Addressing the needs of multilevel students with similar educational backgrounds

 **Abstract:** *Addressing the challenge of multilevel classrooms spans the field in different forms for foreign language teachers. The university classrooms of East Asia, for example Japan and South Korea present a different context than in the ESL classrooms of North America, Britain and other “inner circle” English speaking countries in that the learners in the basic communicative English programs in East Asia that are common for freshmen in East Asia are “false beginners.” They not only have been given a significant amount of English instruction prior to entering university, but also, as a result of similar curricula in their pre-university education, students come to class both with knowledge of English and a similar knowledge base of grammar and vocabulary. This presentation outlines a method of teaching diverse levels in these learning environments. Educators utilize learners’ passive knowledge for the receptive skills of listening and reading and develop the productive skills of writing and speaking by having learners to create student-generated material for output through these channels.*

 **Abstract:** *A common dilemma in the EFL/ESL classroom is what to do with classes in which there are learners of differing abilities. This problem takes a different form in university English programs in East Asia than in the ESL classrooms of North America, Britain and elsewhere in that the learners in the basic communicative English programs that are common for freshmen in East Asia are “false beginners.” They have had a fair amount of English instruction prior to entering university. Further, as a result of the similar curricula in their pre-university educations, not only do students come to class with knowledge of English, but they come with similar knowledge bases in terms of grammar and vocabulary. This paper proposes a method for dealing with diverse levels in these learning environments in which educators make use of students’ passive knowledge for receptive skills and allow learners to create their own material for productive output.*