

PERCEPTIONS AND ADOPTION OF DIFFERENTIATED INSTRUCTION BY HIGH EDUCATION TEACHERS

<https://doi.org/10.5281/zenodo.10730822>

Rakhmonova Dilnavoz Shavqiddinovna

Renessans Education University in Uzbekistan, ESL teacher

Background of the differentiated instruction

The awareness of the ever-changing societal-driven structure in general education serves as the foundation for this study of change and the perspectives of instructors who employ differentiated teaching in their classroom. The solitary stand-alone school house was previously the location for teachers who were faced with the onerous challenge of training a diverse range of children of varying ages and skills. What are today regarded important elements in differentiating kids, such as cognitive capacities, age levels, and cultural background, were unimportant at the time. The most common degree required for potential teachers to help children learn to retain and recite knowledge was general education (Bantis, 2008). Anderson and Tomlinson said that using different ways to teach is not something new. When schools only had one room since a long time ago. It was used in teaching as mentioned in Fandino (2008). Teaching has been difficult because there are many students of different abilities and levels in the classroom. Teachers understand that every student learns differently, and not every activity is helpful for everyone. Ismajli and Morina (2018) said that not everyone learns in the same way or at the same pace, and they may have different interests and behaviors (quoted in Abbey Zens, 2021, p12). This theory says that everyone learns in their own time and using different methods. Different types of learning and thinking are very important for making lessons, activities, and teaching methods that work for everyone. If teachers create lessons and activities that match the way their students learn best, it can make them more interested and motivated to learn.

Lessons based on the teacher were delivered to students from various backgrounds. This heterogeneous group of kids included English language learners (Bantis, 2008), gifted children, and students with disabilities who had communication issues. Teachers were confronted with a new classroom paradigm as a result of the No Child Left Behind Act (2001) and the Individuals with Disabilities Education Improvement Act (2001). Students were no longer mainstreamed, but were instead included in classes to receive an equal education

(Thousand, Villa, and Nevin, 2007). Teachers were required to focus on the needs of English Language learners and children with impairments. Students were also expected to master their basic skills by the end of third grade. Teachers' salary was determined by performance and high-stakes testing. During this period of educational transformation, several school districts implemented differentiated instruction to address children' reading and math needs and assist schools in meeting Adequate Yearly Progress.

The Common Core Standards (2009) required students to meet benchmarks based on standards, with an emphasis on improving their academic skills. This mandate called for higher standards, enhanced professional development, and a focus on achievement, urging pupils to be held accountable. Changes in federal education laws resulting from the Every Student Succeeds Act (2010) only heightened the demand for differentiated instruction. According to empirical research, differentiated education is embedded in the curriculum, textbooks, computer-based games, and evaluation tools.

Definition of differentiated instruction

Tomlinson (1999) articulated that differentiated instruction is to put students' individual learning styles and levels first *before* making a lesson plan. The meaning of the differentiating instruction is teaching the same material to all students by using a variety of instructional strategies, or delivering lessons at varying levels of difficulty based on each student's ability. "Tomlinson encouraged differentiation in three areas:

1. Content (what is learned)
2. Process (how the content is mastered by the student)
3. Product (how the learning is observed and evaluated)" (cited in Bender.indp)

Identifying learning style and multiple intelligence type of learners helps language teachers to explore strengths and weaknesses of students. Knowing learners' learning styles and multiple intelligences is also very essential for teachers because goals of learners are carefully identified and student-centered activities are designed in order to the different intelligences.

Gardner proposed the Theory of Multiple Intelligences in the early 1980s as an alternative to conventional classroom layouts that recognized the necessity for the variety of learning and understanding styles. According to Gardner (1983), learners possess a variety of intelligences rather than just one. He believes that while everyone possesses various intelligences, some are more prominent in some persons than others. Several factors should be taken into account while determining

IQ potential. Eight criteria were established by Gardner (1983) to characterize intelligence:

1. The possibility of isolation due to brain deterioration
2. The existence of fools, savants, prodigies, and other extraordinary people
3. A recognizable core procedure or group of procedures
4. A recognizable developmental trajectory,
5. A history of evolution and evolutionary plausibility,
6. Assistance from psychological experiments,
7. Evidence from psychometric results
8. Sensitivity to symbol system encoding.

Howard Gardner emphasizes that multiple intelligences are the numerous ways that different people are able to learn new information best. Linguistic, logical-mathematical, visual-spatial, kinesthetic, musical, naturalist, interpersonal, and intrapersonal are considered as multiple intelligences. He states that if these intelligences are applied for designing activities and assignments by teachers, the higher students will be engaged and the more learners will begin learning and understanding content and skills. Multiple intelligences types of learners need to be considered by language teachers and the teachers should plan, design activities from which all types of learners can benefit. Once teachers understand that there are different types of intelligence in the classroom, they can teach effectively by engaging all students, not just literate ones according to Şener and Çokçalışkan (2018). Learning styles are considered as a way to differentiate instruction. Sener and Cokcaliskan (2018) cited that there are six main learning styles: visual, auditory, kinesthetic, tactile, individual, and group. According to their learning style, learners can learn easily by improving their strengths and building on their weaknesses.

Context

Teachers have felt the full impact of the Common Core Standards (2010) more than any other group. According to the About Education Website (2016), teachers who have felt the pressures of these standards have been pushed to adapt the way they teach in order for their pupils to succeed on The Common Core Standards Assessments. These stringent standards, as well as the examinations that go with them, have posed significant challenges to teachers (About Education Website 2016). Teachers were forced to develop learning activities that stimulated higher level thinking and writing abilities in order for pupils to be appropriately prepared for Common Core Standards.

Since the implementation of the Common Core Standards, more teachers whose pupils failed to perform properly on the tests have faced increased pressure.

As a result, their jobs may be jeopardized in some situations (About Education Website (2016). The intense pressure and inquiry that educators confront will cause enough stress that many good teachers will leave the industry (Association of Supervision and Curriculum, 2016). Veteran educators may choose to retire rather than adjust to these changes (Tomlinson, 2004).

According to Hobgood (2010), instruction is effective when it goes beyond sound, content information, great classroom Science management, and a firm foundation of pedagogical content knowledge. Teachers must be analytical and linguistically sound.

Teachers' Perceptions about Differentiating Instruction

The teacher is solely responsible for making decisions on the implementation of differentiated instruction (Tomlinson, 2004). Teachers' beliefs regarding differentiated instruction have a significant impact on how and when they apply it (Norris, 2013). Several studies have found a link between teachers' utilization of an initiative and their evaluation of its success. An example can be found in the concept of differentiated education as "informed ways in which teachers address the needs of students" (Tomlinson and Allen, 2000). Teachers are thus one of the most important resources for research on the application of differentiated instruction to a diverse range of student backgrounds and cultures (Lauria, 2010).

The majority of similar research in the literature tries to show teachers' diverse perspectives on application and theory. The beliefs that teachers hold about how they educate are critical to student learning (Logan, 2010). Teachers' learning preferences and their pupils' learning preferences frequently differ. Early in their careers, many teachers are inclined to differentiate in the classroom. Others find discriminating difficult and time-consuming (Tomlinson, 2004). Teachers' descriptions of their experiences become more varied when they use differentiated instruction more frequently. Their reservations about employing differentiated instruction differ according to the stage of their experiences. Teachers' perspectives are formed as they go through the process of conducting teaching (Adams and Martray, 1981).

Fullan (2007) proposed four elements that influence how much teachers adjust their behaviors, concepts, instructional materials, and learning outcomes to promote change.

1. Need- The idea must remain that differentiation is meeting actual needs and that teachers are working hard to make it happen (Fullan, 2007).

2. Clarity- It is critical that teachers understand what they are expected to do differently in order to tackle difficulties (Paladina, 2015).

3. Complexity- In relation to clarity, complexity addresses the degree of difficulty required to effect change (Fullan, 2007, p. 90).

4. Quality and Punctuality- Teachers must accept the change as having actual, measurable benefits and utility for them and their pupils (Fullan (2007).

Some of the challenges that instructors have while implementing differentiated education are: (1) classroom size; (2) planning time; (3) limited resources and assessment complexity; (4) limited or no professional development; and (5) no continuous evaluation; (6) a lack of assistance from school administration; and (7) a lack of training from a training program. (8) difficulty adapting to curriculum (9) students with recurrent failures Logan (2014) describes learning challenges.

Empirical research suggest that teachers who use effective tactics are seen positively. One study found that teachers were enthusiastic about applying differentiated teaching. These include: (1) being student-centered; (2) improving kids with learning disabilities; (3) greater accomplishment; (4) time savings when 30 is effectively implemented; (5) ongoing assessment and feedback; and (6) assisting parents in supporting education.

Self-Efficacy Stage

Adams and Martray (1981) discovered that teachers in the self-efficacy stage were concerned with survival, doing well in front of the supervisor, and receiving favorable ratings, among other things (Adams & Martray, 1981). These "I" concerns were about getting through the day. When instructors lack administration assistance to undertake an initiative that blends their previous performances with current procedures, creativity fails. According to Glickman (2010), inexperienced teachers require different supervision than veteran teachers.

Many teachers did not feel adequately prepared to teach students with learning disabilities, and some did not feel they had administrative support; as a result, they frequently felt that the knowledge and skills they had gained did not measure up to the challenges they faced working with these types of students. The beliefs and attitudes of teachers can have a direct impact on the success of children with learning difficulties in a differentiated classroom (Norris, 2013). Teachers also thought they lacked role models to guide their own experiences with differentiated instruction. Furthermore, the classes in which they were studying were not differentiated, therefore they perceived a lack of appropriate experiences in differentiated learning (Roberts, 2009).

Differentiating Instruction and Zone of Proximal Development

According to Vygotsky (1978), a Russian psychologist, the zone of proximal development occurs when the actual developmental level and the level of potential development intersect. Vygotsky's (1978) work concentrated on learning elements and cognitive development in children, and proposes that because children have a repertoire of talents, teachers should assist their learning with tough but non-stressful projects.

The Zone of Proximal Development (Vygotsky, 1978) is often used as an entry point for instructors' instruction delivery. According to the author, successful learning occurs when students participate in the learning process and truly understand the information. The teacher's function becomes more intentional, and she serves as a link between meaningful activities and substantive experiences (Blanton, 1998).

Engaging and motivating help student to achieve success as a key factor in learning. Malacapay (2019) noted that in order to support student motivation, instruction must be differentiated to benefit for each student and their learning styles. When teaching methods adapt to their learning styles, students will be motivated and they perform better. Learners can be free to use different formats by adjusting differentiated teaching. Differentiated instruction is available for all students and there are many ways to help students learn and achieve in school. When students know and understand how they learn, they are more motivated to learn according to Allcock and Hulme (2010). Norman (2009) articulated that updating and adapting teaching methods and evaluating their effectiveness are critical to improving student performance and motivating students to align with desired learning styles. Using manipulative, visual aids, charts, tapes and explicating expectations are considered as suggesting teaching method and instructions according to Lawrence-Brown (2014). Jacques and Salmon (2006) articulated that differentiated instruction is so essential because learners absorb and process information in their own learning style such as Seeing, hearing, thinking, acting, analyzing thoughts, imagining (cited in Malacapay, 2019). According to Njagi (2014), Siam and AlNatour (2016), Stewart (2016) Theisen (2002), the majority of teachers continue to use traditional instruction and refrain from advocating differentiated instruction in their circumstances, which is supported by research, even though differentiated instruction appears to be a promising answer for addressing student differences and so increasing accomplishment, but they found that teachers perceive differentiated instruction is particularly time-consuming (cited in Yavuz,2020)

REFERENCES:

About Education Website: What are the common core state standards. Retrieved (November 30, 2016) from <http://teaching.about.com/od/assess/a/Common-CoreStandards.html>

Adams, R. D., and Martray, C. (1981). *Teacher Development: A study of factors related to teacher concerns from Pre, beginning and experienced teachers*. Retrieved (November 30, 2016) from eric.ed.gov/?id=ED200591

Allcock, S. J., Hulme, J.A. (2010). *Learning styles in the classroom: Educational benefit or planning exercise?* Psychology Teaching Review.

Alsahhi, N. et.all. (2021). *Impact of using the differentiated instruction (DI) strategy on student achievement in an intermediate stage science course*. International Journal of Emerging Technologies in Learning (Online), 16(11), 25. doi: <https://doi.org/10.3991/ijet.v16i11.22303>

Bender.indp (no date). *Differentiated Instruction Then and Now*. https://us.corwin.com/sites/default/files/upm-assets/50371_book_item_50371.pdf.

Fandino C. (2008). *The importance of differentiated instruction to student involvement, motivation, and learning Emily*.

Fullan, M. (2007). *The new meaning of educational change*. New York: Teachers College Press.

Chung, S.F. (2005). *Putting students' differences in perspectives: An introduction to the individual developing model*. Asian EFL Journal. <https://www.asian-efljournal.com/main-editions-new/putting-students-differences-in-perspectives-an-introduction-to-theindividual-developing-model>.

Gardner H.(1995). *Multiple Intelligences*.The English Journal. Vol. 84. National Council of Teachers of English Stable. URL: <https://www.jstor.org/stable/821182>.

Grain et al.(2022). *Differentiated Instructions effect on Academic Achievements of Level 2 English Students. A Case on Iraq Public Sectors Universities*. Eurasian Journal of Applied Linguistics 8. <http://dx.doi.org/10.32601/ejal.911544>

Lewis, L. C., Rivera, A. and Roby, D. (2021). *Identifying and Serving: Culturally and Linguistically Diverse Gifted Students*. Routledge. doi: <https://doi.org/10.4324/9781003235651>

Malacapay, M. C. (2019). *Differentiated Instruction in Relation to Pupils' Learning Style*. International Journal of Instruction. <https://doi.org/10.29333/iji.2019.12440a>

Mills, G. (2018). *Action research: A guide for the teacher researcher*. Pearson Education, Inc.

Paladina, G. (2015). A qualitative action research study of differentiated instruction in an elementary mathematics classroom in central Pennsylvania.[Dissertation] ProQuest Dissertations Publishing.

Sener, S. and Cokcaliskan A. (2018). *An investigation between multiple intelligences and learning styles*. Journal of Education and Training Studies.

Suprayogi, M. N. and Valcke, M. (2016). *Differentiated instruction in primary schools: Implementation and challenges in Indonesia*. PONTE JOURNAL. doi: <http://dx.doi.org/10.21506/j.ponte.2016.6.1>

Tomlinson, C.A. (1999) "Mapping a route toward differentiated instruction". Educational Leadership.

Tomlinson, C. A. (2001). *How to Differentiate Instruction in Mixed-ability Classrooms*. Association for Supervision and Curriculum Development. https://books.google.com.pk/books?id=A7zI3_Yq-IMC

Tomlinson, C. A. (2005). *Differentiating Instruction: Why Bother?* National Middle School Association. <https://eric.ed.gov/?id=ED497093>

Tomlinson, C. A. (2014). *The Differentiated Classroom: Responding to the Needs of All Learners*, 2nd Edition. ASCD. <https://books.google.com.pk/books?id=CLigAwAAQBAJ>

Tomlinson, C. A. and McTighe, J. (2006). *Integrating Differentiated Instruction and Understanding by Design: Connecting Content and Kids*. Association for Supervision and Curriculum Development. <https://books.google.com.pk/books?id=OmiaaeNRCX4C>

Vygotsky. L. (1978). *Mind in society: The development of higher psychological process*. London: Harvard University Press.

Weselby C. (2022). *What Is Differentiated Instruction? Examples of How To Differentiate Instruction In The Classroom*. Tips for Teachers and Classroom Resource 8.

Winarti, A., Yuanita, L., and Moh, N.(2019). *The effectiveness of multiple intelligences based teaching strategy in enhancing the multiple intelligences and science process skills of junior high students*. Journal of Technology and Science Education.

Yavuz, A. C. (2020). *The effects of differentiated instruction on Turkish students' L2 achievement, and student and teacher perceptions*. Eurasian Journal of Applied Linguistics, 6(2), 313-335. doi: <https://doi.org/10.32601/ejal.7760022>

Zens A. (2021). *The Impact of Differentiated Learning Activities on Student Engagement and Motivation in the English Language Arts Classroom Winter.* de3755kg@go.minnstate.edu.