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WORKING WITH MULTILEVEL ESP GROUP STUDENTS

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ANNOTATION

ESP stands for "Working with multilevel ESP group students" and refers to the teaching and learning of English for a specific purpose or field, such as business, medicine, or engineering.

Heterogeneous and Homogeneous groups

Heterogeneous groups are “groups containing students of different ability levels” (Richards, 2002, p. 1).

Homogeneous groups are “groups composed of students with similar abilities” (Richards, 2002, p. 1).

Glossary:

cross-ability learners (varying degrees of ability or competence)

groupings (ways of putting students together: cross-ability, like-ability, special needs, compatibility)

like-ability groups (groups of students working together who share similar levels of ability or competence)

multi-level groups (learn and study together in one room, despite having varying levels of abilities)

Understanding multi-level groups

Characteristics of **Heterogeneous** Groups

- Diverse language proficiency levels
- Varied educational backgrounds
- Different learning styles and preferences

Characteristics of **Homogeneous** Groups

- Similar language proficiency levels
- Common educational backgrounds
- Consistent learning styles and preferences

Problems in teaching multilevel student groups

- Individualized needs may be challenging to address
- Pace variations among learners
- Potential frustration and demotivation for lower-level students
- Assessment difficulties

Advantages of teaching multi-level students groups

“Sometimes it is hard to believe that there are advantages to a multilevel class, but in fact there are some, and it is our job to make the most of them” (Bell, 2004, p. 28).

- **Increased diversity of perspectives** (learn from each other’s unique experiences)
- **Opportunities for peer learning** (mentoring and supporting)
- **Real-world simulation of workplace diversity** (diverse professional environments)
- **Enhanced motivation through collaborative learning** (a sense of community and shared goals)

Using multilevel student groups as an advantage

“Do remember to share the load with your students. As they bring so much to the classroom: they can understand to challenges you face, contribute to solutions, and cooperate in ways that will really help you, if you encourage to do so” (Bell, 2004, p. 28).

- Implementing peer-assisted learning strategies
- Promoting a supportive learning environment
- Encouraging collaboration and teamwork
- Fostering a sense of community within the class

Tips on how to teach multilevel student groups

- Effective strategies include:

Differentiated instruction techniques (tailoring teaching methods)

- Flexible lesson planning and pacing (adapting to the varied learning speeds and needs of students)
- Incorporating various learning modalities (addressing varied learning styles)
- Regular assessment and feedback to guide instruction (Continuous assessment and feedback)

Adapting authentic materials for low-level students

Practical methods include:

- Simplifying language without compromising content
- Providing additional support materials, such as glossaries and summaries
- Breaking down complex concepts into manageable chunks
- Incorporating visuals and multimedia to aid comprehension

Online Tools for Adapting Authentic Materials

www.rewordify.com

Free, online software that improves reading, learning and teaching. This site can:

- Simplify difficult English
- Teach words
- Save time and engage learning
- Improves learning outcome

Let's check what it does and how it works

Original text: Chemists make device to destroy planet-warming methane pollution (snexplores.org)

Enter English text or a web page to simplify:

Now, scientists have found a new method to quash that gas. The approach could slash emissions from places like livestock barns and landfills – and bring the planet one step closer to slowing global warming.

Methane is a carbon atom bound to four hydrogen atoms. A single molecule of it is 80 times better at trapping heat in the atmosphere than a molecule of carbon dioxide. That's why cutting methane emissions is a key step to decarbonization – and cooling Earth's climate.

Rewordify text

Results

The screenshot shows the rewordify.com interface. At the top, there are tabs for 'Rewordified text', 'Stats', 'Show stop', 'Vocab lists', and 'Parts of speech'. A word 'quash' is highlighted in the original text, and a tooltip shows its definition: 'Log in to save & learn this word!'. The reworded text is shown below, with 'stop' instead of 'quash' and 'things sent out or given off' instead of 'cutting'. A definition for 'cutting' is also shown in a green box:

cutting
 Adjective:
 • (cutting; raw) unpleasantly cold and damp
 • (keen; knifelike; piercing; stabbing; lancinate; lancinating) painful as if caused by a sharp instrument
 • (edged; stinging) (of speech) harsh or hurtful in tone or character
 Noun:

Tips:
 ▶ Click the highlighted words to learn them and hear them. Click the non-highlighted words to learn them and hear them.
 ▶ Change how you learn on the [settings page](#). Also, you can print [vocab lists](#), [quizzes](#), and [flashcards](#).
 ▶ When you log in, everything you rewordify is [auto-saved and can be easily shared](#).

Assessing multilevel groups students

Tips to conduct assessments that accommodate diverse language proficiency:

- Use diverse assessment methods (catering to different learning styles and language skills)
- Flexible assessment criteria (considering the diverse abilities of the students)
- Differentiated tasks (designing multiple versions of a task)
- Adapted authentic materials (easifying and simplifying)

Conclusion

Teaching multilevel groups is not a problem to be solved but an opportunity to develop a dynamic and inclusive community-style classroom where diverse perspectives and collaborative learning are fostered.

REFERENCES (IN ORDER APPEARANCE)

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www.rewordify.com

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www.cambridgeenglish.org/test-your-english/

www.mentimeter.com