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TEACHING MIXED-ABILITY CLASSES FACTORS CHALLENGES AND ADVANTAGES

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Annotashion: The purpose of this article is to find out how upper secondary English teachers should work in order to reach the weaker students. I am interested in what has been written about mixed-ability classes, the challenges they present and most of all how teachers of English need to work in such classes to reach all students, especially the weaker ones.

Аннотация: Цель этой статьи — выяснить, как должны работать учителя английского языка в старших классах средней школы, чтобы охватить более слабых учащихся, чтобы охватить всех учащихся, особенно более слабых.

Annotatsiya: Ushbu maqolaning maqsadi o'rta maktab ingliz tili o'qituvchilari zaifroq o'quvchilarga bilan qanday ishlashi kerakligini aniqlashdir va eng muhimi, ingliz tili o'qituvchilari barcha talabalarga, ayniqsa zaif bo'lganlarga bunday darslarda qanday ishlashi kerakligi qiziqtiradi.

Key word`s: teacher, English, work, challenge, students.

Ключевые слова: преподаватель, английский, работа, студенты, конкурс.

Kalit so`zlar: o`qituvchi, ingliz tili, ish, talabalar.

These are several strategies that a teacher can use to deal with this situation. This is the first of two articles on the topic.

Discussion and needs analysis It is easy for students to get frustrated in a class of mixed ability. Stronger students may feel held back, weaker students may feel pressured. The teacher may feel stressed. The best solution to this is to have an open-class discussion about the classroom situation - to ensure the best for everyone it is better to acknowledge the situation and for everyone to agree how to deal with it. It is probably best to stage and structure the discussion. Students compare their answers in pairs or small groups. You should collect the information and prepare a statistical representation of the key questions and answers. This will help to develop the sense of shared community in the class.

Explain and discuss. Tell them what you are going to do

If you think your students are not mature enough to carry out this kind of reflection, explain the situation to the class and tell them what strategies you will be using. If students know what to expect, you can hope that they will cooperate.

Student self-awareness

Encourage students to develop an awareness of their own language abilities and learning needs. What are their strengths and weaknesses, and how can they focus on these? How can they measure their own progress. This may take the form of a learner's diary, regular self-assessment, keeping records of mistakes, keeping a record of things learnt.

Work groupings



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Varying the way students work in the class will help meet the variety of levels in the class.

Pair work

You can pair strong with strong, weak with weak, or strong with weak. Perhaps in a very controlled activity, the strong with weak will work well. In a freer activity, perhaps strong with strong will be of benefit. Variety in the pairings is the key here - and you should also be sensitive to the general relationships between different students, and learn to note who works well with whom.

Group work

These groups could be of mixed levels or similar ones. The hope is that in a smaller group, the weaker student will feel more able to contribute. Also, if the group is working with a set of information, divide the information between the students, forcing them to work together.

You may consider dividing your class into groups by level for the whole lesson, enabling you to give a different level or number of tasks to each group. Discussion of this strategy with the class should help prevent stigmatisation.

Whole class – mingles

Mingles can take many forms - students may have to find the person who has a matching word to theirs, or the second half of a split sentence. The students may all have the same or different questions, or a mixture. The key is the general principle of an information gap or communicative need.

Overall, variety in the types of working groups, and an open discussion of the class situation will help to deal with some of the difficulties that are present in mixed ability classes. The aim of these strategies is to create a positive working environment, which is all part of ensuring better learning.

LITERATURE

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