

عنوان مقاله:

Teachers' Perception Towards Differentiated Instruction Approach in Secondary Schools of Namangan City

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خلاصه مقاله:

The study investigates English language teachers' beliefs and perceptions in understanding the notion of differentiated instruction strategy in secondary schools in Uzbekistan. To achieve this, the researchers designed a questionnaire consisting of 3 parts, a question list for semi-structured interviews and an unstructured observation sheet. The instruments were used after having verified their validity and reliability. Our teachers participated in the research who took the questionnaires, 20 sub-samples were interviewed and 10 of them volunteered to conduct the classes per 2 observations, that is 20 observations in total. The results indicate that teachers have different points of view on differentiated instruction strategies based on their experience. There was a big difference among questionnaire and interview responses compared to what was observed in classes in terms of applying elements of Differentiated Instruction such as Content and Process. The analyses of data show that being familiar with DI is statistically significant toward the age, working experience, and grade currently teaching. The study recommends organizing workshops for language teachers to train them to differentiate instructions and increase their awareness of the strategies of differentiation along with organizing lesson observation of those teachers who already implement differentiated instructions in their classes.

کلمات کلیدی:

differentiated instructions, Content, Process, teacher's perception

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