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THE IMPORTANCE OF LEVEL-BASED ENGLISH LANGUAGE TEACHING IN NON-PHILOLOGICAL DIRECTIONS

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Abstract

This article examines the importance of level-based English language teaching in non-philological directions. In modern higher education, English has become an essential tool for professional communication, academic development, and access to global information. However, students in non-philological fields often possess different levels of language proficiency, learning needs, and educational backgrounds. For this reason, teaching all students through a single standardized approach may reduce the effectiveness of language instruction and limit student progress.

The study adopts a descriptive and analytical approach to explore how level-based instruction contributes to language development among students of non-philological specialties. It discusses the pedagogical significance of grouping learners according to their proficiency levels and analyzes the advantages of differentiated instruction in improving speaking, listening, reading, writing, vocabulary acquisition, and learner motivation. The article also examines practical challenges related to placement, classroom organization, and instructional planning. The analysis shows that level-based teaching creates a more supportive and productive learning environment. It enables teachers to select appropriate materials, design suitable tasks, and address learners' communicative needs more effectively. At the same time, successful implementation requires accurate assessment, flexible curriculum design, and continuous teacher support.

Keywords: level-based instruction; English language teaching; non-philological education; communicative competence; differentiated learning; language proficiency; higher education

Introduction

The role of the English language in higher education has expanded significantly in recent decades. Today, English is not only studied as an academic subject, but also used as a tool for professional communication, scientific research, and international cooperation. Students of engineering, economics, agriculture, information technology, and other non-philological specialties are expected to possess at least a functional level of English in order to participate successfully in the global educational and professional environment.

However, one of the major challenges in English language teaching at universities is the difference in students' language proficiency. In many non-philological groups, learners enter university with unequal educational experiences and varying levels of language knowledge. Some students may communicate confidently, while others struggle with basic grammar and vocabulary.

Teaching such mixed-level groups through one common program often creates difficulties for both teachers and students.

Level-based teaching offers a practical solution to this problem. By organizing students according to their language proficiency, teachers can provide instruction that corresponds to learners' actual abilities and educational needs. This approach allows stronger students to progress more effectively while giving weaker students the opportunity to strengthen foundational skills without excessive pressure.

In addition, level-based instruction supports communicative language teaching by creating more balanced classroom interaction. Students feel more comfortable participating in activities when the tasks match their competence level. As a result, classroom communication becomes more active, meaningful, and productive. This article aims to examine the educational importance of level-based English language teaching in non-philological directions and to analyze its advantages, challenges, and pedagogical implications.

Literature Review

Level-based instruction has become an important concept in modern language education. Researchers in second language acquisition emphasize that learners progress more effectively when instruction corresponds to their linguistic competence and cognitive readiness. Differentiated teaching methods recognize that students do not learn at the same speed or in the same way, and therefore educational approaches should be adapted to learners' individual characteristics.

The Common European Framework of Reference for Languages (CEFR) has played a significant role in promoting level-based education. The CEFR categorizes language proficiency into levels such as A1, A2, B1, B2, C1, and C2, providing a standardized system for assessing learners' communicative abilities. Many universities and language programs use these levels to organize instruction and evaluate student progress.

Scholars such as Krashen and Ellis argue that language acquisition occurs most successfully when learners receive comprehensible input slightly above their current level of competence. If tasks are too difficult, students may become anxious and demotivated; if tasks are too easy, learning progress may slow down. Level-based instruction attempts to maintain this balance by providing materials and activities appropriate to learners' abilities.

Research also highlights the importance of communicative competence in non-philological education. Students in technical and professional fields often require practical language skills rather than purely theoretical knowledge. Therefore, English instruction should focus on functional communication, professional terminology, academic reading, and real-life interaction. Grouping learners according to proficiency levels allows teachers to design communicative tasks more effectively. At the same time, educational literature notes certain challenges related to level-based teaching. Placement procedures require reliable assessment methods, and universities may face organizational difficulties when dividing students into separate proficiency groups. Nevertheless, many studies conclude that the benefits of differentiated instruction outweigh these limitations, especially in higher education contexts.

Methodology

This article uses a descriptive-analytical method. It reviews theoretical and pedagogical sources related to differentiated instruction, communicative language teaching, and second language acquisition. The analysis is based on educational literature, classroom observations, and teaching practices in higher education institutions. Special attention is given to the role of proficiency-based grouping in improving students' language skills and classroom participation. The study examines how level-based instruction affects motivation, communicative interaction, vocabulary development, and academic achievement among students of non-philological specialties.

Analysis and Discussion

1. The Concept of Level-Based Teaching

Level-based teaching refers to organizing students according to their language proficiency and providing instruction that corresponds to their abilities. Instead of treating all learners equally regardless of their competence, this approach recognizes differences in knowledge, learning speed, and communicative readiness.

In non-philological directions, students often demonstrate considerable variation in English proficiency. Some may have attended specialized schools or language courses, while others possess only elementary knowledge. Level-based teaching allows teachers to address these differences more effectively by adapting classroom materials, pace, and activities.

2. Importance in Non-Philological Education

English language learning in non-philological specialties has a practical orientation. Engineering students may need technical vocabulary, economics students may require business communication skills, and agricultural students may need access to international research materials. Therefore, language instruction should be connected to students' professional and academic needs.

When students are placed in groups that correspond to their proficiency level, learning becomes more efficient. Beginners can focus on grammar foundations, basic vocabulary, and simple communication, while advanced learners can develop presentation skills, academic writing, and professional communication. This differentiation increases both learning quality and classroom effectiveness.

Level-based instruction also prevents psychological difficulties in the classroom. Students with lower proficiency often feel embarrassed or anxious in mixed-level groups, while stronger learners may become bored by repetitive explanations. Organizing instruction according to level creates a more balanced and supportive educational environment.

3. Influence on Communicative Competence

Communicative competence is one of the central goals of modern language education. It includes not only grammatical accuracy, but also the ability to use language appropriately in different contexts. Level-based teaching contributes to communicative competence because students participate more actively when tasks match their abilities.

In proficiency-based groups, teachers can organize discussions, role plays, presentations, pair work, and collaborative tasks more effectively. Students are more willing to express ideas, ask questions, and interact with classmates when communication occurs within their competence level. This increases speaking fluency, listening comprehension, and confidence.

Furthermore, level-based instruction allows teachers to introduce suitable communicative strategies gradually. Elementary learners may practice simple dialogues and everyday expressions, while intermediate and advanced students can engage in debates, negotiations, and academic discussions.

4. Educational Advantages of Level-Based Instruction

Level-based teaching offers several important pedagogical advantages. First, it improves learner motivation. Students usually feel more successful when they can complete tasks appropriate to their level. This sense of achievement encourages continued learning.

Second, teachers can select materials more accurately. Textbooks, listening exercises, vocabulary tasks, and speaking activities can be adapted according to learners' proficiency. As a result, students receive input that is understandable but still challenging enough to promote progress.

Third, level-based instruction supports classroom management. Teachers can organize activities more efficiently because students possess relatively similar communicative abilities. Classroom interaction becomes more balanced, and participation increases.

Fourth, this approach contributes to academic achievement. Students who study at an appropriate level often demonstrate better retention, stronger language skills, and greater confidence in using English for academic and professional purposes.

5. Challenges of Implementation

Despite its advantages, level-based instruction also presents certain challenges. One major issue is assessment. Universities need reliable placement tests to determine students' actual proficiency levels. Inaccurate assessment may place learners in unsuitable groups and reduce the effectiveness of instruction.

Another challenge involves organizational and administrative factors. Creating separate groups according to language level may require additional classrooms, scheduling adjustments, and teaching staff. In some institutions, limited resources make implementation difficult.

There may also be psychological concerns. Some students may feel discouraged if they are placed in lower-level groups. Therefore, teachers and administrators should explain that language levels are temporary and designed to support learning rather than evaluate personal ability. To address these challenges, educational institutions should combine accurate assessment with supportive teaching practices. Flexible curricula, continuous evaluation, and teacher training can improve the effectiveness of level-based instruction.

Conclusion

This article has demonstrated that level-based English language teaching is an effective pedagogical approach in non-philological education. By organizing students according to their language proficiency, teachers can provide more appropriate instruction, improve classroom interaction, and support communicative competence development. The findings show that level-based teaching increases learner motivation, reduces anxiety, and creates more productive educational conditions. It allows students to progress according to their abilities while helping teachers design materials and activities that correspond to learners' needs. At the same time, successful implementation requires careful assessment, proper organization, and continuous

methodological support. Universities should consider both academic and psychological factors when introducing proficiency-based grouping systems.

In modern higher education, English plays an increasingly important role in professional and academic life. Therefore, level-based instruction represents not only a methodological choice, but also an important strategy for improving the quality and effectiveness of English language teaching in non-philological directions.

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