
EFFECTIVE TEACHING MATERIALS FOR MULTILEVEL LEARNERS

Vaisova Sumbul Zaripboy qizi

Teacher, School 341, Uzbekistan, Uzbekistan

ABSTRACT: Teaching materials play a great role in teaching process, as learners attempt to recognize whole topic through these materials. Therefore, teaching materials should be chosen carefully for learners. At first, their learning strategies, methods and learning types should be discussed.

KEYWORDS: Jigsaw reading, peer editing, name the thing.

INTRODUCTION

There are different kind of students who have various styles and strategies. For instance, they can be extroverts, introverted, motivated, demotivated, intelligent, dull, active and passive. But on the same issue contrasting with Hess (2001), Jones (2007, p. 5) writes, "In many ways, every class is a mixed ability class". Lutz (1981 as cited in Halliday 2010, p. 31) mentions, "... a classroom may be observed as a cultural system". When teachers organize some kind of activities, they will meet some difficulties depending on their places. Especially, we can observe some challenges in a large class. The study of Jones (2007) shows, "... will have swivel chairs on wheels ... for pair work ... to face the teacher ... for a whole class discussion. But ... most classrooms have furniture that is not easily moveable; students have to seat in rows ... facing the fronts" (p .8). He further says, "Real classrooms are often crowded. In a crowded classroom, we may not even be able to reach some students as we circulate" (p.8). Various activities may be used for multilevel learners, such as, jigsaw reading activity, name the thing and peer editing activities. In jigsaw reading activity, a reading passage which includes pre-teach the vocabulary and grammar games is selected and the text is divided into parts, advanced students are given longer, more challenging passages and lower-level are allocated shorter, simpler texts. Then, student read their part of the article or story. After reading, students can write a summary of the article or story or say it orally. Especially, students work together to rebuild the article in the correct order and check it against the original one. In name the thing activity, students work in pairs and they are given three or four similar but not identical pictures. So, for example, display four similar classroom pictures on the board or table. One person holds a duplicate picture of them and uses it as a reference for responding the other students' questions. These students request questions to narrow down their choices and recognize matching picture. The more advanced students can ask the questions as it is more difficult than answering. To save on preparation time, this game is designed and given students as the task of collecting matching pictures. In peer editing activity, students are allowed to look at each other's work and make corrections and comments at their levels. Students can do rough drafts autonomously. Advanced students can write longer and more complex texts than their

groupmates. Peer editing is then the last step before writing the final draft. Students can discuss meaning of the text as well as grammar and punctuation of it. In fact, all the activities have positive sides which they empower one kind of skill, but its effectiveness depends on learner's level. In multilevel class how these activities are effective is illuminated in the result. These activities are appropriate for multilevel learners. However, in this kind of class, revising previous lessons, checking students work, encouraging students for reading and conducting student-centered activities are the real difficulties of the large classrooms. It is found that the learners were almost out of control during these activities in the class. Harmer (2008, p. 38) says, good teacher encourages his students to news reading before the start of the new lesson which is one of the features of interactive teaching.

REFERENCES

1. Hess, N. (2001). Teaching large multilevel classes. Cambridge University Press.
2. Jones, L. (2007). The student-centered classroom. Cambridge University Press.
3. Lutz, F.W. (1981). Ethnography – the holistic approach to understanding schooling. In J. D. Green & C. Waller (Eds.), *Ethnography and Language in Educational Setting* (51– 63). ABLEX.
4. Harmer, J. (2008). The practice of English language teaching. Pearson.