

DIFFERENTIATION PLAN FOR LANGUAGE CLASSROOM IN EFL.

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Abstract

This study investigates the use of differentiated instruction in a mixed-ability B1 English as a Foreign Language (EFL) classroom with the aim of supporting learners' progress toward B2 proficiency. Classroom assessment data revealed that although many students perform relatively well in receptive skills such as reading and listening, they continue to experience difficulties in productive skills, especially in speaking and writing with grammatical accuracy. In particular, the use of modal verbs in communicative contexts remains a challenge for many learners.

To respond to these differences, students are grouped according to their proficiency level, and activities are adapted to provide appropriate levels of support and challenge. Lower B1 learners are supported through visual prompts, sentence frames, and guided practice, while higher B1 learners are encouraged to produce extended dialogues using a wider range of modal verbs in meaningful contexts. The lesson design is further supported by scaffolding techniques and the "I do – We do – You do" model, which gradually develops learners' confidence, participation, and independence.

The study shows that differentiated instruction can help create a more inclusive and effective learning environment in mixed-ability classrooms, improving learner engagement and strengthening productive language skills through communicative practice.

Keywords: differentiated instruction, mixed-ability classroom, B1 learners, B2 proficiency, scaffolding, modal verbs, productive skills, EFL teaching

In designing differentiated activities for my mixed-ability class of B1 learners aimed to B2 proficiency, I relied on assessment-informed groupings and scaffolds to meet diverse learner needs. While many students perform well in receptive skills, their productive skills lack of accuracy. For example, in writing or speaking tasks, they have difficulty with usage of modals. This data informed my decision to group students by proficiency level and provide supports accordingly. Lower B1 learners are given visual prompts and sentence frames during role-play, while higher B1 learners should create extended dialogues with using mixed modal verbs. According to Tomlinson(2001), to ensure all students engage with learning based readiness, interest and learning profile, differentiation should involve content, process and product. As most of my students are learning English as a



foreign language, their language background involves Uzbek or at least Russian languages. Being different level students in a lesson is common, because it is impossible to be in same level. Their character and also language background should take into consideration. Teaching includes not only understanding itself, but also gaining proficiency. According to Chamot (2012), SLA research is not only about comprehending but also identify process and sequence with characterize a learner's progress in gaining proficiency in second or subsequent language. By varying the level of task complexity and support provided, I ensure that all students are meaningfully challenged and working toward the same communicative goal—developing fluency with modal verbs in context—while progressing at a pace appropriate to their individual proficiency level.

To ensure that all students, regardless their proficiency level, can understand and engage to the lesson, I will use *scaffolding technique*, which means I gradually build their confidence, character and then knowledge. I begin the lesson with lesson plan which includes visuals, vocabulary practices and communicative tasks.

In my lessons, I use 'I do- we do- you do' method. In 'I do' part, teacher explain the topic, give examples. In 'we do' part, teacher works with students, they discuss the topic together and strength the knowledge. 'You do' part is devoted to students themselves. They apply all what they have learnt independently. It is helpful to build confidence through repetition and support, there will be link between grammar and communicative use, supports differentiation in class, aligns well with TBLT and CEFR goals.

To build comprehension through categorization and logical sequencing, I organize activities, cause and effect matching activity, which includes factual information. To scaffold language use, I will model how to describe the relationship using linking phrases such as because, so, and as a result. This type of activities help to develop not only reading and listening skills, but also speaking and writing activity.

The role-play activity is designed to scaffold the grammar with functional practice. In this part, I use prompts for choosing modal verbs to support lower level students and students use the language as a communicative tool.

In conclusion, the use of differentiated instruction in a mixed-ability B1 EFL classroom represents an effective pedagogical approach for supporting learners' progression toward B2 proficiency. The analysis of classroom performance indicates that although many learners demonstrate satisfactory achievement in receptive skills, significant challenges remain in the development of productive



skills, particularly in the accurate and contextually appropriate use of modal verbs in speaking and writing. This imbalance confirms the need for instructional practices that are responsive to learner diversity and grounded in ongoing assessment.

The findings highlight that assessment-informed grouping enables the teacher to identify learners’ specific strengths and weaknesses and to organize instruction in a more purposeful and targeted manner. By adapting the level of task difficulty and the degree of support provided, it becomes possible to ensure that all learners participate in the same overall communicative objective while engaging with content at a level appropriate to their readiness. In this respect, lower-level learners benefit from structured support such as visual prompts, sentence frames, and guided interaction, whereas stronger learners are encouraged to extend their language use through more complex and independent production. Such an approach not only increases accessibility to learning but also promotes equity within the classroom.

Furthermore, the study demonstrates the importance of scaffolding as a means of facilitating gradual language development. The application of the “I do – We do – You do” framework supports a systematic transition from teacher modeling to collaborative practice and finally to learner independence. This structured progression is particularly valuable in foreign language classrooms, where students often require repeated exposure, guided rehearsal, and confidence-building opportunities before they are able to use language forms autonomously. The inclusion of vocabulary preparation, logical sequencing tasks, cause-and-effect activities, and role-play further strengthens the connection between grammatical knowledge and communicative application.

From a broader perspective, the study confirms that differentiated instruction is not merely a response to differences in learner ability, but a comprehensive teaching strategy that takes into account readiness, language background, learning profile, and classroom participation. In contexts where learners come from Uzbek- and Russian-speaking backgrounds and demonstrate varied levels of English proficiency, such responsiveness is especially important. The approach described in this study contributes to a more inclusive, supportive, and academically productive classroom environment.

Therefore, it can be concluded that differentiation, when combined with scaffolding and communicative task design, has strong potential to improve learner engagement, increase productive accuracy, and facilitate more effective progress toward CEFR-aligned language goals. This study supports the view that





carefully planned differentiated teaching should be considered an essential component of successful practice in mixed-ability EFL classrooms.

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