

**Issues and Challenges Faced by Secondary Level English Teachers in
Heterogenous Classrooms**

**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

**Submitted by
Pushpa Kumari Chaudhary**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2023**

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Declaration

I, hereby, declare that to the best of my knowledge, this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 27/06/2023

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Recommendation for Acceptance

This is to certify that **Ms. Pushpa Kumari Chaudhary** has prepared the M.Ed. thesis entitled **Issues and Challenges Faced by Secondary Level English Teachers in Heterogenous Classrooms** under my guidance and supervision.

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Dedication

to

My Parents and my husband who supported me to chase my dreams.

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Abstract

This research entitled **Issues and Challenges Faced by Secondary Level English Teachers in Heterogeneous Classrooms** is an attempt to explore and challenges faced by secondary level teachers in teaching heterogeneous English classes and find out the strategies to cope with those issues and challenges. I used survey research design to meet the objective of the study. The sample of the study included twenty institutional teachers of secondary level from institutional school of Kathmandu district. I used purposive non-random sampling procedure. I collected data through questionnaire. The study was entirely based on primary sources of data. Data was analyzed quantitatively with the help of analytical analysis procedure. Furthermore, findings of this research suggest that whatever issues and challenges find in teaching and learning activities in ELT heterogeneous classroom one of the skillfull teachers easily used his/her strategies and makes his/her classroom effective.

This thesis consists of five chapters. Each chapter is divided into different heading and subheading .The first chapter deals with the introduction of the topic in which background of the study, statement of the problem, objectives of the study, research questions, and significance of the study, delimitations of the study and operational definition of the key terms. The second chapter consists review of all the related theoretical and empirical literature, their implications on the study and conceptual framework of the whole study. The chapter three consists of the methodological procedure, data analysis and interpretation procedures and ethical considerations. Then fifth chapter deals with findings, conclusions and recommendations of the study. The references and appendixes have been included in the last part of the thesis.

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Chapter 1

Introduction

This study was focus on issues and challenges faced by secondary level English teachers heterogeneous classroom. This was the first part of the study which consist of background of the study, statement of the study problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of key terms.

Background of the Study

The majority of the classroom in our context consists of multilevel groups where students have different needs and learning styles. In multilevel groups where students have different needs and learning styles. In ELT classrooms, students are individually unique and they are different from others due to the factors including language, culture, age, race and ethnicity. Here heterogeneous classroom is understood as classrooms in which students have wide range of previous academic achievement and varying levels of oral and written proficiency in the language instruction To teach such types of class teachers should used different strategies like group work, pair work and task adaption.

In other words, all classes have students with various language abilities and language level. Hence, classroom represents the people of the society who have different social, educational, cultural and political background. Therefore, teaching and learning English in such diverse classroom providing equal access in materials resources and opportunities in classroom activities and ensuring success of all studebts are really the complex issues for the language teachers

According to the 2011 census, there are 123 languages spoken by 125 ethnic communities as mother tongue in Nepal. Such figure highlights the ethnic and linguistic diversities that contributes towards the culture mosaic of Nepal. This figure shows that Nepal is the heritage of languages, culture and different ethnic groups. Therefore, we cannot imagine monolingual classroom at present. In the classroom we can see different types of students like introvert, extrovert, weak etc. In such situation

of learning, English foreign language is difficult and there arise some sorts of problems and challenges in both teaching and learning process. It is duty of single teacher to control them and to deliver the classroom plan effectively.

Heterogeneous class is a class that consists of learners who display a number of differences in learning abilities, motivation, previous exposures to learning style, personality, attitude and other features that anyone can think of. Heterogeneous features of English language classes are a norm rather than expectation. No two individuals can be the same in terms of learning ability, educational and cultural background. Similarly, Ur (1996) says.

The differences which causes problems in large heterogeneous classes are in large learning ability, language knowledge, culture background, learning style attitude towards language, mother tongue, intelligence, world knowledge of the languages, age, gender, personality, confidence, motivation, interest or educational level (P. 304).

Having such a diverse composition of the classroom, the teacher's responsibilities have been multiplied. The challenges to the teachers are to explore the common expectations of students and help them. The teachers need to create safe and comfortable learning environment in the class so that they have a place and voice in the classroom, but exploring common expectations and creating such environment is really challenging for the teachers.

In a heterogeneous English classroom, it is challenging for a teacher to manage their classroom effectively. Here " Management is the process of planning, organizing, leading and controlling the work of organizational member and of using all available organizational resources to reach the organizational goals."

Statement of the Problem

As known to all heterogeneous is a type of distribution of students among various classrooms of certain grade within a school. Where children of approximately the same age are placed in different classrooms in order to create a relatively even distribution of students of different abilities as well as different educational and emotional needs.

While talking about my research, I have chosen the heterogeneous class within the institutional school inside the Kathmandu valley, while preparing for the research. I will find out the institutional school would be more valuable as the medium. Since they are many in numbers and at the same time consists of large numbers of students. Kathmandu valley is the main attraction of Nepalese all over the country and when it comes to talk about the better education, it is considered as the best all other.

In this basis, I preferred to choose the best twenty institutional school in Kathmandu valley. I found that in institutional schools, students from various background i.e., cultural, religious, abilities etc. are in the same class; at the same time institutional schools are too popular among as that the numbers of students within the classes are too many. As I have taken issues and challenges in heterogeneous English class as my research topic, institutional schools come first in my regards as they meet my research criteria as well as names. It isn't an easy job to teach in heterogeneous English classroom, it needs lots of patience and needs to analysis to prompt the students to reflect upon their languages style, learning strategies, language needs, learning employment, motivation, language strengths and weakness since English is not our native language it comes as second and sometimes as third language.

The more students we have in the class, the greater difference among them appear. Taking these differences into consideration, we cannot expect all the students to be able to do some tasks in the same way at the same time and with the same interest.

In heterogeneous classroom, it is very difficult for teacher to take his/ her lesson ahead because of different capabilities of learning. The most challenging job for English language teacher is to guide students to their pace and checking the home assignment, so this research is intended to locate those issues and challenges in heterogeneous classroom. This might be helpful to those issues and challenges and create a model classroom with good teaching learning environment.

Objectives of the Study

The objectives of the study were as follows:

- To explore the issues and challenges faced by Secondary Level English language teacher in heterogeneous classrooms.
- To find out the strategies used by Secondary Level English teachers while teaching English in heterogeneous classrooms.
- To suggest some pedagogical implications.

Research Questions

The study has following research questions:

- What are the current practices of teaching English in heterogeneous classrooms?
- What issues and challenges do the teacher face while teaching English in Secondary level heterogeneous classrooms?
- What are the strategies used by teachers to address problems occurred in Secondary Level heterogeneous English classrooms?

Significance of the Study

Heterogeneous English classroom include students from different background i.e., cultural, linguistic, religious and different abilities in the same class. As this research is based on the interview and sharing with the teachers in institutional schools of Kathmandu valley. This study is great significance of those who are involved in teaching and learning process. Institutional school of Nepal there teacher found heterogeneous classrooms. Especially, teachers and students will be more benefitted from this study. They will be familiar with heterogeneous classrooms and strategies for teaching students with different knowledge.

This research will be very significant for the students who want to know the causes i.e., why the performance of student is poor in heterogeneous classroom. In the same way, this study will be equally important for the researcher who want to carry out further action and experimental research. To sum up, this study will be beneficial

for those who are directly or indirectly involved in teaching and learning activities like teachers, school management, subject experts and policy makers.

Delimitations of the Study

- This study was limited to the secondary level English language teachers in Kathmandu.
- The study explored the issues and challenges in ELT classroom in heterogeneous classroom.
- The study followed purposive non-random, open-ended questions and questionnaire sampling procedure.
- Twenty secondary level English language teachers were the sample of the study.
- The study was limited to Kathmandu district.

Operational Definition of Key Terms

Heterogeneous class. Heterogeneous classes are the kinds of class where students not differ in language acquisition ability but also in age, motivation, intelligence, self-discipline literally, attitudes and interests. English Language is one of the major problem of learners because it is Nepalese learners second language or some of the learners third language. Some sentence structure matches with Nepali and English, and some differs from each other.

For example, I eat rice. To translate this sentence in Nepali it becomes Ma khanchhu bhat which is not matches with Nepali language structure. In Nepali language it said " Ma bhat khanchhu." not " Ma khanchhu bhat." While Nepalese learners translate English sentences they feel very difficult to translate so it is one of the language issue.

Mixed ability class. Mixed ability classroom is one in which pupils of different abilities are taught together in the same class.. In mixed ability classroom all students may not be similar in terms their ability or they may not be homogeneous. The students may be of different genders, maturity, level of intelligence, occupation, ethnic groups, cultural and economic background as well as personalities.

Chapter 2

Review of Related Literature and Conceptual Framework

Review of Related Theoretical Literature

This section deals with the theoretical literature, empirical literature and implication of the review, literature of the study and conceptual framework. The theoretical literature is essential part of research which provides the clear guidance and nature for building the conceptual framework. It bridges the gap by relating the meta theory of the literature and historical development on the research to strengthen the research study and find the aims, nature, principle of the research on large and heterogeneous English language classroom for making connection with various variables of the research, I have reviewed the following related literatures

Conception of heterogeneous class. The word 'heterogeneous' refers to diversified, different and varried from others. An example of heterogeneous is a classroom made up of students from all different backgrounds. A heterogeneous class is one that has different kinds of learners in it, as opposed to homogeneous class, where learners are similar.

Ur (1996) defines heterogeneous class as, " classes whose members are particularly or unusually heterogeneous" (p.302). Another definition sometimes applied to such classes is 'mix ability'. In mix ability classes there are gifted children and non gifted children.

Likewise, Shrun and Glisan (2000) clearly say:

In any given language classroom there may be students who differ from each other in motivation, goals for learning, aptitude, Zone of proximal development, ethnic or national origin, gender, socio-economic status and linguistics or cultural heritage. Even in the classes in which students appear to be relatively homogeneous in background and goals; they may differ along some other dimension (p.255)

A heterogeneous class is natural as in the society. Therefore, it is self explanatory that each student in the class is a different individual. In the similar way, Ur (1996, p. 304) mentions, the differences between learners in heterogeneous classes that include language learning ability, cultural background, attitude to the language, intelligence, educational level, language knowledge, learning style, mother tongue of the other language, confidence, interest and self discipline.

Thus, after analyzing the above mentioned views we can say that heterogeneous classroom is one that reflects the rich diversity of the students. Where students are different with each other, they have individual differences. They are different in terms of language, culture, attitude, age and intelligence.

In heterogeneous classes, the teacher is faced with different cultural values, experiences and learning style. The dissimilarity can help the teachers in creating students centred work and stimulating classroom climate thanks to variety of human resources he has in the class.

Understanding of heterogeneous English language classroom.

Heterogeneous refers diversified of the classroom opposed from homogeneous. Since no two individuals can be the same in terms of learning ability, education and cultural background and so on. In any given language classroom, there may be students who differ from each other in motivation, goal, for learning, aptitude zone of proximal development, ethnic, or national origin, socio-economic status and linguistic or cultural heritage. According to Ur (2010) defines heterogeneous classes whose member is particularly or usually heterogeneous. In any given language classroom, there may be students who differ from each other's in motivation, goal, learning aptitude, zone of proximal development, ethnic or national origin, gender, socioeconomic status and linguistics or cultural heritage even in the classes in which students are appearing to be relatively homogeneous in the background and the goal, they may differ along some other dimension. Skehan (1998) states a heterogeneous class consisting of successful and unsuccessful learners are challenges for teacher and one of the suggested ways to teach such a class is by using in class task adaption (cited in Ur, 2010 pp. 213-216).

As Hass (2006, p.2) argues, “In a large class there are always enough students to get interaction going and there is a rich variety of human resources.” So mixed classes are good sources of co-operative learning. A common assumption is the young learners are better language learners. Harmer (2004) states learners are different on aptitude and intelligence, good learner’s characteristics, learner style and strategies. In heterogeneous group, students in one group differ based on race, gender, learning ability, previous academic performance or other relevant characteristics (Oetzel, 1998; Slavin, 1995).

However, these variations may occur in different degree in different classes. Because of such diverse competition of the classroom, the teacher’s responsibility has been multiplied. The challenge to the language teacher is to explore the common beliefs of students and help them. The teachers need to create safe and comfortable learning environment in the class so that they have a place and voice in the classroom. But exploring beliefs and creating such environment is really challenging for the teachers.

Components of heterogeneous English language classroom. Mixed ability in English language classroom is natural. In fact, it is very difficult to identify the components which make English language classes as mixed ability. Students in many of our classes are different levels i.e., beginner, intermediate or advanced. In this regard, Ur (1996) states:

Learners’ population differs according to various parameters: where the learners are beginner, intermediate or advanced, whether they are young children, adolescent or adult, their objectives in learning the language and how they are motivated; whether their environment outside the classroom is target language or mother tongue, how heterogeneous or homogeneous class is, the size of the group and many more (p.273).

Almost all classes contain students of mixed abilities. It is clear that the notion of mixed abilities in mixed ability in English language classes is very broad which incorporates any types of noticeable heterogeneity in a group. However, more people think that it embraces only a certain ethnic and racial background of our students. Any heterogeneous English language classes contain students of mixed abilities. There are

number of reasons to be heterogeneous class but mainly because of different learning styles, different learning speeds, variation in motivation and many more. Ur (1996, p. 304) mentions some components that make differences between learners in heterogeneous classes. That is language learning ability, knowledge of that language, their cultural background along their learning style and attitude towards language are some of the components that's make difference between learners in heterogeneous classes. At the sometime, their mother tongue, intelligence, learning experiences along knowledge of other language can also be counted for more. The individual's gender, personality, his/her confidence, motivation, interest and educational level also come along the rest components.

Some components of heterogeneous English language classroom are given as follows:

Proficiency. In large and heterogeneous classes there are no same proficiency level of same class students some students may be flunt in English language same may be poor. So that, it's very difficult to deal different proficiency level of students with in same class in a period.

Intelligence. All students are not inteligence some may be weak as well. The teacher should deal them according to their abilities. Class activities should be given appropriate for all learners.

Age. There is no age differences in same level or same class. If it happens the teacher cope the class with appropriate method which is beneficial for all learner by using peer work, group work, learning by doing methods.

Gender. Now a days gender is not problem for students, the problem is that girls students have burden of house hold work than boys so that girls students get tired and sleepy in the class and they can't complete their homework and do not have time to read books in their home like boys. Our Nepalese culture effected girls/females like this. House hold works responsibilities are mainly given girls at their home.

Culture\ethnicity. Culture/Ethnicity plays vital role in education. In some culture/ethnicity girls are restricted to get higher education out of their village as well

as, parents want to afford good and higher education only for their sons not daughters because of their traditional concept.

Language. In heterogeneous class there may be multilingual, ethnic students. Some language structure match with English some language makes differences. If in school area there is not English speaking zone than mother tongue hamper learner to learn English language. So that students should given more priority to speak in English language with their teacher and friends and with other students too. Mother tongue should not be allowed at school zone.

Challenges in heterogeneous English language classroom. Heterogeneous EFL classes are as natural as in the society. The classroom is the miniature of the society in which we have students of different age, cognitive style, culture, education, ethnicity, language proficiency, gender, identity, geographical background and so on. Nowadays schools or classrooms are witnessing on increased number of students in terms of racial, cultural and ethnic diversity. For an implementation of co-operative learning in heterogeneous ELT class teacher manage the classroom properly that is the formation of grouping is the most. Majority of the heterogeneous classrooms are made up of multilevel groups where the students have different needs and learning styles. These types of diversity may enrich the variety of social interaction, more life experience and knowledge, more varied opinions, more interests and ideas but it also creates situations that challenge teacher's resourcefulness while trying to give each students an opportunity to learn and success in English language learning. The situation is more challenging in our contexts where the classrooms are not well equipped and very small size. Teachers are not well trained; available materials are not sufficient and have to depend on textbook, higher influence of mother tongue and influence of traditional grammar translation method. Because of different levels of heterogeneous group, it is very difficult to keep the attention of all students at the same time in such condition teacher face challenges where the class is mix ability and students are of the different levels, there is challenges in class preparation and classroom management.

Harmer (2008) also expresses the similar view. He states "Many teachers are extremely worried about the fact that they have students in their classes who are at different levels of proficiency. Indeed, mixed ability classes are a major

preoccupation for most of us because they appear to make planning and the execution of plans in lesson- extremely difficult. (p.127)

Hence, large mixed ability classes bring about many challenges to the teachers. Some of the major challenges of heterogeneous classes are described briefly being based on Ur (1996), Hess (2006), Nolasco (1991), Copur (2005) in following points.

Effective learning for all. In a heterogeneous class, it is challenge for teacher enduring effective learning for all. The task that the teacher provides to the students may be either too difficult or too easy for some students. Hess (2006, p.6) says, “We would like to allow each of our students to find his/her preferred and unique way of learning. In such condition, there will always be learners who could get nothing from some tasks and activities.”

Selection of appropriate tasks and materials. Devising differentiated tasks selecting with different materials is not easy one. In this regard, Copur (2005) says since most of language textbook are designed for an ideal homogeneous classroom environment, teachers always have to deal with the problem that students react to the textbook differently due to their individual’s differences. First of all, some students may find textbook boring and very hard, whereas some find interesting or very easy (p.2).

Discipline. One of the most frequently discussed challenges in large mixed ability class is discipline. When the class is large and students are in different abilities at that the teacher cannot pay attention to each and every individual. The student’s usually weaker ones start uneven behaviour and start discussing which are not related to the lesson. Some problems are e Qfaced by Ur (1996, .303) and stats “I have discipline problems in these classes; I find them difficult to control. “Similarly, Hess (2006. P. 4) says “Because the class is so large, we often feel that we have lost authority.

Interest. Interest refers to feeling of wanting to know about something or someone. Bringing all the students interested in the classroom is another challenge in

large heterogeneous classes. Ur (1996, p. 303) says, “They get bored: I cannot find topics and activities that keep them interested.” In this regard, Copur (2005) states:

Interest problem drive due to the differences among the students in terms of their attitude, towards the subject matter and or the teacher, their knowledge of language and their personality. For instance, some students may find lessons boring as topic has no familiarity with their own life or their interest (p.2).

Individual awareness. In any heterogeneous class, it is challenge to treat all the students at the same time. There are too many things which teachers need to take consideration. Ur (1996, p, 303) says, “I cannot get to know and follow the progress of all the individuals in my class; there are too many of them, and they are so difficult.

Correcting written assignment. Correcting all the written assignment is another challenge in heterogeneous classes. In this regard, Hess (2006, p.5) says,” In our large multilevel class, the amount of paperwork however, is so enormous that we often feel completely overwhelmed and not up to the task.”

Teaching in heterogeneous classes. Teaching for understanding is a complex endeavour. Teacher should think on how to organize the classroom and how to support students as they engage in intellectually rigorous and linguistically rich learning task in heterogeneous classrooms. Here heterogeneous classroom is understood as classroom in which students have a wide range of previous academic achievement and varying levels of oral and written proficiency in the language instruction. Teaching in heterogeneous classroom is very difficult for teacher. To teach such types of class he/she should use different strategies like group work, pair work and task adoption. Cohen (1931, p. 34) believes that the group work is the best strategy to teach heterogeneous class. The interest in individual student is the key to a heterogeneous class satisfaction. Students come to the school with different ideas, expectation and needs. Therefore, they should look at as an individual and not as a whole class. Skelehan (1998, p. 65) says, “A heterogeneous class consisting of successful and unsuccessful learners is challenge for teachers.” So, to teach such class teachers face technical difficulties like: level of instruction, language culture and how different groups relate to with each other.

In the case of Nepal, there is a great difficulty to teach the heterogeneous students. How a teacher teaches to such type of class and students in heterogeneous classroom will be the focus of this study.

Teaching problems in large heterogeneous class. Harmer (2008) states, many teachers are extremely worried about the facts that they have students in their classes who are of different levels of proficiency such mixed ability classes are a major preoccupation for most of us because they appear to make planning and execution of the plan in lesson extremely difficult. According to Ur (2003, p. 305) the following problems present in heterogeneous class:

- Discipline
- Correcting written assignment
- Effective learning for all
- Materials
- Individual awareness
- Students participation

In context of Nepal English teacher faces many problems such as; discipline. Its very difficult to make discipline in heterogeneous classroom. the teacher's voice should be commanding, as well as, strict too. In our country English teachers can not teach English subject effectively because of unfavorable situations inside the classroom. They encounter with many challenges there. Such challenges are created either by the teachers themselves or by their students or the environment which does not support to teach English effectively in context of Nepal. Some challenges inside the classroom are created due to insufficient knowledge of the students for their academic level. Some students have very low level achievement from their lower classes and cannot perform the minimum requirements of their knowledge for the grade in which are studying in class six and seven cannot write English alphabets correctly. Such students do not show much interest in classroom activities. They cannot work independently and show over dependence on their teachers. On the other hands, some students can have some ideas and knowledge to take part in the classroom activities but they hesitate to be involved in the classroom interaction. These students shows difference, apathy and their laziness to speak and write English

in the presence of teacher and other students. These negative attitudes of the students towards English subject create the challenges for the teachers to teach it as a foreign language effectively.

On the other hand, the teachers themselves can create the challenges in teaching English as a foreign language in our school. Some teachers do not show much interest in teaching and go to the classroom late and leave the classes earlier because of their insufficient knowledge and skills in teaching English. And do not collect, prepare and use appropriate teaching materials in their classroom activities. To escape from these difficulties, the English teachers use translation method which they feel easy to apply. These challenges are created and faced by themselves in teaching English as a foreign language in our context.

To minimize these challenges, the government's support is not sufficient, so the achievement of the students is poor in English subject. Bista (2011) tried to clarify it by stating, "Lack of audio and visual aids, poor physical facilities, no resources and materials of modern technology pushes in instructors to adopt ineffective translation method in English language teaching (page5)".

Challenges outside the classrooms. Outside the classroom, English teachers encounter to be faced many challenges which can be created from different elements. The main problems are created by the students and their parents. The students do not practice the English course outside the classroom and the activities conducted in school are not sufficient to develop the knowledge and skills in English properly. The students do not practice the English course outside the classroom and activities conducted in schools are not sufficient to develop the knowledge and skills in English language properly.

Sometimes parents do not take care of the activities of their children outside the school premises. It creates the gap between the parents and school teachers about the activities and the progress of the students. At that situation, both school administration and teachers must face the challenges created by parents. Knowingly or unknowingly, some parents can complain the activities of the school and the poor achievements of their children. And some parents show negligence in their children's education. Because of their financial problems or unawareness about the value of

education or any reason they do not provide sufficient materials like text books, exercise books, and any other materials which are the minimum requirements for any students. Some parents do not care whether their children do the homework provided by their teachers or not, they do practice at home or not: it creates other challenges to achieve the goal prescribed by the curriculum. These problems can raise the question about the qualities of the teachers to be faced by them directly or indirectly. This is a prominent challenge for the teachers who teach English as a foreign language in Nepal. In the same way student's family status affects the quality of their education. According to Anderson and Lindkvist (2000), "The pupils different family backgrounds hinders the teachers' way of teaching: various levels of attention among the students make it hard for the teachers to individualize their teaching (page 50)". They also added that the students' different level of knowledge is the main problem of teaching because the teachers give all pupils the basic knowledge.

Challenges related to language (English and local languages). In the context of teaching English in Nepal, the teachers encounter a number of problems related to languages from both English and Nepali; as the target language and mother tongue respectively. As teaching is an interactive process, there must be a meaningful and effective interaction between the teacher and students. Interaction in teaching foreign language can be more effective if the medium of interaction is the instruction even for teaching English in Nepal. Using the Nepali language, English cannot be taught effectively and conducting interaction in English is very difficult in our socio-linguistic context. In teaching learning English, both the mother tongue and target language are the challenges. One of the main challenge is which variety is to be taught in the class, British or American or African or South Asian. These varieties may have differences in pronunciation, grammar and spelling. On the other hand, within the same variety there is no one to one correlation between pronunciation and spelling and there is no one to one correlation between sounds and spelling of English words; like saying 'cat' and 'come' the first letter 'c' represents /k/ sound but in 'city' the same letter 'c' represents/s/ sound and pronounced as /siti/ not /kiti/. This evidence proved that English letters or alphabets and their pronunciation do not correlate to each other. It creates problems not only for students but also for teachers because they do not use English as their mother tongue. Another challenge is the difficulty in understanding the English culture and to present it to Nepalese students in our context. In a study,

Joshi (2017) had found a similar result and said, "In teaching English literature like short stories, poems, and fables; cultural and social problems can create challenges for the teachers because they are unrelated to the Nepalese context". It would be very difficult for the teachers to establish the right context in teaching literary text because of English itself.

When the students do not understand the information presented by the teacher using the English language, they can complain that it should be translated into their mother tongue. When the information is translated into Nepali or in their own mother tongue, it can be danger of over using the local language in teaching the foreign one. In the context of Kathmandu valley, more than half of the students have Newari language as their mother tongue but half of the students and more than half of the teachers do not understand Newari language. It creates problem in choosing the right language as the medium of instruction. Sometimes the effect of local language interferes in learning English mainly in pronunciation of words. It reveals that both English and local languages can be the challenges in teaching English as a foreign language.

Challenges related to government and policy level. Our educational policy prescribes many positive things that theoretically it is excellent. But in practice, it has not worked effectively. There is a lack of coordination between teachers, students, parents and school administration. The head teachers do not facilitate the teachers for their professional development. There is no or less coordination among the teachers in schools. The school management is not working effectively. All of these stakeholders do not thin English is a difficult subject and it should be treated differently and given much emphasis in its teaching learning process.

The role of the different stakeholders related to the educational sectors are defined clearly in the policy papers, however, that is not strictly maintained. There are fewer or no supportive activities from the authorities especially from school management, resource centers, district education office, local and central governments. The mechanisms for supervision do not work effectively means there is insufficient supervision for the improvement of schools.

Although, there are many problems in teaching English as a foreign language in Nepal. These problems are difficult to solve completely. With the joint efforts of teachers, students, parents, and school administration, we can minimized by the collaborative efforts from teachers, students, parents, school administration and government authorities. All of these components should be responsible and perform their duties effectively as indicated. Students should come to the class regularly, take part in classroom activities actively, do the homework and try to maintain their academic level as indicated by the curriculum. In the same way, the teachers must achieve higher knowledge of the subject matter in the subject of their areas, develop the teaching skills and apply them effectively. They should motivate the students and prepare the lessons and teaching materials which are necessary for their English classes. If necessary, they should maintain good relationships with students, other teachers, school administration, parents and society. The school administration should be cooperative to students, teachers, and parents and try to solve or minimize the problems from the local sector.

Review of Related Empirical Literature

The review of empirical literature informs the researcher how to conduct a research and which area have been addressed. Many studies had been conducted by the researcher for the academic and social development. The new study will draw the ideas from the previous study. The literature review is an integral part of the entire research process and makes valuable contribution to almost every operated step. A number of past research works are reviewed here.

Ghimire (2011) carried out a research work on the title “Managing multilevel diversity in ELT classes.” The objectives of his study were to identify English teachers’ awareness of diversity ELT classes, to explore the challenges of diverse ELT classes, the strategies for coping with those challenges and students view on such classes. He selected twenty secondary level schools from Kathmandu valley as the sample and from each school two teachers and two students were selected. He selected forty secondary level English teachers and forty students of the same level. He used purposive non-random sampling procedure to select the sample of this study. The questionnaire was used in order to collect the data for this study. The findings of his study showed that secondary level English teachers were aware of diversity in

ELT classes. They were aware of the fact that the notion of the diversity goes beyond certain ethnic and racial background of the students, and diversity in ELT classes is as common as in the society. Similarly, findings showed that a diverse ELT classes possess different challenges to the teachers. For most of the teachers, it is very difficult to decide what kind of instruction and task is appropriate for the students. When the students have varied language proficiency, their understanding level also differs. In such kind of situation, the same learning task and instruction are not useful for all the students.

Joshi (2013) carried out a research work on the title “Perception and challenges of English language teachers in mixed-ability classroom. He selected 40 secondary level English teacher from Kanchanpur district as sample of this study. Similarly, he used purposive non-random sampling procedure and questionnaire in order to collect the sample and the data for this study respectively. The findings of his study shows that the secondary level English teachers were familiar with the concept of mixed-ability classroom and they took their classes as mixed-ability classroom and they took their classes as mixed-ability group. Likewise, it was found that mixed-ability classroom more complex and time consuming as the teacher faced challenge of spending too much time with the slow learners.

Bhatt (2015) carried out a research work on the title “Classroom culture in heterogeneous English classes.” The objectives of study were to find out the teachers’ perception towards the classroom culture in heterogeneous English classes. He selected 50 higher secondary level English teachers from Kathmandu valley as sample. Purposive non-random sampling procedure was used to select the sample of this study. The findings of his study showed that higher secondary level English teachers were aware of classroom culture. They believed on the fact that trust and acceptance of the classroom culture made the good environment in the class. Similarly, it was found that teachers were found very conscious about the heterogeneous classroom and believed on the fact that every classroom has a culture. It means they thought that without classroom culture language teaching would not be possible.

Bashyal (2010) carried out his research ‘Teachers Characteristics Associated with the English Language Classroom Management.’ She tried to analyse teachers’

characteristics managing English classes in terms of caring, firmness and democratic. She selected five teachers and twenty students of secondary level of Lamjung district by using non- random purposive sampling procedure. She used questionnaire, observation checklist, as tool for data collection. She used questionnaires observation checklist, as tools for data collection. She found that the teacher's behavior shown by they determine the characteristics had a strong influence on student's behavior and learning.

Thani(2008) carried out her research entitled 'The Role of Classroom Management'. Her study was intended to identify and analyze the physical resources of the secondary English classrooms. She selected eight secondary schools by using non random sampling design. She used questionnaire and observation checklist as tools for data collection. She found that physical and teaching aspect play the main role in classroom management is satisfactory (i.e. neither too good nor too bad). She focused on that private schools are better in classroom management in both physical as well as teaching aspects rather than the public schools. In my research I focused how secondary level institutional teachers handle heterogeneous class's students with facing different issues and challenges.

Chamlagain(2009) conducted a research entitled 'Characteristic of a Good English Language Teacher : Student Evaluation .' The objective of his research was to find out students' expectations of a good teacher. He selected two private and three public schools through judgmental non random sampling procedure. He used questionnaire as tools for data collection. In his research he found that the students expect different personal, social, professional qualities of a language teacher. He mentioned the expected behaviors of the English teacher were speaking fluently, showing friendly manner, cracking jokes, giving equal chance to all etc. and unexpected behaviors of the English teachers were giving only lecture, giving more punishment, dominating the students, over criticizing to the students etc. In my research I focused how good or skillful teachers deal with different categories students even they felt some challenges inside the class by using different methods, strategies.

Mandal (2012) carried out a research work on the title "Techniques used in teaching mixed ability EFL classroom". The main objective of his study was to find out techniques used by English teachers in teaching mixed ability EFL classrooms. He selected forty teachers altogether as a sample ; twenty from secondary and twenty from higher secondary level from Dhanusha district. He used a purposive non-random sampling procedure in order to select the sample of this study and questionnaire as a research tool in order to collect the data for this study. The finding of his study showed that teaching meaning in context was a highly used technique by both secondary and higher secondary school teachers. Out of 40 teachers, 60.5% of them use it while teaching mixed ability EFL classrooms. Similarly, pair work and group work techniques were found most used techniques by both secondary and higher secondary school teachers while teaching speaking in the mixed EFL classroom. Similarly, it also found that 75% teachers used students -centered techniques in mixed ability EFL classrooms.

Wang (2013) conducted a study on "Effect of Heterogeneous and Homogeneous Grouping in students Learning." The intention of the study was an effect of different grouping strategies (Heterogeneous and Homogeneous) on learning of college - level students in co-operative learning contexts. The empirical research conducted the different colleges in North Carolina. There has been quantitative data in terms of different grouping process. The findings of this study suggest the need for more research examining the effects of heterogeneous grouping on learning of college students. More Studies that are experimental should be conducted comparing effects of different groupings because the available number of studies comparing effects of different groupings on college student learning is limited.

Paudel (2015) carried out a research on "Effectiveness of cooperative Language Learning in Teaching Language Function." The main objective of his study was to find out the effectiveness of cooperative language learning in teaching language function . He took thirty secondary levels of students of Kolutadi Secondary School of Pandun, Kailali as sample and sampling were selected through random sampling strategy. He had prepared test items from grade nine our English Book. The findings of the study was the effectiveness of co-operative language learning for teaching language function items.

Roka (2010) carried out experimental research on "Effectiveness of Cooperative Learning in Developing Vocabulary." The purpose of the study was to find the effectiveness of cooperative learning in developing vocabulary. He had selected 34 students from Shree Jana Jagriti Secondary school Tanahun and used purposive non-random sampling procedures. She had conducted pretest and posttest for data collection. The findings of the study was the greater progress of the experimental group than the control group in terms of developing vocabulary.

Implication of the Review for the Study

The literature review is an integral part of the entire process and makes a valuable contribution to almost every operational step. The most important function of the literature review is to ensure researcher read widely around the subject area in which he/she is interested. Kumar (2009, p. 30) states, "Reviewing literature can be time consuming, daunting and frustrating, but it is also rewarding."

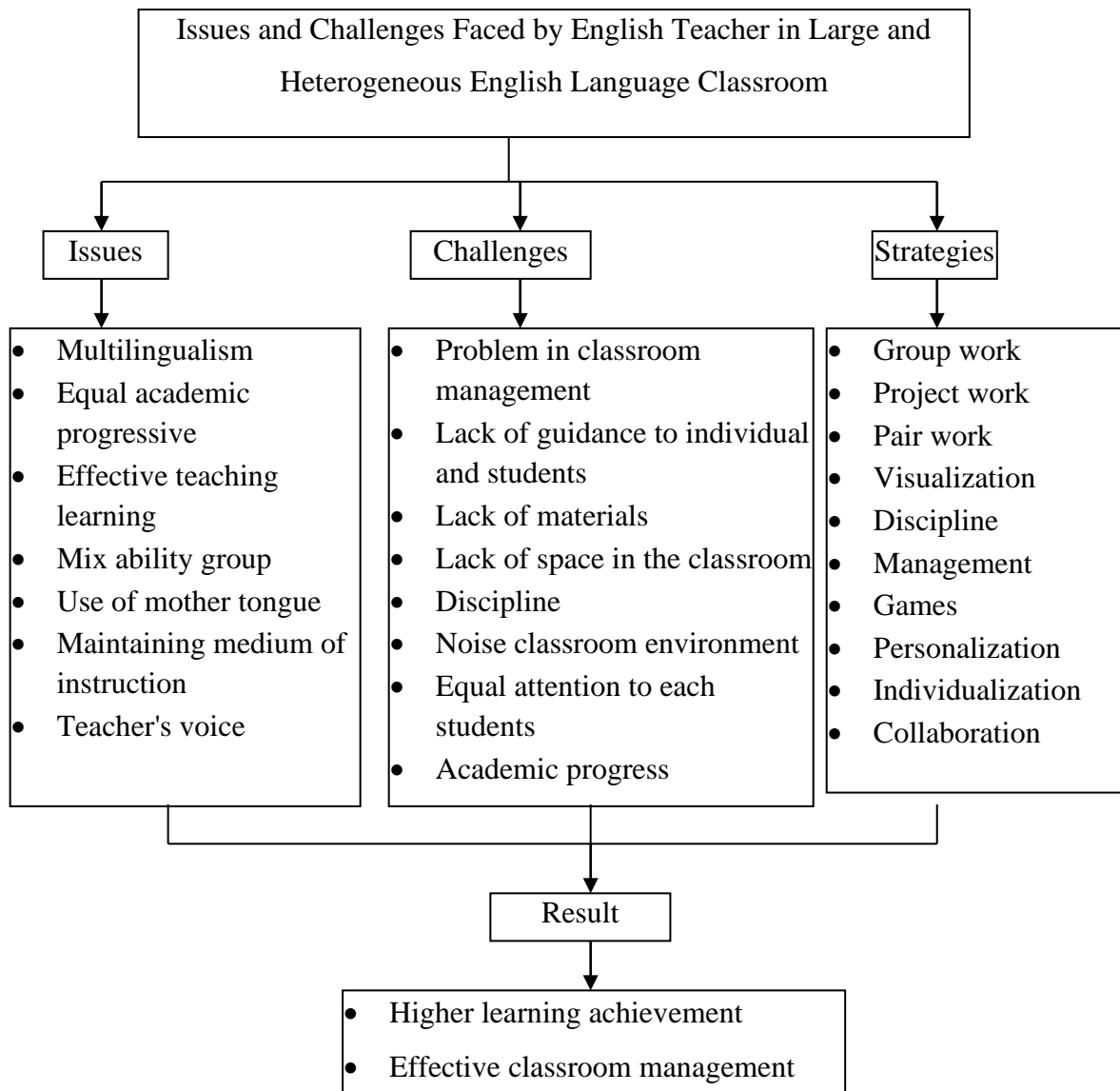
Thus, I have reviewed different previous research works, articles and books which are related to my research work to some extent. In other words, while reviewing the literature, I have gone through different existing literature, different articles, English language journals and books. All the reviewed studies are related to the periphery of heterogeneous or mixed ability students as well as classroom. The entire sources help one to build the ideas related to the research problems, challenges and new methodology and contextualize the findings and provide an opportunity for critical analysis.

Particularly, from Ghimire (2011) I got the methodology and procedure of this study. Literature having gone through Joshi (2013) I got benefitted to construct the research tools for my study. Similarly, from Bhatt (2015), Bashyal (2010), Shrestha (2013) including above I am benefitted to from their teaching.

In conclusion, all aforementioned researches are related to classroom management and teacher's roles but none tried to find out the challenges faced by institutional school teachers in managing ELT classes at secondary level. So, I want to find out such issues which is very important in effective teaching and classroom management. The present work is new attempt in the exploration of above mentioned

Conceptual Framework

Conceptual framework is the mental picture that the researcher applied in the research work. It explains the relationship and effect among the variables. The conceptual framework of this research is diagrammatically represented in the following way:



According to this framework many issues and challenges are faced by English teacher while teaching in heterogeneous English Language Classroom. Issues are those aspects which is effects on classroom while teaching English language in Large and Heterogeneous classes. In my conceptual framework issues represents : Multilingualism, Equal Academic Progressive, Effective teaching learning, Mix

ability group, Use of mother tongue, Maintaining medium of instruction and Teacher's voice. According to framework after knowing issues, challenges and strategies to solve problems than there is higher learning achievement and effective classroom management.

Multilingualism means more than two language. In class there are multilingual students who comes from different cast and races those students has their on languages that is why to teach them in English language is one of the issue for teacher. Equal Academic Progressive mean to that all students should be provided an education by using the same methods and materials without any distinction which is impossible for all types of students. If there is not appropriate teaching methods use in class there is no learning so that Effecting teaching learning is one of the issue. In heterogeneous classes there are different abilities students so same methods should not be appropriate for all the learners that is why Mix ability group is also one of the issue.

If students use more mother tongue in class that hamper the learning of English language. According to students' age, ability, capacity and number of student teacher should maintain medium of instruction but here is poor possibility to maintain medium of instruction according to the students. Teacher's voice is also the one of the issue in heterogeneous classes which may not hearable in the back side of the classroom.

Teacher faces many challenges while dealing with heterogeneous students in teaching among them classroom management is one of the challenge for the teacher like physical infrastucture management in class; benches, board etc. In large and heterogeneous classroom the teacher could not possible to provide guidance to individual student with in 40/45 minute so it is one of the challenge for teacher. In heterogeneous classroom there is abvously happened lack of teaching material. Due to the mix ability students there is lack of appropriate teaching methods in the classroom that causes problems to the teacher to teach and students to understand the lesson in the classroom. Discipline is one of the backbone of the teaching learning but to maintain discipline in mix ability classroom is very hard for the teacher. In large classroom there teacher could not maintain every time discipline so there may noisy classroom environment. In mix ability of students teacher could not pay equal

attention to each students with in the period. Same teaching methods and materials should not be effective to the all learner so academic progress is also be part of challenge.

To cope with the issues and challenges the teacher should use these strategies like group work. Group work is one of the important method to deal with the heterogeneous classroom. The teacher should divide student in group and provide them work to do in group where students collaborate or help each other doing the given activities. Same way teacher should provide the students different project work in group from this all students learn many things from their project work. Pair work is also one of the strategy to share ones ideas with his/her friend and learn with each other. While students felt difficult to learn in that case teacher should apply or display visual material in the class that can be help the students to understand things affectively. If in the classroom there is more discipline there is more learning too. If classroom management is good there is easy for teaching and learning. From games students learns learning by doing which is very effective strategy. If possible teacher should give attention to individual students too. In teaching learning classroom teacher should create collaborative environment among the students where they can learn from each other too thus collaboration is one of the affecting strategies in teaching learning.

Chapter 3

Methods and Procedure of the Study

This chapter carrying out the research investigation including the methods used to collect the data. To achieve the objective of the study, the following methodologies will be adopted in the research process.bn

Design and Method of the Study

A research design is a plan, structure and strategy of investigation to obtain answers of the research questions. It tells the researcher within which framework the research activity will be conducted in order to collect required information. It also suggests how the collected information will be gathered and analyzed. There are different research designs, such as experimental, quasi-experimental, survey, historical, ethnographic, case study, action research and so on. Among them, this research study was based on survey research design.

Survey research is the most commonly used method of investigation in social and educational research. Survey research in education involves the collection of information from members of group of students, teachers or other persons associated with educational process. It is a superficial study of an issue or phenomenon. Therefore, survey research design is considered most reliable to the present topic of this study. To define the survey research, various scholars have put forward their unique views. According to Kidder (1981, p.81) "Survey is the best research design carried out in order to find out public operation, and the behaviors and attitudes of different professional to access certain activities and to study certain trends almost at a single point of time". Similarly, according to Cohen and Manion (1985 as cited in Nunan, 1992, p. 140):

Survey is the most commonly used descriptive method in educational research and may vary in scope from large scale government investigations through small scale studies carried out by a single researcher. The purpose of survey research is generally to obtain asnapshot of condition, attitudes and/ or events at a single point of time. Nunan (1992, p. 141) suggests the following eight step procedures of survey research:

Step 1 : Define objectives - What do we want to find out?

Step 2 : Identify target population - Who do we want to know about?

Step 3 : Literature review - What have others said/discovered about the issue?

Step 4 : Determine sample - How many subjects should we survey, and how will identify these?

Step 5 : Identify survey instruments - How will the data be collected?

Questionnaire/interview?

Step 6 : Design survey procedure - How will the data collection actually be carried out?

Step 7 : Identify analytical procedure - How will the data be assembled and analyzed?

Step 8 : Determine reporting procedure - How will results be written up and presented?

The discussion above entails that survey one of the important research methods used in educational investigation. It is mainly carried out to find out people's attitude, opinions and specified behavior on certain issues, phenomenon, events or situations. The findings of survey are generalized to the whole group. For this reason, I choose survey design in my research study.

Population and Sample of the Study

Twenty English teachers of secondary level of Kathmandu district are the sample for this study

Sampling Procedure

Twenty secondary schools of Kathmandu district are selected by using non-random purposive sampling design. Twenty English teachers are also selected from their school using non-random purposive sampling procedures. With the reference of classroom observations, twenty classes will observe from the sampled schools by using observation checklist and a set of questionnaire will ask for teachers.

Data Collections Tools

The researcher used observation checklist and questionnaire as research tools for data collection.

Data Collection Procedures

Following steps were followed to collect data for this research.

- At first, I will visit the selected schools of Kathmandu district and request the authority for permission to carry out the research.
- After that the purpose and process of research will explain to the authority.
- After getting permission, the English language teachers will consult, rapport will built with them and the purpose of the research will explain.
- After that the concerned teachers will request and their classes will observe with the help of observation checklist.
- Then, the questionnaire forms will distribute to the concern teachers and request them to complete them.
- After that, the fill questionnaires will collected from teachers.

At last, all the informants and school authority will thanked for their co-operation.

Data Analysis and Interpretation Procedures

In this study, the qualitative data will analyze in narrative way with description and quantitative data will analyze and interpret with the help of simple statistical tool like table

Chapter 4

Analysis and Interpretation of Data

Mainly this chapter is concerned with the analysis and interpretation of the results derived from the collected data. After collecting the data from purposively selected 20 teachers of Kathmandu district, I analyzed and interpreted those data which were collected from the primary sources. The main objectives of this study was to find out the existing situation of issues and challenges faced by institutional secondary level English language teachers in heterogeneous classroom and managing those classes in terms of physical and pedagogical aspects. The data were collected with the help of questionnaire. Random questions and open ended questions were provided to the sampled teachers to collect their views. The views expressed by the teachers are presented, analyzed and interpreted here in this chapter. Finally the summary of findings is also included.

Analysis and Interpretation of Data

This section consists of analysis and interpretation of questionnaire and questions which are randomly collected from the sampled teachers.

Motivation to the students in heterogeneous classroom. This was randomly questionnaire asked to find out whether there were there were motivation for effective English language teaching. "Are there sufficient motivation for teaching English language teaching." The responses obtained from the teachers have been presented as below:

Motivation to the students. Regarding the response of the teacher's questions, the informations are represented as follows:

Table 1: Motivation to the Students

Ratings	Good	Satisfactory	Poor
Percentages	35%	47%	18%

From sample teachers, 7 numbers of teachers were good motivation to the students, 9 numbers of teachers were good satisfactory to the students and 4 numbers of teachers were poor motivation.

This table shows that only 35% students are good motivated, 47% are satisfied and 18% students are poor motivated.

During my study I found that almost all the teachers taught their students in their own single but majority of them ignored motivation aspect. Teachers rarely motivated their students. From the collected data the result was a bit satisfactory.

Participation in the activities. Without students' active participation in learning activities, no expected outcomes would be achieved. The following table presents the state of students' participation in the classroom activities.

Table 2: Participation in the Activities

Ratings	Good	Satisfactory	Poor
Percentages	15%	60%	25%

From my 20 sample teachers 3 numbers of teachers had good participation in activities, 12 teachers were satisfactory in participation and 5 teacher were poor participation in the activities.

This table shows that only 15% classes were found good, 60% students were satisfactory and 25% were poor regarding students participation in classroom activities.

During my study, I found that almost the teachers were found satisfactory regarding the level of competence of subject matter. One of them usually got confused in subject matter. His presentation was not satisfactory.

Majority of the teachers did not form pair and groups and assigned task. it was found that teachers were teaching in their own style and students were just passive listener. Only a very few teachers frequently assigned different class works and made the students involve.

Presentation and classroom practice. Here classroom pedagogical factors of both teacher and students are analyzed and presented.

Warming up. Warming up is stimulating the students for the learning, The following shows that 21% classes were found good, 75% classes were satisfactory and 6% classes were poor in warming up activities.

Table 3 : Warming Up

Ratings	Good	Satisfactory	Poor
Percentages	21%	73%	6%

From my sample teachers 4 teachers were warming up their class, 15 teachers were satisfactory warming up their class and only 1 teacher was poor warming up.

From the survey, it was found that the teachers tried to stimulate students. But some of the teachers just entered the class and started their lessons. One of the teacher entered in class and started teaching his lesson without warming up to students. His performance in the classroom was not satisfactory.

Few of the teachers revised the previous lesson for the stimulation and some often told jokes, short moral stories or quotation which gives moral lessons for the stimulation, looking at this table, it can be concluded that the result was a bit satisfactory.

Use of appropriate technique. The teachers should have to select and use adequate techniques according to the situation. I found only 15% classes were good, 77% classes were satisfactory and 8% classes were found in applying appropriate technique according to the situation of the classroom. The data is presented below.

Table 4: Use of Appropriate Technique

Ratings	Good	Satisfactory	Poor
Percentages	12%	67%	21%

From sample teachers 2 teachers were good in use at appropriate technique, 13 teachers were satisfactory and 5 teacher were poor in interaction.

During my study, it was found that almost all the teachers used the same method like lecturer method to teach all the subject matter. There was no special change in the presentation of almost all the teachers in survey. One teacher's presentation was very nice. He used very simple language along with different techniques at a single period. So the result was not satisfactory

Interaction in the classroom. The following table reflects the condition of interaction in the classroom.

Table 5: Interaction in the Classroom

Ratings	Good	Satisfactory	Poor
Percentages	13%	62%	25%

From sample teachers 3 teachers had good interaction in the classroom, 12 teachers were satisfactory and 5 teachers had poor interaction.

The table clarifies that 13% classes were good, 62% classes were satisfactory and 25% classes were found poor regarding interaction in the classroom. During my study, I found that interactive activities in the classroom were not satisfactory. What I found in majority of the classes was teachers entered the class and started their lessons. They ignored students centered learning techniques. The teacher ignored students centered learning techniques. The teachers spent the whole period delivering lectures. Forming groups and involving in different interactive activities were not found. Most of the students remained passive in the classroom. The survey showed that interaction in the classroom was not satisfactory.

Use of mime and gestures. The following table shows that the use of mime and gestures in the classroom.

Table 6: Use of Mime and Gestures

Ratings	Good	Satisfactory	Poor
Percentages	29%	59%	12%

From my collected data 6 teachers were good to use of mime and gesture, 12 teachers were satisfactory and 2 teachers were poor to use mime and gesture.

This table shows that 29% teachers were found good, 59% teachers were found satisfactory and 12% teachers were found poor in using mime and gestures in the classroom. During my study, I found that only a very few teachers' presentation regarding use of mime and gestures was satisfactory. A very few teachers presented the class very well. Their facial expression and gestures was good. Majority of the teachers ignored this quality. So the survey showed that the result was not much satisfactory.

Encouraging the shy and weak students. In heterogeneous or mix ability classes, certainly there are some students who are weak and shy. All the students do not have same ability to learn and grasp the things. Some students do not want to take part in the classroom activities even if they have knowledge. They feel shy to speak. So it is the responsibility of teacher to involve all the students in classroom activities. The following table displays the data.

Table 7: Encouraging the Shy and Weak Students

Ratings	Good	Satisfactory	Poor
Percentages	-	33%	67%

From 20 teacher , no one teachers were good encouragement to the shy and weak students and 7 teachers were satisfactory and 13 numbers of teacher were poor in encouraging the shy and weak students.

From the table, we can say that only 33% teachers sometimes encouraged the shy and weak students but 67% teachers were not found encouraging their shy and weak students. They were found presenting their classes without caring the students.

During my research, I found that encouraging the weak and shy natured students was not satisfactory. What survey showed that majority of the students remained passive. Neither they took active participation in the learning activities nor they disturbed the class. But majority of the teachers frequently asked questions to the active and talent students.

Maintain gender fair situation in the classroom. Gender fair situation is the most obligatory part of effective management. If teachers only focus on one gender, then other feel biasness. They become disruptive in the classroom. The following table shows the fact.

Table 8: Maintain Gender Fair Situation in the Classroom

Ratings	Good	Satisfactory	Poor
Percentages	94%	4%	2%

From 20 sample teachers 18 teachers were in maintaining gender fair situation in the classroom, 1 teacher was satisfactory and 1 teacher was poor.

The above table shows the data that almost all teachers 94% always created gender fair situation in the classroom. They equally treated boys and girls. Only 2% teachers sometimes focused only one gender. In the conclusion, the result was satisfactory.

Maintain ethnicity and culture fair situation. In a heterogeneous classroom, there are no students with the same ethnicity and caste. Teachers should behave them equally. Biasness in terms of ethnicity and culture is a crime in our context. The following table shows the data.

Table 9: Maintain Ethnicity and Culture Fair Situation

Ratings	Good	Satisfactory	Poor
Percentages	96%	4%	-

From sample teachers 19 teachers were good in maintaining ethnicity and culture fair situation and 1 teacher was satisfactory and no one was poor to maintain ethnicity and culture fair situation.

From the above table, it appears to me that there was not biasness in terms of ethnicity and culture in practice from the teachers.

From my survey, I found that there was no smell of ethnicity and culture in the classroom. Almost all the teachers were careful to maintain ethnicity and culture fair situation in the classroom. So the result was satisfactory.

Organization pair work and group work. Pair work and group work make students engage in interaction to each other. These are learner centered techniques. These are very useful for teaching students in an interactive way especially in a large class. In this study, I want to explore whether the teachers organized these work or not to manage their classroom. The following table displays the data.

Table 10: Organizing Pair Work and Group Work

Ratings	Good	Satisfactory	Poor
Percentages	25%	33%	42%

From 20 teachers, 5 teachers were good to organizing pair work and group work, 7 teachers were satisfactory and 8 teachers were poor to organizing pair work and group work.

The above table shows that only 25% teachers showed good regarding organizing pair work and group work to manage the classroom. 33% teachers rarely conducted such works and 42% teachers never organized such works.

The survey showed that majority of the classes were mix ability or heterogeneous. Teaching through students centered techniques were not found satisfactory. Most all the teachers taught through lecture method. Some of the teachers rarely provided the tasks in groups and majority of the teachers never organized pair and group works for teaching. So, the result was not satisfactory.

Assigning class work, homework. Class work and homework are the measuring tools of students' achievement. The teachers can measure their effectiveness through class work and homework. The teachers should give and check the class work and homework to measure their progress. The following table shows the data.

Table 11: Assigning Class Work and Homework

Ratings	Good	Satisfactory	Poor
Percentages	15%	45%	40%

From 20 teachers, 3 teachers were good assigning classwork and homework, 9 teacher were satisfactory and 8 teachers were poor.

The above table shows the data that 15% result was good, 45% result was satisfactory and 40% was poor.

My research shows that majority of the teachers ignored giving classwork and homework. They just taught and left the class. Evaluation aspect was weak in majority of the classes. But very few teachers often asked questions orally in course of teaching. They provided some task in the classroom and home work. Some teachers just provided homework but they did not check. Majority of the teachers did not assign any task in the classroom and home. So the result was not satisfactory.

Interest and attention. Regarding the interest and attention paid by the students in the classroom is presented below.

Table 12: Interest and Attention

Ratings	Good	Satisfactory	Poor
Percentages	10%	65%	25%

From sample teachers, 2 teacher were good to drag interest and attention, 13 teachers were satisfactory and 5 teachers were poor.

Here the table shows that 10% classes were found good 66% classes were satisfactory and 25% classes were found poor regarding the interest and attention of the students.

This research should that the students remained passive in the class. It shows very few students showed interest and attention to their teacher.

Asking relative questions. Students should be curious about the subject matter. They can ask different relative questions in the classroom. The following table shows the fact about the asking relative questions on the side of the students.

Table 13: Asking Relative Questions

Ratings	Good	Satisfactory	Poor
Percentages	8%	27%	65%

From collected data, 2 teachers were good in asking relative questions, 5 teachers were satisfactory and 13 teachers were poor in asking relative questions to their students.

Here, the table depicts that only 8% classes were found good whereas 27% classes were satisfactory but 65% classes were found poor regarding asking questions related to the lesson. During my study, I found that the students did not raise any questions. They were found passive in the classroom. Only a very few students rarely raised questions.

Response of the teacher's questions. Regarding the response of the teachers' questions, the information is presented as below.

Table 14: Response of the Teacher's Questions

Ratings	Good	Satisfactory	Poor
Percentages	11%	74%	15%

From 20 teachers, 2 teachers were found their students to responded their questions, 15 teachers were satisfactory and 3 teachers were found their students poor in response to their asked questions.

This table shows that only 11% classes were good 74% classes were satisfactory and 15% classes were found poor. During my study, I found that almost all teachers taught their students in their own style but majority of them ignored assessment aspect. Teachers rarely asked the questions to their students and students responded the teachers if they had asked the questions to their students responded the

teachers if they had known the answer. From the collected data, the result was not much satisfactory.

Summary of the Findings

The presents study is about "Existing situation of heterogeneous ELT classes and the issues and challenges faced by the teachers in managing those classes". The main objective of this study was to explore the issues and challenges of heterogeneous ELT classes and problems occurred the effective management of the classroom in terms of physical and pedagogical aspects. The study was conducted in natural setting using both primary and secondary sources of data to achieve the objectives. The researcher adopted purposive non-random sampling procedures. As a researcher, I utilized only one tools, questionnaire for data collection. Then I analyzed and interpreted the collected data qualitatively and quantitatively. The information obtained from the analysis and interpretation of the data yielded the following results as the findings of the study.

Physical aspects. Regarding the physical aspects in the classroom management, the following findings have been achieved:

- It was found the maximum numbers of class were congested.
- Physical infrastructure such as furniture, size, shape, numbers of rooms, electricity, drinking water, adequate toilets, adequate and well managed libraries were not satisfactory. But white board is good in almost all the schools.
- Teaching materials were not sufficient in the classroom.
- Computer labs and science labs were not satisfactory in the schools.

Pedagogical aspects. After the study, I concluded the following findings under pedagogical aspects:

- Teachers were found using usual materials instead of using contextual materials.
- It was found that majority of the teachers did not use different techniques according to the situation.

- Majority of the teachers were not found with framework of teaching in the classroom.
- Interaction and classroom practice were not satisfactory.
- Most of the teachers did not use mime and gestures.
- Majority of the teachers presented their lessons with no encouragement to the weak and shy students.
- In majority of classes, English language was used as the medium of instruction.
- It was found that majority of teachers organize group work and pair work to manage the classroom.
- It was found that almost all the teachers did not make lesson plans to present the subject matter.
- It was found that almost all the teachers maintained gender and caste fair situation in the classroom.
- Some of the teachers faced disciplinary problem in the classroom.
- Majority of the teachers focus assigning and checking class work and homework.
- It was found that majority of the students were passive in the classroom interaction.
- Guardians' responsibility to the school was not found satisfactory.
- Lastly, the teachers were not found as practical as they responded in the questionnaire forms. There was a gap between theory and practice in a great deal.

Chapter 5

Summary, Conclusion and Implications

This chapter deals with the summary and conclusions of the research on the basis of collected data. It also incorporates some pedagogical implications for policy level, practice level and further research on the basis of the findings of the study.

Summary

The main objective of this study was to explore the existing teaching situation of issues and challenges faced by secondary level English teacher in heterogeneous classroom managing those classes in terms of physical aspects and pedagogical aspects. Questionnaire were the tools to collect required data.

This thesis consists of five chapters. The first chapter deals with the background of the study, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter consists of theoretical and empirical review of literature, implication of the review for the study and conceptual framework. Similarly, the third chapter deals with the methods and procedures of the study which includes the design of the study, population and sample, sampling procedures, data collection tools and data collection procedures. The fourth chapter consists of the results and discussion of the collected data. The result is presented under the two main headings: physical aspects and pedagogical aspects. In the discussion part, the data are analyzed qualitatively and quantitatively. The fifth chapter deals with the summary, conclusion and some pedagogical implications. In summary section, chapter wise summaries are included. Finally, implications of the study are presented for the policy level, practice level and further research.

Conclusion

From the comparison of questionnaire, it was found that teachers are facing different problems regarding classroom management. Good classroom had a strong influence on the effective teaching and learning activities.

Majority of the teachers did not have better physical infrastructures such as classrooms are not well equipped and are of very small sizes, lack of appropriate shape and numbers of rooms, availability of desks and benches, enough space for pair work, group works and other extra activities, teaching materials, electricity, computer labs, adequate and well managed library, pure drinking water, comfortable and adequate toilets, ventilation and temperature etc. It was found that condition of white board in most of the schools was good.

Majority of the teachers were good at taking responsibility in their duties. They did not discriminate students on the basis of gender and cast, but a very few teachers focused only talent and active students. Although the majority of the teachers were competent in their subject matter their classroom practice also found somehow, satisfactory. Majority of teachers did not use any teaching materials except textbook and board marker. Only a few teachers were found good to use the situational techniques in their classroom presentation. Majority of the teachers taught their classes in their own way without caring the students' interest. Almost all teachers taught in English except Nepali subject. Theoretically, they were well informed and were using methods and techniques which find easier for both teacher and students not only for teachers. Majority, of the teachers neglected assigning and correcting class work and homework of the students.

Implications

On the basis of the findings of the research, I have made the following pedagogical implications for the policy level, practice level and further research.

Policy level

- The school management committee should evaluate and examine the efficiency of the teachers training programs associated with effective classroom management and make decisions concerning the programs.
- Teacher trainer should train the teacher to develop certain skills and abilities to manage the classroom effectively.
- Curriculum designers, course designers and textbook writer should develop the related ideas while designing the curriculum, course book, training course,

textbook materials etc. and they should design according to the user perspectives.

- School management committees should employ teachers who have the right mix of qualities.
- Students can choose the best teacher for themselves.
- The schools should develop the infrastructures which suit the generation.

Practice level

- All the teachers should be close to their students. It helps to develop good relationship between them and then classroom will be well managed.
- Teachers should conduct extra-curricular activities frequently. It can make a significant contribution in managing a good atmosphere in the classroom.
- The teacher should provide responsibilities to the students in managing classroom.
- Teachers' own confidence in using the language has a great influence on the students' willingness to speak in English. So the teachers should teach English through English. It helps to avoid unnecessary noise in the classroom.
- All the teachers should address the shy and weak students to make teaching learning effective.
- Classroom should be democratic and teachers should be friend of students.
- Maximum use of teaching materials and provision of equal participation in the learning help for good management of classroom. So, teachers should be aware of using such techniques in the classroom.
- Techniques such as providing motivation, treating misbehaviors immediately, focusing students equally, teaching through simple to complex order and preparing daily lesson plans created better learning environment. So, such special techniques should be used by the teachers to improve teaching.
- Frequent communication with the students, managing physical facilities, learning by doing, child friendly teaching techniques etc. are helpful in managing classroom practices.
- Teacher should use reward and punishment techniques in the classroom.

Further research. The present research will be very helpful for those who want to carry out further research in the related areas. They will get good source of secondary data.

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Appendices

Part I : Personal Profile

Name:

Date:

Address:

Teaching Experience:

School:

Qualification:

1) What are the age range of students in your class?

2) Which age group make more noise?

3) Which age group ask questions/interact more in the classroom?

4) Which age group do classroom task/homework sincerely?

5) Do students dominate each other in term of age?

6) What other problems they create in terms of the age?

7) What strategies do you use to solve/manage the noise problem?

8) What do you do bring balance in the interaction and asking opportunity?

9) How do you motivate all the students to do classroom task/homework sincerely?

10) How many girls and boys are in your classroom?

11) Who make more noise? Boys or Girls?

12) Who interact or ask questions more during the classroom?

13) Who do classroom task/homework sincerely?

14) Do the students dominate each other in terms of gender?

15) What other problems they create in term of the gender?

16) What strategies do you use to solve /manage the gender problem?

17) What do you do to bring balance between boys and girls?

18) Describe the language background (1st language) of your students?

19) Do the students 1st language hampers English language learning?

20) What problems do you face while teaching English like, speaking, reading, writing and listening skills, vocabulary and grammar?

21) What strategies do use to solve the problems?

22) Do you think your students' culture influence English language learning? Explain with examples?

23) What problems have you faced while teaching English due to their culture?

24) Do the culture effect students to learn English language learning?

25) Who are more effected girls or boys?

26) What strategies do you use to solve this problem?

27) What kind of range of intelligence do your students in your classroom?

28) Do high intelligent students dominate poor students?

29) Do the poor and medium students ask/ interact with teacher like high intelligent students?

30) What do you do to bring balance in the interacting and asking opportunity?

31) How do you motivate all types of students towards teaching learning in classroom?

32) What other problems do you faced in terms of students intelligence?

33) What strategies do you use to solve the problems?

34) Do in your class same proficiency level students or different?

35) If in your class different proficiency level students what kinds of methods or strategies do you use while teaching in classroom?

36) How do you handle different proficiency level students with in a period?

37) Are those strategies motivates all types of students?
