INCLUSIVE TEACHING: ADAPTING CONTENT AND DELIVERY FOR DIVERSE ENGLISH LEARNERS

Salsabila Malihah[1], Rizka Safriyani[2], & Anifaturohmaniah[3]

[1,2]UIN Sunan Ampel Surabaya, [3]MTsN 1 Sidoarjo

[1]salsabilam84@gmail.com , [2]Rizkasafriyani@uinsa.ac.id , [3]www.niaqilcho@gmail.com

Abstract:

This qualitative case study examines the impact of differentiated instruction on student engagement and learning outcomes across a variety of classroom environments. Qualitative study methodology was used to collect data, including observations of classroom environments and evaluations of student work. The study found that differentiated instruction can produce significant and positive changes. Assignments that are tailored to each student's abilities and learning preferences result in higher levels of engagement and understanding. Teachers found that a variety of instructional strategies were effectively tailored to students' preferred learning styles, fostering a more inclusive and engaging learning environment. However, this research also identifies factors, such as teacher training duration and professional development strategies, that are aimed at ensuring implementation success. Despite this challenge, blended learning has proven to be quite helpful in lowering the learning curve for English and raising academic achievement. This emphasizes how important it is to give teachers support and guidance so they may successfully implement blended learning. In the end, this initiative has the potential to improve teaching practices and create a learning environment in the Indonesian context, which highlights the need for significant investments in student learning and teacher preparation.

Keywords: *Differentiated instruction, Strategies in teaching English.*

1. INTRODUCTION

Differentiated instruction is one of the main concerns with the present Indonesian curriculum. With differentiated instruction, educators modify instruction according to each student's ability level using systematic processes (Bondie et al., 2019). Thus, using differentiated instruction, teachers can assist students based on their requirements. Teachers must utilize this strategy since no two students are the same and should be treated equally because of their unique features.

Differentiated instruction aims to modify the classroom learning process to each student's unique needs. Educators must possess knowledge of these facets. Educators can offer instruction or therapy suitable for the student's needs and developmental stage. Students can only grow if they are given assignments that are within their skill level. Similarly, students will get confused and frustrated if they are assigned assignments that exceed their level of proficiency. Thus, for students to reach their full potential, teachers must provide various learning opportunities based on their needs. Student learning results, particularly in the cognitive domain, can be enhanced by meeting their learning demands.

The current implementation of the Indonesian curriculum is aided by differentiated instruction. The Indonesian curriculum, the independent curriculum, strongly emphasizes individuality and creativity while considering the students' interests and abilities. According to the independent curriculum, students can learn by their interests and skills. In taking in the knowledge that the instructor has to offer in class, each student is free to discover who he is. Along with emphasizing core subjects, this curriculum aims to build character through the Pancasila student profile and raise

student competency in the classroom. Thus, differentiated instruction is being implemented in a way that is very supportive of and consistent with the objectives of the Merdeka Curriculum.

In implementing differentiated instruction, teachers must also manage their teaching strategies well. In teaching English, there are eight guidelines that educators should follow. Eight guidelines define what a teacher should consider. These include involving students in the learning process in a fun and active way, helping them develop and use language through group projects, employing activities that are multifaceted and thematically organized, providing comprehensible input with scaffolding, validating and integrating home language and culture, setting clear objectives, and giving performance feedback. It is an approach that educators need to create.

Sometimes, the classroom setting for English instruction can be boring. Students' enthusiasm for learning English and their discovery of engaging, useful teaching strategies should allow a teacher to advance (Peregoy & Boyle, 2016). I had the chance to attend English classrooms in other places and teach in one of the junior high schools, and I discovered that many of them had the same issue. Teachers observe that certain pupils in a single classroom are more advanced than others. The requirements and interests of students from diverse social backgrounds vary. Therefore, something that is difficult for one person might be simple for another. Additionally, some actions and content could be novel or enjoyable to some people but not others. Aside from that, every student learns differently; some are kinesthetic, visual, auditory, and others.

Extensive prior research has examined inclusive teaching, providing a basis for ongoing studies, which examine methods for fostering inclusive learning for students who face learning obstacles (Nzuza, 2023). Rosna also looks at methods used by practitioners in higher education to improve inclusion and diversity in instruction (Awang Hashim et al., 2019). Moreover, Benson explores how teachers reimagined learning during COVID-19 school shutdowns by including students with disabilities in online classrooms (Benson & Alborno, 2024). Among these researches, the issue of inclusive teaching focuses on Inclusive Teaching: Adapting Content and Delivery for Diverse English Learners. Therefore, this study aims to bridge this gap by examining several approaches to English instruction, both in content and delivery.

A teaching strategy known as differentiated instruction acknowledges and addresses the individual learning requirements of every student. Tomlinson describes differentiated instruction as a framework that entails changing different parts of instruction to account for variations in students' learning profiles, interests, and readiness levels. This method depends on the idea that, as compared to employing generalized techniques, instruction should be customized to each student's unique needs. According to Tomlinson, the four primary components of different instruction are the learning environment, product, instruction, and content. To differentiate instruction for students according to their skill level, graded assignments and flexible grouping are frequently used. Differentiated instruction relates to how students understand the material and instruction in every lesson (Tomlinson, 2014).

In education, differentiating content is modifying assignments and course materials to students' various skill levels. Lin highlights the value of scaffolding, which offers organized support to help students advance from their present level of understanding to a higher one (Garcia & Frede, 2019). To enable every student to interact with the material at a suitable level, teachers can, for instance, employ graded assignments with different difficulty levels. In addition to making the material more approachable, this method pushes students to advance their language proficiency gradually.

Teaching delivery variation is crucial to accommodating a range of learning preferences and styles. Loughran (2013) emphasizes using multimodal teaching techniques incorporating auditory, visual, and kinesthetic components. For instance, visual learners gain from charts, graphs, and movies, but auditory learners do best in settings that include talks, lectures, and audio resources. However, kinaesthetic learners learn best through movement, role-playing, and hands-on activities. By using different teaching strategies, educators may create a more welcoming classroom that meets the requirements of every student. Furthermore, Claude emphasizes how methods like group work may greatly enhance language learning and retention. These teaching strategies provide a more engaging and dynamic learning environment in the classroom and motivate students to participate actively and engage in social interactions (Goldenberg & Coleman, 2010).

It has been shown that the study of varied instruction approaches in English language instruction has a substantial impact on students' engagement, comprehension, and overall academic achievement, particularly through variations in topic and instructional delivery. By adapting instruction to meet the different needs of their students, teachers can create more dynamic and engaging classroom environments where students feel more motivated and secure in their abilities. To create inclusive learning settings and improve language competency, the reviewed literature emphasizes the necessity of education that takes into account each student's readiness, interests, and unique learning profile. By considering these factors, educators can better assist students' development and encourage active participation in the learning process.

According to more studies, students' varied needs can be successfully met by using leveled texts and assignments in conjunction with multimodal teaching strategies like visual, aural, and kinaesthetic learning techniques. These teaching techniques not only increase comprehension and retention but also ensure that students engage with the material at a pace and level of difficulty suitable for their ability. Thus, differentiated education promotes better academic outcomes and equips students with the language skills necessary for success. Given that they can maximize learning efficacy in a range of educational contexts, our findings suggest that differentiation approaches are an essential component of modern English language instruction.

2. METHOD

This study employed qualitative research methodologies to get descriptive findings from the collected data. This made it possible to conduct a more comprehensive

investigation and draw significant findings. According to Creswell and Poth (2017), qualitative research is a method for understanding complex human or social issues. It prioritizes recording participants' perspectives and experiences in their natural settings and relies more on verbal descriptions than on numerical data. This method was chosen because it offers a thorough analysis of the learning process, especially when considering the many assessment methods used. Researchers can investigate how various teaching practices and evaluation techniques affect student learning outcomes by concentrating on descriptive findings.

This strategy provides a deeper, deeper knowledge of educational strategies, bringing to light insights that can improve and modify instructional strategies. Because it may go deeper into the dynamics of instruction, student participation, and evaluation procedures, qualitative research is significant. The study was able to examine the nuances of how various teaching strategies affect classroom settings and student conduct by using this perspective.

A qualitative research technique called nonparticipant observation enables researchers to collect first-hand information on social phenomena without speaking with participants face-to-face (Williams, 2008). This strategy allows researchers to monitor behaviors, interactions, and instructional strategies without influencing the natural learning environment, which makes it very helpful for gaining objective insights into real-life settings. Two English classes were observed in March as part of this study to examine the methods used for conducting and assessing instructional activities. The researcher concentrated on evaluating how assignments were modified to accommodate students' different learning styles and skill levels. Through a thorough analysis of classroom activities, the researcher was able to identify the methods teachers employed to adapt assignments such that they were both manageable and difficult for various students.

This observational method provided valuable insights into how the learning styles and abilities of the students in each class impacted the quality of instruction and evaluation outcomes. Understanding these differences is crucial to developing more adaptable and inclusive teaching strategies that meet a range of learning needs. Ultimately, nonparticipant observation allowed the researcher to examine classroom dynamics in a practical setting, which improved our comprehension of effective teaching and assessment methods.

Relevant records describing the assignments offered to students were examined and methodically arranged to guarantee a thorough study. The goal of this approach was to compile the results and give an understanding of the structure of the coursework. The researcher looked at data from two English classrooms to find trends in the distribution of assignments, taking into account the student's competence levels and their preferences for using the learning resources. To learn more about the differences in assessment techniques, an evaluation of supplemental materials, including student work guides, was also carried out. This stage made it easier to see how various assessment methods were used to meet the various demands of the students.

Data analysis using qualitative data is used in this research where qualitative data is used for data analysis according to the system. The data collected came from classroom observations and document analysis. The first stage of data collection was carried out by compiling the types of student assignments and also notes from data obtained through observation. The identified tasks provide the most relevant information according to students' learning preferences. At the skill level, it is presented as part of the data reduction process. During and after data collection, the reduction is carried out to find out the data and ensure important data that will be analyzed in more detail.

After the reduction stage is complete, the data is then organized in visual format, such as tables and matrices to display the data. The data display will make it easier to see how teachers make modifications in teaching to meet demands such as types of students, and students with kinaesthetic, visual, or auditory learning styles. Then at the conclusion stage or what is usually called verification, initial findings are made by looking at how a well-assessed assignment and relevant teaching can help students who have diverse learning characteristics. The reliability of the results is proven by additional analysis which will allow this research to provide a comprehensive understanding of variations in English language assessment and teaching.

3. FINDING AND DISCUSSION

This study emphasizes the advantages of using a variety of teaching methods in English training using a qualitative data flow analysis model. The investigation focuses on how different teaching strategies affect learning results and student involvement. The study evaluates the effectiveness of graded assignments catered to students' learning styles and responses by closely monitoring their efforts and interactions during data collection. Data redundancy is a crucial component of the research since it helps weed out unimportant information and concentrate on the ways that diverse content improves student engagement and performance. The results show that students respond positively to diversified instruction since they not only seem to enjoy their educational experiences but also show improved punctuality while completing assignments.

During the data display stage, visual aids such as tables that arrange student performance according to learning styles help to reveal clear trends. One significant trend is that to successfully differentiate instruction, projects need to be customized to each student's particular learning preferences and skill levels. For instance, when students were assigned tasks that were evaluated based on proficiency-based criteria, their confidence and language abilities dramatically increased. The study shows throughout the validation phase that a range of learning demands may be successfully met by employing a number of instructional strategies, such as kinaesthetic exercises, visual aids, and audio resources. This approach creates a flexible and collaborative classroom environment where students can engage in meaningful and interactive learning experiences. The value of differentiated instruction in English classes is supported by the iterative analytic method, which shows that adjusting lessons to each student's needs increases engagement and improves academic performance overall.

Diagraph 1 The findings of the differentiated study
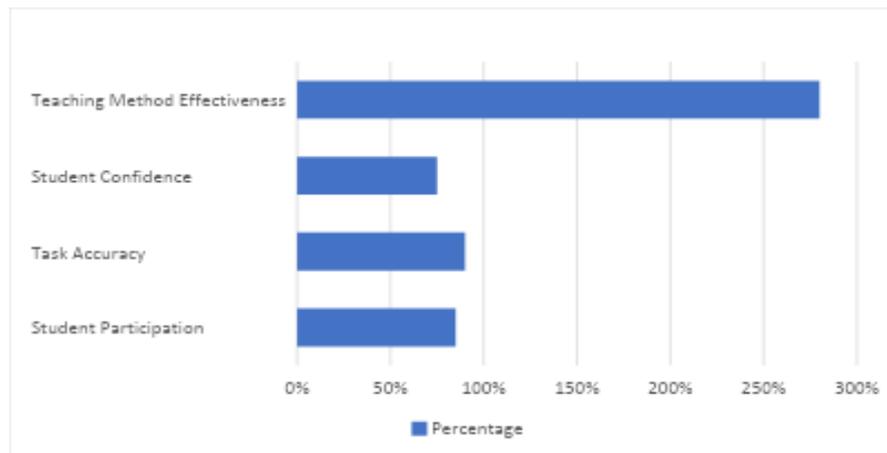
The significant rise in student involvement, a key measure of the effectiveness of tailored education, is among the study's most notable and important findings. The results of the study clearly show that using diversified teaching methods in English language training significantly raises students' level of involvement in the learning process and improves their overall academic performance. Additionally, the research offers a wealth of evidence showing that when teachers create and carry out learning activities that are customized to the various learning styles and skill levels of their students, they can create a more productive, welcoming, and encouraging learning environment in the classroom.

A remarkable 85% of students demonstrate higher levels of active involvement in class activities when given assignments that are appropriate for their skill levels and learning capacities, according to the study. This suggests that students are more likely to feel secure, confident, and motivated to complete their projects and participate in class discussions when they perceive the activities to be appropriately challenging rather than overwhelming or unduly easy. As a result, students stop displaying fear or difficulties and instead become more eager and prepared to participate in class activities. This research strongly supports the fundamental principles of differentiated education, which emphasize that addressing students' diverse academic demands and taking into consideration their unique learning preferences can significantly boost their willingness to participate and engage in the learning process.

The study additionally revealed that 90% of students improved their task accuracy, suggesting that giving students a range of well-structured activities helps them better understand and process information. Grouping activities based on students' skill levels allowed them to engage more confidently and give more correct answers. The findings further support the idea that adapting instructional materials to students' aptitudes can significantly boost academic performance. When provided content that is appropriate for their skill level, students learn more effectively, retain information better, and apply their knowledge more confidently. This highlights how important it is to tailor lessons to each student's skill level to support their overall academic success.

75% of students reported feeling more positive about their academic work, which was another significant conclusion of the study. This development was probably

brought about by giving them assignments that were appropriate for their skill level, which increased their chances of success and gave them a sense of achievement. Students are more likely to approach learning with confidence when given assignments that are appropriate for their skill level rather than becoming disheartened by too easy or too demanding obstacles. Furthermore, the connection between improved confidence and a variety of teaching strategies emphasizes how individualized learning promotes self-efficacy, particularly in language acquisition. Students who get instruction that is customized to meet their needs grow more confident in their capacity to succeed, which inspires them to engage more fully, take on new challenges, and stick with their educational path. This emphasizes how crucial differentiated instruction is for raising children's confidence and resilience in language acquisition as well as for enhancing academic performance.

Additionally, the study discovered that 80% of students favored employing kinaesthetic, auditory, and visual learning tactics, demonstrating the value of combining a variety of instructional approaches. Students are more likely to remain engaged, find assignments more interesting, and get a deeper comprehension of the subject matter when various learning styles are acknowledged and included in the curriculum. This implies that more adaptable teaching techniques that take into account each student's unique learning preferences may be more successful than a one-size-fits-all approach. Furthermore, by modifying their teaching strategies to accommodate these differences, teachers can create a more dynamic and engaging learning environment that benefits students of all skill levels. Students are more inclined to participate in and contribute to discussions when they feel that their learning needs are being met, which highlights the importance of individualized instruction in improving academic performance and in making learning interesting and meaningful for them.

In order the results of this study clearly demonstrate that the use of various instructional strategies that involve a range of activities and procedures has greatly enhanced students' learning outcomes in English language instruction. This study supports earlier findings that varied instruction not only improves learning outcomes but also fosters higher understanding, student involvement, and self-assurance. Teachers can establish a more encouraging and inclusive learning environment that caters to the requirements of a varied student body by putting personalised methods of instruction into practice. In addition, a more thorough analytical approach is needed to provide a more comprehensive and in-depth understanding of how alternative teaching styles impact students' work habits and behaviours. Insights into the broader effects of differentiated instruction can be gained by using a qualitative data analysis methodology, such as the Qualitative Data Analysis Flow model. This approach highlights the significance of adaptive teaching strategies in English education by enabling a more thorough investigation of how personalised learning strategies impact students' academic progress, motivation, and overall classroom experience.

4. CONCLUSION

This article examines research on the efficacy of varied methods of instruction in English language learning by highlighting variations in content and delivery. The results indicate that students' learning experiences can be greatly improved by tailoring assignments and instructional methodologies to their skill levels and preferred learning styles. Differentiated instruction is important, as demonstrated by the significant gains in student engagement, task accuracy, and self-confidence that teachers who used a variety of tasks and teaching strategies saw. These findings emphasise how crucial it is to establish a welcoming, engaging classroom culture where students are inspired to participate, work together, and participate in group projects in order to create a more inclusive and productive learning environment.

The study also highlights the unique challenges that educators face when implementing individualised education, including the additional time required for lesson planning, task differentiation, and material adaption to meet the needs of a diverse student body. Since it requires more effort to modify education to each student's individual learning preferences and skill level, teachers must offer interesting activities that are appropriate for different ability groups. The study also emphasises the need for continual professional development since teachers need to keep up with the latest best practices, improve their methods, and explore new ideas in order to improve student learning outcomes. These difficulties provide as further evidence that teachers need to be given the tools, training, and institutional support they need to successfully incorporate individualized instruction into the classroom. Schools and other educational institutions should make investments in giving teachers access to learning resources that support differentiation, collaborative learning opportunities, and professional development programs. Teachers can better handle the demands of individualized instruction while developing inclusive, interesting, and productive learning environments that benefit students from all backgrounds and learning styles by cultivating a culture of support and ongoing learning.

To improve teachers' capacity to apply a variety of instructional techniques, these factors should be carefully considered. To successfully employ diversified teaching approaches in the English classroom, teachers must get sufficient training, instructional tools, and methodological support. Teachers can be empowered to design more inclusive and engaging learning environments by participating in professional development programs that emphasize student-centered practices, adaptable lesson preparation, and innovative teaching techniques. Furthermore, more thorough research on differentiation best practices will provide insightful information that teachers can use to improve their instruction over time. Teachers can promote higher student engagement, improve comprehension, and ultimately improve learning outcomes for English language learners by consistently improving their teaching methods. All students, regardless of their learning preferences or skill levels, will have the opportunity and resources they need to succeed in diverse learning environments are prioritized and educational institutions are supported in their efforts to create equitable, inclusive, and productive classrooms.

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