

# *Introduction*

## **How to make best use of this book**

- Check the table of contents, the index, and the headings for activities you think are likely to be most useful to you, scan these, and make a note on where, when, and how you will use these activities.
- Keep the book handy in a place where you normally do your lesson planning. Since most of the activities are easy to set up, you will want to refer to this book especially when your time is limited and you need a quick idea to incorporate into the next lesson.
- Although you will probably do the activities as described at first, you will eventually start embroidering on them and change them to fit into your own menu of teaching strategies. That is a sign that they have really become your own. The aim of this book is actually just that – the expansion of your own teaching repertoire.

## **What is a large multilevel class?**

There are, of course, many very different notions of what constitutes such a class. In the language institute where I taught for many years, twenty was considered a large class. Students there were carefully graded into seven levels of proficiency, yet teachers often complained about the great difference between the students who talk fluently but inaccurately, and those who read and write well yet cannot manage to produce a single coherent spoken sentence. Chinese colleagues have told me that they taught groups of sixty or more students in classes where students not only differed in language acquisition ability, but also in age, motivation, intelligence, self-discipline, literacy skills, attitude, and interest, and that such a situation was not at all unusual for them. A colleague from Pakistan tells me that she teaches classes of over one hundred, her only audio-visual aid being a piece of chalk which frequently refuses to write on her small and cracked blackboard. The rooms where she teaches are unheated, and a steady drip from the ceiling during the rainy season can certainly divert the already uncertain attention span of her students. H. Douglas Brown in his *Teaching by Principle* (Prentice Hall Regents, 1994) writes about the possibilities of classes that have

600 students, but notes that while such a number is unusual, classes of sixty to seventy-five students are not so exceptional around the globe.

As we can see, it is not easy to provide an exact definition of what constitutes a large multilevel class. Since all learners are different in language aptitude, in language proficiency, and in general attitude toward language, as well as in learning styles, we can probably say that most language classes are multileveled. Language classes also tend to be highly heterogeneous. That is, students in many of our classes are of different genders, maturity, occupations, ethnicities, cultural and economic backgrounds, as well as personalities. Multilevelness then, as much as class size, is a matter of perception.

In this book, however, I will define large classes as classes of thirty or more students in elementary, secondary, adult, and tertiary settings. I will define multilevel classes as the kinds of classes that have been roughly arranged according to ability, or simply classes that have been arranged by age-group with no thought to language ability. These are classes in which students vary considerably in their language and literacy skills and are in need of a great deal of personal attention and encouragement to make progress. Teaching in such classes may, indeed, be very much like teaching in all other situations, but if so, then teaching in these classes is *more so!* More arduous, more exhausting, and infinitely more demanding. It is also, as I will later point out, infinitely more challenging and more interesting.

## **Benefits and challenges of the large multilevel class**

### **The benefits**

Although teaching in the large class is far from easy, there are certain advantages that we should be aware of.

### **There are always enough students for interaction**

When we teach large classes, we often daydream about how wonderful it would be to teach a small group. However, I have had the experience of teaching very small classes. One particular group consisted of eight young men from the same school in Turkey. They knew everything about one another and were soon quite tired of one another's company. The class settled into a dull pace until one evening, because of the absence of another teacher, fifteen lower-level students from another

class joined us. I was amazed to see how the influx of these new students, whose presence made the class infinitely more multileveled, increased the interest, energy-level, and linguistic output of the entire group. Very small classes, I discovered, afforded neither the individual attention of a private lesson nor the advantages of interactive class work. Such problems need not ever be our concern in the large multi-level class.

### **We get a rich variety of human resources**

In a large multilevel class, there are a great many opinions, a great many points of reference, perhaps many cultural backgrounds, many temperaments, many world-views and values, many different experiences and many styles of learning. In ESL settings, students may come from different systems of writing and with a variety of literacy skills. This wealth of dissimilarity can be used to our advantage in creating interesting, varied, meaningful, and student-centered lessons. Students can learn as much by finding out about one another as they can from reading a text, and the immediate interest that such personal contact engenders creates a positive classroom climate that promotes genuine language learning. Chapters one, two, and three of this book give suggestions on how to take advantage of such variety. See, for example, activities 1.15, 2.1, 2.5, 2.17, and 3.10.

### **The teacher is not the only pedagogue**

In large classes, the instructor has a built-in advantage. Since there are so many levels of language ability, it is only natural that the more able students quickly assume the role of teacher-assistants. In such classes, students can learn as much from one another as they learn from the teacher. Early on, we should establish the kind of climate that encourages students to help one another or ask for help from fellow students. Cooperation works better than competition in the large class: cross-ability grouping allows the more able learners to improve their language skills by honing their ability to explain, to state clearly, and to give effective examples, while it provides the less able with considerable support. Such cooperative, interdependent learning will aid our students in fostering a positive mutual reliance and help them to function better in a highly complex, interdependent society. Chapters five and seven of this book are particularly useful in pointing out how peer teaching can be used to promote a climate of cooperation. See, for example, activities 5.1, 5.4, 5.7, 7.5, and 7.8.

### **We are never bored**

Since, as teachers of large multilevel classes, we must constantly be aware of many simultaneous activities and processes as well as a variety of incoming stimuli, working with such classes provides us with a steady challenge. It also summons the best and most effective aspects of both our intellectual and emotional natures. Activities 1.4, 1.5, and 1.10, for example, take advantage of such a variety of processes.

### **Professional development occurs naturally**

Although experience in any classroom helps us to develop our technique, work in the large multilevel class truly forces us to invent and develop new ways of organizing material. These are the classes that compel us to find better ways of setting up routine tasks. These are the classes that make us think, create, and grow as teachers. Chapters two, three, and eight of this book are useful in suggesting options to meet such challenges. See, for example, activities 2.5, 2.6, 3.2, 8.1, and 8.3.

### **The challenges**

The advantages are indeed real, and once we have learned to cope in the large class, we are pleased with the challenges such an environment offers. Nevertheless, the job of teaching the large class also presents us with a great many obstacles.

### **We often feel out of control**

Because the class is so large, we often feel that we have lost authority. Classroom management becomes a formidable obstacle that must be overcome before we can even begin to think about real teaching. The word ‘control,’ of course, means different things to different teachers, and we can find our own sense of control only when we know ourselves and understand what kind of a classroom ambiance we require. Some of us function best in a fairly chaotic classroom atmosphere, while others feel the need for perfect decorum. I have found that good organization helps to promote good control. Good organization, among other things, helps students to know what is expected of them and to get on task quickly and efficiently. Having a special place on the blackboard where homework assignments are always placed or where directions for the first activity of the day are written, and a place where all the scheduled activities for the lesson are listed, help in establishing good control.

The principles of ‘variety’ (see page 8) and ‘pace’ (see page 9) examined below can also help us to establish a sense of security and control. Chapters five, seven, and eight of this book give suggestions on how we can reach the level of competence that we need in order to function with an adequate feeling of composure. See, for example, activities 5.3, 5.14, 7.3, 7.12, 8.3, and 8.4.

### **In the large class we sometimes feel trapped in the problems of management**

Because the classes are so large, a variety of managerial tasks is demanded of us. How do we make a smooth switch from a teacher-fronted to group framework? How do we see to it that everyone knows how to stay on task? How do we make sure that attendance is properly taken without using up valuable class time? How do we ensure that everyone knows what the assigned homework is and that the work is properly checked? How do we integrate students who join the class at a date far into the course? What do we do about late stragglers? In short, how do we make class management smooth and invisible?

A few managerial techniques and workable routines can help us out. I have found that establishing routines for the collection of homework, and the checking of homework, and presentation of certain activities on assigned days, such as dictation every Monday, and/or conversation groups every Thursday, are helpful. I have cut down on latenesses considerably by developing a point system in which everyone who is in his/her place on time with the proper material out for study is awarded three points. In certain classes, I have posted a sign-in sheet by the door of the class. On arrival, students sign their name and the time of arrival. Such self-checking mechanisms promote student responsibility and make our work easier. Chapters four and seven of this book suggest several strategies for smooth classroom management. See, for example, activities 4.3, 4.21, 7.1, 7.2, and 7.12.

### **We are frustrated by the huge amount of written work**

There are two reasons why we want to respond to our students’ written work: students need feedback in order to learn, and they want to know and hear what other people think of their written expression. In our large multilevel classes, the amount of paper work, however, is so enormous that we often feel completely overwhelmed and not up to the task. How can we provide the kind of response we want to give our students? The principle of ‘collaboration’ will once more come to our aid. When properly trained, students can become excellent peer reviewers and

editors and learn a great deal about their own writing in the process. Like all writers, students like to see publication of their work. The principle of ‘individualization’ will help us in creating forums through which students can display and share written work. Chapter four of this book offers suggestions on how to peer review and display written work. See, for example, activities 4.2, 4.3, 4.7, 4.13, 4.15, and 4.21.

### **It is difficult to provide for individual learning styles**

We would like to allow each of our students to find his/her preferred and unique way and pace of learning. The principles of ‘collaboration’ (having students working together toward common goals, see page 10), ‘personalization’ (arranging for the kinds of activities that will allow students to express their own opinions and ideas, see page 12), ‘individualization’ (arranging activities that will allow students to work at their own pace, see page 12), and that of ‘enlarging the circle’ (including as many students as possible in any activity, see page 14), all point toward allowing students a sense of self in the large class. Chapter six of this book suggests ways in which students can best follow their own learning styles. See, for example, activities 6.1, 6.3, 6.5, and 6.8.

### **Activating the quiet student is difficult**

We often feel discouraged when only a few students participate and we cannot manage activating a great many others, who look and act bored. It is indeed very easy to let those few students who enjoy speaking out in front of the whole group take over and dominate the class. Is it possible to get everyone involved? How can we find ways to keep those who over-participate calmer and more interested in what their fellow students have to contribute? Can we organize group work and pair work in such a way that our students have the best possibility for speaking out, practicing language, getting attention, and experiencing immediate feedback? The principles of ‘open-endedness’ (see page 13), ‘interest’ (see page 9) and ‘variety’ (see page 8), are fundamental to student engagement. Further suggestions on how to activate and involve the class can be found in Chapters two and five of this book. See, for example, activities 2.4, 2.5, 5.1, and 5.4.

Below are some practical principles for coping in the large multi-level class.

## Eleven principles of coping in large multilevel classes

Although the problems in large classes can be formidable, they are not insurmountable. There are ways of coping, as well as functional principles and strategies that can turn a struggle into a challenging trial.

### Principle one: Scarlett O'Hara

It is well to note that our work in large multilevel classes will never be easy. And there will always be days when we feel frustrated. This is par for the course. Nevertheless, there will always be many more good than bad days. We will always know that our work is important, that through our work we have contributed to the welfare of people and of society, and if today was bad, chances are that tomorrow will be better. If the class we have right now is impossible, next semester's group may be ever so much better. If the material we are working with just doesn't click, we can always choose something more appropriate when we teach the same topic next time.

If you have read *Gone with the Wind* by Margaret Mitchell, you know that its heroine, Scarlett O'Hara, had a special mantra when things got too tense: 'I will think about it tomorrow,' she said. This philosophy may prove helpful in dealing with the frustrations that accompany teaching large multilevel classes. No matter how good we get to be, no matter how much personal fulfillment we may find in our work, there is no escaping the fact that the job will always present us with challenges. In fictional or filmed teacher stories, the hero teacher usually struggles mightily during his/her first year of teaching and then through some miraculous epiphany understands why things have not worked out well. Or, our hero teacher changes his/her tactics/attitude/technique/strategy and presto he/she becomes the most wonderful and beloved teacher in the world. No wonder real teachers get fed up with the stories! In real life, the struggle, in all its various forms, continues throughout one's career. Of course, we all develop and learn many things, but the job is eternally challenging and that perhaps is one reason why so many of us love it!

Because we take our work seriously and are committed to it, the stresses and strains of dealing with a great many people and pressures every day have a way of wearing us down. It is important for us to know that we are not alone in our trials and pitfalls. All teachers of large multilevel classes experience such problems. These are tribulations that go along with the job, but they are difficulties that can be outlived and overcome. They are to be seen as natural hindrances in an

otherwise satisfying career and they are to be dealt with. Occurrences like those listed below are not uncommon in our work:

- Our class is particularly uncooperative, and the harder we try, the more complicated and unproductive our efforts seem to be.
- The class gets out of hand, and nothing seems to calm them.
- The class is lethargic, and no matter what we do, students remain bored and on the edge of total indifference.
- An unpleasant memo from a harried administrator can send chills down our spines.
- A momentary classroom commotion can make us believe that we are useless as teachers.
- A beautiful set of work sheets that consumed much of our vacation time proved to be far too difficult or too easy; we conclude that we have lost all our powers of judgment.
- Judgmental colleagues or thoughtless administrators sometimes offer the kind of advice that displays their superiority and makes us taste our own inadequacies.

These irritants can happen to any classroom practitioner. However, because of the size and volatility of the large class, teachers in such settings are subject to even greater stress and feel more vulnerable. We must learn to shrug off such irritants, or at least do as Scarlett O'Hara did – think about them tomorrow. By the next day, the scalding water may have evaporated into steam.

If we have had a bad lesson – and those happen to all of us – it is well to remember that a bad lesson is just that, one bad lesson. We should not dwell on it. We should not discuss it with our class. It is better to walk into our next class with a smile and teach a very good lesson!

The principles that follow will help us to make our work easier and more manageable and give us ideas in how to avoid and minimize many of the above frustrations and how to teach that next great lesson!

### **Principle two: variety**

Variety is important in all teaching. It is particularly relevant in large multilevel classes because we have so many styles of learning and attention spans to relate to. A variety of activities and techniques is important in all learning situations but particularly relevant in the large multilevel class because varieties of tasks can accommodate different levels in our class. For example, during a vocabulary lesson. Some students can be looking up the dictionary definition of words, while others find sentences in the text where the words appeared, and still others are formulating their own original sentences with the new words.

Students cannot concentrate on an activity for more than a limited length of time. If an activity goes on too long, the mind begins to wander, no matter how fascinating the subject. In large classes such a lack of attention can prove disastrous, so we must constantly vary our techniques and approaches. Variety is extremely important in provoking interest within large groups of students. Those who do not like one phase of an activity or topic may well like the next.

This does not mean that we cannot pursue the same subject matter for an entire hour or longer, but it does mean that we must vary the way in which things are done. For example, if the students have been reading silently for a while, let them join a partner and read to each other. If the class has been very active, it is time for a reflective activity. If the work has been teacher-fronted, we can get into small groups. If we have been working on something very challenging, perhaps it is time to switch to something lighter. The principle of variety will definitely help us to activate the quiet student and to maintain control. Chapter two of this book will explore several techniques for developing variety in the classroom. See, for example, activities 2.2, 2.3, 2.4, and 2.6.

### **Principle three: pace**

Correct pacing means that we should handle each activity and phase of activity at the tempo and momentum suitable to it. Doing an activity too fast or too slowly can ruin the process. This is particularly important in the large multilevel class because without correct pacing, we can lose control and make our students either bored or frustrated, and in a large multilevel class such students become troublemakers and distract even the most fastidious and most motivated. Each class has different demands for pacing, and only careful observation can teach us just what kind of pace to set for our students. As a rule, drills should proceed briskly; discussions that involve thought, reflection, and introspection must move at a more leisurely pace. Through careful practice in large multilevel classes, students can learn how both drill and discussion techniques can be effectively done in small groups. We have to make provisions for students who finish early and create the kinds of activities that allow the slower student extra time. See, for example, activities 2.2, 3.3, 3.6, and 3.8.

### **Principle four: interest**

All of us as students suffered through the endless monotony of boring lessons. In the large class, interest is particularly important because as soon as a group of students loses interest, they are likely to either cause

trouble or create the kind of distraction that will focus on them rather than on the lesson. All of us want to be interesting teachers, but just what is it that makes an activity interesting? In my work as a teacher I have discovered three fundamental characteristic aspects of topics that bring about student interest. These are aspects that:

- arouse student curiosity
- tap into meaningful existential questions
- touch students' lives

I have found that it is possible to develop such activities at all levels of ESL/EFL and in a variety of cultural settings. Topics that lend themselves to such activities are:

- management of time
- family relations
- management of money
- friendships
- food and eating habits
- animals
- latest news
- home
- travel

However, an interesting topic alone will not automatically generate appeal for students. To create real student interest requires the creation of game-like activities with clear goals and motivating processes that guide students through involving tasks into thoughtful and insightful use of language. The thoughtful use of attractive visuals, activities that convey and receive meaning, problem-solving processes, personalizations, and role-plays all add to the making of student involvement and student interest. Creating interest will help us both with control and management of our classes. Making our lessons interesting will also insure that as many students as possible stay involved.

The activities in this book have been constructed with interest in mind.

### **Principle five: collaboration**

Collaboration means working together and cooperating. Collaboration is good teaching in all classes: through collaborative learning, students participate more, they learn how to compromise, they negotiate meaning, and they become better risk-takers and more efficient self-monitors and self-evaluators; classroom atmosphere and efficiency improve as does student self-esteem. However, in large multilevel classes collaboration is a must. In the large class, a teacher simply cannot be everywhere at the same time, and cannot service the immediate needs of all students. Students therefore must soon learn to use one another as language resources. Everyone in the room is sometimes a student and sometimes a teacher, and students learn to carry a large slice of responsibility. More

able students come to understand that they will learn a great deal themselves by explaining something to a less able student and by listening patiently while other students make their contributions.

Some of the strategies that help students to collaborate are:

- Group work in which students complete a task together.
- Pair work in which students share ideas or quiz and drill each other.
- Peer review in which students analyze and comment on one another's written work.
- Brainstorming in which students contribute ideas on a single topic.
- Jigsaw activities in which students each contribute different aspects of knowledge to create a whole.
- Collaborative writing in which a group of students collaborate to create a piece of writing like a letter of advice.
- Collaborative community projects in which groups of students investigate an aspect of the community and later report on it.
- Group poster presentations in which groups of students create a poster that demonstrates a topic, an issue or a problem.
- Buddy journals through which students write on possibly assigned topics to a classmate or a student in another class or school and periodically exchange and react to each other's journals.

A word about jigsaw activities:

The jigsaw is most frequently used for collaborative reading, during which a reading passage has been divided into four sections. Individual students are responsible for studying one section, talking about their section with those who have read the same, and then in groups of four, teaching their section to the entire group, thus re-creating the entire reading passage.

I have, however, seen the jigsaw used in many other creative adaptations. For example, a teacher of very young children asked individual groups of children to study a fruit and present the fruit to the entire class. Once the fruits were all presented, the class made fruit salad.

In a content-based language class that I recently observed, a mathematics teacher allowed his students to study a story problem on four levels of language difficulty and then create a meaningful whole of the problem and its solution.

I have found collaboration to be the best solution for staying on top of the mountains of written work I expect and get from my students because the collaboration causes students to be much more involved in the teaching/learning process and much more helpful through peer- and self-correction.

Chapters five and eight of this book give practical suggestions for collaboration. See, for example, activities 5.3, 5.4, 5.7, and 8.11.

### **Principle six: individualization**

Individualizing student work helps us to deal with the problem of finding the person in the crowd. It also helps to keep everyone challenged, interested, and occupied with tasks that are neither too difficult or too easy.

All students, just like the rest of us, produce infinitely better results when they work on projects that are of genuine interest to them rather than just fulfilling teacher assigned work. In large multilevel classes it is particularly important to provide opportunities for students to work at their own pace, in their own style, and on topics of their own choosing.

There are many ways of promoting individualization:

- portfolio projects
- poster reports
- self-access centers
- individual writing such as book reviews, article reviews, advertisements or diaries
- personalized dictionaries
- student-created web-pages on which students present themselves to the world

A word about self-access centers:

A self-access center, where students can work on aspects of language they need to practice, can be a huge school undertaking with its own personnel. It can also be a simple box of special projects, such as individualized selected readings, specialized vocabulary lists, listening tapes, and pictures that a teacher or a group of teachers have collected and that they take with them to class to have on hand for students who need extra work or specialized attention.

Chapters six and seven of this book offer further possibilities for individualization of students' work. See, for example, activities 6.2, 6.3, 7.1, 7.2, and 7.3.

### **Principle seven: personalization**

It is important that students feel they are related to as individuals and are not simply numbers on a list. It is easy for an atmosphere of impersonality and bureaucracy to overtake large classes. In such a setting, students quickly begin to feel that they don't count and that there is really no point in expressing their opinion, since their point of view is

of no interest to anyone. Thus, it is doubly important, in large classes, to provide opportunities in which students may share opinions, relate to their own future plans, explore their ideas on important issues, take stands on controversial topics, and apply their special knowledge to current concerns.

Almost any reading text, listening passage, and speaking activity can be adapted in such a way that it allows personalization. Below are some suggestions:

- After reading about a controversial topic, students can write letters to the editor.
- Students can give mini-presentations about their hopes or dreams for the future.
- Students can investigate the professional requirements of their hoped-for profession.
- Students can create posters of a place they have visited or would like to visit.
- Students can talk about a person they admire.

Chapter two of this book offers such adaptations. See, for example, activities 2.5, 2.7, and 2.10.

### **Principle eight: choice and open-endedness**

You have, no doubt, noticed that many kinds of exercises provided in language textbooks call for very specific answers. There will, for example, be fill-the-slot exercises that ask for one specific word. These kinds of tasks are considered closed-ended exercises. Open-ended exercises, on the other hand, allow students many possibilities for choosing appropriate language items and gearing the exercise to their own level of competence. This is why they work so well in the large multilevel class. Since open-ended exercises are infinitely more success-oriented, they really work well in all classes. However, they are truly a boon in the large multilevel class as they put everyone to work with the new language.

Some ways of providing open-endedness are:

- Giving students beginnings of sentences and allowing them to finish these in an appropriate way.
- Giving students a set of questions and allowing them to answer a specific number of their choice.
- Brainstorming.
- Writing their own definitions of words.
- Matching answers in which several of the matches provide the 'right' answer.
- Questions that can be answered in many different ways.

Open-endedness promotes both interest and correct pacing. Chapter three of this book provides activities that encourage open-endedness. See, for example, activities 3.1, 3.2, 3.3, and 3.9.

### **Principle nine: setting up routines**

In the large class, where so many personalities interact and so much human energy is expended, both teacher and students need the comfort and stability of established routines. The class operates much more smoothly if early in the term certain conventions are established. The following classroom procedures are easily made routine:

- The way attendance is checked and tardiness is handled.
- The way students sign up for special projects.
- The way students are notified of test dates, deadlines and special events.
- The way students check their own reading progress.
- The way students move from a group or pair work strategy to a teacher-fronted framework or vice versa.

While establishing these routines and following them is very helpful, it is also important to keep in mind that no routine is carved in stone. Plans, conventions, and routines are used to guide us, not to bind us. If something doesn't work, it is always possible to examine the procedure, adjust it, change it, or just get rid of it. And while we usually start a new system at the beginning of a year or term, we should not be afraid of starting a new procedure midterm. In the classroom where a climate of trust has been fostered, students appreciate a teacher who experiments with new ideas and who is willing to reject ideas that don't work. Setting up routines helps us to avoid many of the problems of management.

Chapter eight of this book provides useful strategies and routines for classroom use. See, for example, activities 8.1, 8.2, 8.3, and 8.6.

### **Principle ten: enlarging the circle**

In our large multilevel classes, we want to involve as many students as possible, even during the teacher-fronted phases of our lessons. We often worry about the fact that only a few students participate; we simply never know whether those quiet listeners are passive participants or daydreamers who soon may exhibit behavior problems. There are several ways in which we can enlarge the circle of active attention in our classes:

- We should not call on the first student whose hand goes up, but rather, wait until many hands are raised, and as the hands go up

encourage greater participation by saying *I see five hands up, aren't there more? Oh, I see five and a half ... oh good, now there are six. I am waiting for more ...*

- When a student is talking, we have the tendency to walk closer to him/her. It is better if we walk farther away and allow his/her voice to carry across the room to reach more students.
- We should ask a question before calling the name of a student who will answer it, and then not be afraid to pause for some thinking time. Since we ourselves know the answer so well, we may not realize that thinking time is needed before students will volunteer to answer. Silences in the classroom frighten us. They need not!
- We should not call on students in a predictable order, for that certainly will cut down on student involvement.
- It is helpful to let shy students know before the lesson that we plan to call on them during the lesson. It works best if we can arrange a signal that will warn the student that he/she will soon be called on.
- It is good to listen carefully to our students and allow student-initiated topics to 'interrupt our lesson plan'. A student's personal question may well be more interesting to students than what the teacher originally planned. We should remember that we are there to teach language, not necessarily to cover certain material.

When we enlarge the circle, we avoid many of the problems connected to classroom control and interest. Opening up the circle is a principle that can be applied to all the activities in this book.

### **Principle eleven: question the kind of questioning we use**

During parts of our teacher-fronted lessons, we will, no doubt, use questioning – the tried and true method of classroom instruction. In the large multilevel class it is important to ask the kinds of questions that arouse interest and create maximum student involvement.

I have found that the questions that bring about the liveliest responses and keep the entire class awake are the following:

- Questions that begin with *Why*.
- Requests that begin with *Could someone explain to me how ...*
- Questions to which the teacher doesn't know the answer.
- Requests that ask for clarification and elaboration and start with *Could you please explain that* or *Could you clarify what you mean*.
- Questions initiated by students and moved on to the whole class by the teacher.

You will find some useful question strategies in chapter three of this book. See, for example, activities 3.1, 3.3, 3.4, and 3.8.