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## **Teaching Syntactic Functions of words through Differentiated Instruction to College students**

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### **ABSTRACT**

Differentiated Instruction is basically an action between which teachers increase studying by going with college students signalizes to instruction and estimation. It means various instructional strategies that address various students' learning needs. The College students come to college with a large variety of background knowledge, language and past schooling experience with the individual difference. The Students are expected to learn the syntactic functions of words. This research paper is to investigate the benefits of introducing differentiated education. It helps to mobilize inservice teachers, enhance their presentation and encourage positive point of view and beliefs among apprentice and tutors in higher education.

**Keywords:** Differentiated Instruction Hypothesis, syntactic function.

### **INTRODUCTION**

Teaching grammar has been one of the most difficult aspects of the system of education for quite some time. Many methods and approaches have come across the world. However, most of them have not entered the system of education in India because of difficulties that we have in the region classroom strength, availability of resources, availability of competent teachers and availability of enough reinforcements are some of the major problems that we have today addressing these problems are essential because teaching and learning English is one of the important attributes of the educational setup today. It is essential to always go with innovative approaches. Differentiated instruction is one of the popular and effective approaches that educationalists have to deal with some of the problems mentioned above; this research will focus on effectively using differentiated instruction to teach syntactic functions to students in such a way to tie over the impediments that the teachers have in the region.

#### **Difficulties in learning grammar**

One of the major difficulties that pupils face in learning grammar in the classroom condition in the region is the students' lack speaking of English in most of the institutions still, so the students don't communicate in English with each other. Therefore they don't have the habit of using grammar as they don't speak English. This makes them face difficulties while answering grammatical questions and also while start speaking in English. The main reason that students lack in knowledge of grammar is they speak in their native languages so they don't use English for the sake communication. This is one of the main reasons of classroom conditions that make students lack in their grammatical skills. The only solution is to make students to speak in English instead of their native language in learning places so that they get used to the speak in English as well as they get used to the right usage of grammar.

### **Syntactic Functions**

Functional relationship that prevails between constituents and the clause is called syntactic function. There is specific function for every phrase and parts of a clause, this function is called syntactic function. Expressions in a kind of agreement that prevails in words and are grouped in phrases are called syntactic functions. Typical examples of syntactic function is subject , object and indirect object. A syntactic function is also known as grammatical functions or grammatical roles.

### **Advantages of teaching syntactic functions with differentiated instruction**

The students will understand more easily if the content (grammatical functions) is taught by new methods as the students are already tired of learning by the old methods. Teaching grammatical functions according to the students

understanding therefore knowing which kind of teaching will help the student to learn the content more easier , faster and giving the time to the students to learn at their own pace.

#### Advantages of differentiated instruction

When teachers don't implement certain strategies that will involve and at the same time create interest in students they will lack their focus in learning that particular subject. This involvement and interest takes place in differentiated instruction but not in normal teaching strategies so students lack involvement in learning. In normal teaching or traditional teaching methods there is only one teaching method or strategy involved so there is lack of interest in learning so the dropout rate increases but this doesn't take place in differentiated instruction.

#### Hypothesis

Grammar can be better taught by thorough knowledge of the learning preferences of the students. Differentiated instruction will effectively help in enhancing language skills among the students. Differentiated instruction will be a good platform to teach grammar because of the conditions of classrooms in the region.

#### Literature Review

Differentiated instruction began at the 1600's where the education took place in one room school houses. At first differentiated instruction was found by Dr.Howard Gardner in the name of the multiple intelligences. This chapter will bring out the development that came in the field of DI and the contributions of prominent scholars to the development.This chapter, based on the development, emphasises the need of differentiated instruction before outlining the requirements for differentiated instruction. The piece then goes on to explain differentiated classroom ideas and the differences between traditional and differentiated classrooms. Later in the chapter, an outline of differentiated classroom activities is provided, along with an example lesson plan. The second chapter's final section delves into the components of a lesson plan and how four different types of learners are addressed in terms of their learning needs.

Seymour Sarason mentions in his book titled 'The Predictable Failure of Educational Reform' that "A different way to learn is what the kids are calling for. . . . All of them are talking about how our one-size-fits-all delivery system—which mandates that everyone learns the same thing at the same time, no matter what their individual needs—has failed them" (1990, p.1).

Differentiated instruction allows the student to learn at his own pace and time with the help of the teacher. Where the teacher follows various methodology to make the learning lighter for students, this includes various measures employed by the teacher by using content specially developed for each student's better understanding of the subject. DI is the teacher's response to learners' needs guided by the mindset and general principles of differentiation like respectful tasks, quality curriculum, teaching up, flexible grouping, continual assessment, and building community. Teachers can differentiate through content, process, product, affect and learning environment according to students' readiness, interest and learning profile using different instructional strategies (Tomlinson, 2001).

#### Limitations

This study has been carried out keeping in mind the conditions of the classrooms of the region. The grammatical skills discussed here are based on the needs of the students of Tamil Nadu. The study will be able to give a clear picture of the importance of teaching syntactic functions of words through differentiated instruction. this study will also be helping teachers to effectively handle the local conditions with innovative pedagogy especially with support of differentiated instruction.

#### Differences between traditional and differentiated classrooms

Action is taken only when a problem arises in variation (differences) in a traditional classroom. The differences are the study of the core for planning in differentiated instruction. There is only a single text available in a traditional classroom. Numerous materials are always available in the differentiated classroom, such as text, language lab, and classrooms with projectors. To find out the level of students' understanding of the portion being taught, the teachers had to conduct tests at the end of teaching a particular portion or a lesson in the traditional classrooms. Whereas in the differentiated instruction, students are scrutinized while teaching itself and also they are observed as scrupulous during the different kinds of examinations or assessment processes. Only a confined sense of intelligence remains in traditional or old classrooms. Several forms of brilliance can be concentrated at the same time in differentiated instruction. In the traditional method of teaching, a guided classroom setup overpowers. In differentiated instruction, a great number of informational agenda is used. In traditional classrooms, the main aim of the instruction will be to complete the given text of the subjects, and this would be the major force that makes the

students move forward or, in short, which is the driving force. In the differentiated instruction primary aim and design of the instruction and chief motivator would be students' interest, willingness and learning profile.

Differentiated instruction is nothing but fulfilling the necessity of students' to the best of the teachers' capability and also by giving an immediate response. Differentiated instruction directed conventional concepts on differentiation which is actually based on ongoing assessment and adjustment, flexible grouping and respectful tasks. In differentiated instruction, according to the teacher, differentiation has the main three elements content, process and product. But the process completely depends upon the students, and it is split into three parts readiness, interest and learning profile. The above three parts are split according to the students' understanding of differentiated instruction. There are three ways of differentiation; therefore, what content is taught and how the process is taught.

### **Activities of a differentiated classroom**

Tiered system includes assignments, activities, homework, centers, experiments, materials, assessments and writing prompts. Tiered activity is based on a four step method therefore to identify key concepts or skills, to think about student and accordingly use assessment to determine readiness levels, interests and learning profiles of students creating activity according to the learners and adjusting the activity accordingly.

In flexible grouping teachers assign certain groups to students so that they work with a variety of students. Flexible grouping allows students to work with a variety of students of their same age and class.

### **Lesson-plan content**

Lesson plan for differentiated classroom consists of the following:

- a. Session
- b. Title
- c. Group size
- d. Topic of the class

#### **2.10.1 Warm-up activities**

Followed by that, the learning aim of the students is worked out. After working out the learning games, the learning objectives for the particular classroom is ascertained. Warm-up activities are very essential for keeping the students active right from the beginning. This warming up, which is otherwise called as brainstorming, actually kindles the curiosity of the students and also them to receive the instruction effectively. The brainstorming sessions are also used to check the nature and type of preference of the students especially with the topic taken up for the discussion.

### **Time frame**

A DI classroom lesson plan follows a series of activities. It is important for the teacher to follow periods of time for the various parts of the lesson plan. So a time frame has to be clearly mentioned in a lesson plan as given in the lesson plan above. Followed by that teachers' activity needs to be perfectly worked out and students informed even before the start of the session. It is basically because a teacher has to be aware of his definite roles step by step in the process of teaching and learning. Secondly, it will be easy to check it and modify in the course of teaching later on. It will also be so be a proof of the nature of activity that has been carried out in the classroom. As per this lesson plan, the teacher first gives tips for listening, then narrates the story. Followed by that, he/ she describes the story and assigns different stories to the students. Finally the teacher reflects the errors and gives his feedback.

### **Students Role**

The second most important part in the lesson plan of differentiated instruction is making the students aware of their own roles and responsibilities. A teacher needs to clearly prepare the students in mind and spirit before taking them to the heart of the activity. In the lesson plan given above there is a clear guideline with regard to what the students need to follow during the workout. As per the instructions given here the students need to ask questions first and talk to each other in the first part of the lesson. Later on they will also answer the questions given by the teacher with regard to the functions of words. Followed by that, they will be entrusted with the task of changing one form of the word to the other forms. Finally they will also carry specific activities home to enhance the knowledge in vocabulary.

### **Formative Assessment**

Formative assessment refers to a scale of attitudes used by teachers to evaluate student conception, learning requires and educational progress while a lesson, unit, or path is in development. Development assessments help teachers in identifying concepts that students are having difficulty perception skills that they are having difficulty mastering, or learning standards that they have not yet met so that altering to class educational techniques, and instructional hold up can be made. Formative assessment's universal motive is to gather exact details that may assemble to upgrade

education and student studying while it's occurring. The plot of a test, method or self-assessment is not what makes an assessment "developmental".

According to the assessment format used, the pupils were initially tested on their listening skills. They are then assigned the responsibility of paraphrasing the story in their own words. They participate in the evolution and debate in the second portion of the assessment. Marks are given to them based on their responses, and they are placed into several categories that require reinforcement.

### **Learning material and resources**

It refers to materials for teaching and learning. Teachers use a number of engaging and fascinating tools to carry the principles declared in the curriculum to secure that pupils are completely occupied in their learning. These resources or products can help students in converting their learning experiences into reality, promising learning more enjoyable, delightful and participatory. These are educational tools that are utilised in activities such as positive learning and assessment. Learning materials or resources are tools that instructors can make use to deliver lessons and help students attain their educational intention. These materials can be utilised by both teachers and students to learn more about a specific topic. Learning tools and resources are abundant these days.

### **Differentiated instructions for the four types of learners**

Visual learners have certain qualities that distinguish their learning style. Visual learners in school typically: They remember what they read rather than what they hear and would rather read a story than listen to one. Visual learners have certain qualities that distinguish their learning style.

When learning, kinesthetic learners move their shapes and attract with their neighbouring. They require to hold or sense something to better catch it hence pragmatic details often recommended over abstract ideas. Learning to slide is an example of a physical learning process.

An auditory learner relies on speaking and listening as their primary modes of instruction. When instructions or information are given in writing, many auditory learners may have difficulty understanding them, but they can clearly understand them when the information is given orally. These people are usually good listeners who can readily recall what has been spoken to them. An auditory learner, for example, may retain everything said during a work meeting yet struggle to recall the facts provided in a job report.

When physically engaged in a "hands on" activity, a tactile learner learns best. He or she benefits from teachers that emphasise in-class demonstrations, "hands on" student learning experiences, and fieldwork outside the classroom. When writing, he/she presses down firmly with his pencil or pen. He/she enjoys working with tools. Remembers things best when he writes them down multiple times.

The employment of diverse tactics for different learners is the most crucial part of a differentiated classroom. As previously said, four of the most prevalent types of learners would enjoy participating in the activity of learning in various ways. Visual learners, kinaesthetic learners, auditory learners, and tactile learners are the four types of learners.

The following are specific approaches to address the requirements of this varied population studied in this particular lesson plan:

1. Screen play of the story for visual learners.
2. Stage act for kinaesthetic learners.
3. Oral narration of the story by the teacher for auditory learners.
4. Tactile learners through poster making and content writing

Thus this brings out the development that came in the field of DI and the contributions of prominent scholars to the development.

As per the hypothesis it has been defended that grammar can be better taught by thorough knowledge of the learning preferences of the students. It is clear that differentiated instruction will effectively help in enhancing language skills among the students. Differentiated instruction can also be a good platform to teach grammar because of the conditions of classrooms in the region.

### **Findings of the study**

1. Grammatical knowledge is acquired by the students through natural learning environments better than the normal ways.
2. Differentiated instruction can help to curb the boredom in language learning and make learning interesting.
3. Knowledge and use of differentiated instruction can help teachers to construct a lively classroom with maximized participation among the students.

4. Knowledge about the learning preferences will make the classroom more lively and directed towards learning requirements.

## CONCLUSION

Choice boards allow students to select an activity to work on for a skill that the teacher has chosen. Kinesthetic, visual, auditory, and tactile learning modes are frequently represented on the board. When students have mastered what is being taught in class, compacting allows the teacher to assist them in progressing to the next level of their learning. To condense, the teacher examines the students' level of knowledge, develops a learning plan for them, excuses them from studying what they already know, and gives them time to practise an accelerated skill.

Student learning autonomy can be provided through interest centres or clubs. Flexible grouping provides for more fluidity in the groupings depending on the activity or topic. Finally, learning contracts are written between a student and a teacher, including the teacher's expectations for the necessary abilities to be demonstrated and the assignment's required components, as well as the student's preferred methods for completing the assignment. These agreements allow students to employ their preferred learning style, study at their own pace, and develop independence and planning skills. Based on these methodologies, the following are tactics for some of the core subjects with DI.

There have been various studies in the worldwide area on the benefits of introducing differentiated instruction in higher education, but none in India. As a result, further research is needed, particularly in the region, to investigate the benefits of introducing differentiated education. The focus on the learner who is actively involved in teaching, the reflection through which some teachers take direct initiatives in their classrooms, the increased interest of the teacher, the various methods in which teachers differentiate the content, process, product, and environment, the effectiveness of teaching, and the professional and academic success of preservice teachers are the most important advantages of implementing differentiated instruction.

Meeting the broad and diverse demands of learners from various cultural and social settings necessitates changes in the modern educational system, such as the deployment of new teaching methodologies and practises, such as differentiated instruction. This literature review has revealed important information about individualised teaching in education. Differentiated instruction, according to the findings, helps to mobilize preservice teachers, improve their performance, and promote positive attitudes and beliefs among trainees and educators in higher education.

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