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## ELIMINATING THE CHALLENGES OF TEACHING LANGUAGE IN MULTILEVEL GROUPS

### Abstract

Teaching language in multilevel or mixed-ability groups remains one of the most persistent challenges in modern classrooms, especially in contexts with diverse linguistic, cultural, and academic backgrounds. This thesis examines the major difficulties teachers encounter in mixed-level classes, such as unequal participation, varying learning speeds, limited instructional time, and classroom management issues, and proposes research-based strategies to eliminate or minimize these challenges. Drawing from sociocultural learning theory, differentiated instruction, and communicative language teaching, the paper highlights practical pedagogical solutions including scaffolding, flexible grouping, tiered tasks, autonomous learning practices, and technology-supported individualized instruction.

**Keywords:** multilevel groups, mixed-ability classes, language teaching, differentiation, scaffolding, classroom management

### Abstrakt

Ko'p bosqichli yoki aralash qobiliyatli guruhlarda tilni o'rgatish zamonaviy sinflarda, ayniqsa, turli xil til, madaniy va akademik ma'lumotlarga ega bo'lgan kontekstlarda eng doimiy muammolardan biri bo'lib qolmoqda. Ushbu dissertatsiya o'qituvchilarning aralash darajadagi sinflarda duch keladigan asosiy qiyinchiliklarni, masalan, tengsiz ishtirok etish, turli xil o'rganish tezligi, cheklangan dars vaqti va sinfni boshqarish muammolarini ko'rib chiqadi va bu muammolarni bartaraf etish yoki minimallashtirish uchun tadqiqotga asoslangan strategiyalarni taklif qiladi. Ijtimoiy-madaniy ta'lim nazariyasi, tabaqalashtirilgan ta'lim va kommunikativ tilni o'qitishdan kelib chiqqan holda, maqola amaliy pedagogik echimlarni, jumladan, iskala, moslashuvchan guruhlash, bosqichli vazifalar, avtonom ta'lim amaliyotlari va texnologiya tomonidan qo'llab-quvvatlanadigan individuallashtirilgan o'qitishni ta'kidlaydi.

**Kalit so'zlar:** ko'p bosqichli guruhlar, aralash qobiliyatli sinflar, til o'rgatish, farqlash, sinfni boshqarish

### Аннотация

Преподавание языка в многоуровневых или смешанных группах остаётся одной из самых сложных задач в современных классах, особенно в условиях разного языкового, культурного и академического уровня. В данной диссертации рассматриваются основные трудности, с которыми сталкиваются учителя в смешанных классах, такие как неравное участие, разная скорость обучения, ограниченное учебное время и проблемы управления классом, а также предлагаются основанные на исследованиях стратегии для устранения или минимизации этих трудностей. Опираясь на теорию социокультурного обучения, дифференцированное обучение и коммуникативное обучение языку, в статье рассматриваются практические педагогические решения, включая скаффолдинг, гибкое группирование, многоуровневые задания, методы автономного обучения и индивидуализированное обучение с использованием технологий.

**Ключевые слова:** многоуровневые группы, классы со смешанным уровнем подготовки, обучение языку, дифференциация, скаффолдинг, управление классом

Teaching language in multilevel groups, often referred to as mixed-ability or heterogeneous classes, represents a widespread reality in educational settings around the world. These classes consist of learners who differ in proficiency levels, background knowledge, motivation, cognitive skills, learning styles, and socio-cultural orientations. Multilevel classes are “the norm rather than the exception” in most language-learning contexts, presenting teachers with both pedagogical challenges and opportunities for meaningful learning [7]. Eliminating or minimizing the challenges of teaching in such environments requires a deep understanding of learner diversity, strategic instructional planning, and the integration of flexible, learner-centered methodologies.

One of the most significant challenges in multilevel language groups is managing differences in learners’ proficiency levels. High-proficiency learners may find lessons repetitive or insufficiently stimulating, while low-proficiency learners may struggle to keep pace, leading to frustration or disengagement. When instruction is not appropriately leveled, learners at both ends of the ability spectrum experience reduced motivation [3]. To eliminate this challenge, teachers must employ differentiation strategies that provide targeted support without segregating learners. Differentiated instruction, as adapting content, process, and product according to students’ needs, is critical for ensuring equal access to learning opportunities [6]. This may involve offering varied task difficulty, adjusting the pace of instruction, and providing multiple means of demonstrating learning.

Another substantial challenge is ensuring balanced participation among learners with differing abilities. Weak students often hesitate to contribute due to fear of judgment or language barriers, while stronger students may dominate activities. Sociocultural theory emphasizes the role of social interaction in language development, highlighting the importance of creating supportive classroom dynamics [8]. One effective solution is the use of flexible grouping techniques, where learners work in pairs or small groups arranged according to task requirements. Stronger learners can scaffold weaker peers, creating natural zones of proximal development. Collaborative tasks significantly increase learner engagement and improve communicative competence across proficiency levels [4]. By rotating group roles and tasks, teachers ensure that all learners contribute actively and benefit from shared learning experiences.

Scaffolding is another research-based strategy that can substantially reduce challenges in mixed-ability groups. Scaffolding refers to temporary support structures that help learners achieve goals they cannot accomplish independently. Effective scaffolding includes modeling, guided practice, visual aids, sentence frames, and strategic questioning [1]. In multilevel classrooms, teachers can scaffold lower-level learners by providing additional linguistic support—such as vocabulary lists, graphic organizers, or simplified texts—while allowing advanced learners to explore deeper content, analyze language patterns, or complete higher-order tasks. This approach maintains the unity of the class while respecting individual learning needs.

Technology has also emerged as a powerful tool for reducing inequities in mixed-ability classrooms. Online platforms, educational apps, adaptive language-learning software, and blended learning models allow learners to receive instant feedback and personalized instruction. Technology-supported individualized learning can significantly enhance vocabulary acquisition, grammar comprehension, and pronunciation practice across proficiency levels [2]. In multilevel groups, teachers can incorporate tools such as Duolingo, Quizlet, or learning management systems where tasks are automatically adjusted to learner performance. This not only increases learner independence but also creates a more equitable environment in which each student receives appropriate challenge and support.

Overall, eliminating the challenges of teaching language in multilevel groups is not about achieving complete homogeneity, which is neither possible nor desirable. Instead, it is about recognizing learner diversity as a resource and creating inclusive pedagogical environments that allow all students to thrive. Through differentiated instruction, scaffolding, flexible grouping, learner autonomy, technology integration, effective classroom management, and appropriate

assessment practices, teachers can transform multilevel classes into dynamic spaces of collaborative and meaningful language learning. Ultimately, the successful management of mixed-ability classes depends on the teacher's adaptability, creativity, and commitment to fostering an inclusive and learner-centered educational environment.

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