

Implementation of Innovations in Teaching English to Multi-Level Learners

¹Akhmedov Oybek Saporbaevich, ²Vaisova Sumbul Zaripboy kizi

¹Doctor of Science in Philology, Professor of
Uzbekistan State World Languages University, Tashkent, Uzbekistan.

E-mail address: ahmedov.oybek@mail.ru

²Student of Master's Degree
Uzbekistan State World Languages University, Tashkent, Uzbekistan.

E-mail address: sumbula9491@gmail.com

Abstract: *This research work is about implementing some kind of innovations in teaching English language to multi-level learners. Multi-level learners are the students who have various personalities, skills, interests and learning backgrounds. The purpose of the research is experimenting with English language teacher and multi-level students who are learning English on implementing new methods, strategies and activities. Moreover, the study aims to achieve in the effective results. In this process I utilize some questionnaire, surveys and experiments conducted in a group of heterogeneous learners and organized by researchers.*

Keywords: multi-level learners, innovation, experiment, jigsaw, picture dictation, visual prompts, role-play.

Introduction

Multi-level learners involve students who communicate in English language at different levels and different kinds of learning backgrounds, such as those who have oral skills and those who have learned from only textbooks and other writing materials. Learners may also have various levels of literacy in their native language. Teacher should pay attention to these features of learners. Teaching process seems a bit difficult before working with multi-level learners. In this case, the first thing is to determine the needs of the learners. "Teachers must determine what each learner needs and wants to learn. Ongoing needs assessments may include standardized tests and alternative assessments." [Alexander, 1993].

Usually, many teachers use a standardized test before working with learners in order to organize needs assessment. It may assist teachers to define language levels of students. In order to identify personal needs of learners, it is effective to talk with students about their purposes (for example, to get into University, to travel foreign countries, to be English teacher, for business purpose). Being informed about learners' interests helps to organize teaching atmosphere for teachers. It induces to create new methods, strategies, materials and activities for heterogeneous learners.

Methodology

I intend to utilize case study methods that will assist to reach successful result of this article. In this process I use experimental and observation methods. I conducted a group of multi-level learners in the experiment in order to know how they were learning English language through implemented materials.

In England, many schools do not organize detached classes for beginners and intermediates with language learner populations. Therefore, researchers have to search instructional strategies, which provide successful learning atmosphere for these multi-level learners. Some of them are analyzed below. "They are:

- Using the same text that has been modified for different English levels
- Implementing a "jigsaw" activity
- Providing simple writing assignments based on visual prompts
- Using technology for differentiation

- Utilizing mixed-ability partner groups
- Providing similar materials with different complexity levels for what students have to do with them" [Larry, 2014].

I tried to implement these strategies with my multi-level learners as an experiment. I depict each of them with their examples.

1. **Using the same text that has been modified for different English levels.** Students are provided with various versions of the same material. Learners are voluntarily divided into three groups according to the materials (Level 1, level 2, and level 3). They do chosen tasks and materials, then they are again divided into mixed groups and they compare materials with each other and learn new words. We used three version of this text for our learners.

Baby monkey in London. Level-1

This news is from the London Zoo. A monkey at the zoo is pregnant. After six months, her baby is born. The baby is three weeks old now. It measures three inches (7.6 centimetres). It is always on its mother. Zookeepers cannot look at it closely. We do not know yet if it is a boy or a girl. The monkeys have a special exhibit at the zoo. You can walk among the monkeys. There is nothing between you and the monkeys. They live in big groups. The zoo has a group of 20 monkeys. All of them help the baby.

Baby monkey in London. Level-2

The London Zoo has welcomed its newest arrival. The baby was born only three weeks ago. We do not know if it is a boy or a girl because the baby monkey is always on its mother. The little thing currently measures only three inches (7.6 centimetres). It was born after a six-month gestation period. The mother and the baby are in the zoo's 'Meet the Monkeys' exhibit. That means that you can actually walk among the monkeys – there are no barriers. The monkeys live in large groups. The zoo has a group of 20. They all enjoy taking care of the baby.

Baby monkey in London. Level-3

London Zoo has welcomed its newest and tiniest arrival, and if you look hard enough you might just be able to see it. This adorable minuscule monkey has been spotted snoozing in the summer heat wave. The black-cap squirrel monkey baby was born in the middle of the night just under three weeks ago, with zookeepers discovering the tiny bundle clinging tightly on to its mum during their morning rounds. The little thing, which currently measures just three inches tall (7.6 centimetres), was born after a six month gestation period in the zoo's Meet the Monkeys exhibit, where there are no barriers between visitors and the animals. The monkey baby has not yet left the comfort of its mum's back for zoo staff to tell if it is a boy or girl, but it is said to be doing well. Squirrel monkeys live in large troops and the zoo now has a group of 20 who are all enjoying fussing over the baby.

2. **Implementing a "jigsaw" activity.** Learners are allocated sections of the same longer text for a multi-level class. Then, each similar-ability group reads the text and presents a poster and short oral presentation to the entire class on what they learned. We used the text of "Golden Fish" fairy tale. Learners worked collectively in order to place the text line by line orderly and found the heading of the text at the end.

Golden Fish
There was once a fisherman who lived with his wife in a pigsty, close by
the seaside. The fisherman used to go out all day long a-fishing; and one
day, as he sat on the shore with his rod, looking at the sparkling waves
and watching his line, all of a sudden his float was dragged away deep
into the water. When he reeled in his line, he pulled out a golden fish.
But the fish said, "Pray let me live! I am not a real fish. I am an enchanted
prince. Put me in the water again, and let me go!"
"Oh, ho!" Said the man. "You need not go on much more about the
matter. I will have nothing to do with a fish that can talk, so swim away,
sir, as soon as you please!" Then he put him back into the water, and the
fish darted straight down to the bottom, and left a long streak of blood
behind him on the wave.
When the fisherman went home to his wife in the pigsty, he told her how

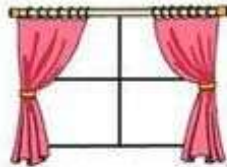
he had caught a golden fish, and how it had told him it was an enchanted
prince, and how, on hearing it speak, he had let it go again. "Did not you
ask it for anything?" Said the wife. "We live very wretchedly here, in
this nasty dirty pigsty. Do go back and tell the fish we want a snug little
cottage."

3. **Providing simple writing assignments based on visual prompts.** Teacher places different kind of pictures on a page and learners write down the story they believe. Our learners wrote down stories about seasons and holidays according to the picture.
4. **Using technology for differentiation.** Teacher tries to provide learners with enough computer technologies: laptops and tablets. We utilized computer room in order to provide every learners with computers and internet connections. They learned given topic on beginner, intermediate and advanced language learners' site. Beginners used different kind of applications, picture dictionaries and videos on the site. Intermediate and advanced language learners utilized grammar, vocabulary games and different tests.
5. **Utilizing mixed-ability partner groups.** Intermediate students prepare lesson to beginner groups or advanced learners prepare some topic for intermediate students. They can use picture dictation exercises and information gap activities. For example, our intermediate learners made a picture dictation exercise for beginners. They demonstrated below picture about objects of a house and described one object. Beginners tried to find them. For instance, "It has four legs. It is green and it has five letters. What is it? "

OBJECTS OF A HOUSE



Carpet



curtain



sofa



television



bookCase



table



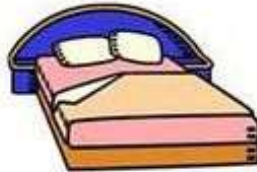
coffee table



chair



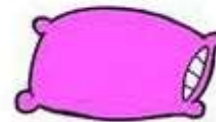
wardrobe



bed



blanket



pillow



lamp



refrigerator



stove



Cup



glass



pot



teapot



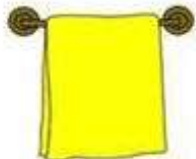
kettle



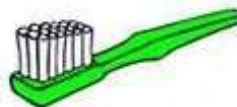
shampoo



soap



towel



toothbrush



toothpaste

6. *Providing similar materials with different complexity levels for what students have to do with them.* In this type, filling the gap, songs (In these activities short texts are given for filling the gaps. The beginners have correct answers at the

bottom, while the intermediates do not have.), dialogue or role-play of a short passage (In these activities the beginners practiced the texts of the dialogue beforehand, the intermediates develop themselves) are involved. Our learners practiced role-play and dialogue for themselves.

During the usage of these strategies, learners worked individually and jointly. “Teachers should determine when whole-group activities, small-group activities, pair work, and individual work are appropriate. In addition, teachers should determine when it is best to place learners in heterogeneous groups” [Kallenbach & Viens, 2002].

Results

The experiment of these strategies assists us to collect and analyze information about teaching multi-level learners. We implemented above-mentioned strategies to multi-level learners in order to know the results; analyze the weaknesses and strengths. The participations and results of multi-level students in every strategy are demonstrated in the following.

Result 1. Their results are calculated in percentage. 100% -86% -the best; 85%-71% - good; 70%-56% -not good.

	Multi-level learners	Strategy 1	Strategy 2	Strategy 3	Strategy 4	Strategy 5	Strategy 6
1	Fayzullaev Umar	87%	86%	82%	78%	71%	78%
2	Khakimbaev Khabib	88%	86%	84%	80%	75%	70%
3	Kadirova Nigora	86%	80%	85%	75%	70%	78%
4	Marupova Zebo	85%	84%	80%	78%	71%	80%
5	Mirodilov Kamron	86%	85%	78%	80%	78%	70%
6	Fayzullaeva Maftuna	88%	80%	78%	75%	80%	72%

Result 2. In order to know learners’ opinion on implemented strategies during the experiment, we organized survey about used activities.

	Multi-level learners	The same text for different level	“Jigsaw” activity	Story on visual prompts	Using technologies	Picture dictation	Dialogue and role-play
1	Learner 1	Positive	Positive	Good	Positive	Positive	Positive
2	Learner 2	Positive	Positive	Positive	Positive	Good	Good
3	Learner 3	Positive	Good	Positive	Good	Neutral	Positive
4	Learner 4	Good	Good	Positive	Good	Good	Positive
5	Learner 5	Positive	Positive	Good	Positive	Positive	Good
6	Learner 6	Positive	Good	Good	Good	Positive	Positive

Discussion

The results reveals that most of this implemented strategies are beneficial for multi-level learners. Working with different versions of the same material was acceptable for all learners and their results on this strategy were satisfactory. “Jigsaw” activity seemed engrossing for learners, as they had to correct the short text of “Golden Fish” line by line. They made a story using visual prompts in order to develop writing and speaking skills.

However, in mixed-ability partner groups, the beginners had some problems to remember new words, which were prepared by the intermediates. When they described a new word, the beginners could indicate the picture of it, but they told the name in native language. Using native language for beginners in learning a foreign language is effective way. “In mixed-level classes, less advanced students might fall behind if only the second language is used” [Schmidt, 1995]. Despite these difficulties, the opinions of the pupils is positive and they confess that it is effective for them to learn English through these strategies.

Conclusion

In conclusion, in teaching English to multi-level learners, we should utilize different kind of methods and strategies in order to create effective teaching atmosphere. We experimented above-mentioned strategies to our learners for defining their advantages and disadvantages in teaching English language. According to the results, most of them is successful and some demand to reorganize.

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