

## TEACHING ENGLISH LANGUAGE TO MULTI-LEVEL LEARNERS

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*Abstract: This article provides information about teaching English language to multi-level learners, its methods, strategies and techniques. Some methods are implemented Uzbek multi-level classrooms and its analyses and results are explained in the conclusion.*

*Keywords: multi-level, classroom strategy, language acquisition, mixed-ability, native language, motivated*

## ПРЕПОДАВАНИЕ АНГЛИЙСКОГО ЯЗЫКА УЧЕНИКАМ РАЗНОГО УРОВНЯ

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*Аннотация: В этой статье представлена информация о преподавании английского языка учащимся разного уровня, его методах, стратегиях и приемах. Некоторые методы реализованы в узбекских многоуровневых классах, а их анализ и результаты объяснены в заключении.*

*Ключевые слова: многоуровневость, классная стратегия, овладение языком, смешанные способности, родной язык, мотивация*

## KO'P DARAJALI O'QUVCHILARGA INGLIZ TILINI O'QITISH

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*Annotatsiya: Ushbu maqolada ko'p darajali o'quvchilarga ingliz tilini o'qitish metodlari, uslublari va texnikalari haqida ma'lumot berilgan. O'zbek sinfxonalarida ba'zi metodlar qo'llanilgan va xulosa qismida tahlil natijalari izohlab o'tilgan*

*Kalit so'zlar: ko'p darajali. sinf uslubi, til o'zlashtirish, aralash qobiliyat, ona-tili, motivatsiya*

**Introduction.** Multi-level is an approach planning that analyses the individualization, flexibility of all students regardless of their personal level of skills. In some cases, schools enroll pupils without any entrance test. As a result, they are large and large classes which are multilevel in terms of the age of students and their knowledge. About this, Jones (2007) says, «In many ways, every class is a mixed ability class. It is obvious that a large class is a multilevel class» (p. 5). Therefore, it can be assumed that all classes are multilevel to some degree but a large class is multilevel. In a multilevel class, students differ in terms of gender, age, interest, attitude, family background, ethnicity, and religion. Such a variation in large classes impacts on the classroom activities, therefore, large classes are complex. And in a multi-level class, students may vary in language acquisition ability, age, motivation, intelligence, self-discipline, attitude, literary skill and interest. As a result, the teacher enjoys some opportunities while teaching in large multilevel classes and they also meet some challenges. Therefore, it aims at exploring the challenges and chances of teaching English in large multilevel classes. And it is thought that teachers feel hardship in engaging and activating students and keeping a record of students' evaluations in a large class and they may have difficulty to manage large classes. The teacher increases experience through interaction with students for professional development.

**Review of literature.** Teaching multilevel learners is serious process. Therefore, a lot of scientists researched and experimented. Multi-level class is a heterogeneous group of learners who describes various genders, cultures, linguistic communities and socio-economic groups possessing different proficiency levels, qualities, attitudes and ways of motivation as Hess (2001, p.5) writes, «Students not only differed in language acquisition ability but also in age, motivation, intelligence, self-discipline, literacy skills, attitude, and interest». Combinations

of mixed abilities which is not only the property of a large class but also the property of a small class. The background of the students impacts on their classroom performance and environment of the class.

The learners in a classroom can have various styles and strategies. For example, they can be extroverts, introverted, intelligent, motivated, demotivated, dull, active and passive. However, on the same issue contrasting with Jones (2007, p. 5) writes, «In many ways, every class is a mixed ability class». In one class, students are not the same in some cases: they differ from language acquisition ability or learner types. Therefore, when teacher explains some kind of topic, they can acquire this knowledge differently according to their learning styles. The language of communication and meaning in a context is deeply impacted by the culture of the communicators. In this regard, Corbett (2003, p. 40) claims, «the learner is ... linguistically adept ... to identify cultural norms and values ... and behavior of the groups he or she meets, and can articulate and negotiate a position with respect those norms and values». Therefore, it is concluded that every class is a mixed ability class and the diversity of large classes highly impacts on the classroom environment.

The size of a class is great variation. In terms of the number of students, a class is divided into very large, large, moderate, small and very small. All these terms are relative because how large is large? And how small is small? and what is the moderate number? is challenging to define. A certain number of students can be small in one situation and moderate in another situation. Hess (2001) says, «Chinese colleagues ... taught groups of sixty or more students in classes where students ... differed in language acquisition ability ... age, motivation, intelligence, self-discipline, literacy skills, attitude, and interest and ... situation was not at all unusual for them. In addition, classes of sixty to seventy-five students are not so exceptional around the world» (p.1). We can observe some difficulties in a large class. The study of Jones (2007) shows, «... will have swivel chairs on wheels ... for pair work ... to face the teacher ... for a whole class discussion. But ... most classrooms have furniture that is not easily moveable; students have to seat in rows ... facing the fronts. Real classrooms are often crowded. In a crowded classroom, we may not even be able to reach some students as we circulate» (p.8). As Jones says the English classrooms in schools in some countries are large and sets of furniture are arranged in orderly rows. In Uzbekistan, foreign languages are taught dividedly. Whole class 30 or 35 pupils are divided into two groups and every group are managed by separate teachers. About 15 learners are taught in one group. It provides them with expressing their opinion independently in any time. The success and failure of classroom interaction depends on the roles of student and teacher or the relationship between them. In ELT class, the selection of the approach either teacher-centred or student-centred illuminates the role of the teacher and the students. Following the teacher-centred way of teaching is practicing power in the class, on the other hand, choosing student-centred ways of teaching is increasing the role of students. Freeman & Anderson (2017, p.18) say, the teacher is the authority in the classroom. Similarly, showing integrated roles of a teacher and students to the content in a method, Richards and Rodgers (2001, p.245) write, «A method contains the detailed specification of context, roles of teachers and learners and teaching procedures and techniques».

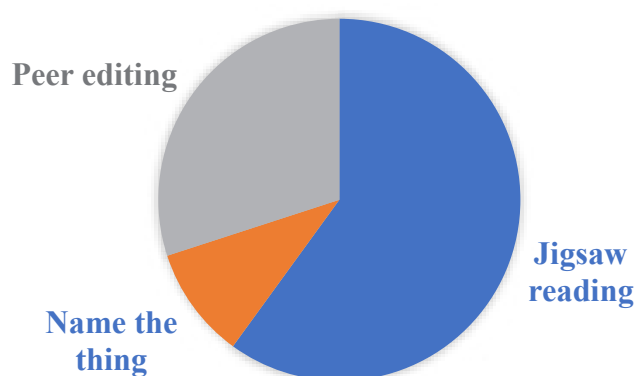
In multilevel class teachers should pay attention every students' situation, learning style and psychological case. It assists them to design learning materials, activities and handouts.

Methodology. To teach multi-level students, materials which are used during teaching process plays significant role. In order to determine which activities are successful for these learners, different kind of methods are exploited and analyzed. Various literatures are examined methodically, comparative analyzing, questionnaire and pedagogical observation methods are used. Based on the questionnaire, the results are compared. In this method, multilevel learners do three types of multilevel activities and the most profitable one is defined through the questionnaire.

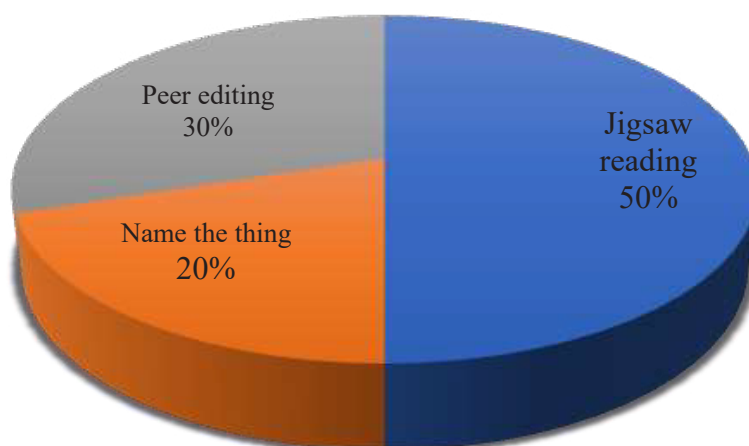
Results. In the experiment, jigsaw reading activity, name the thing and peer editing activities are used. In jigsaw reading activity, a reading passage which includes pre-teach the vocabulary and grammar games is selected and the text is divided into parts, advanced students are given

longer, more challenging passages and lower-level are allocated shorter, simpler texts. Then, student read their part of the article or story. After reading, students can write a summary of the article or story or say it orally. Especially, students work together to rebuild the article in the correct order and check it against the original one. In name the thing activity, students work in pairs and they are given three or four similar but not identical pictures. So, for example, display four similar classroom pictures on the board or table. One person holds a duplicate picture of them and uses it as a reference for responding the other students' questions. These students request questions to narrow down their choices and recognize matching picture. The more advanced students can ask the questions as it is more difficult than answering. To save on preparation time, this game is designed and given students as the task of collecting matching pictures. In peer editing activity, students are allowed to look at each other's work and make corrections and comments at their levels. Students can do rough drafts autonomously. Advanced students can write longer and more complex texts than their groupmates. Peer editing is then the last step before writing the final draft. Students can discuss meaning of the text as well as grammar and punctuation of it. In fact, all the activities have positive sides which they empower one kind of skill, but its effectiveness depends on learner's level. In multilevel class how these activities are effective is illuminated in the result.

### 1-PICTURE. QUESTIONNAIRE ABOUT MULTILEVEL ACTIVITIES



### 2-picture. Choices of learners



Conclusion. All kind of activities, materials, methods and technologies are used for learners. However, for multilevel learners, we have to think seriously, as the chosen materials should be appropriate for different levels. Above mentioned activities are chosen for experiment and determined their effectiveness and cons. Jigsaw reading activity creates enjoyable learning atmosphere, promotes cooperation among learners and encourages self-confidence. It allows learners to become expert in particular case and share their knowledge with their peers, leading to a deeper understanding of the material through discussion, problem-solving and debate. Moreover, jigsaw reading method empowers student learning outcomes and activities. However, this activity requires careful planning and active learner participation. Peer editing activity is also beneficial for learners, as it improves their awareness, knowledge and skills in writing. It assists to become more autonomous in learning process. Teacher also can benefit from peer editing activity, as it discloses invaluable information on students writing weaknesses and strengths. However, this activity requires to do individually and learners cannot to discuss, share or debate. Name the thing activity is successful for learners, as they can express their opinion independently, they can name the items. It improves their learning outcomes. However, it creates tedious atmosphere for upper level, as it is more appropriate for down level learners. In order to avoid this kind of challenges, the appropriate activities should be chosen for multilevel learners.

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