



## DIFFERENTIATED INSTRUCTION IN TEACHING ENGLISH TO ADOLESCENTS: ITS ROLE IN MORAL DEVELOPMENT

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### ABSTRACT

*Differentiated Instruction (DI) refers to a teaching approach that adapts instructional strategies to address the diverse needs, learning styles, and interests of students. In teaching English to adolescents, DI plays a crucial role in enhancing language proficiency while also fostering moral development.*

### Introduction

Differentiated Instruction (DI) refers to a teaching approach that adapts instructional strategies to address the diverse needs, learning styles, and interests of students. In teaching English to adolescents, DI plays a crucial role in enhancing language proficiency while also fostering moral development. Adolescents are at a critical stage in their personal and social growth, making it essential for educational practices to focus on their holistic development, which includes ethical reasoning and moral awareness.

### Problem Statement

Traditional "one-size-fits-all" teaching methods often fail to engage all learners, especially in diverse classrooms where students differ in learning styles, linguistic abilities, and personal experiences. This thesis explores how Differentiated Instruction can better support the unique developmental needs of adolescents in English language learning, with a focus on its impact on moral development.

### Research Questions

1. How does Differentiated Instruction influence English language proficiency among adolescents?
2. How can DI contribute to the moral and ethical development of adolescents?
3. What specific DI strategies are most effective in promoting both language acquisition and moral growth?

### Theoretical Framework

This thesis is grounded in two key theories: Lev Vygotsky's Zone of Proximal Development (ZPD) and Howard Gardner's Theory of Multiple Intelligences. Vygotsky's ZPD emphasizes the importance of providing scaffolding tailored to students' current abilities, aligning well with DI's flexible approach. Gardner's theory highlights the need to accommodate different types of

intelligences—such as linguistic, interpersonal, and intrapersonal—that DI targets through its customized lesson plans.

### **Methodology**

This study employs a mixed-methods approach, combining both qualitative and quantitative data. The research sample consists of two groups of adolescent English learners. The experimental group will be taught using Differentiated Instruction strategies, while the control group will receive traditional instruction. Pre- and post-tests will measure language proficiency and moral reasoning. In addition, in-depth interviews with students and teachers will provide qualitative data on the effects of DI on student engagement and ethical development.

### **Findings (Expected)**

The study anticipates that the experimental group, taught with DI, will show more significant improvement in both English language skills and moral reasoning compared to the control group. The personalized nature of DI is expected to promote deeper engagement with moral issues through problem-solving tasks, discussions, and reflective learning activities.

### **Discussion**

DI's flexibility allows teachers to adjust instruction to cater to students' varying levels of understanding and moral development stages. This section will discuss how DI can engage students in ethical dilemmas and moral reflections as part of their English language learning experience. For example, incorporating reading materials that challenge students to think critically about ethical issues can foster both linguistic and moral growth.

### **Conclusion**

Differentiated Instruction provides an effective framework for fostering language proficiency while also supporting the moral development of adolescents. By addressing individual learning needs and promoting reflective thinking, DI offers a comprehensive educational approach that prepares students for both academic and personal success.

### **Recommendations**

**Teacher Training:** Educators should receive more training on DI techniques, with an emphasis on using it to promote moral and ethical discussions in language learning.

**Curriculum Development:** Language curricula should integrate moral education topics, allowing for differentiated approaches that encourage both cognitive and emotional growth.

**Future Research:** Further studies should investigate the long-term impact of DI on adolescent learners' academic achievements and moral development across different educational contexts.

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