

Science. 2024. Vol. 16. No. 4. P. 46–57. DOI: <https://doi.org/10.5815/ijmecs.2024.04.04>

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Стаття надійшла до редакції 19.03.2026 р.

Стаття прийнята до друку 29.03.2026 р.

УДК 378.147:811.111

DOI: 10.36550/2415-7988-2026-1-223-774-778

ISSN 2415–7988 (Print) ISSN 2521–1919 (Online)

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ПРОБЛЕМИ ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ ДЛЯ СПЕЦІАЛЬНИХ ЦІЛЕЙ СТУДЕНТАМ З РІЗНИМ РІВНЕМ ПІДГОТОВКИ

Стаття має на меті висвітлити проблему викладання англійської мови професійного спрямування (ESP) у групах з різним рівнем підготовки та мовної компетентності студентів. Зазначена проблема вважається однією з найскладніших у сучасній мовній освіті, з якою регулярно стикаються викладачі ESP у технічних закладах вищої освіти. У статті проаналізовано досвід різних викладачів ESP, а також наукові джерела з цієї проблематики, зроблено висновок про високий рівень зацікавленості

викладачів у впровадженні сучасних стратегій, які можуть сприяти успішному навчанню у групах з різним рівнем підготовки. Виявлено недостатнє висвітлення цієї проблеми, незважаючи на її актуальність. У статті розглядаються основні чинники, що зумовлюють відмінності у рівнях мовної підготовки в межах однієї академічної групи, зокрема різні стилі навчання, мотивація, попередній освітній досвід і культурне середовище. Представлено основні труднощі, з якими стикаються викладачі ESP у групах з різним рівнем підготовки: підтримання дисципліни в аудиторії, коли студенти виконують завдання з різною швидкістю, труднощі у підтриманні мотивації та зацікавленості студентів різних рівнів підготовки, негнучкість стандартних навчальних матеріалів, розрахованих на однорідну аудиторію, обмежені можливості контролю індивідуального прогресу, а також неоднаковий рівень залученості студентів до навчальної взаємодії, коли більш підготовлені студенти схильні домінувати в комунікації під час занять. Також досліджено основні переваги та специфіку викладання англійської мови у групах з різним рівнем підготовки. Зазначено, що такі групи, за умови ефективно організації навчального середовища, становлять цінне джерело різноманітних знань і досвіду, сприяють розвитку творчості та інноваційності у викладацькій практиці, а також створюють умови для взаємонавчання студентів. Визначено низку ефективних стратегій і методів, які можуть успішно застосовуватися у процесі викладання англійської мови у групах зі змішаним рівнем підготовки. До них належать проведення систематичного аналізу потреб студентів, створення сприятливого та інклюзивного навчального середовища, використання гнучких форм організації роботи та різноманітних моделей взаємодії, організацію парної й групової роботи, впровадження завдань для взаємонавчання студентів, розроблення диференційованих навчальних матеріалів і підтримання оптимального темпу навчального процесу. Представлено узагальнені висновки щодо вивчення цієї проблеми та окреслено перспективи подальших досліджень викладання англійської мови у багаторівневих групах у закладах вищої освіти. Подано бібліографічний список.

Ключові слова: англійська мова професійного спрямування, групи зі змішаним рівнем володіння мовою, управління аудиторією, диференційоване навчання, аналіз потреб.

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CHALLENGES OF TEACHING MULTILEVEL ESP CLASSES

The article aims to highlight the problem of teaching English for Specific Purposes (ESP) in multilevel classes in which students demonstrate different levels of language proficiency. This situation is widely recognised as one of the most demanding challenges in contemporary language education and one that ESP teachers in technical higher educational institutions encounter regularly. The studies of different ESP tutors and the researcher's experience are analysed, as well as scientific sources on this issue, and a conclusion is made about the high level of teachers' interest in the introduction of modern strategies that can be used to promote success in multilevel classes. Insufficient coverage of this problem is revealed despite the urgency of the issue. The article discusses the key factors that give rise to proficiency differences within a single class, including differences in learning styles, motivation, prior educational experience, and cultural background. The main problems faced by ESP teachers in multilevel settings are described: maintaining classroom discipline when learners complete tasks at different rates, difficulty in sustaining motivation and interest across proficiency levels, inflexibility of standard teaching materials designed for uniform groups, limited capacity for monitoring individual progress, and unequal participation, whereby more proficient students tend to dominate classroom interaction. The benefits and peculiarities of teaching English in multilevel classes are also examined. It is noted that such classes, when managed effectively, constitute a rich source of diverse knowledge and experience, encourage creativity and innovation in teaching practice, and create conditions for mutual learning among students. A variety of effective strategies and methods that can be successfully applied in the process of English language teaching in mixed ability groups have been identified. These include conducting systematic needs assessments, creating a supportive and inclusive learning environment, implementing flexible grouping and varied interaction patterns, maintaining appropriate lesson pacing, and promoting collaborative learning activities. Specific examples of practical strategies and methods are given, including needs assessment procedures, pair and group work, peer collaboration tasks, and differentiated materials design. Generalised conclusions concerning the study of this issue are made, and prospects for further research into teaching English in multilevel classes in higher educational institutions are outlined. A bibliographic list is provided.

Key words: English for Specific Purposes (ESP), multilevel classes, classroom management, differentiated instruction, needs analysis.

Problem statement and relevance of the study.

One of the biggest challenges of the ESP teacher is working with so-called mixed-ability classes. Multilevel or mixed-ability class usually refers to the differences that exist in a group in terms of different levels of language proficiency. The differences which cause problems in these classes are in language learning ability, learning experience, mother tongue, cultural background, preferred learning style, motivation and others. Even though students are grouped according to their placement test scores, their progress rates are bound to be at different levels. Due to the mentioned differences students react to the teaching material and teaching methods individually. It is difficult to find activities that involve all the students without some getting bored and others being confused, insecure or discouraged. Weaker students not being able to follow the pace, to understand information or to express their ideas and stronger students not being tolerant to them may result in classroom management problems. Thus, teachers need to have a range of strategies for managing mixed ability classes [1].

Analysis of recent research and publications.

Despite the importance of the problem mentioned above, the analysis of native scientific and methodological literature of researches (Ur P., Hess N., Harmer J., Hutchinson T., Waters A., Jordan R. R., Lightbown P., Scrivener J., Wenden A., Rubin J., Spada N.) has shown that there is a lack of scientific works devoted to investigation of strategies and methods that can be successfully applied in the process of teaching ESP in mixed-ability groups. Taking into consideration the deficiency of system development of methods and approaches to teaching ESP in mixed-ability classes, the following article is focused on studying all sorts of possible solutions of the problem arising from the necessity to teach ESP in mixed-ability groups and suggest the most effective strategies and methods in ESP course.

Aim of the study. According to the purposes we have defined the following tasks to analyse:

- identifying factors and problems associated with teaching English for specific purposes in mixed-ability classes;
- clarifying the benefits and peculiarities of teaching ESP in mixed-ability classes;
- analysing and suggesting useful strategies and activities that are important in technical classroom.

Main content of the study. It seems fair to suggest that this issue is of top priority as students tend to come from different learning backgrounds, they may differ significantly in the speed of acquiring knowledge, motivation, learning styles, etc. [2]. There are many factors that influence the characteristics of the learners that make up one single class. Some of these factors include: age or maturity, intelligence, language aptitude, language levels, mother tongue, learner autonomy and attitude towards the subject. And teachers may feel frustrated by the challenges they face in their mixed ability classrooms and may not know how to create successful learning and teaching environments that meet the needs of all learners in a single class. Hutchinson T. states that the biggest stumbling block to effective mixed ability teaching would seem to be teacher attitude. Teachers lack the knowledge of strategies to use in the classroom for a wide range of ability. Teachers who are familiar with the different abilities and needs of their learners and use mixed ability teaching strategies effectively are much better equipped to meet the diverse learning needs of their learners [3].

According to Ur, some of the challenges teachers of mixed ability classes may face include [7]:

Discipline – Teachers may find mixed ability classes are chaotic or difficult to control. Discipline problems occur when learners lose concentration, get bored, or behave in a disruptive manner. Some reasons why mixed ability classes may be more difficult to control may be because different learners may find the subject matter easier or more difficult to grasp, weaker learners may require more assistance from the teacher, or more advanced learners may dominate aspects of the lessons.

Interest – Learners may differ in their learning styles, motivation and interests. Teachers of mixed ability classes may find it difficult to provide content and activities that are motivating and interesting to all learners in a class.

Materials – Materials are usually rigidly aimed at a certain kind of learner and may not offer teachers options or flexibility.

Individual awareness – Teachers may find it difficult to get to know and follow the progress of all learners. In classes where there are many differences, teachers are not able to devote time and attention equally to all learners.

Participation – In mixed ability classes, more advanced learners tend to participate more actively than weaker learners. Lack of participation or attention from the teacher, may further affect weaker learners proficiency in the subject.

In the ESP multilevel classroom the role of the teacher is varied and involves several key responsibilities. One of the most important responsibilities of the teacher is to conduct needs analysis to identify the specific language needs of the learners. Needs analysis should take into account the learners' professional field, level of proficiency, and language goals. Ongoing needs assessments may include standardised tests and

alternative assessments, one-on-one interviews with learners, group discussions, and learner observations [6]. Based on the needs analysis, the teacher should develop and adapt materials that are relevant to the learners' needs and level of proficiency. In addition to developing and adapting materials, the teacher adopts a communicative approach to teaching. This approach emphasises the use of language in real-life situations and helps learners develop their communication skills. The teacher provides opportunities for learners to practice using the language in authentic contexts, such as role-plays, discussions, and simulations. Another important responsibility of the teacher is to provide targeted and constructive feedback and correction. Feedback should be given in a timely and specific manner, highlighting areas of strength and areas for improvement. The teacher also encourages self-reflection and self-evaluation, helping learners develop autonomy and self-directed learning skills. Language needs analysis in multilevel ESP classroom is of great importance for several reasons: ESP focuses on the specific language skills and knowledge required for a particular field, profession, or context. Needs analysis helps instructors identify and prioritise the language needs of the students with mixed abilities within that specific context. This ensures that instruction is relevant and directly addresses the skills and knowledge required for their future job or academic endeavours. When learners perceive that the content of their language lessons directly relates to their professional or academic goals, they are more motivated to engage in the learning process. Needs analysis ensures that instruction is tailored to their needs, making the content more meaningful and motivating.

Let us consider some of the common strategies teachers can follow to promote success in their multilevel classes.

Supportive learning environment. It is important to create a supportive learning environment in the classroom, where learners feel confident and able to perform to the best of their ability. Creating a supportive learning environment in a multilevel class requires the teacher to be flexible, perceptive, and deliberate in organizing the learning process. In such classroom, students with varying levels of knowledge and ability must feel safe, unafraid of making mistakes, and confident that their efforts are valued regardless of the outcome. The teacher plays a crucial role in fostering an atmosphere of mutual respect and collaboration: differentiated tasks allow each student to work at an appropriate level of difficulty, while pair and group work give stronger learners the opportunity to consolidate their knowledge by supporting others and provide less confident students with the chance to receive peer assistance.

It is equally important to incorporate formative assessment and regular feedback so that every student understands their progress and has a clear sense of how to improve further. When each member of the class feels valued and can recognise their own development, a genuine culture of learning emerges – one in which diversity in proficiency levels becomes not an obstacle but a valuable resource for the development of the entire group.

Classroom management. Effective classroom management in a multilevel class is one of the most challenging yet essential skills a teacher must develop, as it directly determines how smoothly and productively the lesson proceeds for every student. Since learners in such

classes differ significantly in their language proficiency, pace of work, and prior knowledge, the teacher must establish clear routines and consistent expectations from the very beginning so that students at all levels understand what is required of them at each stage of the lesson.

Strategic seating arrangements can help minimize disruption and encourage peer support while also making it easier for the teacher to circulate around the classroom and address individual needs. Providing early finishers with meaningful extension tasks prevents off-task behaviour and keeps more advanced learners engaged, whereas tiered instructions and visual prompts help lower-level students remain on task without requiring constant individual attention from the teacher.

Transitions between activities must also be carefully planned and clearly signaled, as multilevel classes are particularly vulnerable to losing momentum during unstructured moments. Classroom management techniques include praise and encouragement, using the board effectively and managing learning activities by giving good instructions, asking concept checking questions, using pair and group work, setting time limits, monitoring the activity and including feedback on the activity.

Learning to learn. Learning to learn often referred to as learner autonomy or metacognitive awareness is a particularly valuable skill in a multilevel class, where students cannot always rely on the teacher to address their individual needs at every moment. When learners develop the ability to reflect on their own strengths and weaknesses, set realistic goals, and select appropriate strategies for acquiring new language skills, they become active participants in their own learning process rather than passive recipients of instruction.

Variety. Incorporating variety into a multilevel class is a fundamental pedagogical necessity that ensures every student, regardless of their proficiency level, has a meaningful opportunity to participate and succeed. When a teacher relies on a single method or type of activity, only one segment of the class is likely to benefit fully, while others may remain either overwhelmed or insufficiently challenged. Deliberately varying task types, interaction patterns, and instructional materials creates multiple entry points to the same content, allowing each learner to engage with it in a way that corresponds to their current level of ability.

A well-planned lesson may move from a whole-class discussion to individualised tiered tasks and then to collaborative pair or group work, with each stage designed to be both accessible and appropriately challenging for learners at different proficiency levels. Variety in instructional resources is equally important: authentic texts, audio materials, and visual aids not only accommodate different learning styles but also expose students to language used in a variety of contexts.

Grouping. Teachers should use a range of interaction patterns in class: work in groups, pairs and individually. Groupings must be changed often, thereby giving learners an opportunity to work with different learners.

Pace. Teachers must be mindful of the pace of their lessons. Teaching a class too slowly or too quickly may lead to boredom or frustration. A teacher must be aware of his/her learners' abilities and pitch the pace of the lesson accordingly.

Collaboration. Getting learners to work together and cooperating has a number of benefits for the learners and teacher. Learners develop their learner autonomy and learn from their peers, rather than always being reliant on the teacher. Learners who collaborate on tasks learn how to compromise, negotiate meaning and develop self-evaluation skills. Collaboration tasks can involve project work as well as pair or group activities [3].

Conclusions and prospects for further research. In conclusion, it needs to be pointed out that in spite of the fact that the problem of teaching ESP in mixed-ability group tends to be one of the biggest and the most challenging teaching problems, it can still be successfully solved by applying strategies described above.

On the basis of the literary sources studied it should be noted that the English language teacher dealing with a mixed-ability class has a number of advantages. Mixed ability classes provide a rich pool of human resources [4]. Learners come to class with different knowledge, experiences, opinions, ideas and interests which can be drawn on to provide interesting, varied student-centered lessons [3]. Such diverse classes are interesting to teach and provide greater opportunity for innovation and creativity. There is 'educational value' in mixed ability classrooms, as through their interaction, students can help and learn from each other [4]. Mixed ability classes in ESP course provide opportunity for teachers to develop themselves professionally, as teachers need to adopt a problem solving approach to the difficulties they face and experiment with a range of teaching approaches.

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Стаття надійшла до редакції 19.03.2026 р.

Стаття прийнята до друку 29.03.2026 р.

УДК 378.091.12:371.13:37.036

DOI: 10.36550/2415-7988-2026-1-223-778-783

ISSN 2415–7988 (Print) ISSN 2521–1919 (Online)

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КРИТЕРІЇ, ПОКАЗНИКИ ТА РІВНІ СФОРМОВАНOSTІ ТЬЮТОРСЬКОЇ КОМПЕТЕНТНОСТІ ВЧИТЕЛІВ ЗАКЛАДУ ЗАГАЛЬНОЇ СЕРЕДНЬОЇ ОСВІТИ

У статті висвітлено результати теоретичного дослідження проблеми діагностики тьюторської компетентності вчителів закладу загальної середньої освіти (ЗЗСО). Актуальність порушеного питання зумовлена реалізацією концепції Нової української школи, яка визначає індивідуалізацію та орієнтацію на потреби кожного учня пріоритетом освітнього процесу, а також зростанням наукового інтересу до тьюторського підходу як інструмента супроводу індивідуальної освітньої траєкторії учня. Метою статті є визначення, теоретичне обґрунтування й опис критеріїв, показників та рівнів сформованості тьюторської компетентності вчителів ЗЗСО. У ході дослідження використано методи теоретичного аналізу, синтезу, порівняння й узагальнення наукової літератури з проблем діагностики тьюторської компетентності педагога. Автором обґрунтовано доцільність виокремлення чотирьох взаємопов'язаних критеріїв, які відповідають структурним компонентам тьюторської компетентності: мотиваційного (мотиваційно-ціннісного компонент), когнітивного (когнітивно-змістовий), діяльнісного (операційно-діяльнісного) та рефлексивного (особистісно-рефлексивний). До кожного з критеріїв визначено систему показників, що охоплюють ціннісні орієнтири, теоретичні знання, практичні вміння та рефлексивні здатності вчителя з тьюторською компетентністю; загалом сформульовано десять діагностованих показників. Установлено та змістовно описано три рівні сформованості тьюторської компетентності педагога: низький (репродуктивний), достатній (реконструктивний) та високий (творчий), а також надано детальну характеристику кожного рівня за всіма критеріями. Наукова новизна дослідження полягає в тому, що вперше розроблено критеріально-рівневу модель тьюторської компетентності саме для практикуючих вчителів ЗЗСО (а не майбутніх педагогів), яка враховує специфіку реалізації тьюторського підходу безпосередньо в урочній діяльності. Запропонована модель може слугувати теоретико-методологічною основою для розроблення діагностичного інструментарію та обґрунтування педагогічних умов формування тьюторської компетентності вчителів ЗЗСО в системі безперервної професійної освіти.

Ключові слова: тьютор, тьюторська компетентність, критерії сформованості тьюторської компетентності, показники сформованості тьюторської компетентності, рівні сформованості тьюторської компетентності, вчитель закладу загальної середньої освіти, індивідуалізація навчання, індивідуальна освітня траєкторія.

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CRITERIA, INDICATORS AND LEVELS OF TUTORING COMPETENCE FORMATION OF SECONDARY SCHOOL TEACHERS

The article presents the results of a theoretical study addressing the problem of diagnosing the tutoring competence of teachers in general secondary education institutions (GSEIs). The relevance of the issue stems from the implementation of the New Ukrainian School concept, which establishes individualisation and a focus on the needs of every student as priorities of the educational process, as well as from the growing scholarly interest in the tutoring approach as a means of supporting a student's individual educational trajectory. The purpose of the article is to identify, theoretically substantiate, and describe the criteria, indicators, and levels of tutoring competence formation among GSEI teachers. The study employs methods of theoretical analysis, synthesis, comparison, and generalisation of scientific literature on the diagnostics of teachers' tutoring competence. The author substantiates the expediency of distinguishing four interrelated criteria that correspond to the structural components of tutoring competence: the motivational criterion (motivational-value component), the cognitive criterion (cognitive-content component), the activity-based criterion (operational-activity component), and the reflective criterion (personal-reflective component). For each criterion, a system of indicators has been developed, encompassing the value orientations, theoretical knowledge, practical skills, and reflective abilities of a teacher possessing tutoring competence; in total, ten diagnosable indicators have been formulated. Three levels of tutoring competence formation have been established and substantively described: low (reproductive), sufficient (reconstructive), and high (creative); a detailed characterisation of each level across all criteria is provided. The scientific novelty of the research lies in the fact that, for the first time, a criteria-and-levels model of tutoring competence has been developed specifically for in-service GSEI teachers (rather than pre-service teachers), taking into account the specifics of implementing the tutoring approach directly within lesson-based activities. The proposed model may serve as a theoretical and methodological foundation for designing diagnostic tools