Adaptive Teaching Techniques for Varied Learning Styles in Inclusive English Language Settings

Kapsayıcı İngilizce Dil Ortamlarında Çeşitli Öğrenme Stilleri için Uyarlanabilir Öğretim Teknikleri

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Öz

İngilizce dilindeki kapsayıcı sınıflar, her öğrenciye adil eğitim deneyimleri sağlamak için uyarlanabilir öğretim metodolojileri gerektiren benzersiz öğrenme tercihlerine sahip çeşitli öğrencileri teşvik eder. Bu makale, kapsayıcı İngilizce dil sınıflarında mevcut olan çeşitli öğrenme stillerine hitap etmek için tasarlanmış uyarlanabilir öğretim stratejileri alanını araştırmaktadır. Eğitim ve dil öğretimi alanındaki çağdaş araştırmaları sentezleyen bu çalışma, farklı öğrenme yöntemlerini kabul etmenin ve bunlara hitap etmenin öneminin altını çizmektedir. Öğretmenlerin, her bir öğrencinin gereksinimlerini etkili bir şekilde karşılayan her şeyi kapsayan bir öğrenme atmosferini teşvik etmek için kullanabilecekleri belirli öğretim uygulamalarını ve yaklaşımlarını tanımlar ve detaylandırır. Kapsayıcı İngilizce dil sınıflarının çeşitli manzarasında, eğitimciler, her biri benzersiz öğrenme tercihleri ve ihtiyaçları olan zengin bir öğrenci dokusuyla karşılaşırlar. Bu dinamik çeşitlilik, öğrenciler arasındaki bireysel farklılıkları sadece kabul etmekle kalmayıp aynı zamanda kucaklayan, herkes için eşitlikçi ve zenginleştirici bir eğitim deneyimi sağlayan esnek öğretim metodolojileri kullanmanın gerekliliğinin altını çizmektedir. Bu araştırma, kapsayıcı İngilizce dil ortamlarına nüfuz eden çeşitli öğrenme stillerini karşılamak için özel olarak uyarlanmış uyarlanabilir öğretim stratejilerinin nüanslı alanını araştırmaktadır. Hem eğitim hem de dil öğretimi alanındaki en son araştırmalardan elde edilen bilgileri bir araya getiren bu çalışma, sınıfta var olan çeşitli öğrenme yöntemlerini yalnızca tanımanın değil, aynı zamanda aktif olarak barındırmanın çok önemli önemine ışık tutmaktadır. Her öğrencinin eğitim yolculuğunda kendini değerli ve desteklenmiş hissettiği kapsayıcı bir öğrenme ortamı yaratmada eğitimcilerin kritik rolünü vurgulamaktadır. Makale, her öğrencinin ihtiyaçlarının hassasiyet ve etkinlikle karşılandığı uyumlu ve kapsayıcı bir öğrenme atmosferi geliştirmek için öğretmenlerin ustalıkla yararlanabileceği somut ve pratik öğretim uygulamaları ve yaklaşımlarından oluşan bir repertuarı açıklamaktadır. Bu özel stratejilerin uygulanması yoluyla öğretmenler, eğitim deneyimini büyütebilir ve öğrencileri uyumlu ve destekleyici bir eğitim ortamında gelişmeleri için güçlendirebilir.

Anahtar Kelimeler: İngilizce Dil Öğrenme stilleri, Öğrenme için Evrensel Tasarım (UDL), Sınıf Yönetimi, Değerlendirme, Çok Modlu Öğretim, Kişiselleştirilmiş Öğrenme

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Ethical Statement
It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited. V.Devaki .

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Abstract

Inclusive classrooms in the English language promote a diverse range of learners with unique learning preferences, requiring adaptable teaching methodologies to provide fair educational experiences for every student. This paper delves into the realm of adaptive teaching strategies designed to cater to the various learning styles present in inclusive English language classrooms. By synthesizing contemporary research in education and language instruction, this study underscores the significance of acknowledging and catering to diverse learning modalities. It identifies and elaborates on specific instructional practices and approaches that teachers can utilize to foster an all-encompassing learning atmosphere that meets the requirements of each learner effectively. In the diverse landscape of inclusive English language classrooms, educators encounter a rich tapestry of students, each with unique learning preferences and needs. This dynamic variety underscores the essentiality of employing flexible teaching methodologies that not only acknowledge but also embrace the individual differences among learners, ensuring an equitable and enriching educational experience for all. This research delves into the nuanced domain of adaptive teaching strategies specifically tailored to accommodate the diverse learning styles that permeate inclusive English language environments. By amalgamating insights from cutting-edge research in both education and language instruction, this study shines a spotlight on the pivotal importance of not just recognizing but actively accommodating the diverse learning modalities that exist within the classroom. It emphasizes the critical role of educators in creating an inclusive learning environment where every student feels valued and supported in their educational journey. The paper elucidates a repertoire of concrete and practical instructional practices and approaches that teachers can adeptly leverage to cultivate a cohesive and inclusive learning atmosphere where the needs of each learner are met with precision and efficacy. Through the implementation of these tailored strategies, teachers can magnify the educational experience and empower students to flourish in a harmonious and supportive educational setting.

Keywords: English Language Learning styles, Universal Design for Learning (UDL), Classroom Management, Assessment, Multimodal Instruction, Personalized Learning

1. Introduction

Inclusive education is a pedagogical philosophy and approach aimed at ensuring that all learners, regardless of their abilities, backgrounds, or differences, have equal access to education and opportunities for learning. It goes beyond mere integration or inclusion of students with disabilities or special needs and encompasses the broader goal of creating environments where diversity is celebrated, respected, and accommodated.

(Lasagabaster, 2011). In the context of English language teaching, inclusive education takes on a critical role as it strives to provide every student with equitable access to high-quality language instruction, regardless of their characteristics or learning styles. Learning styles refer to the various preferences and approaches individuals use to process, absorb, and retain information (Puspitasari & Hanayanti, 2023). These styles encompass a wide range of modalities, including visual, auditory, kinesthetic, tactile, and even preferences for group or individual learning, structured or unstructured environments, and more. Moreover, recognizing and accommodating these diverse learning preferences is essential in fostering an inclusive learning environment where every student can thrive and reach their full potential (Arora et al; Balci, 2017). Besides, visual learners prefer to learn through visual aids such as diagrams, charts, and images. They benefit from seeing information presented in a visual format, which helps them grasp concepts more effectively. Auditory learners, on the other hand, learn best through listening and verbal instruction (Alnujaidi, 2018). They excel in environments where information is presented verbally, such as lectures or discussions. Kinesthetic learners thrive in hands-on, experiential learning environments where they can engage with materials through physical movement and manipulation. On the other hand, tactile learners have a preference for touching and interacting with objects to enhance their learning experience. In addition to these modalities, learners may also have preferences for group or individual learning, structured or unstructured environments, and other factors that influence their learning experience (Basri & Rahayu, 2022). Some students may prefer collaborative learning activities, while others may thrive in independent study settings. Similarly, some learners may benefit from structured, well-organized lessons, while others may prefer more flexible, open-ended approaches.

In general, recognizing and accommodating these diverse learning preferences is essential in creating an inclusive learning environment where every student feels valued, supported, and engaged. And failure to acknowledge and address these differences can lead to students feeling marginalized, disengaged, or left behind. Therefore, educators must adopt adaptive teaching techniques that cater to the varied learning preferences of their students, ensuring that every learner has equitable access to quality language instruction and opportunities for success. Inclusive education in English language teaching is not just about teaching language skills; it's about empowering students to become confident, competent communicators who can navigate the complexities of our diverse world with empathy, understanding, and respect. The purpose of this paper is to delve into the realm of adaptive teaching techniques specifically tailored to address the varied learning styles present in inclusive English language classrooms. By exploring effective strategies for accommodating diverse learning preferences, educators can better meet the needs of all learners and ensure that every student has the opportunity to succeed in their language learning journey.

2. Understanding Learning Styles

Learning styles are individual preferences and approaches to information processing, categorized into visual, auditory, kinesthetic, and tactile modalities. Visual learners prefer visual aids, auditory learners prefer listening and verbal instruction, kinesthetic learners prefer hands-on environments, and tactile learners prefer

touching and interacting with objects (Basri & Rahayu, 2022). The VARK model categorizes learners into four groups based on their preferred learning mode, suggesting dominant preferences influence information reception and retention.

Another influential theory is Howard Gardner's theory of multiple intelligences, which proposes that intelligence is not a singular entity but rather a collection of distinct modalities or "intelligence." Gardner identifies various intelligences, including linguistic, logical-mathematical, spatial, musical, bodily-kin esthetic, interpersonal, intrapersonal, and naturalistic intelligence (Fr. Baiju Thomas, 2022). According to this theory, individuals may excel in different areas and learn best through activities that engage their dominant intelligence. Recognizing and accommodating individual differences in learning preferences is crucial in education, including English language teaching. Each student possesses unique strengths, challenges, and ways of learning. By acknowledging and addressing these differences, educators can create inclusive learning environments where all students feel valued and supported. Failure to recognize diverse learning styles can lead to disengagement, frustration, and limited academic success for certain students. Therefore, educators must adopt adaptive teaching techniques that cater to the varied learning preferences of their students, ensuring equitable learning opportunities for all.

3. Adaptive Teaching Strategies

3.1 Differentiated Instruction

Differentiated instruction is an approach to teaching and learning that recognizes and responds to the diverse needs of students in the classroom. It acknowledges that students have different abilities, interests, and learning styles, and seeks to tailor instruction to meet each student at their level. In the context of inclusive classrooms, which comprise students with varied backgrounds, abilities, and learning preferences, particularly benefit from differentiated instruction as it ensures that every learner has equitable access to the curriculum and opportunities for success (Aprillasis & sugiarti, 2023).

3.2. Explanation of Differentiated Instruction and its Relevance to Inclusive Classrooms

Differentiated instruction involves proactively planning and implementing a variety of instructional strategies, materials, and assessments to accommodate the diverse needs of learners (Joy, 2023). It recognizes that one-size-fits-all approaches to teaching are ineffective and unfair, as they fail to address the individual strengths, challenges, and interests of students. In an inclusive classroom, where students may have diverse learning styles, abilities, and backgrounds, differentiated instruction becomes even more critical in ensuring that all learners can engage with and master the content. It recognizes that students may require different levels of support, challenge, or scaffolding to succeed academically. It emphasizes flexibility, responsiveness, and personalization in teaching, allowing educators to adapt their instruction to meet the needs of individual students or groups of students. By differentiating instruction, teachers can create a learning environment where every student feels valued, supported, and motivated to learn.

3.3. Strategies for Differentiating Instruction Based on Learning Styles

There are some strategies for differentiating instruction based on learning styles and needs (Kruk & Zawodniak, 2018; Hadi, 2018; Lethaby & Mayne, 2020). Such as

Flexible Grouping: Instead of keeping students in fixed ability groups, teachers can use flexible grouping strategies to form groups based on student's interests, learning styles, or readiness levels. For example, visual

learners may benefit from working together on a project that involves creating visual representations of concepts, while auditory learners may prefer engaging in discussions or debates.

Tiered Assignments: Tiered assignments involve creating different versions of an assignment or task that vary in complexity, allowing students to choose the level that best matches their readiness or learning style (Shin, 2020). For instance, in an English language classroom, a writing assignment could have multiple tiers, with visual learners creating a comic strip, auditory learners recording a podcast, and kinesthetic learners performing a skit.

Varied Instructional Materials: Providing a variety of instructional materials that cater to different learning styles can help ensure that all students can access the content. For example, teachers can use multimedia resources, such as videos, audio recordings, and interactive websites, to accommodate auditory and visual learners. Hands-on manipulatives or tactile materials can support kinesthetic and tactile learners in understanding abstract concepts.

Learning Stations: Setting up learning stations or centers around the classroom allows students to engage in different activities or tasks that appeal to their individual learning preferences. Each station can be designed to target a specific learning style or skill, allowing students to self-select activities that align with their strengths and interests.

Personalized Learning Paths: Offering students choice and autonomy in how they approach learning can increase engagement and motivation. Teachers can design personalized learning paths or menus that allow students to select activities or assignments based on their interests, learning styles, or readiness levels. This empowers students to take ownership of their learning and pursue topics that are meaningful to them.

Incorporating these strategies into instruction enables teachers to create a more inclusive learning environment where every student can access the curriculum, engage with the content, and demonstrate their understanding in meaningful ways. By differentiating instruction based on learning styles, educators can maximize the potential for student success and foster a culture of equity, diversity, and inclusion in the classroom.

3.2 Multimodal Instruction

Multimodal instruction involves incorporating a variety of sensory modalities, including visual, auditory, and kinesthetic, to deliver content in the classroom. This approach recognizes that students have different learning preferences and strengths, and by presenting information in multiple formats, educators can better engage learners and enhance understanding (Pourhosein Gilakjani, 2011; Mohammed, 2017).

3.2.1. Incorporating multimedia resources, such as videos, audio recordings, and interactive materials

Multimedia resources that can be incorporated into teaching and learning, such as videos, audio recordings, and interactive materials (Puspitasari & Hanayanti, 2023):

Videos: Utilizing educational videos and multimedia presentations can provide visual and auditory learners with dynamic, engaging content that reinforces key concepts and facilitates understanding. Videos can feature animations, real-life examples, and demonstrations to appeal to different learning styles and enhance comprehension.

Audio recordings: Using audio recordings of lectures, discussions, readings, or presentations can accommodate auditory learners who benefit from hearing information presented verbally. Additionally, audio recordings can provide students with opportunities for repeated listening and review, supporting comprehension and retention.

Interactive materials: Incorporating interactive materials such as simulations, virtual reality experiences, online quizzes, and multimedia presentations can engage students in active learning and promote exploration and discovery. Interactive materials allow students to interact with the content in meaningful ways, catering to diverse learning preferences and fostering deeper understanding. By integrating multimodal instruction into the classroom, educators can create a dynamic learning environment that caters to the diverse needs and preferences of students, enhancing engagement, comprehension, and retention of content.

3.3 Universal Design for Learning (UDL)

Universal Design for Learning (UDL) is a framework for designing instructional materials, activities, and assessments that accommodate the diverse needs of all learners. UDL is based on the premise that variability is inherent in the learner population, and therefore, educational environments should be flexible and inclusive to support the diverse range of learners (Siti Aisah Ginting, 2017).

3.3.1. Principles of UDL and its application in English language teaching

Multiple means of representation: UDL encourages educators to present information in multiple formats to accommodate diverse learning styles and preferences. This may include providing text-based materials, visual aids, audio recordings, videos, and interactive simulations. By offering multiple means of representation, educators can ensure that all students have access to the content and can comprehend it in ways that align with their strengths.

Multiple means of expression: UDL emphasizes providing students with various options for demonstrating their understanding and mastery of content. This may involve offering different modes of expression, such as written assignments, oral presentations, multimedia projects, or hands-on demonstrations. By allowing students to choose how they express themselves, educators can support diverse learning preferences and foster creativity and self-expression.

Multiple means of engagement: UDL encourages educators to design learning experiences that are motivating, relevant, and accessible to all students. This may involve incorporating student interests, providing choice and autonomy, and offering opportunities for collaboration and interaction. By engaging students in meaningful and personalized learning experiences, educators can increase motivation, promote active participation, and enhance learning outcomes.

By applying the principles of UDL in English language teaching, educators can create inclusive learning environments that cater to the diverse needs and preferences of all learners. By providing multiple means of representation, expression, and engagement, educators can ensure that every student has equitable access to the curriculum and opportunities for success. UDL promotes a culture of accessibility, flexibility, and inclusivity in education, empowering all learners to reach their full potential.

3.4. Personalized Learning

Personalized learning is an instructional approach that emphasizes tailoring instruction and learning experiences to meet the individual needs, interests, strengths, and preferences of each student. This student-centered approach recognizes that learners are unique individuals with diverse backgrounds, abilities, and learning styles, and aims to provide them with opportunities for choice, autonomy, and ownership of their learning (Sun-Young Kim, 2012).

3.4.1. Tailoring instruction and learning experiences to individual student interests, strengths, and preferences

Some of the tailoring instruction and learning experiences to individuals based on student's interests, strengths, and preferences (Zhou, 2011; Tenca et al., 2023)

Student interests: Personalized learning involves incorporating student interests into the curriculum and instructional activities to make learning more relevant and engaging. By allowing students to pursue topics or themes that align with their interests, educators can increase motivation and foster a deeper connection to the content.

Student strengths: Personalized learning capitalizes on students' strengths and talents, leveraging their existing knowledge, skills, and abilities to support their learning and academic growth. Educators can provide opportunities for students to demonstrate their strengths through various modes of expression, such as written assignments, artistic projects, or multimedia presentations.

Student preferences: Personalized learning honors students' preferences for how they learn best, whether it's through visual, auditory, kinesthetic, or other modalities. Educators can offer flexible learning pathways and instructional approaches that accommodate diverse learning styles and preferences, allowing students to engage with the content in ways that resonate with them.

3.4.2. Using learner profiles and ongoing assessment to inform instructional decisions

Learner profiles and ongoing assessment to inform instructional decisions (김규미, 2014; Лебедєва Н. М. & Французова К. С., 2021).

Learner profiles: Personalized learning begins with gathering information about each student's background, interests, strengths, and learning preferences to create learner profiles. These profiles provide educators with valuable insights into how to best support each student's individual needs and guide instructional decision-making.

Ongoing assessment: Personalized learning involves ongoing assessment and feedback to monitor student progress, identify areas of strength and growth, and adjust instruction accordingly. Formative assessments, such as quizzes, discussions, and observations, provide educators with real-time data on student learning, allowing them to tailor instruction to meet students where they are.

Data-driven instruction: Personalized learning relies on data-driven decision-making, using assessment data to inform instructional strategies, interventions, and adaptations. By analyzing student performance data, educators can identify patterns, trends, and areas for improvement, guiding their instructional planning and implementation.

By implementing personalized learning strategies, educators can create learning environments that are responsive to the individual needs and preferences of each student. Personalized learning promotes student engagement, motivation, and achievement, empowering learners to take ownership of their learning and pursue their academic goals with confidence and enthusiasm.

4. Implementation in the English Language Classroom

Incorporating adaptive teaching techniques into English language instruction requires careful planning, thoughtful consideration of student needs, and a commitment to fostering an inclusive learning environment. Here are practical examples, case studies, and considerations for implementing adaptive teaching strategies in the English language classroom:

4.1. Practical Examples of Adaptive Teaching Techniques

4.1.1. Differentiated Instruction

For instance, in a mixed-ability English language class, the teacher assigns tiered reading assignments based on students' reading levels. Advanced readers receive a challenging text with complex vocabulary and themes while struggling readers receive a simplified version with additional support materials. Another instance can be during a grammar lesson, the teacher uses flexible grouping to accommodate different learning styles. Visual learners work on grammar exercises with visual aids, auditory learners participate in a grammar discussion, and kinesthetic learners engage in hands-on grammar activities.

4.1.2. Multimodal Instruction

When teaching vocabulary, the teacher incorporates multimedia resources such as videos, audio recordings, and interactive vocabulary games to appeal to diverse learning preferences. For a writing assignment, students have the option to express their ideas through written essays, oral presentations, or multimedia projects, allowing them to choose the mode of expression that aligns with their strengths.

4.1.3. Universal Design for Learning (UDL)

To accommodate diverse learning preferences, the teacher provides multiple means of representation by presenting content through various formats, including visual aids, auditory explanations, and hands-on activities. For an English language assessment, the teacher offers students multiple means of expression, allowing them to demonstrate their understanding through written essays, oral presentations, or digital projects.

4.2. Considerations for Lesson Planning, Classroom Management, and Assessment

Educators should consider lesson planning, classroom management, and assessment to create an inclusive learning environment. Lesson planning should include identifying learning objectives, selecting instructional strategies, creating flexible activities, and incorporating student choice. Classroom management should establish clear expectations, foster a culture of respect, and use proactive strategies. Assessment should use various tools, provide timely feedback, and consider individual learning styles. This approach ensures all students succeed and thrive in their language learning journey.

5. Benefits and Challenges:

Adaptive teaching techniques in inclusive English language settings offer various potential benefits for educators and students. However, it also presents common challenges that educators must navigate to ensure effective implementation. Here, we explore the benefits, challenges, and strategies for overcoming them, supported by research findings:

5.1. Potential Benefits of Adaptive Teaching Techniques

Adaptive teaching techniques enhance student engagement by catering to diverse learning styles and preferences. They provide personalized experiences, multimedia resources, and interactive environments, leading to improved learning outcomes. These techniques promote equity and inclusion, ensuring all students have access to high-quality instruction ((Zhou, 2011; Maryati & Sari, 2021). Moreover, they enhance teacher effectiveness by requiring flexibility, creativity, and responsiveness to student needs. By continuously assessing student progress, educators can better meet their students' needs and facilitate meaningful learning.

Figure 1 Benefits of Adaptive Teaching Techniques

5.2. Common Challenges and Strategies for Overcoming Them

Time Constraints: One common challenge educators face is finding the time to plan and implement adaptive teaching techniques effectively. To overcome this challenge, educators can prioritize the most impactful strategies, collaborate with colleagues to share resources and ideas, and integrate adaptive teaching techniques into existing lesson plans and curriculum frameworks.

Resource Limitations: Limited access to resources, such as technology, materials, and professional development, can hinder the implementation of adaptive teaching techniques. Educators can overcome this challenge by seeking out free or low-cost resources, leveraging available technology and multimedia tools, and advocating for additional support and resources from school administrators and stakeholders.

Resistance to Change: Implementing adaptive teaching techniques may encounter resistance from educators, students, or parents who are accustomed to traditional teaching methods. To address this challenge, educators can provide professional development and training opportunities to build capacity and confidence in using adaptive teaching techniques (Tenca et al., 2023). Additionally, they can communicate the benefits of these approaches to stakeholders and involve them in the decision-making process.

5.3. Research Findings Supporting Effectiveness

Numerous studies have demonstrated the effectiveness of adaptive teaching techniques in improving student outcomes and fostering inclusive learning environments. Research has shown that differentiated instruction, personalized learning, and universal learning design (UDL) can lead to increased student engagement, academic achievement, and positive attitudes toward learning (Siti Aisah Ginting, 2017). Additionally, studies have highlighted the importance of ongoing assessment and feedback in informing instructional decisions and supporting student growth. By addressing common challenges and leveraging research-supported strategies, educators can effectively implement adaptive teaching techniques in inclusive English language settings, ultimately creating learning environments where all students have the opportunity to succeed and thrive.

6. Conclusion

The importance of adaptive teaching techniques for catering to varied learning styles in inclusive English language classrooms cannot be overstated. These techniques play a crucial role in creating equitable and inclusive learning environments where all students, regardless of their backgrounds, abilities, or differences, have the opportunity to succeed and thrive. By recognizing and accommodating diverse learning preferences, educators can ensure that every student receives high-quality instruction that meets their individual needs. Furthermore, adaptive teaching techniques enable educators to address the diverse range of learning styles present in inclusive classrooms, including visual, auditory, kinesthetic, and tactile preferences, as well as variations in group or

individual learning, structured or unstructured environments, and more. By incorporating strategies such as differentiated instruction, multimodal instruction, universal design for learning (UDL), and personalized learning, educators can create dynamic and engaging learning experiences that cater to the unique strengths, interests, and preferences of each student.

Educators must embrace inclusive practices and continually refine their teaching methods to meet the needs of all learners. As the demographics of classrooms become increasingly diverse, educators need to adopt a mindset of flexibility, openness, and responsiveness to student needs. By fostering a culture of inclusion, respect, and collaboration, educators can create learning environments where every student feels valued, supported, and empowered to reach their full potential. But still moving forward, there is a need for further research in the field of adaptive teaching and inclusive education to continue advancing our understanding of effective instructional practices and strategies. Future research could explore the long-term impact of adaptive teaching techniques on student outcomes, investigate the effectiveness of specific approaches in different cultural and linguistic contexts, and identify innovative ways to address common challenges faced by educators in implementing inclusive practices. On the whole, adaptive teaching techniques are essential for catering to varied learning styles in inclusive English language classrooms. Educators must embrace inclusive practices, refine their teaching methods, and engage in ongoing research to ensure that all learners have the opportunity to succeed in their language-learning journey. By working collaboratively and continuously striving for improvement, educators can create inclusive learning environments that empower students to thrive academically, socially, and emotionally.

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