

ADAPTING AUTHENTIC MATERIALS FOR MIXED-ABILITY EFL CLASSROOMS: A DIFFERENTIATED PEDAGOGICAL APPROACH

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Abstract. *This study focuses on how to use real-life materials in classes where students have different language levels. It explores several ways of making lessons more engaging and easier to understand. The study finds that breaking tasks into steps and providing appropriate support help students improve their understanding and active participation regardless of their language proficiency level. Based on task-based research, the study highlights effective strategies of implementing authentic materials. It focuses on two strategies: task-based adaptation and scaffolding. These strategies improve student performance and make lessons more accessible and fun. They help students with English levels understand and participate. The study shows that using real-life materials and adapting tasks can improve learning. The findings are based on classroom research. They show that adapting materials and providing support are key. These approaches help students learn English better. They make lessons more engaging and fun for students, with skill levels.*

Keywords: *authentic materials, mixed-ability learning, differentiation, EFL pedagogy, scaffolding, inclusive education, language acquisition.*

Аннотация. *В этом исследовании рассматривается, как использовать материалы из реальной жизни на занятиях, где учащиеся имеют разные уровни навыков. В нем рассматриваются способы сделать уроки более интересными и простыми для понимания. Исследование показывает, что разбивка задач на части. Предоставление поддержки помогает учащимся больше участвовать и лучше понимать, независимо от их уровня английского языка. В исследовании используются исследования, проведенные в классах, чтобы выяснить, что работает. Основное внимание уделяется тому, чтобы сделать уроки более доступными и увлекательными. Адаптация на основе задач и строительные леса — две стратегии, которые могут помочь. Эти стратегии влияют на успеваемость учащихся. Они помогают студентам с уровнем английского языка понимать и участвовать. Исследование показывает, что использование реальных материалов и адаптация заданий могут улучшить обучение. Выводы основаны на исследованиях в классе. Они показывают, что адаптация материалов и оказание поддержки имеют ключевое значение. Эти подходы помогают студентам лучше изучать английский язык. Они делают уроки более увлекательными и интересными для учащихся с разными уровнями навыков.*

Ключевые слова: *аутентичные материалы, обучение в группах с разным уровнем подготовки, дифференциация, педагогика EFL, поддержка, инклюзивное образование, усвоение языка.*

Annotatsiya. *Ushbu tadqiqot o'quvchilar turli malaka darajalariga ega bo'lgan sinflarda real hayotdagi materiallardan qanday foydalanishni ko'rib chiqadi. U darslarni yanada qiziqarli va tushunarli qilish usullarini tekshiradi. Tadqiqot shuni ko'rsatadiki, topshiriqlarni turli bosqichlarga bo'lish va to'g'ri yo'nalish berish talabalarga ingliz tili darajasidan qat'i nazar, ko'proq qatnashish va yaxshiroq tushunishga yordam beradi. Tadqiqot natijasini aniqlash uchun sinflardagi amaliy topshiriqlardan foydalanadi. Bu darslarni yanada qulay va qiziqarli qilishga qaratilgan. Real hayotga yaqin vazifalar va bosqichma-bosqich qo'llab-quvvatlash asosiy yordam beradigan ikkita strategiyadir. Ushbu strategiyalar o'quvchilarning topshiriqlarining qanchalik yaxshi bajarishiga yordam beradi. Tadqiqot shuni ko'rsatadiki, real hayotiy materiallardan foydalanish va vazifalarni o'quvchilar bilim darajasiga ko'ra moslashtirish o'qitish jarayonini samarali qiladi. Sinfxonadagi real tadqiqotlarga*

asoslangan natijalarga ko'ra, o'quv materiallarini moslashtirish darsni mazmunli va tushuraliroq qiladi. Ushbu yondashuvlar talabalarga ingliz tilini yaxshiroq va qisqa muddatda o'rganishga yordam beradi.

***Kalit so'zlar:** haqiqiy materiallar, turli tayyorgarlik darajasiga ega guruhlarda ta'lim berish, tabaqalashtirish, EFL pedagogikasi, qo'llab-quvvatlash, inklyuziv ta'lim.*

Introduction. The world is putting more emphasis on being able to really communicate in English when teaching the language. This has led to a lot of interest in using life English materials in English as a Foreign Language classrooms. These materials are things like texts and resources that people actually use to communicate, not things made for teaching.[1] They help learners hear how people really talk understand the culture and learn how to communicate in a way.

Using these real-life materials in class is a way to help learners connect what they learn in school to how they will use the language in the real world. Some recent studies show that these materials make learners more motivated and help them understand the language on a level.[2, p. 6] They also help learners get better at communicating by showing them how people really talk and how language is used in situations.[3] This is in line with the idea that people learn best when they are interacting with each other and with the material they are learning in a way.

Using real-life materials can be really tough in classrooms where learners are all at different levels. This is especially true in schools where students may have had very different experiences with English before. If teachers do not adjust their instruction to meet the needs of all their learners some students may not learn much as others and may not participate as much in class.[4]

One of the challenges is that real-life materials can be very hard for some learners to understand. The language is often complicated, with vocabulary and expressions that are not commonly taught. If teachers make the materials too simple, they may not be as effective for learners who're more advanced. [5, p.134] So teachers need to find ways to make the materials accessible to all learners without losing the things that make them valuable. To deal with this challenge teachers are using something called instruction. This means adjusting the way they teach and the tasks they give learners to meet the needs of the learners in the class. In English as a Foreign Language classes this often means giving learners tasks to do with the same material so that each learner can work at their own level.[6]

Technology is also helping teachers use real-life materials effectively. Tools like videos, subtitles and pictures can help learners understand the material better and make it more interesting. [7] This shows how important it is for teachers to be able to choose, adjust and use real-life materials in a way that works for all their learners.

Literature analysis. The use of real-life materials in language education has been studied a lot lately. Many researchers think these materials are very helpful for teaching languages. Mishan and Timmis say that real-life materials help learners hear and see how

people really use language. This helps them get better at understanding and speaking. It also helps them learn about cultures. Gilmore agrees that using real-life language helps students understand conversations better.

At the time using real-life materials in class can be tricky. Nation and Macalister say that the materials must be easy enough for students to understand. They also need to be interesting and useful. Teachers need to find a balance between making it easy and making it challenging. This is especially important when students have skill levels.

Some teachers think that changing how we teach can help students with skills. Tomlinson and Imbeau call this "instruction". It means changing what we teach how we teach it and what students learn. This way we can help students who're at different levels. In classes this often means giving students different tasks to do with the same material.

Studies have shown that helping students with real-life materials can really help. Nguyen and Dang found that teaching vocabulary using pictures and giving guided tasks helps students understand better. It also makes them less nervous. Technology can also help students learn in ways. It lets them learn through pictures, videos and text. With all this we still need to study how to use these strategies in real classrooms especially in high schools.

Research methodology. This study looked at how to use real-life materials in a class with students of different skill levels.

Participants. The study was done at Secondary School No. 14 In Fergana District, Uzbekistan. There were 30 students aged 14 to 16. Their English skills ranged from A1 to B1.

Materials. The study used real-life materials, including:

1. Short video clips from online platforms
2. News articles and simple media texts
3. Dialogues and real-life conversations

Procedure. The study was done over eight weeks and included:

1. Choosing the real-life materials
2. Changing tasks to help students with skills
3. Using the materials in class
4. Watching and evaluating student performance

Data Collection. Data was collected from sources:

1. Watching classes
2. Analyzing student work
3. Student feedback
4. Teacher notes

Data Analysis. The data was analyzed to see how students engaged understood and participated. We looked at how different strategies helped students at levels.

Results and discussion. Using real-life materials in a class with students of different skill levels helped students engage more understand better and participate more.

The results are shown in tables and figures.

Student Engagement Across Proficiency Levels

Table 1 shows how engaged students were before and after using tasks, with real-life materials..

Table 1

Proficiency Level	Engagement Before (%)	Engagement After (%)
A1 (Beginner)	42	78
A2 (Elementary)	55	84
B1 (Intermediate)	68	91

The data indicate a significant increase in engagement across all levels, with the most notable improvement observed among beginner learners. This suggests that adapted materials effectively reduced barriers to participation.

Comprehension Outcomes

Table 2 summarizes student performance across different language skills.

Table 2

Skill Area	Before Adaptation (%)	After Adaptation (%)
Listening	48	82
Reading	52	79
Speaking	45	76

The results demonstrate substantial gains in comprehension, particularly in listening tasks. This improvement can be attributed to the use of multimedia authentic materials supported by scaffolding strategies.

The quantitative improvements are further illustrated in Figure 1

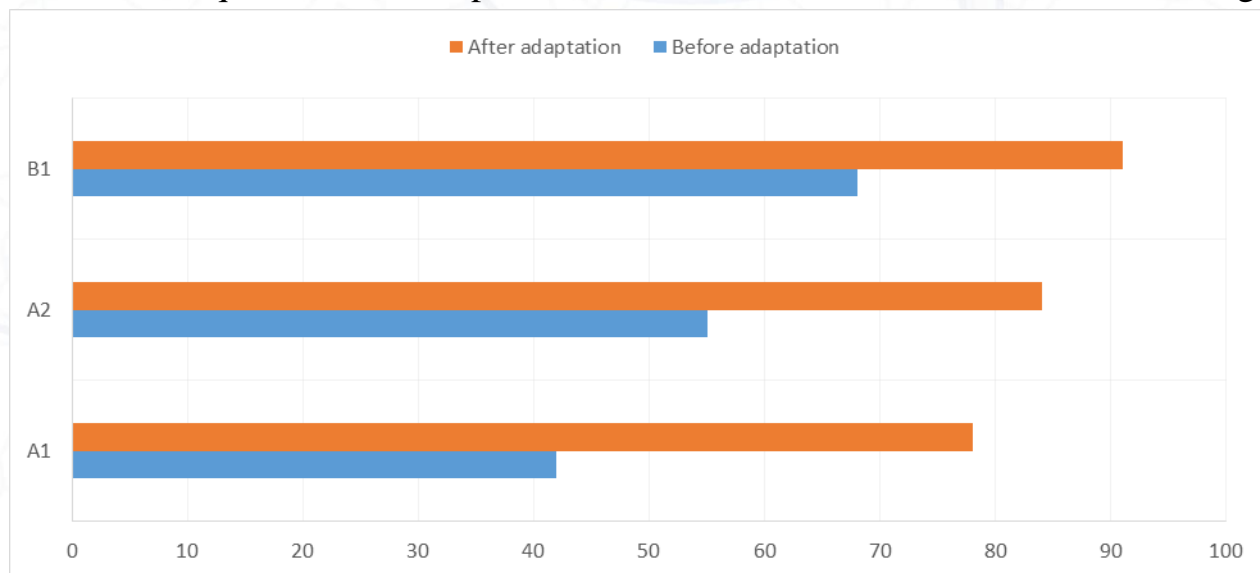


Figure 1. Student Engagement Before and After Adaptation

The visual data confirm a consistent upward trend in both engagement and comprehension following the implementation of adapted authentic materials.

Effectiveness of Adaptation Strategies

Table 3 presents the relative effectiveness of different instructional strategies.

Table 3

Strategy	Effectiveness Level
Vocabulary pre-teaching	High
Visual scaffolding	High
Tiered tasks	Very High
Peer collaboration	Moderate

The way teachers teach English as a language is really important. They use something called tasks to help students learn. This is very effective because students of all levels can learn from the material.

This study shows that using life materials in the classroom and adapting them to the students' needs is very helpful. Students learn more. Are more engaged when they can understand the material. This is what other studies have found too.

Impact of Differentiation on Learning Outcomes. When teachers adapt the material to the students' needs students are more engaged. This is especially true for students who're not as good at English. The teachers do not change the material itself. They change the way students interact with it. This way students can learn at their level.

In addition, when teachers give students support, like pictures or videos it helps them understand better. This is called scaffolding. It is very helpful for students who are learning English.

Balancing Authenticity and Accessibility. One of the challenges for teachers is to make sure the material is real and also accessible to all students. This study shows that it is possible to keep the material real and still make it accessible. Teachers can do this by giving students support.

Role of Classroom Interaction. When students work together, they learn more and feel confidence while interacting. This is very important for learning English because students help each other understand the material.

Pedagogical Implications. This study has some implications for teachers. They should focus on adapting the material based on students' needs. They should also use videos and pictures to help students understanding. They should make sure all students can participate regardless their language level. However, this study also shows that adapting material takes a lot of time and teachers need training to do it well.

Future Research. This study was done in one classroom so we do not know if the results would be the same in classrooms. Future studies should look at classrooms and see how technology can help adapt material.

Conclusion. This study shows that using life materials in the classroom and adapting them to the students' needs is very helpful. Students learn more. Are more engaged. The study also shows that adapting material is not about making it easier but about helping students learn at their own level.

Using life materials and adapting them to the students' needs is very important for learning English. It helps students learn and understand the material. It also helps teachers make sure all students can participate no matter what their level is.

The study also shows that using videos and pictures helps students understand better. This is especially true for students who struggle with understanding and producing language skills. Another important thing the study shows is that when students work together, they are more engaging, confident and active. This is the important aspect of making effective language learning environment. On the other hand, adapting materials and finding scaffolding techniques require a lot of time and training from language teachers. Moreover, classroom resources like technology and Internet access also impact effectiveness of lessons that includes authentic language materials.

To sum up, study shows that using life materials and adapting them to the students' needs is very helpful and effective for learning English. It helps students learn and understand the new topic using real life materials like local journals or encyclopedia. This helps teachers make sure all students can participate regardless their English proficiency level. Future studies should look at how technology can help adapt material and how it affects students' ability to learn English on their own.

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