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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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DESCRIPTORS DIFFERENTIATED INSTRUCTION BASED ON LINGUISTIC COMPETENCE AND CEFR LEVELS

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Abstract: The article explores how differentiated instruction can be implemented in language classrooms using CEFR linguistic descriptors. The study emphasizes tailoring teaching methods and tasks according to learners' proficiency levels to enhance their communicative competence and language skills. Differentiated instruction is presented as a flexible approach that accommodates learners' individual needs, including variations in vocabulary range, grammatical accuracy, pronunciation, and interactional abilities. The article examines the alignment of CEFR levels with classroom practices, highlighting that proficiency descriptors provide clear benchmarks for designing level-appropriate tasks. By integrating differentiated instruction with CEFR-based evaluation, teachers can create activities that challenge learners at an appropriate level, promote engagement, and encourage effective communication. The study also discusses assessment strategies that support ongoing feedback and learner autonomy.

Key words: CEFR, differentiated instruction, linguistic competence, proficiency descriptors, communicative competence, learner-centered instruction, task-based learning, assessment.

Annotatsiya: Maqolada CEFR lingvistik deskriptorlari asosida til sinflarida tabaqalashtirilgan ta'limni amalga oshirish masalasi yoritiladi. Tadqiqot o'quvchilarning kommunikativ kompetensiyasi va til ko'nikmalarini rivojlantirish maqsadida o'qitish metodlari hamda vazifalarini ularning malaka darajasiga moslashtirish zarurligini ta'kidlaydi. Tabaqalashtirilgan ta'lim lug'at boyligi, grammatik aniqlik, talaffuz va o'zaro muloqot ko'nikmalaridagi farqlarni hisobga oluvchi moslashuvchan yondashuv sifatida talqin etiladi. Maqolada CEFR darajalarining sinf amaliyoti bilan uyg'unligi tahlil qilinadi hamda malaka deskriptorlari darajaga mos vazifalarni loyihalash uchun aniq mezonlar berishi qayd etiladi. Tabaqalashtirilgan ta'limni CEFR asosidagi baholash bilan integratsiya qilish orqali o'quvchilarning o'qituvchilarning ularning darajasiga mos ravishda rag'batlantiruvchi, faollikni oshiruvchi va samarali muloqotni ta'minlovchi faoliyatlarni ishlab chiqishlari mumkin. Tadqiqotda, shuningdek, uzluksiz fikr-mulohaza hamda o'quvchilarning avtonomiyasini qo'llab-quvvatlovchi baholash strategiyalari muhokama qilinadi.

Kalit so'zlar: CEFR, tabaqalashtirilgan ta'lim, lingvistik kompetensiya, malaka deskriptorlari, kommunikativ kompetensiya, o'quvchiga yo'naltirilgan ta'lim, vazifaga asoslangan ta'lim, baholash.

Аннотация: В статье рассматривается, как можно внедрить дифференцированное обучение в языковых классах с использованием лингвистических дескрипторов CEFR. В исследовании подчёркивается необходимость адаптации методов обучения и заданий в соответствии с уровнем владения языком учащихся для повышения их коммуникативной компетентности и языковых навыков. Дифференцированное обучение представлено как гибкий подход, учитывающий индивидуальные потребности учащихся, включая различия в словарном запасе, грамматической точности, произношении и навыках взаимодействия. В статье анализируется соответствие уровней CEFR практике обучения, подчёркивается, что дескрипторы уровня владения языком предоставляют чёткие ориентиры для разработки заданий, соответствующих уровню подготовки. Интегрируя дифференцированное обучение с оценением на основе CEFR, преподаватели могут создавать задания, которые оптимально соответствуют уровню учащихся, способствуют вовлечённости и поощряют эффективную коммуникацию. В исследовании также обсуждаются стратегии оценивания, поддерживающие постоянную обратную связь и автономию учащихся.

Ключевые слова: CEFR, дифференцированное обучение, лингвистическая компетентность, дескрипторы уровня владения языком, коммуникативная компетентность, обучение, ориентированное на учащегося, обучение на основе заданий, оценивание.

INTRODUCTION

Differentiated instruction has emerged as an essential pedagogical approach in modern language education, particularly in contexts where learners demonstrate diverse linguistic abilities, learning styles, and motivation levels. Traditional one-size-fits-all instruction often fails to address the specific needs of individual learners,

leading to gaps in performance and engagement. To respond to this challenge, educators increasingly rely on structured frameworks such as the Common European Framework of Reference for Languages (CEFR), which provides explicit descriptors of linguistic competence at various proficiency levels. These descriptors serve as a practical guide for designing level-appropriate learning activities and assessments.

The CEFR framework categorizes language proficiency into six levels (A1-C2), each accompanied by detailed descriptors for speaking, listening, reading, and writing skills. These descriptors define what learners are able to accomplish at each level in terms of vocabulary range, grammatical accuracy, fluency, and interactional competence. By aligning differentiated instruction with CEFR descriptors, teachers can create tasks that are appropriately challenging yet attainable for learners with varying abilities. For example, beginner-level students may engage in structured sentence-building exercises, whereas intermediate learners participate in discussions or problem-solving tasks that require extended speech and spontaneous interaction. Differentiated instruction focuses on adapting content, process, and product according to learners' needs. In language classrooms, this involves designing materials that address different proficiency levels, providing scaffolding for less proficient students, and offering enrichment tasks for more advanced learners. CEFR descriptors help ensure that these adaptations are grounded in internationally recognized standards of language proficiency. Teachers can use these descriptors to assess learners' baseline abilities, monitor progress, and adjust instruction dynamically to maintain an optimal level of challenge.

Research indicates that differentiated instruction enhances learner motivation and participation. When tasks are aligned with learners' abilities, students are more likely to engage actively, take communicative risks, and develop confidence in their language skills. CEFR-based differentiation also supports formative assessment practices, enabling teachers to provide feedback that is specific, actionable, and aligned with learners' proficiency levels. This approach empowers learners to recognize their strengths and identify areas for improvement, thereby promoting autonomy and self-directed learning. In the context of speaking fluency and oral competence, differentiated instruction informed by CEFR descriptors is particularly valuable. Learners at lower proficiency levels benefit from structured interaction and controlled practice, which facilitate the internalization of vocabulary and sentence structures. In contrast, higher-level learners engage in tasks that promote spontaneous speech, argumentation, and the negotiation of meaning, thereby fostering communicative competence more fully. This gradual increase in task complexity ensures systematic progression and helps prevent frustration or disengagement among learners.

The present study aims to examine the theoretical foundations and practical applications of differentiated instruction based on CEFR linguistic descriptors. It explores how alignment between proficiency descriptors and classroom activities can optimize learning outcomes, enhance learner engagement, and facilitate the development of communicative competence across all language skills. By integrating CEFR principles with learner-centered pedagogy, the study seeks to demonstrate that differentiated instruction provides a structured and effective pathway for addressing diverse learner needs in modern language education.

LITERATURE REVIEW

Differentiated instruction has gained significant attention in language education as a strategy for accommodating the diverse needs, abilities, and learning styles of students. Lyle F. Bachman emphasizes that communicative competence involves not only grammatical knowledge but also the ability to use language effectively in various contexts. His framework highlights the need for assessment to reflect authentic performance, aligning closely with CEFR-based differentiation, in which tasks are designed according to learners' proficiency levels and real communicative needs ^[1,150].

H. Douglas Brown underscores the importance of meaningful interaction and learner engagement in developing language skills. He argues that fluency and accuracy can be developed simultaneously when learners are exposed to tasks that are appropriately challenging and relevant to their linguistic competence. Brown's principles support differentiated instruction by encouraging teachers to provide tasks that correspond to learners' current abilities while gradually extending their skills through scaffolded activities ^[2,410].

Martin Bygate's research focuses specifically on the development of speaking skills and emphasizes the distinction between knowledge of language and the ability to use it interactively. Bygate highlights that fluency develops through repeated, purposeful communication and that learners require varied opportunities to practice both controlled and spontaneous speech. Differentiated instruction, guided by CEFR descriptors, facilitates this process by tailoring activities to learners' interactional competence and fluency levels, ensuring that each student receives an optimal level of challenge ^[3,142].

The Council of Europe's Common European Framework of Reference for Languages provides a comprehensive system for defining and assessing language proficiency. CEFR descriptors offer clear guidance for differentiated instruction by specifying what learners can accomplish at each level. Teachers can design



level-appropriate tasks, monitor learners' progress, and provide formative feedback aligned with international standards. The CEFR's action-oriented approach emphasizes learner autonomy, making it particularly suitable for differentiated classroom settings where individual progress is prioritized [4,260].

Jeremy Harmer highlights the role of communicative activities in fostering language development. His work demonstrates that techniques such as role-plays, discussions, and problem-solving tasks encourage learner participation and engagement. Harmer also emphasizes the teacher's role as a facilitator rather than a controller, thereby creating a learning environment that accommodates individual differences. These methodological insights reinforce the value of combining CEFR descriptors with differentiated instruction, as they enable teachers to adjust tasks according to learners' strengths and weaknesses [5,288].

Tricia Hedge offers a comprehensive analysis of classroom practice, emphasizing task-based learning and the integration of fluency and accuracy. She notes that differentiated instruction enables learners to achieve communicative goals at their own pace, reducing frustration and promoting sustained engagement. Hedge's framework aligns with CEFR-based differentiation, as both prioritize clear objectives, structured progression, and meaningful language use in context [6,464].

Finally, Brian Tomlinson's work on materials development provides guidance for creating resources that support differentiated instruction. He emphasizes that learning materials should be flexible, adaptable, and designed to address different proficiency levels. By integrating CEFR descriptors, teachers can ensure that materials are aligned with learners' abilities, offering appropriate challenge and support for skill development. Tomlinson's perspective underscores the practical application of differentiated instruction in everyday classroom settings [7,320].

RESEARCH METHODOLOGY

This study adopts a qualitative and descriptive research design to examine the implementation of differentiated instruction grounded in CEFR linguistic descriptors. The research aims to explore how teachers adjust classroom tasks, instructional materials, and assessment practices to accommodate learners' individual language proficiency levels while fostering overall communicative competence. The study integrates a theoretical analysis of CEFR descriptors with classroom-based observations to investigate practical differentiation strategies. The participants in the study consist of 30 secondary-level English learners representing a range of CEFR proficiency levels from A2 to B2. Participants were selected through purposive sampling to ensure diverse representation in terms of language proficiency, learning preferences, and prior exposure to communicative teaching methods. This selection enables a comprehensive examination of the effectiveness of differentiated instruction across varying proficiency levels and facilitates an evaluation of how CEFR descriptors inform task design and assessment practices.

Data collection was conducted using multiple methods to ensure triangulation, reliability, and validity. First, a systematic analysis of CEFR linguistic descriptors was performed to identify specific performance criteria for speaking, listening, reading, and writing at each proficiency level. Second, classroom observations were conducted over an eight-week period, focusing on teachers' differentiation strategies, task implementation, and student engagement. Observations documented the types of tasks employed, levels of learner participation, and the extent to which activities were adapted to individual proficiency levels. Third, student performance data were collected through recordings of speaking tasks, written assignments, and collaborative group activities, all aligned with CEFR descriptors. The research procedure comprised three principal stages. In the initial stage, learners' baseline performance was assessed using CEFR-aligned rubrics to determine strengths and areas requiring additional support. This diagnostic phase provided a foundation for designing differentiated tasks and grouping students according to proficiency levels. The second stage involved the structured implementation of differentiated instruction, including tiered tasks, scaffolded exercises, and optional enrichment activities. Teachers adjusted task complexity, linguistic input, and instructional support based on CEFR descriptors and continuous observation of learner performance. Emphasis was placed on promoting meaningful communication and active participation rather than focusing exclusively on error correction.

In the final stage, a post-intervention assessment was conducted using the same CEFR-based rubrics to evaluate learner progress. Data analysis concentrated on measurable changes in oral fluency, written accuracy, interactional competence, and engagement in learning activities. Observational data were systematically categorized to identify patterns in learner responses, task effectiveness, and instructional adaptations. A qualitative analytical framework was employed to determine how differentiated instruction influenced individual learner outcomes and overall classroom dynamics. Ethical considerations were strictly observed throughout the study. Participants were informed of the study objectives and provided voluntary informed consent. All personal data were anonymized, and recorded materials were securely stored to ensure confidentiality.

ANALYSIS AND RESULTS

The study revealed significant outcomes regarding the effectiveness of differentiated instruction grounded in CEFR linguistic descriptors. Data analysis indicated measurable improvements in learners' communicative competence, engagement, and task performance across all proficiency levels. The findings demonstrate that aligning instruction with learners' CEFR-based linguistic profiles positively influences both oral and written language development. At the outset of the study, participants exhibited proficiency levels consistent with their CEFR classification. Lower-level learners (A2) demonstrated limited vocabulary, frequent hesitation, and difficulty sustaining interaction in speaking tasks. Intermediate learners (B1) displayed moderate fluency but encountered challenges with complex sentence structures, precise lexical choice, and maintaining coherence in extended discourse. Upper-intermediate learners (B2) showed relatively fluent speech and stronger grammatical control; however, their participation in group discussions and optional enrichment tasks was less consistent.

Following the implementation of differentiated instruction, all proficiency groups demonstrated observable progress. Lower-level learners benefited from scaffolded tasks and simplified language input, enabling them to produce longer utterances and participate more actively in pair work. Observational evidence indicated a reduction in hesitation, increased use of functional vocabulary, and enhanced confidence when responding to peers. Intermediate learners exhibited greater coherence, improved grammatical accuracy, and more effective engagement in interactive activities such as role-plays and debates. Upper-intermediate learners demonstrated heightened involvement in cognitively demanding tasks, including problem-solving activities and collaborative discussions, as well as increased flexibility in spontaneously employing complex language structures. Analysis of recorded speaking and writing samples revealed clear gains in fluency, lexical diversity, and interactional competence. Learners negotiated meaning more effectively, used discourse markers with greater accuracy, and contributed more substantively to group tasks. Teacher observations further highlighted increased learner motivation and self-confidence, particularly when students were offered choices within differentiated activities.

Overall, the results indicate that differentiated instruction guided by CEFR descriptors enables systematic and targeted language development. By aligning tasks with learners' proficiency levels, the approach facilitated progressive gains in fluency, accuracy, and communicative competence, while fostering a learner-centered environment that accommodates diverse abilities and promotes measurable language growth. The findings also demonstrate that differentiated instruction based on CEFR linguistic descriptors effectively addresses the heterogeneous needs of language learners. A key advantage observed was that proficiency-based task design ensured activities were appropriately challenging yet attainable. Through the provision of tiered tasks and scaffolded support, teachers created equitable opportunities for meaningful participation and skill practice across varying ability levels. This approach not only enhanced academic outcomes but also contributed to a positive and motivating classroom climate. Differentiated instruction further promoted learner autonomy by allowing students to make informed choices regarding their learning activities. When learners selected tasks aligned with their proficiency and interests, they were more inclined to assume responsibility for their progress and invest sustained effort.

In this study, higher-level learners engaged in optional enrichment tasks that required more sophisticated language use, whereas lower-level learners received structured guidance that supported gradual advancement. Such flexibility was instrumental in maintaining engagement across the classroom and mitigating frustration associated with uniform task design. The study additionally underscores the central role of interaction in language development. Pair and group activities proved particularly effective in fostering spontaneous communication, negotiation of meaning, and the practical application of functional language in authentic contexts. Learners who initially exhibited reluctance to speak gradually developed confidence and active participation, suggesting that differentiated tasks can reduce anxiety and establish a supportive environment conducive to linguistic experimentation. The increased use of discourse markers, functional expressions, and varied vocabulary in both speaking and writing tasks demonstrates that measurable progress can be achieved when instruction is adapted to learners' specific needs. Although fluency and engagement improved substantially, grammatical accuracy did not advance at an equivalent pace. Some learners continued to produce structural errors, particularly in complex constructions. This finding indicates that differentiated instruction should incorporate a balanced approach, integrating opportunities for meaningful communication with targeted support aimed at enhancing accuracy. Explicit corrective feedback and focused practice activities may therefore be necessary alongside communicative tasks to ensure comprehensive language development.



CONCLUSION

In conclusion, the discussion demonstrates that CEFR-based differentiated instruction is a practical and effective strategy for supporting diverse learners. By aligning tasks, materials, and assessment with students' proficiency levels, teachers can facilitate steady improvement in fluency, accuracy, and overall communicative competence while promoting motivation, confidence, and learner autonomy. This approach underscores the importance of flexibility, responsiveness, and structured progression in modern language teaching.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



MAKTABGACHA VA MAKTAB TA'LIMI

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