



FACULTY OF ENGLISH LANGUAGE

**MASTER THESIS:
TEACHING DIFFERENTIATION METHODS AND ASSESSMENT
IN INCLUSIVE CLASSROOMS**

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ABSTRACT

Teaching methods which teachers use and the type of classroom environment that a teacher creates and encourages, can either increase or decrease a student's ability to learn and feel comfortable as a member of the class despite of the specific needs someone might have, and to achieve the maximum of their potential capabilities. Inclusive education occurs when students with and without disabilities participate and learn together in the same class. Research shows that when a disabled child attending school together with their peers who do not have disabilities, good things happened. Inclusive education occurs when there is on-going advocacy, planning, support and commitment.

The classroom and the teaching methods environment should do as much as possible to foster cooperation, acceptance and learning. The teacher`s aim should be exactly the establishing of such an environment that is favourable for helping all students work cooperatively in order to learn. Classrooms which welcome all students with or without abilities encourage emotional well-being; create an atmosphere for emotional and learning development. A warm classroom environment can lead to increased achievement and a sense of belonging at school.

Knowing of students' characteristics such as readiness, interests and learning styles and teaching methods differentiation based on them are important issues that will be explained later in this paper. More precisely, this paper focuses on description of teaching and assessment methods differentiation and their effects which will help teachers to plan and create a classroom that welcomes and supports all students as well as increasing their skills and learning.

Key words: *teacher, student, teaching, methods of differentiation, assessment, disabilities, process, product, curriculum.*

VI. CONCLUSION

Teaching methods that teacher uses in classroom type environment which creates and promotes it obviously increases or reduce the ability of students to learn and to feel comfortable as members of the class and reach maximum potential and skills learning. The purpose of the teacher should be exactly the recognition of the characteristics of students' readiness, interests and learning style and differentiation teaching methods based on them. Differentiation teaching methods affect the effective learning by students has confirmed research conducted in which case it is confirmed the second hypothesis "*use of differentiated teaching methods affect the effective learning by students*". Research has confirmed that what most has driven interest of students and has affected more effective learning from them has been the differentiation of the process, namely the formulation of tasks and activities from the simplest to the most complex, then when considering the multiple intelligence when planning lessons and activities for students, when they are conducting activities and tasks levels for students with different skill levels when used independent study for students, when it changed the duration necessary for a student to complete a task or activity etc. After the process, differentiation of content or the use of multiple materials not only standard texts as and when changing or adjusting the way of access to students, rather flexible work groups, in pairs or individually. Methods that fall within the environment and product differentiation are used less and always based on the outputs of research, contributed less to learning by students to be effective.

A comparison of overall and comparisons between rural-urban areas not observed significant difference in terms of the implementation of differentiated teaching methods. In fact, the results highlight the applicability of differentiated teaching methods by teachers is at a satisfactory level, which rejects the first hypothesis "*Applicability of differentiated teaching methods by teachers not up to par satisfactory*". This satisfactory level of implementation of differentiated teaching methods can be as a result of the involvement of teachers in various training, their dedication and commitment in teaching, better conditions and other elements that can affect the process of teaching.

From the research can be noted that the approach of teachers to students and teaching methods have changed positively. But for the students with disabilities, we as a society have to do much more. Differentiating instruction, a comprehensive approach to teaching, enables the successful

inclusion of all students, including the disabled, in general-education classrooms. As inclusive educators, we argue that disability is an enacted, interactional process and not an empirical, stable fact or condition. We recommend planning responsive lessons that differentiate instruction for all students from the outset, instead of modifying one for disabled students. General-education teachers, who with appropriate supports learn to attend to every student's individual needs, can replace the specially designed, and often uninteresting one-to-one skills and drills, typically suggested for disabled students, with responsive class activities contingent on individual performance. However I want to give some recommendations:

-Differentiated methods to be used more often and to have a variety of approaches methods so the students will feel as equal members of the class and that each of them will reach the maximum of their potential and skills.

-To allow students to choose self-learning mode and the students with disabilities to have more choices to enrich their learning.

- To be created a positive climate in the classroom, this will be proactive qualitative and consistent with student-centred. Students with disabilities will feel very comfortable.

- To be given the optimal physical planning class because it can have positive effect to students during learning and especially for students that are with disabilities or special needs.

- I recommend planning responsive lessons that differentiate instruction for all students from the outset, instead of modifying one for disabled students.