

# TECHNIQUES OF TEACHING ENGLISH FOR MULTILEVEL CLASSES

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**Abstract:** *the following article clarifies the phenomenon multilevel classroom. Author made an effort to highlight the lifelong strategies to use in multilevel classroom for the purpose of teaching English. She is sure that if the teacher implies those techniques mentioned throughout the article he/she gets succeeded and likely reaches the objectives put for the lesson.*

**Keywords:** *ESL, conversational, obese, approach, literacy, heterogeneous.*

The prior challenge of the ESL educator is teaching the multi-level class, and all classes are multi-level, even the classes which are not officially designated as such: for example, one student may be strong in speaking skills while another strong in reading. An understanding with teaching the multi-level class is grabbing everyone's interest and meeting everyone's needs, without care of their level. A variety of students study in a multi-level class: students who put the first step learning to speak English, students who are fluent but want to work on their pronunciation, also students who have conversational English but need to work on academic skills.

*Meet the varied student needs of a multilevel class*

Start with a needs evaluation. Figure out what students want to obtain and are interested in. If most in a class are job-oriented, for example, focus on the vocabulary needed for career success [1].

As the academic English vocabulary is full of Latin root words such as “obese” that are different from the more Anglo-Saxon roots of conversational English, such as “fat”. Help them to have the focal point on choosing the right vocabulary.

In addition, do skills assessment in the initial day and identify the levels of students by an informal interview, asking students about their background and then taping it. As well as do a writing assessment on a simple topic like “A Life Lesson”. Then make decisions about grouping from this assessment. Sometimes it makes sense to group students of similar ability levels, such as when doing a listening comprehension task, while other times, however, such as when engaged in discussion, students are grouped across levels.

Select the themes. Distinguish what themes students are interested in by polling them and showing visuals: sciences, education, art, and so forth. Build your class around these themes, with easier materials for the lower levels and harder for the higher levels. Usually one week of focus on a theme is sufficient.

Accurate scheme for the multilevel class [2]. This is vital, to have enough activities for each of the levels, or flexible activities, with different material for students at different levels of English acquisition.

Use the whole-class-to-leveled groups approach. In larger classes, you may group students by level or in heterogeneous groups while in smaller classes you can split your time effectively between individual students. Start an activity by discussing it in general with the class as a whole: the topic of family, for example. Allow students to offer comments as they wish at the beginning then break into leveled groups for learning vocabulary words related to family, for example, for lower levels, while higher levels can do a more advanced reading on the topic.

Involve different modalities and strategies: use visuals, stories, and movies. These are outstanding tools in a multi-level class because a variety of students at different levels will relate to and gain something from them.

Presenting a movie, for example, provides opportunity for a variety of activities. If the movie can be shown with closed caption, in English, this helps students' reading skills. Higher grade students can write critiques and engage in discussions after about the movies, lower level students can focus more on short oral and written summaries.

Grab also a variety of activities for different language skills within a class. This is a way to meet the needs of all students, from the student who needs work on basic literacy to the student who wants to work on more advanced pronunciation and accent reduction.

Regarding to your themes list, you may set off with an activity such as a visual that all students will benefit from: a provocative picture from a recent news magazine, for example, or a picture of an abstract painting. Have students first discuss the visual as a whole class, and then the higher level students may write their interpretation of the visual while the instructor can help the lower level students with vocabulary and grammar [2].

Language background, in which students dictate a story referring to the theme, and the teacher or another student jots down it on the board, is also a useful approach involving a various skills and levels. Else, move from a wider topic and break it down by pronunciation, grammar, and vocabulary. This also presents an opportunity for teachers to mix up groupings, from heterogeneous to level based to skilled based.

In short it's up to teacher to have a great lesson. If he/she is creative enough these strategies are no longer useful, because creative teacher will find a way out in any case.

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