

### **3.3 Plenty of chances for interaction**

In a small class, learners know each other very well, and hence may lose interest in interaction, which will lead to a dull English learning atmosphere short of dynamics. However, in a large multilevel class, learners may be easy to motivate and interaction among them may be more active, since they are exposed to more chances to interact with new fellows, which seems more challenging to them.

## **4. Suggestions on coping with a large multilevel class**

Considering the problems and benefits related to English teaching in a large multilevel class, a few suggestions as regards the issues are given as follows.

### **4.1 Proper layout of seats**

Seats need to be rearranged in the classroom. Instead of simply rowing with isolated lines, seats may be laid around one or two desks to allow learners to be classified into a number of groups, arranged either by the same level or by mixed levels according to different tasks of activities. Learners can be informed of the group arrangement before each activity. Such layout of seats will make it not only easier for learners to carry on their group work such as brainstorming, peer learning as well as discovery way of learning, but more convenient for the teacher to give appropriate support to different groups as well.

### **4.2 Encouraging participation**

In a large multilevel class, to encourage as many learners as possible to participate in classroom activities is what every teacher has to attain. Several ways can serve this purpose.

- Giving a question before calling the name to respond, and leaving plenty of time to allow learners to think.
- Waiting patiently until many learners are willing to respond instead of choosing the first one who has volunteered to give an answer.
- Listening carefully when the learner is talking about a personal topic, even if the topic is beyond our lesson plan, for the topic may be far more interesting to learners than what we originally planned.
- Not disturbing the learner who is giving the answer to the question and not forgetting to give immediate positive feedback to any participant.

### **4.3 Involving learners in collaboration**

Collaborative learning is a must in a large multilevel class. Since a teacher is not able to serve the immediate needs of all learners at the same time, learners must soon learn

# Teaching Large Multilevel Classes

**SJ Ball**



## Teaching Large Multilevel Classes:

*Teaching Large Multilevel Classes* Natalie Hess, 2001-07-12 This book provides practical advice for teachers who work with large mixed ability classes It offers a wide variety of activities to develop student motivation interest participation and responsibility

**Teaching Large Multilevel Classes** Natalie Hess, 2001

**The Cambridge Guide to Pedagogy and Practice in Second Language Teaching** Jack C. Richards, Anne Burns, 2012-01-31 This collection of original articles provides an overview of key issues and approaches in contemporary language teaching

*Teaching Adult English Language Learners* Betsy Parrish, 2019

English Teaching Forum, 2000

**The Cambridge Guide to Second Language Assessment** Christine Coombe, 2012-01-30 The Cambridge Guide to Second Language Assessment aims to present in one volume an up to date guide to the central areas of assessing the second language performance of English by speakers of other languages This volume provides snapshots of significant issues and trends that have shaped language assessment in the past and highlights the current state of our understanding of these issues

**eLearning for Quality Teaching in Higher Education** Nan Yang, 2020-04-20 This book explores the impact of eLearning on the quality of teaching in higher education focusing on three main issues university teachers perception of quality teaching their strategies for achieving quality teaching in practice and interventions that design and implement online collaborative activities in a large class The book argues that if eLearning targets the real problems in practice and is appropriately designed and implemented it can improve the teaching quality at universities It also demonstrates the complexity of teachers perception of quality teaching and contextual factors that affect teaching practice and quality Further it explores university teachers perception of quality teaching in Italy the UK and China an aspect that is rarely addressed in the literature and reveals why the impact of ICTs on university teaching is not as great as in other fields by explaining the issues that threaten the quality of day to day teaching Lastly it confirms that traditional lecturing combined with online collaborative activities improves the quality of teaching compared to traditional lecturing alone As such this book is a necessary and important resource for the research community

**TEFL/TESL, Teaching English as a Foreign Or Second Language** Brenda Bowman, 1989

Teaching English as a Foreign Language to Large Multilevel Classes Brenda Bowman, Mary Jo Larson, Deborah Short, Heather McKay, Lorraine Valdez-Pierce, 1992

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**Language Learning with Digital Video** Ben Goldstein,Paul Driver,2014-10-30 Language Learning with Digital Video is an ideal resource for teachers and trainee teachers who are interested in using video content in their classroom

*Classroom Management in Language Education* T. Wright,2005-08-10 A book that develops an understanding of practices at the very centre of language education the classroom It is written for postgraduate students in Applied Linguistics and Education and practitioners whether in TESOL or other language teaching In Part 1 the author explores key concepts in unpacking the complexity of classroom life In Part 2 existing research and practice are examined through a series of research case studies Part 3 provides a template for research activity and suggestions for projects and methodologies and Part 4 collects resources for readers keen to follow up the themes developed in the book

*Using Digital Portfolios to Develop Students' Writing* Ricky Lam,Benjamin Luke Moorhouse,2022-11-07 This book equips pre service teachers research postgraduate students teacher educators and language specialists with specific knowledge and skills about the principles research and applications of digital portfolios within the EFL writing contexts While most digital portfolio scholarship focuses on higher education this book targets primary level and secondary level school audiences namely pre service teachers teacher educators and Ministry of Education staff members with a focus on EFL writing The rationale behind this design is that the published literature on digital portfolios tends to be generic and one size fits all there has been scant published scholarship about the development of digital portfolio literacy among teachers and pupils which could enable them to upgrade the teaching and learning of writing in a larger EFL environment This volume fills this gap by illustrating the why what and how aspects of digital portfolios in ten reader friendly chapters Guiding educators to enrich their pedagogical repertoire via the portfolio approach this book emphasises a healthy balance between principles research and practice It is an easy to follow guide to setting up digital portfolio systems and coaching pupils to improve writing ensuring the dissemination of digital portfolios with high fidelity

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