



INTEGRATING UDL PRINCIPLES INTO ENGLISH CLASSES AMONG UZSWLU STUDENTS: CHALLENGES AND SOLUTIONS

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ABSTRACT

This article includes detailed information about the ways of implementing UDL principles in UzSWLU successfully step-by-step. By analyzing scholarly articles gathered from reputable scientific journals, we collected data about the potential benefits of implementing UDL principles in language classes. This paper aims to give instructions regarding how to incorporate UDL into the English classes effectively. This scientific article provides you with information about the three core principles of UDL.

Keywords: UDL principles, implementing UDL, UzSWLU, challenges, language teaching, language learners.

INTRODUCTION

As more people enroll in higher education with diverse learning backgrounds and abilities, some university teachers face several difficulties during the language teaching process. For some teachers educating the English language effectively to a broad range of diverse students is an urgent problem that each English language instructor needs to solve. Integrating Universal Design for Learning (UDL) into English classes is one of the most effective solutions to this ongoing problem, as its final aim is to make the learning process accessible to all students. The implementation of the UDL method principles in English classes can help teachers address the problem of student diversity by providing them with new insights from the viewpoint of learning and making all students accomplish achievements during the lesson. This paper aims to give detailed information about the potential benefits of UDL principles and provide several suggestions regarding how to integrate UDL into English lessons at Uzbekistan State World Languages University.

METHODS

We conducted an online survey to identify whether UzSWLU students are aware of UDL principles and learn languages in classes where teachers use UDL principles.





This process includes both students and teachers who are studying and working at Uzbekistan State World Languages University. We prepared several questions regarding the use of UDL principles in English classes among Uzbekistan State World Languages University students. This online survey made students feel curious about the teaching method--UDL and its principles. In addition to this way of conducting scientific research, this scientific article also includes qualitative and secondary data analysis to highlight the potential benefits of applying UDL principles in language classes (English). We collected several scholarly articles to analyze how teachers can support a wide range of students with different learning needs by employing UDL principles. To assess the impact of this teaching method on students' language learning, a corpus of scholarly articles spanning various disciplines was analyzed. A diverse corpus of scholarly articles was selected from reputable academic journals across multiple disciplines.

THE GOALS AND THE CURRENT SITUATION OF UNIVERTISITY ENGLISH TEACHING

According to the English language teaching requirements of the university, the main objective of university English teaching is to develop students' ability to use the English language in a well-rounded way. To meet these requirements teachers are asked to work with all students and understand them very well in order to know how to improve their language skills. Due to the advancement in technology and the increasing demand for teaching and learning the English language, many teachers are transforming their teaching methods from traditional teacher-centered ways to more modern student-centered ones. It was normal for teachers to dominate the whole class, playing the role of authority several years ago. Traditionally, students were asked only to follow their teachers' instructions which in turn led to passive learning since they did not receive opportunities to explore, participate, and regulate their own learning abilities. However, nowadays, many teachers are creating chances for students by applying effective teaching methods that can meet the requirements of today's modern world. By incorporating modern foreign language teaching approaches, teachers can inspire students to participate in the lessons actively and facilitate their learning by playing leading roles. Numerous changes to teaching methodologies have been implemented as a result of the shift in the public image of education. These include the use of project-based learning (PBL), task-based learning (TBL), cooperative learning approach (CLA), and inquiry-based learning (IBL). There has been some positive impact on learners' English language proficiency as a result of these reform initiatives. However, all students are unique, and academic diversity in





higher education is growing at a rapid pace. These facts are overlooked by the aforementioned techniques. Therefore, a new problem will emerge on how to address all students' learning needs, maximize the potential of each student, and make them benefit from the language learning process. One promising solution to this ongoing problem is integrating Universal Design for Learning (UDL) principles into language classes, as its core concept is to make each language learner get access to learning equally.

LITERATURE REVIEW OF UDL

The goal of the educational framework known as Universal Design for Learning (UDL) is to give every student equitable access to education by removing obstacles to learning and offering multiple means of representation, expression, and engagement options. UDL has a long history dating back to the 1990s, when researchers at the Center for Applied Special Technology (CAST), including David Rose and Anne Meyer, started creating the framework. The concepts of Universal Design, which first appeared in architecture and product design to create settings and goods accessible to everyone, regardless of ability, served as the inspiration for the idea of UDL. During the 1980s, the Centre for Applied Special Technology (CAST) association in America expanded the concept of accessibility in the classroom by utilizing Universal Design for Learning (UDL) to cater to the needs of students with disabilities. Later, to address each learner's unique needs, the concept of UDL was applied to everyone. To make every person understand the main concept of the UDL method, CAST summarizes the three principles of Universal Design for Learning. The three principles: multiple means of representation, multiple means of engagement, and multiple means of action and expression are a set of principles for curriculum improvement that can provide all students with equal opportunities and access, including students with learning disabilities.

TABLE1: the principles of UDL

The three core principles of UDL

1. Multiple means of representation	Teachers can present information about the topic in different ways, (audio-video materials, hands-on materials, etc.) to support understanding of students
2. Multiple means of engagement	Teachers offer several options to motivate all learns to participate in the lesson actively and provide sustained enthusiasm for learning
3. Multiple means of action & expression	Teachers try to offer options and support all students so everyone can learn, create, and share





RESULTS

To identify whether students in UzSWLU have knowledge about UDL principle, we conducted an online survey. The survey includes two questions regarding the usage of UDL. More than one hundred students participated in our online survey and answered the question according to their experience. The first question was “Have you ever heard about UDL principles?”

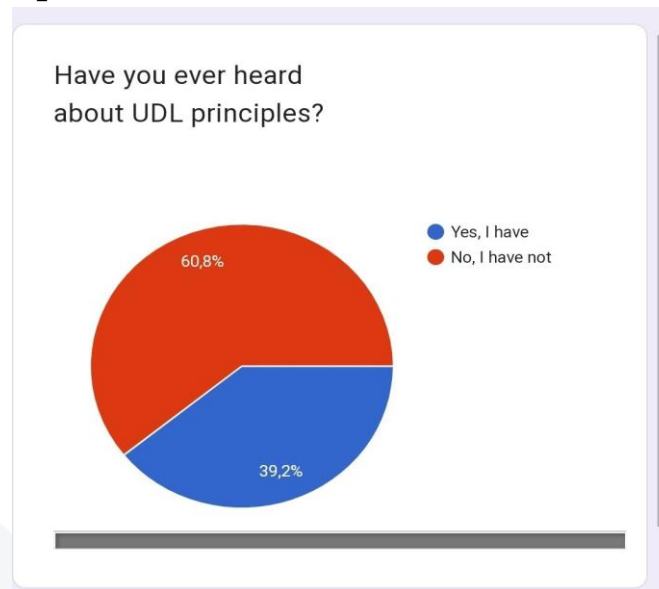
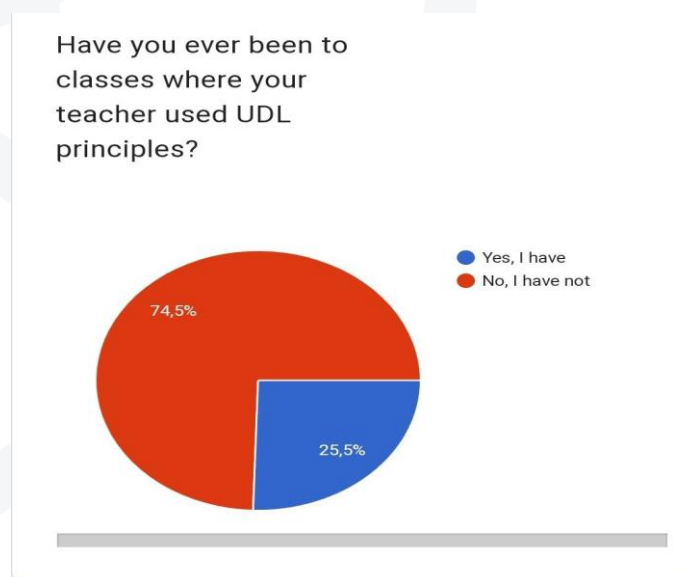


Image1: percentage of participants who know about UDL

The pie chart shows that more than 60% of students in UzSWLU do not have any information about UDL method. Students have lack of knowledge regarding the method UDL, as it is not widespread one in Uzbekistan.

The second question was “Have you ever been to classes where your teacher used UDL principles?”





According to the pie chart, it is evident that UDL principles are not successfully implemented in Uzbekistan State World Languages University. Therefore, more than 74% of students have never been to classes where teachers used UDL principles.

DISCUSSIONS

Implementing UDL principles in Uzbekistan State World Languages University may face several challenges:

- Limited awareness and understanding. Many educators and policymakers may not be familiar with the principles and benefits of UDL, making it difficult to gain buy-in and support.
- Resource constraints. UzSWLU may lack the financial resources, technology infrastructure, and trained personnel needed to effectively implement UDL in language classes.
- Cultural and linguistic diversity. Uzbekistan is a diverse country with multiple ethnicities and languages. Ensuring that UDL accommodates this diversity and promoted inclusive education for all students can be challenging.
- Resistance to change. Resistance from traditional educational systems and stakeholders who may be reluctant to adopt new teaching methodologies and approaches, especially if they perceive them as challenging the status quo.

To address these challenges, Uzbekistan State World Languages University can consider the following solutions:

Professional Development: Provide comprehensive training and professional development programs for educators to increase awareness and understanding of UDL principles and strategies.

Resource Allocation: Allocate sufficient financial resources and invest in infrastructure, technology, and personnel to support the effective implementation of UDL in the university.

Cultural Sensitivity: Develop UDL frameworks and materials that are culturally and linguistically relevant to Uzbekistan's diverse population, ensuring that they address the needs of all students.

Community Engagement: Foster collaboration and communication between educators, policymakers, parents, and communities to build support for UDL implementation and address concerns or misconceptions.





Policy Support: Develop policies and guidelines that prioritize inclusive education and mandate the implementation of UDL principles across all educational institutions, providing a supportive environment for change.

By addressing these challenges and implementing these solutions, Uzbekistan State World Languages University can work towards creating a more inclusive and equitable education system through Universal Design for Learning.

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