



## Developing speaking in mixed-ability classes

Khadicha UROLOVA<sup>1</sup>, Ibrohimbek SOATOV<sup>2</sup>

Denov Institute of Entrepreneurship and Pedagogy

### ARTICLE INFO

**Article history:**

Received November 2022

Received in revised form

10 November 2022

Accepted 25 December 2022

Available online

25 January 2023

**Keywords:**

differentiated instructions,  
mixed ability classes,  
multi-leveled pupils,  
individualized,  
strong and weak pupils.

### ABSTRACT

The research paper will discuss how speaking skills in differentiation classrooms or mixed-ability classes should be simultaneously improved. What comes to our mind when we hear “mixed ability classes”? How can we develop pupils’ speaking skills in such classes? All teachers want to find out appropriate solution to this problem. Teachers have to conduct their speaking lessons according to their learners’ needs and lack. What should they do if the lacks and needs differ from each other and the pupils have differentiated abilities? So, in such classes, pupils have different grammar knowledge, different receptive skills, and productive skills like speaking, and these kinds of classes are called mixed ability classes or multi-leveled classes. Teachers may have useful information from this piece about enhancing all pupils’ attendance in the teaching process, developing pupils’ speaking skills with the help of some useful methods, and how to motivate pupils for showing their existing speaking level.

2181-3663/© 2023 in Science LLC.

DOI: <https://doi.org/10.47689/2181-3701-vol1-iss1-pp58-63>

This is an open-access article under the Attribution 4.0 International (CC BY 4.0) license (<https://creativecommons.org/licenses/by/4.0/deed.ru>)

## Aralash qobiliyatli sinflarda gapirish ko'nikmasini rivojlantirish

**Kalit so'zlar:**

tabaqalashtirilgan  
ko'rsatmalar,  
aralash qobiliyatli sinflar,  
ko'p darajali o'quvchilar,  
individuallashtirilgan,  
kuchi va kuchsiz o'quvchilar.

### ANNOTATSIYA

Ushbu maqolada qanday qilib aralash qobiliyatli sinfdagi gapirish ko'nikmasini bir xil vaqtda yaxshilash haqida muhokama qilinadi. “Aralash qobiliyatli sinflar” deganda xayolimizga nima keladi? Bunday sinflarda qanday gapirish ko'nikmasini rivojlantirishimiz mumkin? Barcha o'qituvchilar shu muammoga yechim topishni xohlashadi. O'qituvchilar gapirish ko'nikmasini rivojlantirishga

<sup>1</sup> Master degree student, Foreign language and Literature Department, Denov Institute of Entrepreneurship and Pedagogy. E-mail: [xadichaurolova@mail.com](mailto:xadichaurolova@mail.com)

<sup>2</sup> ESL/EFL, EAP/ESP instructor, Faculty of Philology, Foreign language and Literature Department, Denov Institute of Entrepreneurship and Pedagogy.

---

qaratilgan darslarni o'quvchilarning zarurati va kamchiliklariga qarab tashkil qilishi kerak. Agar zarurat va kamchiliklar bir biridan farq qilsa va o'quvchilar turli qobiliyatlarga ega bo'lsachi? Shunday qilib bu turdagi sinflarda grammatik bilimlar turlicha, har xil produktiv va gapirish ko'nikmasi singari reseptiv qobiliyatlar va bu xildagi sinflar aralash qobiliyatli sinflar yoki turli darajali sinflar deb ataladi. O'qituvchilar ushbu materialdan barcha o'quvchilarning dars jarayoniga davomatini oshirish, ba'zi foydali usullar yordamida o'quvchilarning nutq qobiliyatlarini rivojlantirish va o'quvchilarni mavjud nutq darajasini ko'rsatish uchun qanday motivatsiya berish haqida foydali ma'lumotlarga ega bo'lishlari mumkin.

## Развитие разговорных навыков в смешанных классах

---

### АННОТАЦИЯ

---

**Ключевые слова:**

дифференцированное обучение, смешанные классы, многоуровневые ученики, индивидуализированные, сильные и слабые ученики.

В исследовательской работе будет обсуждаться, как следует одновременно улучшать разговорные навыки в классах дифференциации или классах со смешанными способностями. Что приходит нам на ум, когда мы слышим «классы со смешанными способностями»? Как мы можем развивать разговорные навыки учеников в таких классах? Все учителя хотят найти подходящее решение этой проблемы. Учителя должны проводить свои уроки устной речи в соответствии с потребностями и недостатками своих учеников. Что им делать, если недостатки и потребности отличаются друг от друга, а ученики имеют дифференцированные способности. Таким образом, в таких классах ученики имеют разные знания грамматики, разные рецептивные навыки и продуктивные навыки, такие как говорение, и такие классы называются классами смешанных способностей или многоуровневыми классами. Учителя могут получить из этого материала полезную информацию о повышении посещаемости всеми учениками учебного процесса, развитии навыков разговорной речи учеников с помощью некоторых полезных методов и о том, как мотивировать учеников показывать свой существующий уровень разговорной речи.

### INTRODUCTION

In this global world being educated or knowing languages is essential. As it is mentioned by the President of the Republic of Uzbekistan: "It's time to create a new system of teaching foreign languages – a solid foundation for the future. ... education in foreign languages. It is no coincidence that the need to develop as a policy priority, radically improve the quality of education in this area, attract qualified teachers to the field and increase the population's interest in learning foreign languages" According to the decision of the President of the Republic of Uzbekistan "On measures to bring the activity of popularizing the study of foreign languages to a qualitatively new level in the

Republic of Uzbekistan” of May 19, 2021, No. PQ-5117 there are lots of requirements in education. So, it means teachers have great responsibility for teaching and educating. This process is not easy as it sounds. Teachers come across some difficulties in teaching language, especially in developing and improving pupils’ speaking skills. If they are in mixed-ability classes it will be twice difficult. Before teaching they should clarify learners’ (pupils) degrees or levels of speaking. Naturally, it is considered that all of the pupils’ participate. However, in practice, when a lesson does not go as planned, we often change our objectives. We accept what we can get since we are unable to include everyone. We are merely thankful that someone is at least speaking up, rather than observing that only more capable pupils are participating. It can be overlooked the fact that less capable students are getting a free pass in the lecture. How then can we encourage the less able students to participate in speaking exercises? We all know that speaking plays a more crucial role than other skills. Because pupils express their ideas and thoughts and share opinions by speaking in a certain language. That’s why there are given some objectives improving speaking in mixed ability classes:

- to increase pupils’ attendance to the speaking lessons;
- to develop learners’ speaking skills with the help of some useful methods;
- to help teacher giving motivation to pupils for showing their existing speaking skill.

#### **LITERATURE REVIEW AND METHODOLOGY**

In order to reach the tasks which are written above teachers should know a lot and have to tackle those problems. Plenty of specialists have written so many books, made researchers suggest appropriate methods and techniques for this reason. though there are a lot of suggestions, they are not simple solutions. It is not easy as it seems but not impossible. We will see the following several sources’ reviews.

The most fundamental resource for teachers is the book “The Differentiated Classroom: Responding to the Needs of All Learners which was written by Carol Ann Tomlinson. The teacher will take initial knowledge about acting and teaching in a differentiated classroom. “A different way to learn is what the kids are calling for ... All of them are talking about how our one-size-fits-all delivery system—which mandates that everyone learns the same thing at the same time, no matter what their individual needs—has failed them(p1). By Seymour Sarason “The Predictable Failure of Educational Reform” is a golden quote that is full of the hidden meaning of the wrong educating system and expectations from the system. One understands given instruction completely whilst another does not apprehend anything else.

Another monograph in which we can have useful information about teaching speaking and other skill is “Mixed ability classes” written by Luke Prodromou. The author wrote great ideas for teaching in the multi-leveled classroom by using his long-lasting experience. If teachers use his advice and suggestions about teaching methods and techniques for speaking they will get enormous results. According to Prodromou (1989, 2), when students are placed in groups based on their exam results, progress rates will never be the same. Language learning ability, language knowledge, cultural background, learning style, personality, confidence, IQ, and educational level are the differences that cause confusion in a mixed-ability class. (Ur 1996, 304).

Donne Byrone published the book “Teaching Oral English” in 1976. In 1983, a book titled “Teaching the Spoken Language” made its way into the hands of the general public. Gillian Brown and George were the authors of this book. Additionally, research

has been done on the best-spoken texts to utilize in the classroom. In speaking lessons, Cunningham Florez (1999) emphasizes the need of preparation, presentation, practice, evaluation, and extension.

One of the specialist authors in teaching A.V. Kelly (Teaching in mixed ability classes, 1974) does a good job of outlining the theory before walking the reader through the four most fundamental sorts of groupings-ability, sociometric, interest, and individual need-and including graphics. Any teacher will tell you that grouping students require careful consideration because it is crucial for both academic success and behavior management. The resulting learning environment might make it simpler to grasp fundamental abilities. The issues faced by slow learners and non-speakers in the mixed-ability classroom are mentioned by the author. She provides wise counsel in the vein of Bruner and Piaget but no ready-made answers. Similar to this, Kelly talks about teacher-student interactions and teacher preparation.

The instructor will employ all available intellectual resources and skillful planning techniques to create effective plans for each student's personalized activities. As our main purpose to manage all pupils' participation in speaking, we should tell them that all learners have to deal with this. So, teachers should take into consideration this is an initial thing for doing. In order to develop pupils' speaking, they should be promoted.

According to David Birt's article (1976, Teaching History): "The difficulties have in some been exacerbated by the teacher's well-intentioned efforts to deal with the problem. A common "solution" is the choice of the class material pitched to the ability median of the class. Here the abilities remain satisfactorily mixed-but there is often boredom at the ability extremes." So, it means the teacher should not let any pupil bore with the speaking lesson. For achieving this aim as we told you before we adjust the speaking instructions and tasks to the differentiated classroom. How can be it done?

After analyzing these resources, several methods and techniques for teaching speaking in mixed-ability classes are considered helpful. One essential method is "differentiating tasks". This is the most useful one among the strategies which address the challenge for a responsive and pupil-centered approach to teaching.

Differentiation, according to Carol Ann Tomlinson (1999), entails giving pupils a variety of learning opportunities. According to Carol Ann Tomlinson, differentiation is a teaching method that enables instructors to focus on both the students and the subject matter when delivering lessons. The major goal of education should be to make learning and teaching effective for every student, and differentiation makes sure that this is the case. When a teacher differentiates instruction, they look for patterns in the similarities and differences between their pupils and utilize that information to help them educate. Teachers can differentiate through the following ways:

- 1) through content
- 2) process
- 3) product
- 4) learning environment

1. Content: Bloom's Taxonomy has six levels, which are remembering, conceptual understanding, applying, analyzing, evaluating, and producing. These levels range from lower-order thinking skills to higher-order thinking skills of advanced learners. Carol Ann Tomlinson argues that in order to differentiate instruction, teachers must design activities that address various Bloom's Taxonomy levels for each group of pupils.

2. Process: Every student has a preferred learning style, and effective differentiation enables the transmission of information to diverse learning mediums, including auditory learners, visual learners, verbal learners, and kinesthetic learners (we are not endorsing learning styles!). This process-related technique also considers the reality that each student has varied support needs from the teacher and may choose to work alone, in groups, or in pairs. According to Carol Ann Tomlinson, teachers can enhance learning by helping depending on each student's particular needs. The universal thinking framework gives teachers the ability to create many learning paths that lead to the same destination.

3. Product: In the wake of finishing an illustration, the understudies make an item to show content dominance. It could take the form of projects, reports, tests, or any other kind of activity. For instance, Carol Ann Tomlinson says that, depending on the students' preferred learning style, teachers may ask them to complete activities to demonstrate mastery of math lessons.

4. Learning environment: The best learning conditions embody each psychological and physical component. A differentiated schoolroom layout is crucial, together with a good vary of arrangements and schoolroom article of furniture to support each person and cluster work. Carol Ann Tomlinson states that to support students' psychological prosperity, lecturers should use that schoolroom management and teaching ways that promote a substantiating and safe learning atmosphere.

It should be admitted that differentiating tasks also is suitable for teaching speaking. How can it be done? First of all teachers should choose the topic, for example "Speaking about London" So, teacher prepare three tasks for all pupils, Task A: Just give information about London briefly, Task B answer the cards including open-ended questions about London, Task C something else.

### **RESULTS AND DISCUSSIONS**

By conducting speaking lessons with the help of mentioned ways, a teacher can achieve a lot of results, obtain each learner's attendance simultaneously and manage to mark all: strong and weak pupils.

Teaching speaking skills at mixed levels is difficult. It can be difficult to start productive discussions unless you are working with a group of students who are completely motivated.

For a speaking skills lesson with mixed levels, discussions can be very successful with planning and clearly defined roles.

One of the best techniques is grouping the pupils as pairs or little groups. It can be effective way of working with all pupils during the speaking activities. Groupings should be changed often and thus can give learners an opportunity sharing knowledge with other pupils

Motivation plays most important role in teaching. Even if one sentence is talked it should be inspired by teachers.

### **CONCLUSION**

As a conclusion it should be claimed that teachers should be tolerant and diplomatic whether they teach mixed ability classes or differentiated classrooms. Speaking is the dominant skill for language learning and teaching. Differentiating tasks and making speaking lessons easier for all members of class are up to the teachers. They will choose what strategies for teaching speaking but teachers should try to avoid



staying weak pupils just in “a silent mode” First it can take time and energy but then it will be habitual or teaching style. In any case, encouraging the whole class for learning to speak should be the fundamental aim.

**REFERENCE:**

1. Resolution of the President of the Republic of Uzbekistan No. PP-5117 of May 19, 2021 // [HTTPS://LEX.UZ/DOCS/5426736](https://lex.uz/docs/5426736).
2. May 19, 2021 No PP-5117 “On measures to bring the promotion of foreign languages in the Republic of Uzbekistan to a qualitatively new level”.
3. Aji, Swamida Mannik. “Improving students’ speaking ability in a mixed-ability class through fishbowl technique for 5b students of SDN maguwoharjo”. (2013).
4. Tomlinson, Carol A. How to differentiate instruction in mixed-ability classrooms. Ascd, 2001.
5. Darmuki, Agus, Joko Nurkamto, and Kundharu Saddhono. “Evaluating Information-processing-based Learning Cooperative Model on Speaking Skill Course”. Journal of Language Teaching & Research 8.1 (2017).
6. Abdurakhmonova Z.K. “Improving speaking skills”. Развитие интеллектуально-творческого потенциала молодежи: из прошлого в современность. 2018.
7. David Birt Teaching History Vol. 4, No. 16 (November 1976), PP. 309-325 (17 pages) Published By: Historical Association.
8. Kelly, Albert Victor. Teaching mixed ability classes. London: Harper Row, 1974.
9. Hinkel, Eli. “Teaching speaking in integrated-skills classes”. The TESOL Encyclopedia of English Language Teaching (2018): 1-6.
10. Kobus, Magdalena. “Teaching English as a second language: Planning listening and speaking lessons for mixed-ability classes of young learners”. (2015).
11. <https://cyberleninka.ru/article/n/teaching-english-in-mixed-ability-classes>
12. <https://cyberleninka.ru/article/n/mixed-ability-classes-factors-challenges-and-advantages>