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TEACHING MIXED –ABILITY STUDENT IN CLASSROOM

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ABSTRACT

The main aim of education is not just to give students beneficial information but to teach them thinking skills, to make decisions and choices, to develop their mental abilities. Educators should stir pupils' curiosity, creativity and imagination ; broaden their horizons; deepen their way of thinking, enrich their outlook and scope of knowledge. However, every pupil has own potential. They learn or figure out something according to their character, learning style or even gender. This type of class is called mixed-ability class. The purpose of this paper is to explore teaching mixed-ability students in educational establishments.

Keywords: mixed-ability students, teachers, heterogeneous, classroom, method, activity.

INTRODUCTION

In the world, the goal of schooling is spreading knowledge. Humans' future is connected with their acquired knowledge, therefore as a supporter educationalists undertake to contribute light future of young pupils at schools. Nowadays, as pedagogy has been developing year by year, learning and teaching process show a rapid change according to learners conditions such as their abilities to learn or understand.

METHODOLOGY

As Tomlinson says: Children already come to us differentiated. It just makes sense that we would differentiate our instruction in response to them Therefore, teachers are attempting to regularize special material- choosing program before the lesson for different types of learners for one lesson at the same time. It is named mixed ability students. Prior to discuss this topic it should be clarified the definition of this term,scientists claimed. As per *English Collins Dictionary - English Definition & Thesaurus* A **mixed ability** class or teaching system is one in which pupils are taught together in the same class, even though their abilities are different. Mixed ability teaching is a fact of not only language classes but of all courses. Since no two

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students can be the same in terms of language background, learning speed, learning ability and motivation. Mixed ability classrooms are as varied as the students in them. Most often, they include students who communicate in English at a variety of different levels. **Mixed ability** is a proposed new term to be used in place of the terms disabled, handicapped, abnormal, and crippled. Mixed ability refers to any person who has a different or *mixed* physical *ability*. It can also refer to anyone who has a different emotional or learning ability. Words like disabled, crippled, and handicapped have negative connotations throughout history. Mixed ability contemporizes the label placed on those who have a different or medically documented physical or mental abilities and attempts to relieve any social or conversational stigma. The objective in changing the term is to eliminate stereotypes that exist currently in any society in regard to those with a mixed ability. Educator Robert Pondiscio has argued that mixed-ability grouping in the classroom creates problems of its own, especially the neglect of higher-functioning students. He also points out that "tracking," the practice of grouping students by ability, is routinely used in school sports programs, and questions whether educators are more concerned about athletic achievement than they are about academic achievement. They may also be considered mixed ability because they include students with different types of learning backgrounds, such as those who have learned orally and those who have learned mainly from a textbook. Students may also have different levels of literacy in their own native language. A classroom that contains some students who are familiar with the target language well and some students who are not may also be considered mixed ability. Finally, the term mixed ability can be used to refer to a group of students working together who range greatly in age.

RESULTS AND DISCUSSION

According to scientist C. Tomlinson there some benefits and drawbacks in mixed-ability students:

Advantages of mixed ability classrooms

- Students are able to learn at their own pace
- Students learn to work well in a group
- Students become independent learners
- Students develop strong relationships with their peers
- Students become partners in learning

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Challenges of mixed ability classrooms

• Finding appropriate teaching resources and material
• Organizing appropriate groupings within the class
• Determining the individual needs of each student
• Ensuring that all students are challenged and interested

When faced with the challenge of a mixed ability classroom many teachers do not know where to start. They fear that the preparation will take much longer, and that the students will be more demanding. Schools that have heterogeneous classes often have limited budgets, and teachers may fear that they will not be paid for what they are worth. However, it is only by looking at the advantages of the mixed-ability classroom and utilizing some useful strategies to overcome the challenges, that teachers can achieve success. One of them is collaboration, the term “Collaboration “means working together and cooperating. Collaboration is really wonderful teaching in all classes. For instance, through collaborative learning students participate more n activities or games, they learn how to compromise, they negotiate meaning, and they become better risk-takers and more efficient self-monitors and self-evaluators. In addition, classroom atmosphere and efficiency improve as does student self-esteem. It helps to organize a friendship atmosphere by sharing ideas and solving tasks together. Furthermore, open-ended questions are also great method. It not only makes the content that teachers present more interesting, they also provide points of entry into the conversation for students who are all too often shooting for the one correct answer. Instead of asking, “What does this character do at this point in the story?” (Recall question with one correct answer), ask students, “How does this character change throughout the narrative?” Actually, higher-order question with more than one correct answer. Though the latter question might seem more complex, it actually creates more avenues for struggling students to answer, reveal their thinking, and develop the expertise to construct meaning from text. These questions enable lower-performing students to access the rigor of instruction that is normally reserved for advanced students, and make it possible to discuss the same ideas even with multiple levels of ability.Another important thing is students’ place where they actually sit. Teachers should seat the advanced student next to the beginner. This way, the advanced student will be able to help the beginner. By forming these pairs, you’ll be able to include more challenging material in each lesson because the students can be assistants each other. The advanced student will learn more too by having to explain what they know to the beginner. If there are some students who are at an intermediate level, seat them together. Educationalists can’t individually help each student

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throughout the lesson, but students can help each other so that everyone understands the material. A teacher can also place students in a small group of four or five. In each group, you can have at least one advanced student and at least one beginner. By mixing the levels in these groups, students will be able to rely upon each other. This is especially effective in a large class. Students can ask members of their group questions and try to solve problems together. You can then divide your time between five or six groups rather than trying to bounce around and help more than 30 students. To raise the interest of the students we can apply some games, competitions and dramatization, in between the study. Differences in students can be abridging by involving them in aura of common interest which can be basic instinct of human beings. These activities are useful not only for the teacher to observe students but also for the students to cooperate and to learn from each other. When a strong student works with weaker students, the student can be a source of language/knowledge in the group. The teacher, on the other hand, may form groups of weaker and stronger students separated from each other. So the stronger and quicker students work with more complicated tasks, whereas the weaker students deal with a simpler task or work with the teacher as a group member, which inculcates the team spirit.

CONCLUSION

In conclusion, Teaching mixed ability students is a big responsibility for the teachers as teachers are the builders of the future generation and students are the future of any nation. Keeping this point of view in mind we should know how to deal and tackle the students of mixed ability so that all of them get, gain, grasp and acquire the knowledge according to their requirements. Hence, above mentioned methods and strategies may bring profits for both teachers and heterogeneous students in curriculum

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