

## **Chapter 1: Introduction**

This is a thesis on the study "Strategies used by Basic Level English Teachers while Teaching Reading Skill in Mixed - Ability Classroom." This chapter of research consists of background of the study, statements of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

### **Background of the Study**

Teachers of English regularly face mixed-ability classes where different students have different levels of English knowledge and have different learning abilities. According to Davis (1999), a mixed-ability classroom consists of a group of students with differing levels of learning abilities, interest and skills. All of the classes have students with different abilities and language levels. Some students have competent English, some are not very good, and some are very poor. Again they can't learn equally due to their different abilities. In support of this, Yadava (2007) says, Mixed-ability classes generally refer to classes where learners have a broad range of levels in their achievement and learning.

Teaching strategy is education strategy can be defined as a plan, method or series of activities designed to educational achieves a particular goal. Teaching strategy is a teacher's plan in teaching and learning process to achieve which have planned. In other words, teaching strategies are approaches to teaching students. The teacher have to apply the strategy to balance between the method which the teacher's used and the way of the teacher's used to apply the material (Aswan,et.al., 2010). The strategies for teaching the English skills should be made appropriate for each skill in order to attain the expected outcomes.

Teaching strategies are also known as instructional methods that teachers use to deliver course material in ways that keep students engaged and practicing different skill sets. There are several strategies that influence teachers in mixed-ability classes to think in a different way to help their students attain academic success. These strategies are also meant to help them cope with the many challenges they face. Teaching strategies are the tools for the teachers and to teach the students and to make teaching learning activities effective and purposeful. As suggested by Doff (1995) for many researchers strategies are the tools for active, self-directed involvement needed

for developing L2 communicative ability. The research deals with the teaching strategies used by the English teachers in mixed-ability classroom especially in Basic level classroom.

### **Statement of Problem**

Strategies for teaching reading texts is very important for the students to make them clear about the process of reading. Strategies are an indispensable vehicle for the teachers to teach any skills for the students. Every individual is different, so they have different expectations and desires. Their abilities are different from one another. If a teacher is failed to address the ability and interests of mixed-ability learners obviously, there would arise many problems and challenges in the mixed-ability classroom. The problem of being addressed in this study is the strategies used in the mixed -ability classroom while teaching reading skill. The studies whatever had been done about the strategies used in the mixed -ability classroom including challenges, opportunities and teaching strategies, they only suggest teacher's tasks to manage the mixed-ability classes how to cope with the problems and applying solutions. When I was a Basic level English teacher in Maharudra Secondary School Bolang-Bolang, Ramechhap, I had also found lots of problems in the ELT classroom, such as managing the classroom environment, differentiating teaching learning strategies to address the mixed -ability classroom. I applied the methods like answering questions, summarizing, recognizing. The result was not like as I expected. I consulted with other English teachers and head master but I wasn't satisfied with their ideas. After that, I planned to carry out the research about the existing problem in the Basic level about the issue of teaching reading skill in the mixed-ability classroom.

Several researches have been carried out on mixed -ability learners and teaching strategies while teaching reading skill. Some of the studies are somehow related to strategies, reading skill and mixed-ability classroom. Some of the researches are only related to the mixed- ability, and some of them are related to different language skills and aspects. But, they have not talked about the strategies used by Basic level English teachers while teaching reading skill in the mixed ability classroom. And they have not conducted the research with the combination of all elements like teaching strategies, reading skill and mixed ability classroom. That researches had not addressed the teaching strategies while teaching reading skill in the mixed - ability classroom. The very few studies have been carried out in the field of mixed ability ELT classes. So that I was motivated to carry out the research about this topic.

## **Objectives of the Study**

The objective of this study was as follow:

1. To explore the strategies used by the Basic Level English language teachers while teaching reading skill in mixed - ability classroom.

## **Research Questions**

The research question of the study was as follow:

1. What strategies are used by English language teachers while teaching reading skill in Basic level classroom?

## **Significance of the Study**

New innovative ideas, exploration, principles, findings and theories are the essence for the field. Teaching has always been a difficult job, and with the advent of time and development of newer and noble methods, techniques and strategies in teaching reading texts has become more challenging. Teaching reading is moving from simplicity to complexity from uniformity to diversity and from oneness to pluralism. English teachers around the globe are confronted with the challenges of teaching students with diverse academic abilities together well. Having students with different level of language proficiency is one of the biggest challenge that the teachers face. The present study will find out the strategies for teaching reading skill in the mixed ability classroom. So that, this study will give some insights for improving teaching strategies. The English language teachers will be benefited from this study in the sense that it is related to promote varieties of strategies can be used in the mixed-ability classroom. This study may help the students, experts, textbook designers, syllabus designers, textbook writers, material producers of auditory tasks to make improvement on it and implement in the schools. This study will be equally significant to those people, who are interested to teach in the mixed-ability classroom but due to the lack of knowledge to handle different strategies in terms of students' linguistic background, ethnical background, age, interest, level, they are being incapable. The findings and recommendations of this study will be beneficial to the persons who are directly and indirectly associated to linguistics and language teaching. It is expected that the research will have an input for all of the related personals.

## **Delimitations of the Study**

The research had the following delimitations:

1. This study was limited to the strategies used by English language teachers while teaching reading skill in the Mixed- ability Basic level classroom.
2. This research was delimited to the 5 Basic level English teachers of 5 different schools of Kirtipur Municipality.
3. The study was limited to find out the strategies applied by Basic level English teachers while teaching reading skill in the mixed-ability classroom.
4. Data were collected through interview and class observation.
5. Altogether 20 classes were observed to collect the required data.

## **Operational Definitions of the Key Terms**

Teaching Strategies:	Those methods and techniques that teachers use to deliver course materials in ways that keep students engaged and practicing different skills.
Mixed-ability classroom:	A classroom, where studying the different capabilities' and levels' students.
Communicative ability:	The ability to communicate, to exchange thoughts and ideas.
Reading skill:	The ability that pertain to a person's capacity, interpret and decode written language and texts.
Multilingual:	Using or able to speak several or many languages with some facility.
Pre-reading stage:	This is the stage of reading comprehension where students are prepared for reading the selected text smoothly.
While-reading stage:	This is the actual stage of reading where students read the text loudly or silently to complete the task specified.
Post-reading stage:	This is the last stage of reading where different follow-up activities are done to check the students' understanding.

## **Chapter 2: Review of the Related Literature and Conceptual Framework**

Literature review is an essential task for any researcher to acquire theoretical knowledge about related topic. This chapter consists review for the related theoretical literature, review of related empirical literature, implications of the study and conceptual framework.

### **Review of the Related Theoretical Literature**

Theoretical review gives the research strong authentic base for the presented research. The theoretical literature provides the researcher a strong knowledge based on to research area. Theoretical literature review plays crucial role to give theoretical base for the research. In my research, theoretical literature review can be illustrated on the following topics.

### **Teaching Reading Skill**

Reading is the process of getting information from the text and hence is receptive skill. According to Larsen-Freeman, (2004) reading primarily involves two components: word recognition and comprehension. Therefore, reading is a long journey from word or script recognition to comprehension. To make reading comprehensive, the reader must have both mental and physical process which account for active participation. Similarly, Davies and Pearse (2008) say reading is the product of decoding and comprehension. Reading is decoding a message from the print or making sense of a given text, or understanding a text. Eye movement, word recognition, reading speed and comprehension or understanding are the essential factors in the reading process. In this regard, Harmer (1991) says reading is the activity dominated by the eyes and the brain. The eyes receive message and the brain filters its significance.

### **Concept of Mixed-Ability ELT Class**

Mixed-ability can also refer to students of different physical or mental abilities that are taught together in a single classroom. It also refers to an educational movement in which children of different physical, mental, learning and even language abilities are placed together in a classroom. It is used in ELT usually that refers to the differences that exist in a group in terms of different levels of language pro-ficiency. Mixed-ability teaching is a fact of not only language classes but of all courses. Since no two students can be the same in terms of language background, learning speed, learning ability and motivation. The differences which cause problems in heterogeneous classes are language learning ability, language knowledge, age, gender, personality, confidence, motivation and interest. This might be a result of simply the amount of time they have

spent learning, their different language learning abilities or learning style preferences. Almost all groups are mixed ability. A mixed-ability class is one in which students of different abilities are taught together in the same class. Mixed ability ELT classes is a norm rather than exception. Not two individuals can be the same in terms of learning ability, educational and cultural background and so on. The students may be of different genders, maturity, occupations, ethnic groups, cultural and economic backgrounds as well as personalities such as class is defined as a class of mixed ability class. It is poor view to think that our classes could be homogeneous.

Any language classroom there may be students who differ from each other in motivation, goals for learning, aptitude, zone of proximal development, ethnic and national origin, socio-economic status, and linguistic or cultural heritage. Even in classes in which students appear to be relatively homogeneous in background and goals, they may differ along some dimensions. There are many classes in our schools, which are large and have mixed ability. The classroom is the miniature society in which we have the students of different age, cognitive style, culture, education, ethnicity, language proficiency, gender identity, geographical background and so on, therefore it is redundant that each student in the class is the different individual. In this regard, Richards and Renandya (2002) say, "Every class we should ever teach is mixed ability."

### **Strategies of Teaching Reading**

Strategies are specific methods of approaching a problem and tasks, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information generally, strategy is defined as a plan that is intended to achieve a particular purpose. Strategies are the moment by moment techniques that we employ to solve problems posed by the process of second language teaching and learning.

Regarding the strategies used by Basic level English teachers, ELT experts have offered different techniques for teaching reading texts depending on the various factors like: types of reading available materials, physical facilities and the qualities of teachers. Darison & Dowson (1998) propose three techniques for teaching reading: independent reading, group-shared reading and whole class reading. In the same context, Brown (1994) has broadly divided the various methods of teaching reading into groups: the atomistic and the holistic. He, more specifically, includes The Alphabet Method, The Phonic or Syllabic Method, The Whole word method, the sentence method the story method and the eclectic method into the atomistic method of teaching reading.

### **Intensive reading**

In intensive reading, the readers read in detail with specific learning aims and tasks. Brown (1989) explains that intensive reading "calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like. He draws an analogy to intensive reading as a "Zoom lens" strategy. It is sometimes called "Narrow Reading", may involve students reading selections by the same author or several texts about the same topic.

### **Extensive reading**

In extensive reading, the learners read the texts for enjoyment and to develop general reading skills. Brown (1989) explains that extensive reading is carried out "to achieve a general understanding of a text." The aims of extensive reading are to build reader confidence and enjoyment. Extensive reading is always done for the comprehension of main ideas, not for specific details. It is faster at speech and focuses on fluency. In extensive reading, the teachers' help is optional and it is done for pleasure.

### **Scanning Reading**

One of the most essential teaching strategies is scanning for specific information. It refers to going through the text quickly to locate a particular piece of information. While scanning the readers try to find out specific information. For this, they may not follow the linearity of the passage and may not read the whole text. Harmer (2007) mentions, 'students like the rest of us, need to be able to do a number of things with a reading text. They need to be able to scan the text for particular bits of information they are searching for.' Once they get the information they are seeking for, they stop reading the text. While scanning the readers try to retrieve only the information that is relevant to their purpose.

### **Skimming Reading**

Skimming as well as scanning is a speed reading technique. Yet, they are the same. These two strategies have different purposes, even though both of them include getting the ideas of the text quickly. It is used to read more in less time. While skimming the readers goes through the text quickly to get a general idea of what it is about. Fry (1965) asserts it is used when a reader wishes to cover material in hurry. Though students have to read quickly in skimming but they are supposed to get general question about the whole text first.

## **Loud Reading**

Reading aloud is done to help students read with correct pronunciation, articulation and rhythm. It also helps them to read with expressions. According to Doff (1988), Reading aloud is a completely different activity; its purpose is not just to understand a text but to convey the information to someone else. The teacher's role in teaching aloud reading is to provide a model reading. By imitating the teacher's model the students learn how to read texts in a natural way. It provides a base for developing fluency.

## **Silent Reading**

Silent reading is perceiving a written text in order to understand its content. It is done when the students get mastery over all the letters of alphabet and when they have sufficient practice in reading aloud. It is more important at higher levels. Silent reading is useful for self-study and library reading Doff (1988). Silent reading is necessary for reading comprehension and fast reading.

## **Summarizing**

According to Carreras and Marquez (2004), summarizing is the process of creating a summary of a certain document that contains the most important information of the original one. It involves teachers summarizing the whole reading texts within the certain time so that students can understand their central ideas.

## **Paraphrasing**

According to Taylor (2003), paraphrasing means putting into your own words what you have read or heard from research sources. In this techniques, teachers paraphrase the whole texts so that learners will grasp the matter of texts quite easily.

## **Translating**

According to Lorscher (1991), translation is a potentially conscious procedure for the solution of a problem which an individual is faced with when translating a text segment from one language to another. It involves translating reading texts into learners' mother tongue or their second language, whatever they have used at their house.

## **Techniques/Activities of Teaching Reading**

Reading involves active cognitive process. It includes guessing, predicting, checking and asking oneself questions. Nuttall (1996) suggests three successive stages of teaching reading skill: pre-reading, while-reading and post-reading, which are described below:

### **Pre-reading stage**

It is the first stage of teaching reading which is also called preparatory or warm-up stage. At this stage, the students are made ready for reading the text. The main purpose of this stage are:

- To motivate the students towards the reading texts.
- To arouse interest in them.
- To facilitate the students to infer the meaning of vocabulary used in the text.
- To prepare them psychologically for the task of reading.

### **Some possible pre-reading activities**

Nuttall (1996) suggests the following activities to be considered in pre-reading stage:

- Brain-storming around a topic word on the board
- Predicting what the text will say
- Writing questions that may be answered by the text
- Presenting some new words which will appear in the text
- Guessing the topic and content through headlines, illustrations, pictures
- Giving a brief introduction to the text
- Giving illustrations from different texts
- Showing a pictures related to the text or writer

### **While-reading stage**

At this stage, the actual reading takes place. The students read the text do some reading comprehension tasks. There are some main purposes of this stage are to enable the students:

- To extract particular piece of information.
- To grasp the main theme of the text.
- To answer particular questions after reading the text.
- To guess the meaning of new words from the context.

### **Some possible while-reading tasks:**

Nuttall (1996) suggests the following activities to be considered in the while-reading stage:

- Scanning the passage for specific information
- Skimming for general idea
- Answering questions
- Completing sentences
- Completing table, map and picture
- Asking questions to each other
- Labeling the pictures
- Matching halves
- Choosing the appropriate answer among the alternatives

### **Post-Reading stage**

Post reading is the last stage of teaching reading comprehension. This stage includes evaluation of the students understanding of the text and some additional follow-up activities, which allow the learners to review the text they have read and express their personal experience and knowledge in relation to the text they have read. There are some main purposes of this stage are to enable the students:

- To review the text read
- To express their personal feelings and experiences
- To summarize the text
- To make commentary judging the text
- To narrate the text

### **Some of the activities for Post-reading stage:**

Nuttall (1996) suggests the following activities to be considered in the post-reading stage:

- Discussing what was interesting or new in the text
- Discussing or debating the topic of the text if it is controversial
- Doing tasks on the language or structure of the text
- Summarizing the text, orally or in writing
- Role playing the scene of the text
- Carrying out the project work by the students based in the text

## **Teaching Strategies while Teaching Reading Skill in Mixed Ability ELT Classes**

As we know that there are opportunities and challenges in mixed ability ELT classes due to the different varieties of the students with different expectations, we need to use some strategies for handling mixed ability ELT classes. The strategy in this context can be defined as the techniques, methods, activities, procedures and tricks making all the students take part actively and interestingly in teaching learning process to fulfill different expectations of the students.

Regarding the strategies used in mixed ability ELT classes various scholars and ELT methodologists have said that there is no single way to teach mixed ability class. One can develop his or her own way to deal with it. The effectiveness of teaching English in mixed ability ELT classes depends on the teacher how he or she creates interest, manages classroom conducts group and pair work, selects appropriate methods and techniques maintains discipline problems and involves all the students in teaching learning activity focusing the individual differences and treating them with the view that every individual is specific.

Definitely, teaching in mixed ability class is difficult but it is not impossible. Various scholars and methodologists have suggests different teaching ideas and strategies for coping the challenges of mixed ability ELT classes and addressing the common expectations of the students. Hess (2006) says, "There are ways of coping, as well as functional approach and strategies that can turn a struggle in a challenging trail."

Nepal is a multilingual, multicultural and multiethnic country. English language teaching is not same in every context. Diversity in ELT classes is a norm rather than the exception. Since no two individuals can be the same in terms of learning ability, educational and cultural background and so on, it is utopian view to think that our classes could be homogeneous. So, all ELT classes are diverse in one way or another. Therefore an ELT teacher can teach reading skill in mixed-ability classroom through different strategies like; picture description, telling stories, giving background activities, predicting topic or theme, asking signpost questions, brainstorming, fill in the blanks, matching, true/false items, short answer questions, giving definition, rearranging sentences, summarizing, interpreting, paraphrasing, reviewing, project work and so on.

### **Review of the Related Empirical Literature**

The topic of my research is "Strategies used by Basic Level English Teachers While Teaching Reading Skill in the Mixed-ability Classroom." While studying sources for this study, I

have consulted different materials which are related to my study. To support my research, I have reviewed the literature, prepared notes, the gist, and main points which are significant to my study are hereby presented.

Actually, there are not so many researches conducted related to my topic, I have attempted to review the research related to the mixed ability ELT classes. They are as follows:

Copur (2005) wrote an article entitled "Coping with the problems of Mixed ability Classes" in the internet journal of TESL in this article, he has presented general introduction of mixed ability classes, some problems in the mixed ability classes, how to cope with the problems and applying the solutions. In his article, he has also talked about strategies adopted in the United Kingdom to reduce the problems of mixed abilities classes. His article does not follow any particular level and language skill or aspects but my research focuses on reading skill for primary level English teachers.

Valentic (2005) wrote an article entitled "ELT in Multilevel Classes." In his article he has talked about the concept of multilevel classes including challenges, opportunities and teaching strategies. He has concluded that teaching in heterogeneous classes is better than that of homogeneous classes though there are challenges in the mixed ability classes. His article gives emphasis on a general term and aspect. It does not focus on any particular language skill and aspects. It gives more importance on challenges and opportunities of teaching in multilevel classroom. In other hand, my research focuses on the particular language skill and level and similarly highlights on the strategies of teaching in mixed ability classroom.

Jaise (2008) conducted research on "Techniques of Teaching Reading at Primary Level". With the main purpose of study was to find out different techniques applied in teaching reading and to identify most commonly used techniques in teaching reading at primary level. The sample population for that study was thirty primary English teachers teaching at different public schools. The findings of the study revealed that group works, pair works, demonstrations and explanations are generally used techniques whereas drill is the most commonly used technique in teaching at primary level.

Acharya ((2010) carried out a research on "Strategies Adopted by Teachers while Teaching Reading" to find out the strategy adopted by English teachers of education and Humanities faculties for teaching reading at higher secondary level. This study is based on primary source of data. The study consisted of 40 teachers teaching in higher secondary level of Kathmandu valley.

Among them 20 teachers were M.Ed. and 20 teachers were M.A. degree holders. The data were collected by using videotape and observation checklist. Through the research he found M.Ed. degree holders were better than M.A. at interacting with students, warming up, using significant questions, involving students at guessing text, praising to good response etc. and M.Ed. degree holders were found better than M.A. at creating situation, giving brief introduction to the text, giving illustrations, summarizing the text.

Khatai (2010) wrote an article entitled "Teaching English in Large Multilevel Classroom" discusses about the multilevel class. He has pointed out the challenges of large multilevel classroom with teacher's responses. He has talked about the major challenges of mixed ability classroom. In his article, he has presented some possible strategies for this type of classes including some activities for mixed ability classroom. Khatai's article especially focuses on the challenges faced by English teachers while teaching English in large and multilevel classroom. But my study is quite different from this article in terms of its objectives, methodology, significance of the study and his study emphasizes on challenges and issues of teaching English in multilevel class whereas, my study focuses on what strategies are followed by English teachers while teaching reading skill in mixed ability classroom.

Mahato (2014) conducted a research on "Strategies Used by Teachers in Teaching Reading." The main objectives of this research was to find out the teaching strategies used by secondary English teachers to teach reading texts. In order to fulfill the objectives of the study, forty secondary level English teachers were non-randomly selected from the twenty public schools in Mahottary district. From each school two English teachers were selected. Their classes were observed, questionnaire were provided, and forty teachers were selected for interview. The data were analyzed using statistical tools like: average, percentage, and presented using Para orthographical modes like tables. After the analysis of collected data through questionnaire which consisted of 19 different teaching strategies for teaching reading texts, secondary English teachers were found to be using only 14 techniques while teaching reading texts. They were found using strategies like guessing the topic, teaching new words, summarizing reading texts, skimming, scanning and so on.

Adhikari (2015) conducted a research on "Preferred Teaching Learning Activities of Mixed Ability Students in Large ELT Classroom." The main objective of the study was to find out the preferences of mixed ability students on teaching learning activities in ELT classes. In order to fulfill the objectives of the study, forty secondary level students were selected from the four

schools of Kathmandu. The collected data from the respondents were analyzed descriptively with the help of simple statistical tools. His research emphasizes on the appropriate teaching learning activities for mixed ability in large ELT classroom. He does not focus on any particular language skill and aspect of language but my study is quite different from this study in terms of its objectives, methodology and data collection procedure and so on.

Basnet (2021) conducted the research work on "Strategies Adopted by Secondary Level Teachers to Enhance Reading Comprehension." The main purpose of conducting this research work was to find out the strategies adopted by the secondary level teachers to enhance the reading comprehension of the students. In order to fulfill the objectives of the study, 30 secondary level English teachers were selected from 15 schools of Kathmandu valley through random sampling procedure. A set of questionnaire and a set of observation checklist were prepared for the observation. Through the study it was found that maximum teachers familiarize the students with the help of post questions of the text. They also made the maximum use of objective questions to find out the main idea of the text and summarize the text after teaching. It was also found that the teachers motivated the students with the strategies of reading comprehension and thanked the students to teach them the ways of ending the communicative class.

Hazaea and Almekhlafy (2021) wrote an article entitled "Timed Reading Activity for Developing EFL Students' Reading Skills in Mixed-ability Classes" deals with the activities to develop the reading skill in the mixed-ability classroom. The present study investigated the effectiveness of the timed reading activity in enhancing EFL students' reading rate and reading comprehension as well as in making them aware of potentially wrong reading strategies that they may be using. Data were collected from pre and post-tests of students reading rate and reading comprehension as well as progress charts. In addition, questionnaire was used to identify the reading strategies used by the students. The results of the study support the use of timed reading activity as a remedial reading activity in EFL mixed-ability classes.

Nurdianingsih (2021) wrote an article entitled "Teachers' Strategies in Teaching Reading Comprehension" to find out the teachers' strategies in teaching reading comprehension to students by involving an English teacher. In collecting the data, interview was conducted to identify the strategies of teaching reading comprehension. The result revealed that the strategies used by the teacher were understanding text, individual and group learning strategy, and QAR strategy. The result indicated that teachers need to be equipped by strategies in teaching reading comprehension in order to help the students to cope with the difficulties in learning English. The choice of

strategies was adopted by the teachers with the materials, the syllabus and curriculum. Those strategies were effective in teaching reading comprehension because it can help student to comprehend the text and they could exchange their opinion with their friends.

Several researches have been carried out on mixed -ability learners and teaching strategies while teaching reading skill. All of the above mentioned studies are somehow related to strategies, reading skill and mixed-ability classroom. Some of the researches are only related to the mixed-ability, and some of them are related to different language skills and aspects. But, they have not talked about the strategies used by Basic level English teachers while teaching reading skill in the mixed ability classroom. And they have not conducted the research with the combination of all elements like teaching strategies, reading skill and mixed ability classroom. That researches had not addressed the teaching strategies while teaching reading skill in the mixed - ability classroom. The very few studies have been carried out in the field of mixed ability ELT classes, especially in the Department of English Education. Although, the research topics have matched to each other but, they are different to each other in terms of objectives, research design, research questions, sample size, data collection procedures, data analysis and interpretation procedure, data collection tools and so on. All above mentioned literature are related to the strategies, opportunities, reading skill, mixed-ability and awareness in terms of multilevel diversity in the Department of English Education. So, my study is different from them and related to strategies used by Basic level English teachers so it is new in this field.

### **Implications of the Review for the Study**

I have reviewed some research related to my study. Moreover, these reviews have supported my study. Some of the ideas that I have drawn are as follows:

Different previous research works have been reviewed considering them as useful to the present research work. These research works have been carried out with different objectives, methodology and research questions and in different situation. Various ideas were found after reviewing them about the strategies used to teach reading skill.

Valentic (2005) concluded that teaching in mixed- ability classes is better than that of homogeneous classes. From Valentic's research work, I have received that to choose the strategies while teaching in mixed ability classrooms. As mentioned the objectives in his article to find out the strategies, opportunities and challenges of teaching English in mixed- ability classroom, it helps me to determine the objectives and strategies of my study.

Similarly, Copur (2005) has talked general introduction of mixed ability classes, some problems in the mixed ability classes, how to cope within the problems and applying the solutions. The article of Copur is fruitful for me because it helps to receive the general ideas regarding the mixed - ability classroom, similarly got the ideas of challenges and problems while teaching in the mixed -ability classroom. And finally, I have got lots of ideas about the strategies to be used while teaching reading skill in the mixed - ability classroom.

From Acharya's research work (2010), I have got the ideas regarding the strategies adopted by the English teachers like comparing the two different results to each and analyze the collected data. Specially, he had made comparison between M.Ed. and M.A. degree holders. And through his findings, I have got the ideas to make the hypothesis.

Similarly, I have got a lot of ideas and wisdom from other studies like: Khata's and Adhikari's study. These two researches are helpful to me to determine and find out the objectives of my study and to determine the ways of solutions which are occurred in the mixed- ability classroom. And similarly, these researches help me to find out the different strategies to teach reading skill in the mixed- ability classroom.

In the same way, the next researcher Mahato (2014) concluded that most of the English teachers had applied the strategies of guessing the topic, teaching the new words, summarizing the reading texts, skimming, scanning and so on. This research work is fruitful for me to analyze and interpret the collected data. And it is beneficial for me to prepare the checklist of the class observation.

I have got lots of ideas from the research work of Basnet (2021). Specially, I have received the varieties of ideas about the analysis and interpretation of the collected data and similarly, I have got the opinion regarding the preparing the questionnaire and checklist for class observation.

Nurdianingsih (2021), wrote an article entitled teachers' strategies in teaching reading comprehension to find out the strategies used by the teachers in teaching reading comprehension. He concluded with different strategies like individual and group learning strategy, QAR strategy and most of the teachers had adopted the materials, syllabus and curriculum. This article helps me to determine the objectives and prepare the research questions.

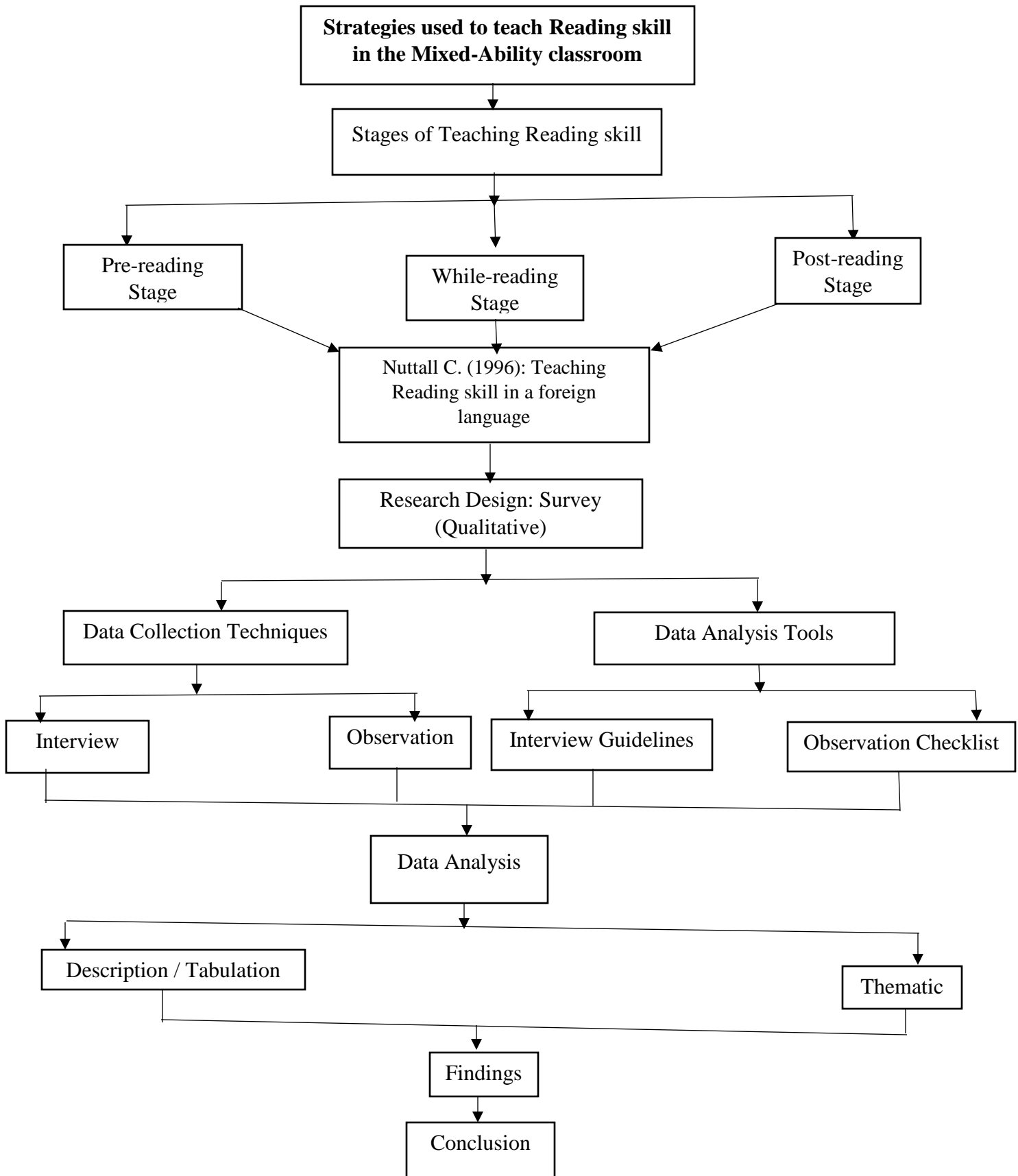
Finally, Hazaea and Almekhlafy's (2021), wrote an article entitled timed reading activity for developing EFL students' reading skill in mixed ability classes is beneficial to me. From this

article, I have got the clear idea about the mixed ability classroom and it helps me to find out the activities and techniques which are applicable in the mixed ability classroom to enhance the reading comprehension of the EFL learners.

So after reviewing all those research works, I updated myself with research process and methodological tools which are very beneficial to my research. In order to conduct those research works the researchers used the various research designs. As my study is based on survey research design, I got ideas on the process of it after reviewing those research works. As above researchers have used questionnaire, observation checklist and as research tool of data collection, these works have direct implication to my research work because I have applied the observation checklist and used the questionnaire to take the interview.

### **Conceptual Framework**

A conceptual framework is the representation of the understanding of the theories by the researcher and his/her own conceptualization of the relationship among different variables. It is a visual representation of the presumed relationship of the concept or variables that will involve in the study. Teaching strategies explicitly and implicitly directed by the level of the students, number of the students, cultural aspects of the learners, mother tongue of the learners and so on. While choosing the teaching strategies the teachers should address and incorporate these things in the classroom. The concept of this theory can explicitly be presented in the figure below:



### **Chapter 3: Methods and Procedure of the Study**

This chapter deals with research design, population, sample and sampling strategies, the source of data, data collection procedures, data analysis and interpretations as well as giving great concern about ethical considerations to accomplish this study successfully.

#### **Design of the study**

Research is an art of scientific investigation. It is scientific because it adopts systematic and scientific procedure of analysis. Research design is important in a sense that it is a backbone of the study is done. The design of this study is based on Survey Research.

Survey is a research design that is used to assess thoughts, opinions and feelings. It is defined as the process of conducting research using surveys that researchers send to survey respondents. The data collected from survey is then statistically analyzed to draw meaningful research conclusions. It means collecting information about a group of people by asking them questions and analyzing the results. Its main aim is to explore and conceptualize human experience as it is represented in textual form. Generally, survey research is conducted in the large number of population in order to find out opinions and feelings on particular situation. The survey research design is the most popular design on the educational research.

I adopted the survey research design to carry out this research work as the population sample for this study was carried out from the large number. Similarly, this study represented the Kathmandu valley English teachers. Survey research design was widely used in social and educational researches. In survey research, data are gathered from relatively large numbers of population using certain sampling procedure where the whole population for data collection is not feasible. According to Cohen and Manion (1985, as cited in Nunan, 2010) says "Surveys are the most commonly used descriptive method in educational research and may vary in scope from large scale governmental investigations through small scale studies carried out by single researchers. The purpose of survey research is generally to obtain a snapshot of condition, attitudes and events at a single point in time (P.140)." It is different from other types of researches as experimental and quasi-experimental research in terms of population of the study, nature of collecting data. As survey research is a data collection tool used to gather information about individuals.

To achieve the objective of the study, following methodologies were being selected in the research process. All the Basic level English teachers of Kirtipur Municipality were the population of my study. Altogether, I have observed the 20 classes of Basic level 5 English teachers of different five schools to collect the required data. And similarly, I have conducted the interview with 5 teachers of 5 schools to collect the authentic data.

### **Population, Sample and Sampling Strategy**

The population of the study were all of the Basic level English teachers of Kirtipur Municipality. Similarly, sample were 5 Basic level English teachers of Kirtipur, Kathmandu. I had selected the Kirtipur Municipality as the population and sample because my main purpose was that to identify the mixed-ability classes where different levels', cultures' and values' students were studying in a single classroom. In this regard, culturally, Kirtipur has been depicted as one of the most diversified and multidimensional Municipality since the large number of people migrated across this place belonging to the different parts of the country and similarly, it is also a home land of Newar community and they are rich themselves in terms of culture, religion, values, assumptions, language, education and so on. So that I had selected the Kirtipur Municipality to conduct the research work as the population and sample. The sampling strategy was purposive non-random.

### **Research Tools**

Tools for data collection for my study were the interview and class observation.

### **Sources of Data**

In this study, I collected the data through interview and class observation by using the checklist for analyzing the data descriptively.

### **Data Collection Procedure**

I had strong willing power to complete the research in any cost. In order to collect the data after the completion of the research tools. I had visited the selected schools and informed about the research work to the head teachers of those schools. After that, I had consulted the English language teachers and took permission to take the interview in the first phase by asking different 8 questions regarding the strategies they used in Basic level English classroom where students are from various background.

After that in the second phase, by taking the permission from Basic level English teachers, altogether, I had observed the 20 classes of 5 teachers with 4/4 classes of each to collect the primary data, to find out which strategies had been applied by the Basic level English teachers by using the checklist.

### **Data Analysis and Interpretation Procedures**

I analyzed and interpreted the collected data descriptively. The study was focused on finding out the strategies used by Basic level ELT teachers while teaching reading skill in the mixed- ability classroom with the help of observation checklist.

### **Ethical Considerations**

As the research involve human beings as participants, before commencement of the study I got approval from the head teacher of respective schools, then I took an interview with the Basic level English teachers regarding the strategies to teach the reading text in the mixed-ability classroom by using the 8 questions. And in the second phase, I visited the class of Basic level English teachers asking their permission for observation by filling the consent letter and requested them by using the observation checklist. I assured them that all identifiable personal information would be strictly kept confidential and that no names will be mentioned in the thesis as well as in any publications resulting from the thesis. My entire study had followed the norms of research. I analyzed the data objectively. I gave attention on accuracy, honesty, and truthfulness of data in my study. I had avoided the plagiarism while processing the data for this study.

## **Chapter 4: Analysis and Interpretation of the Result**

This chapter is devoted to the analysis and the interpretation of the data. This section has two sub-divisions: analysis and interpretation of the questionnaire that of the interview sheet and the checklist of class observation form.

### **Strategies used by ELT Teachers While Teaching Reading Skill in the Basic Level Classroom**

In order to make the study more authentic and scientific, I took interview with five Basic level English teachers of Kirtipur Municipality of Kathmandu district. The interview centered around eight questions which were about teaching strategies while teaching reading texts in mixed-ability classroom. From the interview, it came to be apparent that most of the English teachers teach the reading texts through translation and summarizing the text

### **Strategies Used to Teach Reading skill: Responses of the Teachers**

I have analyzed the data of interview regarding the strategies used to teach reading skill in the mixed-ability classroom in terms of three categorize like: Pre-reading, While-reading and Post-reading stage. The detail analysis and interpretation is given below:

#### **Pre-Reading Stage:**

All five teachers have been asked 8 different questions in the interview to identify their views regarding the teaching strategies while teaching reading skill. According to the interview, they have faced the classes of mixed-ability. Specially, I have conducted the interview with Gita miss, Madan sir, Ramila miss, Prakash sir and Sangita miss. I have mentioned their responses in the question of What types of strategies and activities are being applied by you while teaching reading skill during in the pre-reading stages?: Gita miss responded that she applied the warm-up activities, strategy of picture description, taught about the new words related to the reading texts, talked about the pre-reading questions, delivered the background information of the reading text during pre-reading stage. Similarly, Madan sir answered that he generally used the pre-reading questions, picture description, new words, talked about the author/poet and so on in pre-reading stage while teaching reading text. In the same way, Ramila miss responded that she used the warm-up activities like: motivate the students towards the teaching learning activities by showing different teaching materials, picture description strategy, talked about the poet/author in the pre-reading stage while teaching reading skill. Similarly, Prakash sir said that he usually applied the

strategy of picture description, asking pre-reading questions, talked about the background information of the reading text, asked to consult the new vocabulary items related to the reading text during pre-reading stage. And finally, Sangita miss answered that she applied the different strategies like: warm-up to motivate the students towards the teaching learning activities, talked about the poet, asked to guess the theme of the whole reading text, asked the pre-reading questions and so on activities in pre-reading stage while teaching reading skill

### **While-Reading Stage:**

As mentioned in the pre-reading stage, I have asked the question to those 5 teachers regarding their strategies during while-reading stage to teach reading skill and I have mentioned their answers in the question of What activities and strategies are being applied by you to teach reading text during while-reading stage? In the response of this question, Gita miss said that specially, she used the pair/group work among the students, applied the collaborative techniques to engage them towards teaching learning activities, and done the different activities and exercises which are given in the text book like: matching items, true/false items, fill in the blanks items and answer questions during while reading stage. Similarly, Madan sir responded that he usually applied the strategy of role play, simulation, asked the students to extract the information from the reading texts, collaborative technique and taught all of the exercises which are given in the texts. In the same way, Ramila miss answered that she used the different strategies like: pair/group work, interaction between the students, guessing the theme of the reading texts, role play and simulation, jigsaw reading, reading puzzles, using newspapers to teach new vocabulary items, brainstorming and exercises which are given in the reading texts. Similarly, Prakash sir responded that mostly he used the pair work, role play interaction and collaborative technique and he didn't focus on the exercises which are given in the reading texts while teaching reading skill in the while-reading stage. And finally, Sangita miss answered that she applied the role play, dictation, use newspapers, to teach new words, skimming, loud reading, brain storming, jigsaw reading, language puzzles and so on

### **Post-Reading Stage:**

As mentioned in the pre-reading and while-reading stage, I have asked the question to those 5 teachers regarding their strategies during post-reading stage to teach reading skill. And I have mentioned their responses in the question of What strategies and activities are being applied by you to teach reading text during post-reading stage? In the response of this question, Gita miss said

that she applied the different strategies and activities in post-reading stage like: summarizing, interpreting the reading texts, paraphrasing the reading texts, reviewing the reading texts and asking to share their experiences related to the texts. Similarly, Madan sir answered that he generally, used the follow-up activities, narrating the reading texts, assigning the project works, providing the feedback on the response of the students, asking the students to share their experiences regarding the reading texts and debating between the students. In the same way, Ramila miss responded that simply, she used the summarizing the reading texts, paraphrasing the reading texts, follow-up activities, assigning the project work, providing the feedback and interpreting the reading texts in the post-reading stage. Similarly, Prakash sir said that generally, he used the follow-up activities, paraphrasing, summarizing, narrating the reading texts, debating between the students, asking the students to share their experiences regarding the reading texts, assigning the project work, providing the positive feedback, recalling the reading texts and so on activities.

### **Strategies Used in the Mixed-Ability Classroom: Suggestions of the Teachers**

The main purpose of this research work is to find out the strategies which are applied by the Basic Level English teachers in the mixed-ability classroom to teach reading skill. To fulfill this objective, I had included one question in the interview guidelines regarding the strategies used to teach reading skill in the mixed ability. And by using this question, I had collected the required data and I have mentioned their responses in the question of As you are the experienced teacher, what types of strategies should be used to teach the reading skill in the mixed-ability classroom? In the response of this question, Gita miss suggested some strategies to teach reading skill in the mixed-ability classroom like: create the varieties in topics, post-method method pedagogy, eclectic method, communicative approach, task based approach, role play and simulation and so on. Similarly, Madan sir commented that there are different strategies to teach reading skill in the mixed-ability classroom like: role play and simulations, use newspapers, use of ICT, pair/group work, communicative approach, project work and so on. In the same way, Ramila miss recommended different strategies and activities to teach reading skill in the mixed-ability classroom like: pre-reading, while-reading and post-reading activities, communicative approach, task based approach, post method pedagogy and so on. Similarly, Prakash sir suggested some strategies like: learner centered techniques, interactive methods, communicative approach, task based approach, role play, simulation, project work and group work. And finally, Sangita miss recommended some strategies and activities to teach reading skill in the mixed-ability classroom

like: warm-up activities, picture description, predicting the theme of the reading texts, role play and simulation, interaction, pair/group work, follow-up activities, paraphrasing, summarizing, narrating the reading texts, and assigning the project works.

### **Strategies Used in Teaching Reading skills: Activities and Actions of the Teachers**

In course of this study, I went to five different community based schools of Kirtipur Municipality of Kathmandu district in order to observe four different classes of each teachers. Altogether, I observed 20 classes of Basic level English teachers. The sole purpose behind that was to find out what teaching strategies are used by Basic level English teachers while teaching reading texts in mixed ability classroom. To make the convenience to conduct this research work, I had made three different parameters regarding the strategies of teaching reading text like: Pre-reading, While-reading and Post-reading stage and there were included 8 activities under the each parameters. I had made analysis and interpretation of the checklist of class observation on the basis of those stages and activities which are being applied by the Basic level English teachers while teaching reading texts in their respective classes. In general, I found all of them to be applying the following strategy. They are as follows:

#### **Pre-Reading Activities**

<b>S.N.</b>	<b>Strategies used by teachers</b>	<b>Total Observed classes</b>	<b>Classes used different strategies</b>	<b>Percentage</b>
<b>1.</b>	<b>Pre-reading activities</b>			
1.	Started teaching learning activities through pre-reading properly	20	12	60%
2	Warm-up activity	"	14	70%
3	Talked about poet/author	"	6	30%
4	Talked about the background of the text	"	8	40%
5	Asked to predict the theme of the text	"	8	40%
6	Asked to consult the new words	"	12	60%
7	Asked the pre-reading questions	"	10	50%
8	Asked to describe the picture	"	8	40%

	Total			48.75%
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Altogether there were included 8 different activities under the pre-reading stage to collect the required data. And according to my observation, it was found that 60% teachers had started their teaching learning activities through the pre-reading activities properly. Most of the teachers of my observation were found that i.e. 70% teachers had applied the warm-up activities while teaching reading texts. The least of the teachers i.e. only 30% teachers have talked about the poet/author. And similarly, it was found that most of the teachers i.e. 70% teachers were not found to talk about the poet/author and it was found that, there were some reasons behind it, the first reason was there was not mentioned about the poet/author on the textbook, next reason was that they were not habitual to update on the ICT and Google to search about those things. It was seen that only 40% teachers taught the reading texts with the background of the text and the same percentage of the teachers had applied the strategy of asking the students to predict about the theme of texts. Similarly, 60% teachers were found that they had asked the students to consult the new words from the reading text. As well as 50% teachers were found that they had asked the pre-reading questions to the students while teaching reading text and finally, it was found that 40% teachers had applied the strategy of picture description while teaching reading texts. Regarding all 8 activities of pre-reading stage, it was found that only 48.75% teachers had enabled to apply the pre-reading activities properly while teaching reading text and rest of them i.e. 51.25% teachers were not found in the access to apply the pre-reading activities properly.

### While-Reading Activities

S.N.	Strategies applied by Teachers	Total observed classes	Classes used different strategies	Percentage
<b>2.</b>	<b>While-reading activities</b>			
1	Applied the while-reading activities after pre-reading	20	14	70%
2	Applied the collaborative strategy	"	4	20%
3	Used the pair/group work	"	6	30%
4	Conducted the interaction between the students	"	6	30%

5	Asked to extract the piece of information	"	8	40%
6	Asked to guess the theme of text	"	8	40%
7	Taught all of the exercises	"	16	80%
8	Conduct the role play/simulation	"	6	30%
	Total			42.5%

According to the aforementioned table of while-reading activities, there were included 8 different activities to receive the required data. 70% teachers were found that they had applied the while-reading activities after pre-reading properly. Most of the teachers had applied the strategies of teaching all of the exercises i.e. 80%. It could be said that 16 classes were found of applying this strategy out of 20. It was found that there were some reasons behind it, the first reason was those exercises were given on the textbook so it is easier to teach. And second reason was found that our teachers' teaching strategies were only focused on the exam oriented rather than the curriculum. It was seen that most of the teachers were not implementing the teacher's guide properly. Similarly, it was found that least of the teachers i.e. 20% teachers under the while-reading stage had applied the collaborative strategy while teaching reading texts. It was found that most of the primary level English teachers did not have the idea of collaborative strategy. Though the class observation, similar number of teachers had applied the pair/group work, interaction between students and role play and simulation i.e. 30%. Through the given data, similar number of teachers i.e. 40% had applied the strategies of asking to extract the particular piece of information from the text and asking to guess the theme of the text. Finally, it was found that 42.5% teachers had applied while-reading activities properly and rest of the teachers i.e. 57.5% were not found in the access of applying this stage properly.

### Post-Reading Activities

S.N.	Strategies applied by teachers	Total observed classes	Classes used different strategies	Percentage
<b>3</b>	<b>Post-reading activities</b>			
1	Applied the post-reading activities after while-reading	20	12	60%

2	Applied the follow-up activity	"	12	60%
3	Asked to paraphrase the text	"	4	20%
4	Summarized the reading text	"	14	70%
5	Asked to share the related experiences	"	2	10%
6	Provided the feedback	"	6	30%
7	Asked to narrate the reading text	"	2	10%
8	Assigned the project work	"	2	10%
	Total			33.75%

According to the aforementioned table of post-reading activities, there were included 8 different activities. 60% teachers had used the post-reading activities after while-reading and similar number of teachers had applied the follow-up activity during the post-reading stage. Similarly, 20% teachers had asked to paraphrase the reading texts. In the same way, most of the teachers i.e. 70% had summarized the reading text at the end of the teaching reading activities. And similarly, the least of the teachers of post-reading stage i.e. only 10% had focused on the three different activities like: asked to share the related experiences related to the texts, asked to narrate the reading texts and assigned the project work. It was found that most of the teachers i.e. 90% had given the homework related to the reading texts but the least of the teachers assigned the project work. It was found that there were some reasons behind it, the first reason was that most of the teachers were unknown about the project work and second reason was that they did not have clear concept regarding the project work. So that, it was found that they were following the traditional way of assignment. Finally, it was found that only 33.75% teachers has applied the post-reading activities properly, and rest of them 66.25% teachers were not enabled to apply the post-reading activities properly while teaching reading texts.

<b>S.N.</b>	<b>Strategies</b>	<b>Percentage</b>
1.	Pre-reading activities	48.75%
2.	While-reading activities	42.25%
3.	Post-reading activities	33.75%
	Total	

Finally, it was found that 48.75% teachers had applied the pre-reading activities properly but the rest of the teachers i.e. 51.25% were not found that they had applied this stage properly. And similarly, 42.5% had enabled to apply the while-reading activities and remaining 57.5% were not found to apply this stage properly. In the same way, post-reading activities were found being employed by 33.75% teachers properly but the majority of the teachers i.e. 66.25% were not found being applied properly. Through this given table, the teachers' performance level was decreasing in the further stages.

### **Gap between Saying and Doing**

The interview was conducted on the basis of 8 different questions and similarly, class observation was conducted on the basis of 24 strategies used to teach reading skill under the pre-reading, while-reading and post-reading stage in the mixed-ability classroom. Through this study I have found the vast gap between the saying and doing. The gap between the interview i.e. saying and class observation i.e. doing as aforementioned is given below: these two aspects is given below:

In the interview, it was found that most of the teachers i.e. 80% teachers said that they have followed the strategy of picture description while teaching reading skill but in the class observation, it was found that only 40% teachers had applied this strategy in the pre-reading stage. Similarly, 60% teachers had found that they had taught about the author/poet in the interview but only 30% teachers had applied this way during the class observation. And similarly, 80% teachers were found that they had applied the strategy of warm-up in the interview but in class observation 70% teachers were found to be used this strategy. In the same way, 60% teachers had responded that they had taught through the background of the reading texts but, through the class observation, it was found that 40% teachers had applied this strategy in the pre-reading stage. Therefore, it is a sufficient proof to say that there is massive gap between saying and doing.

In the while-reading stage, it was found that only 40% teachers had responded that they had taught about the exercises given in the texts but through the class observation, it was found that 80% teachers has used this strategy. About 60% teachers said that they had applied the collaborative technique to teach reading skill in the while-reading stage but in the real class, only 20% teachers had applied this technique. About 60-70% teachers responded that they had applied the strategy of pair/group work but through the class observation it was found that only 30% teachers had applied this strategy to teach reading skill in while-reading stage. And finally, most

of the teachers had replied that they had used the skimming, scanning, using newspapers to teach new vocabulary items, brainstorming, jigsaw reading and language puzzles but none of the teachers had applied these strategies to teach reading skill in the while-reading stage. Therefore, it is a sufficient evidence to claim that there is vast gap between saying in interview and doing in the class observation.

And finally, in the post-reading stage, about 60-70% teachers had said that they asked the students to share their experiences in the interview but in the real class, only 10% teachers had applied this strategy to teach reading skill in the post-reading stage. 60% teachers had responded that they had applied the strategy of paraphrasing the reading text but through the class observation it was found that only 20% teachers had applied this strategy. 80% teachers had answered that they had provided the feedback to their students but through the class observation it was found that only 30% teachers had applied this activity. Most of the teachers i.e. 80% responded that they had assigned the project work to teach reading skill in the post-reading stage but in the real class, only 10% teachers had applied this strategy. Therefore, it can be claimed that there is vast gap between saying and doing.

## **Chapter 5: Findings, Conclusion and Recommendations**

This chapter concerns with the major findings, conclusion and recommendations and derived on the basis of analysis and interpretation of the data. The present study was carried out to find out the strategies used by Basic level English teachers while teaching reading skill in the mixed-ability classroom. To accomplish the objectives of this study, I visited the five community based schools of Kirtipur Municipality. So, in order to elicit the data I consulted the English teachers and took permission to take the interview in the first phase by asking the 8 different questions regarding the strategies of teaching reading skill.

After that, in second phase, I observed 20 Basic level ELT classes of 5 teachers to find out the strategies which are applied by the Basic level English teachers by using the checklist. Finally, based on the response and observation checklist some findings were concluded.

### **Findings**

After completion of the analysis and interpretation of the data, the major findings of the study are summarized as follows:

- i) It was found that 60% teachers started the teaching learning activities through the pre-reading activities.
- ii) Almost 70% teachers were found that they used the warm-up activities during the pre-reading stage.
- iii) Only 30% teachers talked about poet/author while teaching the reading texts in the classroom.
- iv) Similar number of the teachers i.e. 40% applied the different strategies of teaching like background information, predicting the theme of the texts, and picture description while teaching reading texts.
- v) The teaching strategy of new words was found being employed by 60% teachers.
- vi) It was found that 50% teachers employed the strategy of asking pre-reading questions before teaching the real texts.

vii) It was found that 70% teachers applied the while-reading activities after the pre-reading stage.

viii) Collaborative technique was found being employed by 20% teachers while teaching reading texts.

ix) It was found that similar number of teachers i.e. 30% applied the different activities like pair/group work, interaction and role play and simulation.

x) Similarly, it was found that same number of the teachers i.e. 40% applied the two different activities like extracting the piece of information, and asking to guess the theme of the text.

xi) In comparison of other strategies, most of the teachers i.e. 80% applied the strategy of multiple choice items, true/false items, fill in the blanks items, and answer questions items while teaching reading texts.

xii) 60% teachers were found that they applied the post-reading activities after while reading stage and same percentage of the teachers applied the follow-up activities while teaching the reading texts.

xiii) Only 20% teachers were found that they employed the strategy of paraphrasing the reading texts.

xiv) Teaching strategy of summarizing was found being employed by the 70% teachers at the post-reading stage while teaching reading texts.

xv) In comparison of other strategies, it was found that the least of the teachers i.e. 10% applied the three different strategies like asking to share the experiences, narrating the reading texts and assigning the project work at the post-reading stage.

xvi) And 30% teachers provided the feedback to the student for their response.

xvii) From the interview with the English teachers of Basic level, it was found that although, most of the teachers were experienced of 20-30 years in the same level but they have faced the different problems to teach in the mixed ability classroom like: problem of classroom management, problem of selecting the appropriate teaching strategies, problem of mother tongue, problem of large class size and the problem of using ICT in classroom.

xviii) To overcome these problems it was found that most of the teachers applied the different strategies and techniques to teach reading skill like: pair work, group work, role play, simulation, pre-reading while-reading and post-reading stages.

xix) Similarly, through the interview, they have recommended different strategies and activities to teach reading skill in the mixed-ability classroom like: post method pedagogy, eclectic method, communicative approach, task based approach, role play, simulation, use of newspapers, use of ICT, pair/group work, project work, pre-reading, while-reading and post-reading activities, learner centered strategies, interactive method and group work.

xx) It was found that there is vast gap between interview i.e. saying and class observation i.e. doing. In other words, most of the teachers responded that they applied those strategies and activities but in real sense, those strategies are not applied in the real classroom situation like: skimming, scanning, using newspapers, brainstorming, jigsaw reading, language puzzles, debating and recalling.

## **Conclusion**

The present thesis "Strategies Used by Basic Level English Teachers while Teaching Reading Skill in the Mixed -Ability Classroom" aims to find out the strategies which are applied by the Basic level English teachers while teaching reading skill in mixed -ability classes. To achieve the objective, I have designed questionnaire for interview and checklist for classroom observation and collected the data accordingly. The checklist has prepared with the different parameters like: Pre-reading stage, While -reading stage and Post-reading stage and there are varieties of activities which are mentioned under those respective stages. Through the collected data, I have come in this conclusion that the Curriculum Development Center has prepared the Communicative based, Project based and Task based, Theme based, Multidisciplinary, and Integrated curriculum for the Basic level. And similarly, it prescribes to focus on the learner centered methods to teach the reading texts like: Demonstration, Games, Use pictures/flashcards, pair work/ group work, acting/role play/simulation, Drill, storytelling, Dictionary use, Use of ICT tools, Dictation, Brainstorming, Mind-mapping, Jigsaw reading, individual work, Use of audios/videos, project work and cued dialogue. But through this study, I have not found that those methods, strategies and techniques are being applied by the Basic level ELT teachers properly while teaching reading text through analyzing the data of interview and the class observation. It is also known as there are three different stages of teaching reading skill and those reading stages

should be applied in the chronological order with varieties of activities but it is found that massive amount of the Basic level English teachers are not applying those stages with the given order and they are unable to apply those activities properly. It is found that most of the teachers are emphasizing their teaching learning activities through the old and traditional method in the era of Communicative approach. Though out this study it is found that the most of the teachers i.e. 80% have taught the multiple choice items, matching items, true/false items and other exercises which are easier to all the teachers who have focused on the traditional strategies because they are given in the textbook. Similarly, in theory, the Basic level curriculum prescribed that the teachers should emphasis on the strategy of sharing the personal experiences of individual students regarding the reading texts, asking the students to narrate the reading texts and assigning them the project works but in practice our teachers are just in the opposite of CDC and theory. It means it is found that only 10% have applied these strategies while teaching reading texts. It is found that there is vast gap between policies and provisions, and practice. It was found that there is vast gap between interview i.e. saying and class observation i.e. doing. In other words, most of the teachers had responded that they had applied those strategies and activities but in real sense, those strategies are not applied in the real classroom situation like: skimming, scanning, using newspapers, brainstorming, jigsaw reading, language puzzles, debating and recalling. In most of the classroom the teachers are more dominant and active than the students in the era of student centered method that is why there is a gap between policy or provision and implementation.

### **Recommendations**

On the basis of the findings of this research, I would like to make the following recommendations for pedagogical implications at the policy, practice and further research related.

#### **Policy Related**

- i) To make the teaching strategies linguistically inclusive, the recent approaches and methods moreover, the CDC should be well aware about this fact and CDC should make the appropriate policies to train English language expert to design and select teaching strategies and methods which are linguistically justifiable and inclusive.
- ii) Ministry of Education, science and technology should make plan and formulate policies to address the minority and marginalized communities' language.

- iii) The government and other relevant agencies need to up to date with the teaching methods and strategies which are applied by the English teachers in the real classroom.
- iv) There are different levels of students with in a single classroom, so the concerned authorities should pay attention to incorporate mixed-ability classroom
- v) Currently, English teachers are teaching as the general way without giving attention towards the different levels of students. So, the concerned authorities should seriously pay attention to address such things.

### **Practice Related**

- i) Ministry of Education, science and technology should make co-operation with different education commissions and plans and make co-operative environment with different educational authorities.
- ii) CDC should make appropriate updates addressing to mixed-ability classroom with making necessary discussion with different educational authorities and English language teachers.
- iii) English language teachers need to take an important role in selecting the teaching strategies while teaching in the mixed-ability classroom.
- iv) Language teachers need to design classroom activities including both the instruction on the mechanics of language and incorporating activities.
- v) English teachers as well as other concerned authorities should encourage the students to use the authentic materials.
- vi) Teachers should make ample use of the ELT based materials as they develop creative power and interest in the learners.
- vii) Teachers must make use of extra books such as short stories, plays, poems and comics in the classroom to develop creativity or originality in their students. I found that there was not facility for such texts in the majority of the community based schools. Therefore, there should be a school library with varieties of books on burning issues.
- viii) The study makes it apparent that the use of the GT method is very dominant in Kathmandu district. So, Basic level education curriculum goals cannot be achieved. This should be replaced by communicative approach.
- ix) English teachers as well as the concerned sectors are heartedly requested to employ the ICT based teaching materials as much as possible.

- x) English teachers should play a multiple of roles such as a facilitator, participant, motivator, guide, organizer, and so on in the classroom rather than the traditional role of authority.
- xi) Language teachers need training and teacher education.
- xii) The language teachers should follow the communicative approach to language teaching.
- xiii) Generally, there are three stages of teaching reading comprehension: pre-reading, while-reading and post-reading stages and there are different varieties of activities under those stages and those stages and activities should be applied with the chronological order to achieve the educational achievement in the reading text.

### **Further Research Related**

- i) This research has opened the doors carry out research on teaching strategies such as teacher centered, student centered and material centered.
- ii) This study can be fruitful to those people who are working in the mixed-ability based issues
- iii) This research work may be beneficial to study on the different sorts of strategies which are applied in the mixed-ability classroom.
- iv) This research work would occupy a sort of place in the library and would work as a reference work to study about strategies used in mixed-ability classroom.

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