



## TEACHING STRATEGIES IN MULTILEVEL CLASSES

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### ABSTRACT

Teaching multilevel classes is a challenge for teachers. Because it is managed by a single teacher and the class involves two or more levels of students. Teachers are required to organize engaging activities and implement effective strategies to maintain students' interest and motivation for learning.

**KEYWORDS:** Role play, task-based activity, motivation.

### INTRODUCTION

Multilevel class is an excellent environment that promotes student learning. Students must take responsibility because the teacher cannot always be on the same level as the students or their groups. By implementing individual work plans in multi-stage courses, student autonomy can be promoted effectively and quickly (Lange, 2019). Famous professionals such as Shank and Terrill (1995) have defined a multi-level class as a way of classifying how learning groups vary in multiple manners since all classes have different speeds and abilities when learning language skills. It is important to understand what a multi-level class is to be able to understand how to facilitate the problems and situations that emerge while teaching process. When a teacher is faced with this type of class they have to create activities and use strategies to keep students' interest, attention and encourage them to learn even when the curriculum is not at their specific level. When the topic being taught in the class is too difficult or too easy for students they tend to stop paying attention and lose interest, because the work is either not motivating or too challenging. When addressing this matter a teacher should organize activities and use strategies, which will not create chaos, boredom, and difficulties or lose the interest of the students. It is significant to consistently encourage learners to keep moving forward in the learning process using strategies that best function for multilevel classes. There are many different strategies to overcome the struggles of large class sizes and multilevel learners. Mathews-Aydinli and Van Horne (2006) describe how it is important to know the needs and passions of the students to choose what strategies will work in the classroom, so the best strategies can be chosen to work with the particular situation. In inverted classes, role play and task-based activities functioned the best due to the environment, curriculum and types of students the teacher was working with. Role play is "An effective technique to animate the teaching and learning atmosphere arouse the interests of learners and make the language acquisition impressive" (Liu& Ding, 2009, p. 140). It is used by the upper intermediate groups to not only intrinsically connect them to English language learning, but also to express what they learn in an interactive process. Learners are able to practice their chosen profession in an authentic manner through teaching the lower level groups the passive voice.

While teaching they are able to express their individual understanding of the new information and use the new knowledge gained to teach the other students. Moreover, task-based activities are effective for multilevel learners. Because they allow students to complete mixed level activities to reinforce previously learned knowledge at the same time (Roberts, 2007). Two various activities are given to the different clusters of students, which are to be completed in class. These activities are a passive sentence writing activities and a worksheet with a short explanation of the passive voice to guide the students. Throughout all of the activities, the main goal of the teacher is to encourage the students. Karaoglu (2008) describes how motivation is necessary in language learning. Motivation or passion can be correlated with what drives a student. Being able to connect a lesson to incentives that can increase a learner's appetite to learn is a key motivating factor (Karaoglu, 2008).

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