

## **WORKING WITH DIFFERENT LEVELED STUDENTS IN ONE GROUP**

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### **ABSTRACT**

*This article will illustrate process, analyze and results of research which was practiced in a group of students with different ages and levels of English .Firstly it seemed impossible but after practice it was clear that studying in the same group with higher leveled students increases motivation of students. The only demand for teacher is taking individual care about every student in group.*

**Keywords:** requirement, adapting, extension, workshop, weak, strong.

### **АННОТАЦИЯ**

*В этой статье будет иллюстрирован процесс, анализ и результаты исследования, которое проводилось в группе студентов с разным возрастом и уровнем владения Английским. Сначала это казалось невозможным, но после практики стало ясно, что обучение в одной группе со студентами более высокого уровня повышает мотивацию студента. Единственное требование к учителю – индивидуальный подход к каждому ученику в группе.*

**Ключевые слова** требование, адаптация, расширение, мастерская, слабый, сильный.

### **ANNOTATSIYA**

*Ushbu maqola turli yoshdagi va ingliz tili darajasiga ega bo`lgan talabalar guruhida o`tkazilgan tadqiqot jarayoni, tahlili va natijalari ko`rsatilgan. Avvaliga bu imkonsizdek tuyuldi. Ammo amaliyotdan so`ng yuqori darajadagi talabalar bilan bir guruhda o`qish motivatsiyani oshirishi aniq bo`ldi. O`qituvchiga bolgan yagona talab – bu guruhdagi har bir talaba haqida individual g`amxo`rlik.*

**Kalit so`zlar:** talab, moslashish, kengaytirish, ustaxona, zaif, kuchli.

### **INTRODUCTION**

We are living in the modern world, where learning English is becoming more and more popular among not only young generation but also between old people. This happened because of job demands. I mean every company wants to get well-qualified workers. The main requirement is the level of English .As English is an

international language and by learning it workers are becoming international specialists. So in order to teach this kind of best-qualified workers there were organized special classes which calls study centers. Depending on their level of knowledge and working area, as well. But in some cases with different leveled students are studying in one group and dividing them into several groups is really hard. This article will argue several various possible solutions to this problem. All classes are mixed ability to one extent or another. Extreme cases, when you have near native level speakers with beginners, can be very challenging for the teacher. In these cases it's important to remember that all students will get something out of the class, but not necessarily the same things, and not necessarily what you aim to teach them! For example, the beginners may begin to get a grasp of your classroom language whilst the stronger students may begin to be able to put a new tense into use.

## **RESULTS AND DISCUSSION**

Adapting materials for mixed ability classes can take different forms.

- One way to adapt materials is to rewrite reading texts and grade the language accordingly for different levels. In an ideal world where a teacher has all the time in the world to prepare their classes this may be the perfect solution. However, the reality is that this sort of adaptation is extremely time consuming and not many teachers can actually go to this length to adapt materials for mixed level groups. Another problem that can arise with this sort of adaptation is that it can be awkward to give out different texts to different students. There's a danger that they will instantly realize that they have been labelled as a weak or strong student and, in the case of the weaker students, this will no doubt effect their motivation. I would like to offer some ideas of how you can support your weaker students and offer extension activities for your stronger students whilst using the same materials as the starting point for the class. This way the preparation time involved for the teacher isn't drastically higher, and the group can still work together for most of the class. These ideas are taken from a workshop I attended last year on mixed ability classes. Thanks to my colleagues at the Young Learners' Centre in Barcelona and especially to Lucy Mardell who led the workshop. Can still work together for most of the class.

### **READING FOR STRONGER STUDENTS**

1. Ask early finishers to write new vocab up on the board with definitions.

Rewrite a part of the text in a different tense / person.

Write their personal opinion / a short summary of the text. Write questions about the text.

Reading for weaker students

Pre-teach difficult vocabulary and leave it written on the board for students to refer to. Use visuals if possible.

If there are gaps, give students the answers in a jumbled order, with a few extras.

Draw attention to the title, pictures and set the scene beforehand so their mind is on track for the topic.

Break the text into chunks and give the option of only reading some of the text.

Listening for stronger students.

Give out the tape script and nominate a 'vocabulary master' to look up tricky words or expressions in a dictionary then explain to the group.

Focus on the accents or intonation of the speakers and get students to copy chunks.

If it's a true/false activity, follow on by asking 'why/why not?')

Listening for weaker students.

Pre-teach vocabulary, use visual prompts when appropriate.

Give students time to discuss answers before feeding back to the class. Give students the tape script on second listening. If it's a gap fill, supply the words with a few extras.

Writing for stronger students

Give creative tasks that students can do at their own level. Indicate mistakes using correction code to give students a chance to self-correct. (Sp = spelling, Gr = grammar etc.) Increase the word limit. Indicate where they could use more interesting ways of saying something.

Writing for weaker students

Correct the draft together before students copy up in neat. Reduce the word limit. Encourage use of dictionaries / vocab books. Give an example piece of writing as a model before they begin writing. Pair or group weaker students with stronger students.

Speaking for stronger students

Ask students to justify / defend their opinions.

Ban easy words like 'nice' to push their vocab to a higher level. Get students to record themselves and self-correct. Pair students of higher level together so they really go for it.

Speaking for weaker students

Give students time to rehearse and gather their ideas before a role play or discussion. Pair weak and strong together. Let students make notes before the speaking activity begins. Allow for 'thinking time'. Grade students on the effort they

make rather than their ability. With a whole class mingle like a class survey or a ‘find somebody who...’ practice the questions as a group beforehand. Give weaker students more listening and thinking time before calling on them to answer questions.

Tips for good classroom management with mixed ability groups

## **CONCLUSION**

Grouping It may seem contradictory to suggest that you group stronger students together and also suggest that you group weak with strong. However, depending on the task and the class dynamics I think there are usually opportunities for both types of grouping. It’s a good idea to experiment with mixing up the strong and weak students whilst also giving time for stronger students to work together so they work to their full potential.

- **Instructions** Giving clear instructions is vital for weaker students to be able to follow the class. Use hand gestures as well as words to explain the tasks and use stronger students to check back the instructions and even explain the task in their own language if necessary.

- **MISTAKE** Stronger students can probably stand more correction. Don’t over correct weak students as it will affect their confidence. Encourage students to correct one another and demand a higher level of accuracy from the stronger students.

- **GOAL** Setting goals for each class or for the whole term will help to focus the students. The goals can be different for each student, depending on their level, but realizing the goals will give the same sense of achievement to all.

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