

MANAGING MULTI-LEVEL EFL GROUPS THROUGH TASK-BASED INSTRUCTION

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Annotation: The research focuses on the difficult task of managing English as a Foreign Language (EFL) classrooms where students have different levels of language ability. Such environments often cause problems because a single lesson might be too hard for some and too easy for others. To solve this, Task-Based Instruction (TBI) is analyzed as a primary tool for organizing the learning process. The study looks at how giving students real-life tasks helps to bridge the gap between beginners and advanced learners. Results show that using tasks increases student engagement and allows for more flexible learning. The analysis proves that when students work on concrete goals, the focus shifts from the difficulty of the grammar to the success of the communication. The conclusion suggests that Task-Based Instruction is a practical and effective way to ensure that no student is left behind in a multi-level group.

Keywords: *Multi-level groups, Task-Based Instruction (TBI), Differentiated instruction, Classroom management, Learner autonomy, Collaborative learning, Communication, and EFL education.*

Introduction. Teaching English to a group of students who have different levels of skill is one of the biggest challenges in a modern classroom. In a single room, a teacher might have some students who can speak fluently and others who are still struggling with basic grammar. This situation is called a “multi-level” group, and it requires a special kind of management to make sure no one is left behind.

The main problem is that a traditional “one-size-fits-all” lesson usually does not work. If the lesson is too easy, the advanced students get bored; if it is too hard, the beginners feel lost and lose their motivation. Therefore, new ways of teaching are needed to help every student grow at their own speed. One of the most effective methods for this is called Task-Based Instruction (TBI).

Main part. Many scholars have looked into how teachers can help every student in a room where English levels are not the same.

Pedagogical foundations and differentiation several researchers emphasize that a single teaching style is no longer enough for busy classrooms. Tomlinson and Strickland conducted studies showing that “differentiation” is the best way to handle mixed levels¹. Their work proves that when a teacher changes the materials or the tasks to fit the student, the learning results become much better.

Task-based instruction and student engagement task-based instruction (TBI) is seen as a key solution by many experts. Levy and Stockwell analyzed how specific activities help students

¹ Tomlinson, Carol Ann, and Cindy A. Strickland. *Differentiation in Practice*. Association for Supervision and Curriculum Development, 2005. – P.76.

focus on communication rather than just grammar rules². Their research achieved results showing that students feel more confident when they have a concrete goal to reach. Furthermore, Benson's work on learner autonomy found that tasks encourage students to take responsibility for their own progress³.

Managing a classroom where students have different levels of English is like solving a puzzle. To make sure everyone learns, the focus must move away from the teacher talking and toward the students doing. Task-Based Instruction (TBI) is a great way to do this because it focuses on completing a real job using language, rather than just memorizing rules.

The pre-task. The process starts with the teacher introducing a topic and giving clear instructions. In a multi-level group, the teacher uses simple words to explain the goal so that even beginners understand what to do. During this time, the teacher might show a model of the task or provide a "scaffold" which is like a small helping hand such as a list of useful words or sentence starters. This helps students with lower levels feel safe to start, while advanced students can think of more complex ways to handle the topic.

The task cycle. This is the most important part of managing different levels. Students are usually put into small groups or pairs to complete the task. In these groups, stronger students often help those who are struggling. This "social interaction" is a powerful way for both levels to grow. The teacher can give different roles within the same task. For example, a beginner might draw a map, while an advanced student writes the description. While students work, the teacher walks around the room. Instead of correcting every mistake, the teacher encourages the students to keep talking and helps only when they are stuck.

The planning and report stage. After finishing the task, groups prepare to tell the rest of the class what they did. This stage is very helpful for multi-level groups because it gives students time to organize their thoughts. Beginners can practice simple sentences, while advanced students can prepare more detailed explanations.

The teacher looks at the language used during the task. Instead of teaching a random grammar point, the teacher talks about the specific words or mistakes the students actually made while working. This makes the lesson feel personal and "human" because it is based on the students' own efforts

Conclusion. In conclusion, using tasks allows the teacher to manage a busy, mixed-level room by letting students work at their own speed. It turns the classroom into a community where everyone has a role and everyone can succeed. The analysis of the stages proves that task-based instruction is not just a method for teaching language, but a powerful tool for classroom management. It successfully bridges the gap between different skill levels by focusing on what students can do together. The results suggest that this approach creates a humanized environment where every student, regardless of their English level, feels valued and successful.

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