

# **MANAGING MULTILEVEL DIVERSITY IN ELT CLASSES**

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

**Submitted by  
Ramesh Prasad Ghimire**

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

**2011**

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2011**

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Date of Submission: 2067-11-03**

## **DECLARATION**

I here by 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: 2067-11-02

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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that Mr. Ramesh Prasad Ghimire has prepared this thesis entitled **Managing Multilevel Diversity in ELT Classes** under my guidance and supervision.

I recommend the thesis for acceptance.

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## DEDICATION

**Dedicated**

*to my late guru, Mr. Khadak K.C., without whom I would not  
be in the position where I am now.*

## ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to all those without whose support this work would not have taken this form.

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I will be forever indebted to my family and friends for their unconditional support and love throughout my study.

**Ramesh Prasad Ghimire**



## **ABSTRACT**

The present study entitled 'Managing Multilevel Diversity in ELT Classes' was intended to find out the secondary level English teachers' awareness of diversity in ELT classes along with the challenges and opportunities of a diverse ELT class. In order to fulfil the objectives of the study, 40 secondary level English teachers and 40 students of the same level were selected from the 20 schools of the Kathmandu valley through purposive non-random sampling procedure. Two sets of questionnaire were the research tools for eliciting the required information for the study. The findings of the study showed that the secondary level English teachers are aware of diversity in ELT classes. They are aware of the fact that in an ELT classroom, there are students with different language level, cultural background, motivation, personality, etc. However, majority of the teachers do not devise different levels of exercises for addressing the diverse needs and abilities of the students. It was also found that diversity enhances collaborative learning, and helps the teachers grow as teachers. However, in a diverse ELT class, there remains the danger of student monotony and low participation in classroom activities.

This thesis is organized in four chapters. The first chapter presents the general background on diversity in ELT classes including the concept of diversity, and challenges and opportunities of a diverse ELT class. It also includes the strategies for coping with the challenges. The second chapter is concerned with the methodology used in the study, under which sources of data, sampling procedure, tools for data collection, process of data collection and limitations of the study are described. The third chapter provides the comprehensive picture of the analysis and interpretation of the data. The data are analyzed and interpreted under the four main headings. Under each heading, teachers' and students' responses are analyzed separately. The final chapter lists the major findings and recommendations of the study.

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## **LIST OF SYMBOLS AND ABBREVIATIONS**

CPH	:	Critical Period Hypothesis
CUP	:	Cambridge University Press
ELT	:	English Language Teaching
ESL	:	English as Second Language
FD	:	Field Dependent
FI	:	Field Independent
L <sub>2</sub>	:	Second Language
NELTA	:	Nepal English Language Teachers' Association
OUP	:	Oxford University Press
SLA	:	Second Language Acquisition
STT	:	Student Talking Time