

LEARNING FROM GOOD PRACTICES IN DIFFERENTIATED LEARNING: ELT IN HIGH SCHOOLS

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ABSTRACT

In the realm of secondary education, specifically within the context of English language instruction in high schools, the significance of differentiated learning approaches emerges as a vital consideration. This academic article delves into the pivotal role that differentiated instruction plays in enhancing the efficacy of English language education at the senior high school level. The article underscores the diverse learning needs and preferences of students, emphasizing the importance of tailoring instructional methods to accommodate various learning styles, paces, and abilities. By embracing differentiation, educators can effectively engage students, foster a more inclusive learning environment, and address the varying linguistic proficiencies and individual needs present in today's diverse classrooms. Furthermore, this article highlights the potential impact of differentiated instruction on student motivation, self-efficacy, and overall academic performance. Through an exploration of best practices, strategies, and empirical evidence, the article underscores the transformative potential of differentiation in elevating the quality of English language learning experiences in high schools. Ultimately, this work advocates for the integration of differentiated instruction as an essential approach to cater to the heterogeneous student population, ultimately contributing to more effective and equitable English language education outcomes.

Kata Kunci: *differentiated learning, English teaching, high school, teachers*