a Stage by W. Shakespeare</i>) and ask your classmates to underline topic -related words, word combinations and phrases as many as possible.
3. Bodily-Kinesthetic Task (Field trips) a) Come to the blackboard and mime a favorite actor or actress. If pupils can’t find out, describe him/her in English. b) Visit a theatre and interview a director asking general questions about the theatre and its staff.	5. Intrapersonal Task Report on a favorite theatre actor (actress, play, and playwright). You can report both orally or in a written form.	8. Naturalist Task Group the followings into categories of theatre and garden: Flower, actor, actress, tree, grass, play, stage, act, costume designer, make-up, stage director, stage directions, gardener, cherry tree, apple tree, flower-beds, producer.

Choice board Activities (Learning Styles Differentiation)

Table 5

Cognitive Style Tasks	Sensory Style Tasks	Personality Style Tasks
Field-dependent: Change the following statements into reported speech: Higgins: (to Eliza) Say a cup of tea. Higgins: (to Pickering) Give her a chocolate Higgins: (to Eliza) Think about it. Higgins: (to Pickering) Listen to this.	Visual: Look at the picture (given in the textbook) and match the letters with the plays by W.Shakespeare. a) King Lear b) Romeo and Juliet c) The Comedy of Errors	Tolerance of ambiguity: Say whether the following statements are true or false: W.Shakespeare is an actor. He is a playwright. He is a designer. He wrote “Pygmalion”
Field-independent: Explain the rules of Reported speech (positive, interrogative and imperative statements)	Auditory: Listen to a partner explaining the rule of reported speech and repeat it to the class	
Analytic: Write three imperative statements and change them into reported speech.	Tactile: Draw a picture of a character from any play and describe it to the class so that they can find who he/she is	
Global: Work in groups or pairs. Discuss the types of statements and ways of changing them into reported speech. Focus on the conjunctions as well.	Kinesthetic: Come to the blackboard and mime (walk, talk, laugh or cry) like a character from famous plays so that pupils will find who he/she is	
Reflective: Reflect on the differences and similarities of changing statements into reported speech.		
Impulsive: Work in pairs. One of you says an imperative statement and the other will change it into reported speech spontaneously.		

It is clear from these samples of the differentiated and individualized lesson plans that the lesson is designed for eighth grade pupils of the secondary school and a one-hour lesson is differentiated and individualized according to learner needs such as readiness level and multiple intelligences, and learning styles of learners. The topic of the lesson is “who is who in the theatre”.

CONCLUSIONS

As a result of the study, the following conclusions and general recommendations can be drawn:

- The EFL teachers can differentiate or individualize the process, product and content according to learner needs such as readiness level and multiple intelligence;
- The learner needs such as learning styles, multiple intelligence, level; age can be addressed through the use of differentiated and individualized instruction.
- The use of differentiation and individualization principles and strategies such as choice board activities, tiered activities (readiness level and multiple intelligence and learning styles consideration) can reinforce learner motivation and interest.

REFERENCES

1. Carol Ann Tomlinson. *The differentiated classroom: responding to the needs of all learners*.-Alexandria, Association for Supervision and Curriculum Development Publications, 1999.-132 p.
2. Glen Heathers. *A working definition of individualized instruction*.-Philadelphia, Association for Supervision and Curriculum Development Publications, 1977.
3. Nelson, D. E. E. P. I. K. A., J. U. L. I. A. Devardhi, and M. U. L. U. Berhanu. "Gender perspective and language learning strategy in the EFL classroom." *IMPACT: International Journal of Research in Humanities, Arts and Literature* 2.8 (2014): 63-74.
4. Langa. M.A and J.L. Yost. *Curriculum Mapping for Differentiated Instruction*.-New York, Cambridge University Press.-2007.

