



## Features Of Teaching English to Multilevel Classes

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### ABSTRACT

This article is about teaching English to multilevel classes, and gives information about challenges, benefits, opinions how to conduct multilevel classes. A multi-level classroom is one in which some pupils are conversant with the Roman alphabet and others are not. Finally, the phrase multi-level can apply to a group of students who work together and have a wide range of abilities.

### Keywords:

Multilevel classes, diverse, tight resources, assemble, self-access, group work, conversational skills, learning backgrounds

The pupils in multi-level classrooms are as diverse as the students themselves. They usually consist of students who converse in English at a variety of levels. They may also be labeled multi-level since they comprise students from various learning backgrounds, such as those who learn mostly from a textbook and others who learned orally. In their home tongue, students may have varying levels of literacy.

### Teaching Multi-level Classes: Benefits and Challenges

Many teachers are unsure where to begin when presented with the difficulty of a multi-level classroom. They are concerned that the preparation would take far longer and that the students will be more demanding. Schools with multi-level classrooms sometimes have tight resources, and teachers may worry that they will not be compensated fairly. Teachers, on the other hand, can only succeed if they consider the benefits of a multi-level classroom and use tactics to overcome the problems.

Multi-level classrooms have the following advantages:

- Students can learn at their own pace
- Students learn to work well in groups
- Students become self-directed learners.

- Students form deep bonds with their classmates.
- Students become learning partners.
- Multi-level classrooms provide a number of challenges.
- Obtaining proper instructional materials and resources
- Assembling appropriate groupings in the classroom
- Establishing a successful self-access center in the classroom

### Identifying Your Students' Requirements

When you're assigned to a multi-level classroom, one of the first things you should do is figure out what each student needs. This should be completed before the first class, if at all possible.

Depending on the size of the class and your availability to an office and a computer, there are a variety of ways to conduct a needs assessment. For new pupils, many schools use a standardized test. While standardized exams can assist teachers in determining the language level of students in a multi-level class, they cannot detect the unique requirements of individual students. In small classrooms, inviting students into the office for a quick chat

is a good way to figure out what they're thinking.

In small classrooms, inviting students into the office for a quick talk can help you figure out what your students' goals are (ex. improving writing skills, learning conversational English, understanding of rules and grammar). Because students may not know the answer, it's a good idea to make a list from which they can choose. You may give them the choice of choosing between a primary and secondary explanation. Here are some ideas for a list of options for pupils to choose from:

- To enhance my public speaking abilities
  - To go into college
  - To utilize for travel
  - To become a future teacher
  - To study grammatical rules
  - To satisfy my parents

Many schools, particularly those with small populations of English Language Learners, do not have distinct sessions for beginners and intermediates.

Here are a few examples:

- Using the "same" text with minor changes for different English levels: There are a surprising amount of free web resources that offer various versions of the same topic with varied levels of difficulty. There are even programs that can do it for you automatically for any text you choose! A list of these websites may be found at [The Best Places To Get Different "Levels" Of The "Same" Text](#) (This is an external link) Students can then be given the same responsibilities, such as taking turns reading it aloud with a partner of comparable ability and using reading methods such as visualizing (creating a mental image of what the book helps them see) or mnemonics.
- Implementing a "jigsaw" activity: In a "jigsaw," students are given sections of a longer text, or, in a version more appropriate for a multi-level class, a modified section of the same text (see previous paragraph), or an entirely different text on the same subject (for example, similar-ability groups are given sections of a famous person's biography at their group's appropriate level of text complexity). Then, each group of students with comparable abilities reads the book and creates a poster and a brief oral

presentation to the full class on what they learned.

Using visual cues to create easy writing assignments: I've started hanging six- or eight-panel "comic strips" on the overhead and asking students to write down the tale they think it conveys. Students can write it at whatever level of English proficiency they have at the moment, and Intermediates can sit next to Beginners to help them. There are many of these types of picture tales available; I utilized stories from the book [Chalk Talks](#) (link is external) as a starting point and then encouraged kids to make their own. They now give an endless supply of innovative storyboards that students may utilize for writing and even presentations, as shown in the image accompanying this piece.

- Differentiating with technology: A trip to the computer lab or, if you're lucky enough to have laptops or tablets for all of your pupils, a multi-level class may be held there. The list of the [Best Beginner, Intermediate, and Advanced English Language Learner Sites](#) (link is external) has a large number of websites that students may utilize to learn about any topic that the class is studying (or not).
  - Using mixed-ability partner groups: This might be a game, a period when Intermediate students "teach" a planned lesson to Beginner groups, a [Picture Dictation](#) (link is external) activity (again, where the Intermediate student is more of a teacher), or something else entirely.
  - Providing similar resources with varying levels of difficulty for kids to work with: These might include the following:
    - Beginners would be asked to practice it as written or with minor adjustments, while Intermediates would be required to use it as a model to create their own.
    - Cloze (Fill-in-the-gap) of a brief text, with the right words provided at the bottom of the page for Beginners but not for Intermediates. The instructor might use clozes that are examples for academic writing Intermediates are doing more strategically.
    - Beginners would have another cloze with the proper words revealed at the bottom, but Intermediates would not.
- Teaching Techniques

If you're teaching a multi-level ESL class, you'll need to prepare lessons that will engage students at all levels. Otherwise, if students believe the content is either too simple or too tough, they may lose interest. This does not, however, imply that each class should have three separate lessons. While flexibility is essential for success, you will discover that an organized classroom that flows seamlessly from one activity to the next is fairly achievable.

1. Teach to the middle, then assign activities at various levels.

In multi-level ESL lessons, starting the session with everyone together and then breaking off into tiered activities might be beneficial. Melinda Roberts is a national telecommunications expert.

2. Encourage collaboration in groups.

Group work may be a fantastic way for students of all levels to learn from one another (Treko 2013). It was frequently useful to split off into tiered groups for various work once I had gotten to know my students and had a sense of their English ability. Then, whether it was a reading exercise, book study, or speaking practice, each group was allowed to work toward its own goals. We would reassemble as a class to showcase each group's work whenever it was practicable and appeared like it would benefit others in the class to foster a feeling of community in the classroom.

Rather of dividing pupils according to their ability level, it is sometimes more beneficial to arrange them according to their interests.

All in all, teaching multilevel classes is very challenging but helps to progress in both teaching and learning.

## References

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