

## TEACHING LARGE AND MIXED-ABILITY CLASSES

*Teacher: Turg'unov Shuhrat*

*O'zbekiston davlat jahon tillari universiteti  
xorijiy til va adabiyoti 4-bosqich talabasi*

*Student: Adashova Shohista*

[adashovashohista556@gmail.com](mailto:adashovashohista556@gmail.com)

+998 77 125 11 55

**Abstract:** Mixed-ability ESL classes are very common in schools and universities throughout the world. Depending on a school's system of assessing and grouping their students, these mixed-ability classes often consist of students with varying levels of English from pure beginner to upper-intermediate. On top of that, students in mixed-ability classes usually come from different learning backgrounds.

**Key words:** Huge classroom , heterogeneous lesson , class size , homogeneity, learning background, expansive lesson , learning procedures, challenging , teaching strategies

Majority of learners around the world learn their dialects in classroom settings, and numerous of those classes are greatly expansive. A little lesson with exceptionally few students (e.g., 10 to 15) is alluring as well as moderately simpler to educate than a huge class (e.g., 35 to 120 understudies). This can be genuine whether the lesson is confront to confront or online (see Russell & Curtis, 2013) [1]. In any case, expansive classes are unavoidable in numerous settings. As clarified by Russell and Curtis, lesson size is frequently related to budgetary constraints instead of to best hones, and there's no question that a huge course with 100 understudies is less expensive than five person classes with 20 understudies each.

The pupils themselves are the most important asset in this situation. Students assist teachers in maintaining control (or management) of the class when they are given diverse responsibilities to play during group projects. Large classes with few resources, particularly in developing nations, can provide difficulties for teachers (there may be little to no access to photocopiers and no technology in the classroom, for example), but using locally accessible resources may be a solution. Similar to this, the demands of completing a predefined and established syllabus in a short amount of time can be stressful for teachers of large courses. Even though scholars have noted a number of intricate issues with instructing big and mixed-ability courses, they have also asserted that there are benefits to doing so (Ur, 1996; Hess, 2001) [2] Students themselves are a wealth of knowledge. Due to the challenging nature of teaching English, a systematic research known as the Lancaster-Leeds Research Project on Language Learning in

Large Classes was conducted (Coleman, 1989)[3] The project's data was gathered from numerous nations and was concentrated on four tasks: building a bibliography, networking, planning colloquia, promoting and doing research (Coleman, 1989). The nine research topics included in this study were: teachers' concerns about large classes, the phenomenon's scope, attitudes toward large classes, data collection in large classes, the effectiveness of large classes, strategies in large classes, language acquisition in large classes, and experiments in large classes. Despite the fact that the project was quite thorough and resulted in 12 studies on various subjects linked to English teaching and learning in large classrooms, it only highlighted the issues and perceptions associated with large classes. One criticism of the project is that it doesn't provide answers from the viewpoints of the teachers. The results from one huge class may not be generalizable to large classes in other contexts because the size of large courses vary from location to location. Allwright (1989) offered four interpretations of class size perceptions: (a) class size may not actually be a problem, just a convenient justification; (b) class size may be a problem, but not one that is interesting for article writers or researchers; (c) class size may actually be a problem, but it is typically viewed as a hopeless one that can only be solved by elimination; and (d) class size may actually be a problem, but one that is politically motivated. [4] Therefore, more study is needed to determine whether class size actually affects how English is taught. There have been a few studies that have studied the effects of class size on teaching and learning the English language. Kumar (1992) studied whether class size makes a difference in the chances for language learning. Kumar explored whether class size influences meaningful interactions and the negotiation of meaning among students [5]. A small and a large class were noticed. The researcher's initial research focused on the amount of teacher discussion and student talk in the classes. The conversations in the classroom were recorded on tape. The findings of this initial observation were unexpected because it was discovered that the large class's pupils took up more space than the tiny class's students. More recently Russell and Curtis (2013) explored the impact of tiny (20 students) as opposed to big, totally online language classes (100 students)[6]. One teacher and two language teaching assistants were present in each class. The researchers discovered that the bigger class size led to greater unhappiness with the language class using anonymous surveys submitted by the students and the teacher. The authors came to the conclusion that the instructor of the large class was less competent to foster a learning atmosphere. Morgan (2000) wrote an overview paper in which she asserted that there is a lack. Several studies that look into the teaching of second languages and class size. She noticed that recommendations for class size are frequently not supported by actual evidence[7]. More Larger classrooms are the norm in many nations or are starting to become the usual in areas where smaller groups were previously available, she claimed, so studies are necessary. The issue is whether or not

class size comparison studies are actually instructive. Smaller classes are advised in the field already (see the Association Class size and workload standards for Departments of Foreign Languages college and university professors of foreign languages, ADFL, 2009), and in nearly all instances, smaller classes are introduced where it is feasible [8]. Some teachers might think that if they are given the task of instructing a large class, they should employ teaching strategies that emphasize information transfer or largely lecture as well as formative education. They might interpret their large-class assignment as an order not to participate in group projects or task-based language instruction. Despite the fact that teaching a large class can be challenging, teachers should be aware that they can give group projects, work, encourage a conversational environment for language development, and possess the Students execute activities while concentrating on meaning.

First of all, it might be impossible for a teacher to recall the names of every pupil in a huge class, but being able to call on individual individuals by name and knowing their names aids in teachers' improved teaching efficiency. For instance, throughout their huge classes, students could always wear name badges. This modest action could promote a friendly and inspiring atmosphere. Children enjoy having their names called out, and name tags in group projects would be helpful for other students in the class as well.

Secondly, establishing routines for the delivery of assignments, grouping of students, and evaluation could be beneficial for both teachers and students. Low student motivation might result from repeatedly giving students the same kinds of activities and presenting the same contents in the same way. Consequently, educators must give their students a range of tasks/materials to teach various language skills and facets, however they must also establish a course rhythm so that students know what to expect.

Thirdly, it can be challenging for teachers to correct pupils' mistakes in large courses, but they do not need to correct each and every mistake that students make. They can access persistent global data. Make mistakes and then fix them all at once, once a day, or once a week. The entire class can then discuss the chosen targeted lexical and structural elements. Teachers can teach their students how to assess their own performance and monitor their growth. The evaluation criteria for students' oral and written work should also be explained to them by professors. If the students are aware of what is expected of them and how they will be evaluated, the evaluation criteria and rubrics can and will direct their work.

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