

CHAPTER ONE

INTRODUCTION

This study is on "Managing Multilevel Diversity in ELT Classes." In this chapter, I provide the general background on English language teaching in the present context, concept of diversity, diversity in ELT classes and general strategies for managing diversity in ELT classes. I also discuss the challenges and opportunities of diverse classes along with the strategies for coping with the challenges. Review of related literature, objectives of the study, and finally, the significance of the study, in brief, are also part of this chapter.

1.1 General Background

The English language is an inseparable part of the present day world since it is a principal language for global communication and a gateway to the world body of knowledge. The use of English in academics, media, administration, international communication, information technology, human rights and development has become indispensable. Today English is no longer confined to understanding and creating the literature of foreign country. This view is clearly expressed by Awasthi et al. (2009, p. iii) "English is a widely used medium of communication for different purposes, not only the vehicle of writing or reading British or American literature." The value of English is so much that it has attracted a large mass of people world over. As a result, the non-native speakers of English are more than its native speakers today. In this regard, Harmer (2008) states:

English is also, of course, a mother tongue for many people in the world, though, as we shall see, such native speakers are increasingly out-numbered by people who have English as a second or third language and use it for international communication (p. 13).

The users of English have multiplied by leaps and bounds, and English is now a language of common mass not only of a few elites. English is now used more often as a lingua franca than as native language, and the majority of competent English speakers are not native speakers, but second language users. The increasing requirements for the people to use English for various purposes have accelerated the teaching and learning of English in every nook and corner of the world. Today, English is the most widely studied foreign language in the world. It can be clearly observed in the words of Richards and Rodgers (2005, p.3)

"Whereas today English is the world's most widely studied foreign language, 500 years ago it was Latin for it was the dominant language of education, commerce, religion and government in the western world."

If we give a short glance at the history of language teaching in general and English language teaching in particular, we find that language teaching came into its own as a profession in the twentieth century, but it has undergone several sea-changes in the last one hundred years. Regarding this Richards and Rodgers (2005, p.1) clearly state, "Language teaching in the twentieth century was characterized by frequent change and innovation and by the development of sometimes competing language teaching ideologies."

English language teaching in the present context has become more challenging. The issues of linguistic and cultural imperialism, political and cultural identity and methodological diversity have made the teaching and learning of English more complex. Today English language classrooms are witnessing an increased number of students in terms of racial, cultural and ethnic diversity. Classrooms are receiving a large number of students with different needs and abilities. The diverse composition of students in classroom has brought about many challenges as well as opportunities to teachers. In this context, the role of English language teachers is highly demanded. Good teachers are expected to be able to recognize the diversity among the students, formulate necessary strategies and address those

differences. However, responding to diversity in the classroom is not an easy job. The very fact is also realized by Solomon (1991) and presented in these words: "There are no universal solutions or specific rules for responding to ethnic, gender and cultural diversity, and research on best practices is limited" (as cited in Davis, 1999, p. 1).

Though responding to and managing diversity in ELT classes is certainly a difficult task, it is not completely impossible one. So, we should not be hopeless to the situation. There are several things that teachers can do for this. In this regard, Hadfield and Hadfield (2008) clearly state:

It may feel like an impossible task to try to satisfy all the individual needs of your students, and you are right! But there are some practical things you can do to make sure that there is something for everyone in each of your lessons (p.152).

For embracing diversity among the students in the classroom, the teachers should realize that each student is special. They should also recognize their students' strengths and weaknesses, plan lessons accordingly, use appropriate teaching strategies and adapt the curriculum to fit each child's abilities and background.

1.1.1 English Language Teaching in the Present Context

The history of English language teaching, henceforth (ELT), around the globe shows that ELT has arrived in the present situation of eclecticism and diversity of methods as well as language itself crossing a long journey of about 300 years. Modern languages like French, Italian and English gained importance as a result of political changes in Europe in the sixteenth century. However, they begin to enter the curriculum of European schools only in the eighteenth century. The

development of innovative methods and competing language teaching ideologies have played significant role in bringing ELT in the present situation.

Today English is used more often as a lingua franca than a native language. Lingua franca, in the words of Richards et al. (1999, p.214) is " a language that is used for communication between different groups of people, each speaking a different language." Linguists are talking about 'World Englishes' (Jenkins 2006a) or 'Global English' (Graddol 2006). World English, in the words of Rajagopalan (2004) "... belongs to everyone who speaks it, but it is no body's mother tongue" (as cited in Harmer, 2008, p. 18). This change in the role of English has significant impact on teaching of it. For Jenkins (2006a), the evidence of ELF (English as a Lingua France) suggests that we should change what we teach. He opines that instead of conforming to a native standard such as British English, learners "need to learn not (a variety of) English, but about Englishes, their similarities and differences, issues involved in intelligibility, the strong links between language and identity and so on "(as cited in Harmer 2008, p.21).

A similar view is expressed by Bhattarai and Gautam (2008). They state:

In Nepal, it used be the exclusively British English prescribed for the EFL curricula. However, due to Nepal's exposure to the globalizing world through trade, technology, media and relations, Nepal for the last decades has experienced a transition in the use of English in terms of variety. This situation has demanded to adopt more flexible approach in the selection and use of English in an eclectic manner rather than being prescriptive (p.13).

Keeping this changing scenario in mind, ELT planners and practitioners in Nepal have recently introduced more eclectic and interdisciplinary approach in the

selection and presentation of ELT materials. In this context, Awasthi et al. (2009) clearly mention:

We are aware of the fact that in the present day world, there is no longer one English, there are many Englishes. So there are texts not only from the native English varieties but also from different regions where non-native English variety is flourishing (p. ii).

While looking at ELT from methodological perspective, we find that it is in the 'post - methods era.' Since the adaptation of newer and nobler methods for over hundred years could not work as a panacea for the solution of ELT problems, the notion of methods came under criticism in the 1990s. The methodologists themselves started saying that methods do not matter because they do not exist. In this regard, Richards and Rodgers (2005) say:

By the end of the twentieth century, mainstream language teaching no longer regarded methods as the key factor in accounting for success or failure in language teaching. Some spoke of the death of methods and approaches and the term 'post-methods era' was sometimes used (p. 247).

Today English language teachers are confronted with the issue methodological diversity. There are so many different approaches and methods available for them, but they are unaware of which to choose and how to go. Language teaching methodologists have suggested principled eclecticism as a solution. It refers to creating ones own method by blending aspects of others in a principled manner rather than deciding to adopt or reject methods in their entirety. Larsen-Freeman (2008, p. 183) says, "When teachers who subscribe to the pluralistic view of

methods pick and choose from among methods to create their own blend, their practice is said to be eclectic."

Context sensitivity has become a key issue in teaching English in the present situation. There is no any best method for teaching English since a method which best suits in one socio-cultural context may be completely useless in another. This view is clearly expressed by Holliday (1994, p.10) "The communicative approach with its new awareness is now over a decade old, yet it is still not conclusive that this or any other classroom methodology is the best". Therefore, teachers are suggested to think globally but act locally.

Thus, modern ELT is based on the culmination of years of second language learning research and practice, and it is always developing. It does not offer a standard 'method' to follow in all classes or prescribe exactly what you should do but offers certain guiding principles which form an 'approach' to our teaching.

1.1.2 Concept of Diversity

The term 'diversity' literally refers to the fact or quality of being diverse or varied. It is a noticeable heterogeneity or a respect in which things differ. The concept of human diversity includes acceptance and respect. It means understanding that each individual is unique and recognizing the individual differences. The differences can be along the dimension of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs or other ideologies. Diversity is concerned with the exploration of these differences in a safe, positive, and nurturing environment. In this regard, Bartels-Ellis (2009, p.2) says, "The diversity agenda focuses on making the most effective use of the differences and similarities between people for the benefit of wider society and organizations."

When the diversity issue first came to the force, the term applied mainly to race, nationality, culture or gender. Now other several factors are included: religion, ethnicity, age, cultural background, socio-economic conditions, education, and so on.

The University of Toledo (2009) presents the concept of diversity in this way:

Human diversity is variety in group presence and interactions. It includes, but is not limited to age, color, ethnicity, gender, religion, disabilities, socioeconomic status, sexual orientation, gender identity, and national origin (as cited in www.utoledo.edu/diversity).

Diversity agenda contributes to creating societies and working environments that understand and respect differences and relate these to our common humanity. Managing and valuing diversity means that we seek differences value it and capitalize on it. The University of Tennessee Libraries' Diversity Committee (2008) presents such view on diversity; "Diversity is a commitment to recognizing and appreciating the variety of characters that make individuals unique in an atmosphere that promotes and celebrates individual and collective achievement" (as cited in www.lib.utk.edu/diversity).

Thus, the concept of diversity is very broad and still expanding. Diversity is more than just acknowledging and/or tolerating differences. It is a set of conscious practices that involve several things including the recognition and appreciation of interdependence of humanity, cultures and the environment.

1.1.3 Diversity in ELT Classes

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 a utopian view to think that our classes could be homogeneous. So, all ELT classes are diverse in one way or another. Shrum 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 linguistic or cultural heritage. Even in classes in which students appear to be relatively homogeneous in background and goals, they may differ along some other dimension (p. 255).

Diversity in ELT classes is as natural as in the society. The classroom is a 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 self-explanatory that each student in the class is a different individual. Because of such a diverse composition of the classroom, the teachers' responsibilities have been multiplied. The challenge to the language teacher is to recognize and help learners appreciate these differences and similarities, and to design differentiated instruction so that each learner has opportunities to enhance thinking skills and to learn how other cultures express ideas. The teachers need to create a safe and comfortable learning environment in the class so that they have a place and a voice in the classroom. But creating such environment is really challenging for the teachers. In this regard, Desillas (1995) says:

All of us, of course, expect and hope that our classrooms are safe spaces for students to speak. The expectation is that if we as teachers and role models

treat each of our students with equal respect, our students will treat each other in kind. Unfortunately, this is not the case. We live in a world where difference is feared, ridiculed and disparaged, to the extent where violence is sometimes inflicted upon the other (p.1).

Managing diversity in the classroom is really a complex and challenging task. However, one important thing we must remember is that all children are capable of learning other languages given opportunities for differentiated instruction, regardless of the ways in which these learners may differ. All children are different and have an equal right to education, no matter what their background or ability.

1.1.3.1 Components of Diversity

Diversity in ELT classes implies noticeable heterogeneity in learners and which is a matter of perception. In fact, it is very difficult to provide an exhaustive list of the components which make ELT classes diverse. Students in many of our classes are of different genders, maturity, ethnicities, cultural and educational backgrounds as well as personalities. In this regard, Ur (1996) states:

Learner populations differ according to various parameters: whether 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 the class is, the size of the group, and many more (p.273).

It must be remembered that the notion of diversity is very broad and which incorporates any type of noticeable heterogeneity in a group. However, many people think that it embraces only a certain ethnic and racial background of our students. Shrum and Glisan (2000) express the similar view:

When the term diversity is mentioned, we usually think of a certain ethnic and racial background. However, diversity also includes the range of academic, physical and emotional abilities that students have. In addition, learners are unique in which they approach language learning (p.225).

Ur (1996, p.304) mentions the following differences between learners in heterogeneous classes:

- Language learning ability
- Cultural background
- Attitude to the language
- Intelligence
- Learning experience
- Age or maturity
- Personality
- Motivation
- Independence
- Educational level
- Language knowledge
- Learning style
- Mother tongue
- World knowledge
- Knowledge of other languages
- Gender
- Confidence
- Interests
- Self-discipline

Similarly, Harmer (2008, p.21) describes the following components under learner differences:

- Age
- Learning styles
- Levels

- Educational and cultural background
- Motivation
- Responsibility for learning

After analyzing the above mentioned views, it becomes crystal clear that the notion of diversity in ELT classes is very broad, and which involves any type of learner differences that can be noticed in the classroom. It is impossible to provide a final list of the components of diversity. However, students' language level, i.e. proficiency in the target language is one major component of diversity in ELT classes and the diversity in students' language learning will be the major focus of this research. The term 'multilevel diversity', in this work refers to the diversity in language proficiency.

1.1.3.2 Proficiency as a Major Component of Diversity

There are a number of differences between learners in ELT classes, but what matters much for a language teacher as well as the learners is the students' proficiency in the target language. It is so, because the main aim of language teaching and learning is to develop the students' proficiency in the language in question. Ur (1996) also opines that the main observed difference between learners is the amount of language they know. All the other differences are linked to proficiency because they affect language learning in one way or another.

Language proficiency is often defined as the degree of skill with which a person can use a language, such as how well a person can read, write, speak, or understand language. It is sometimes contrasted with language achievement, which refers to language ability as a result of learning. However, in this work, I have used the term proficiency in its broader sense to refer to both knowledge as well as the use of language. That is to say for me proficiency is synonymous to communicative competence.

Almost all ELT classes have students who are at different levels of proficiency. In a real sense all classes have students with a mixture of different abilities and language levels. And it is inconceivable that any two students will have exactly the same knowledge of English at any one time. Diversity in students' proficiency creates many challenges as well as opportunities to teachers. In this regard, Harmer (2008, p .176) says, "One of the biggest problems teachers face is classes where the students are at different levels-some with quite competent English, some whose English isn't very good, and some whose English is only just getting started." There are various classifications which are used to divide learners in groups according to their language level. Harmer (2008) makes the following three basic distinctions to categorize language knowledge of the students:

a. Beginner

Beginners are those learners who don't know any English. A distinction is made between real beginners and false beginners. Real beginners are those who start a beginners' course having heard virtually no English, and false beginners are those who can't really use any English but actually know quite a lot which can be quickly activated.

b. Intermediate

Intermediate suggests a basic competence in speaking and writing and an ability to comprehend fairly straightforward listening and reading. Intermediate level is subdivided into per-intermediate and upper intermediate. Pre-intermediate students have not yet achieved intermediate competence, which involves greater fluency and general comprehension of some general authentic English. However, they have come across most of the basic structures and lexis of the language. Upper-intermediate students, on the contrary, have the competence of intermediate students plus an extended knowledge of grammatical construction and skill use.

Between beginner and intermediate we often class students as elementary.

Elementary students have an ability to communicate in a basic way. They can

string some sentences together, construct a simple story, or take part in simple spoken interactions.

c. Advanced

Advanced learners are those whose level of English is competent, allowing them to read un-simplified factual and fictional texts and communicate fluently.

1.1.3.3 Factors Causing Diversity in Proficiency

All L2 learners do not progress in the same rate of development because of various personal, social and linguistic factors which affect their proficiency in language. Saville-Troike (2010, p.5) says, "The intriguing question of why some L2 learners are more successful than others requires us to unpack the broad level "learners" for some dimensions of discussion." There are various linguistic, psychological and social-contextual factors which are attributed to diversity in the proficiency levels achieved by different learners. Some of them are described below:

a. Age

Age is one of the most responsible factors affecting language learning. It is commonly believed that children are more successful L2 learners than adults in the sense that younger children typically can gain mastery of a second language, whereas adults cannot. The effects of age on L2 learning can be described on the basis of what is known as the Critical Period Hypothesis (CPH), which states that there is a period when language acquisition can take place naturally and effortlessly, but after a certain age the brain is no longer able to process language input in this way. According to this hypothesis, the earlier one starts acquiring a language, the better s/he will do. However, Ellis (1985) argues that the CPH is an inadequate account of the role played by age in Second Language Acquisition (SLA), because this hypothesis cannot explain why loss of plasticity affects pronunciation but not other levels of language. Seliger (1978) says that there are multiple critical periods rather than a single one. The process of lateralization of

language function is a gradual one, carrying on over many years. Different aspects of language are affected at different stages in the process. This explains why adolescents outperform adults in grammar acquisition.

Thus, it is a common belief that children are more successful L2 learners than adults, but the evidence for this is actually surprisingly equivocal. Saville-Troike (2010, p.82) lists the following advantages which have been reported for both younger and older learners.

Younger advantage	Older advantage
Brain plasticity	Learning capacity
Not analytical	Analytical ability
Fewer inhibitions (usually)	Pragmatic skills
Weaker group identity	Greater knowledge of L1
Simplified input more likely	Real world knowledge

b. Motivation

One of the most important aspects that affect the way and speed people learn language is motivation, typically defined as "some kind of internal drive which pushes someone to do things in order to achieve something "(Harmer, 2008, p.98). According to Saville-Troike (2010), motivation is a key to ultimate level of proficiency, and it includes at least the following components:

- Significant goal or need
- Desire to attain the goal
- Perception that learning L2 is relevant to fulfilling the goal or meeting the need
- Belief in the likely success or failure of learning L2
- Value of potential outcomes/rewards

According to Gardner (1985), "Motivation includes four aspects, a goal, effortful behavior, a desire to attain the goal and favourable attitudes towards the activity in

question' (as cited in Gass and Selinker, 2008, p.426). Various scholars have described and differentiated different types of motivation and their effect in language learning. On the whole, it can be argued that the effort the learners make to learn language is directly proportional to their level of motivation, which significantly affects the ultimate level of proficiency in the language in question.

c. Aptitude

One of the important predications of differential success in L2 learning is aptitude, typically defined as the natural ability to learn a language, not including intelligence, motivation, interest, etc. Gass and Selinker (2008) say:

Aptitude, simply put, refers to one's potential for learning new knowledge or new skills. With regard to language aptitude, it refers to one's ability to learn another language; there is no talk of language aptitude for learning one's first language, at least not for children without cognitive deficits (p. 417).

Aptitude is hypothesized to be separate from the general ability to master academic skills, which are referred to as intelligence. It is thought to be a combination of various abilities. Carroll (1965) proposed the following components as underlying this talent:

- Phonetic code ability
- Inductive language learning ability
- Grammatical sensitivity
- Associative memory capacity

Skehan (1989) says, "Aptitude is consistently the best predictor of language learning success" (as cited in Gass and Selinker, 2008, p.417). Therefore, it can be

said that a person with high language aptitude can learn more quickly and easily than a person with low language aptitude, all other factors being equal.

d. Cognitive style

Cognitive style refers to individuals' preferred way of processing, i.e. of perceiving, conceptualizing, organizing, and recalling information. Ellis (1985, p. 114) defines it as "the manner in which people perceive, conceptualize, organize and recall information". Various dimensions of cognitive style have been identified which are usually presented as dichotomies. The field-dependent/field-independent (FD/FI) dimension is most frequently referred to in SLA research. FD learners are thought to be more global and holistic in processing new information, whereas FI learners are considered more particularistic and analytic. The role of cognitive style in explaining differential success in language learning is not clear cut. According to Saville-Troike (2010), FD learners are thought to achieve more success in L2 acquisition via highly contextualized interactive communicative experiences because that fits better with their holistic "cognitive style" and FI learners to profit more from decontextualized analytic approaches and formal instruction.

e. Personality

Personality is one of the factors which is responsible for diversity in students' proficiency. Richards et al. (1999, p.277) define personality as "those aspects of an individual's behavior, attitudes, beliefs, thought actions and feelings which are seen as typical and distinctive of that person and recognized as such by that person and others". In general psychology, personality has been explored in terms of a number of personal traits, which in aggregate are said to constitute the personality of an individual. Saville-Troike (2010, p.89) provides the following personality traits:

Personality traits		
Anxious	–	Self-confident
Risk-avoiding	–	Risk-taking
Shy	–	Adventuresome
Introverted	–	Extroverted
Inner-directed	–	Other-directed
Reflective	–	Impulsive
Imaginative	–	Uninquisitive
Creative	–	Uncreative
Empathetic	–	Sensitive to others
Tolerant of ambiguity	–	Closure-oriented

The above personality traits are thought to influence second language learning, because they can contribute to motivation and the choice of learner strategies. The boldface print in this figure indicates positive correlation with success in L2 learning. The above mentioned factors are often characterized as endpoints on continua. The learners are somewhere in between the extremes.

The research findings show that both anxiety and inhibition correlate negatively with measures of L2 proficiency. It is hypothesized that extroverts would be more successful language learners, but the research results lend only partial support to this hypothesis.

f. Learning strategies

Differential language proficiency may also be affected by individuals' learning strategies, the ways chosen by learners to learn language. Scarcella and Oxford (1992) define learning strategies as "specific actions, behaviors, steps or techniques such as seeking out conversation partners or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning (as cited in Shrum and Glisan 2000, p.260). Various typologies of language learning strategies have been proposed. Oxford (1990) discusses six

major varieties of learning strategies: cognitive, mnemonic, meta-cognitive, affective, social and compensatory strategies for speaking and writing.

Research findings show that strategies can be taught though not all strategies are useful for all people in all situations. In this regard, Saville-Troike (2010, p.91) says, "Not all strategies are equal: some are inherently more effective than other, and some are more appropriate in particular contexts of learning or for individuals with differing aptitudes and learning styles."

g. Input and interaction

Input and interaction are the social factors affecting L2 proficiency. They are concerned with what happens outside the learner. Input refers to the language to which the learner is exposed. It can be spoken or written. Input serves as the data which the learners must use to determine the rules of the target language. Ellis (1985, p.127) says, "Input is used to refer to the language that is addressed to the L2 learner either by a native speaker or by another L2 learner". Language input is absolutely necessary for either L1 or L2 learning to take place. The amount and nature of input greatly affects the level of proficiency that learners achieve in the target language. Second language learning cannot take place without L2 input. Input is one essential factor for language learning. Input may be in the form of natural setting or formal setting. The behaviorist view of language learning emphasizes the importance of the input in language learning.

Input, in second language learning, is essential, but it is not everything. For language learning to take place, learners need opportunity to take part in interaction in addition to input. Ellis (1985, p.127) says, "Interaction consists of the discourse jointly constructed by the learner and his interlocutors; input therefore, is the result of interaction." The nature of social interaction may facilitate or inhibit L2 acquisition, resulting into diverse proficiency.

h. Language transfer

One of the linguistic perspectives which answer the basic question of why some L2 learners are more successful than others is the theory of language transfer. It is assumed that there is the influence of L1 in L2 acquisition. This phenomenon is known as language transfer. According to this assumption, where there are differences between the rules of L1 and L2, the learners find it difficult to acquire the rules, on the other hand, where there are similarities between the L1 and L2 rules, the learners find it easy to learn the rules. That is to say, the role of L1 in L2 is such that the similarities and differences between L1 and L2 lead to ease and difficulty in learning the second language, respectively.

1.1.4 General Strategies for Managing Diversity in ELT Classes

There has always been diversity in ELT classes, but in the present context, it is important to embrace it and make positive use of it. As teachers we need to value and appreciate diversity recognizing that all the students are unique in their own way. We need to understand that all students are different and that these differences are generally a good thing. Harmer (2008) also accepts this view and expresses it in these words:

The moment we realize that a class is composed of individual (rather than being some kind of unified whole), we have to start thinking about how to respond to these students individually so that while we may frequently teach the group as a whole, we will also in different ways pay attention to the different identities we are faced with (p. 85).

The teachers must create conducive environment for the students to learn. If students feel uncomfortable, unsafe or not respected, then their chances of success

in that class dramatically decrease. Teachers have a number of roles to play in the classroom; yet valuing diversity is one of the most important roles a teacher must fill. Desillas argues that creating a safe and comfortable environment in the classroom is very important:

As an increasing number of issues of diversity arise, whether they be related to culture, gender and ethnicity, there is a growing concern among educators about how to deal with these issues in the classroom so that all students in this diverse student body feel included, rather than marginalized, because of their differences or "otherness". Creating a safe and comfortable learning environment means that all students feel they have a place and a voice in the classroom, and that they can express themselves without fear, thus realizing that their contributions are valuable (Desillas, 1995, p.1).

Managing diversity in ELT classes has several barriers. Taking a few examples, a teacher allows certain students to dominate the class discussions, thus silencing the other students; a student make a sexist remark which alienates other students; and a teacher is unaware of how cultural differences regarding education influences students' participation. In a diverse classroom, of course, there are students from societies where the student is discouraged from active participation. Their role is to passively receive the instructor's knowledge. A teacher with no awareness of how culture affects learning might perceive this student as being passive and disinterested.

Though managing diversity in the classroom is a complex and challenging task, there are some practical things that we can do to make sure that all the students in our class feel safe, valued and respected. Davis (1999) provides some strategies

for managing diversity in the classroom based on current sociological and educational research. The strategies are given below:

- Recognize any bases or stereotypes you may have observed.
- Treat each student as an individual, and respect each student for who he or she is.
- Rectify any language patterns or case examples that exclude or demean any groups.
- Do your best to be sensitive to terminology.
- Get a sense of how students feel about the cultural climate in your classroom.
- Introduce discussions of diversity at department meetings.
- Become more informed about the history and culture of groups other than your own.
- Convey the same level of respect and confidence in the abilities of all your students.
- Don't try to "protect" any group of students.
- Be evenhanded in how you acknowledge students' good work.
- Recognize the complexity of diversity.
- Whenever possible select texts and readings whose language is gender-neutral and free of stereotypes.
- Aim for an inclusive curriculum.
- Do not assume that all students will recognize cultural, literary or historical references familiar to you.
- Consider students' needs when assigning evening or weekend work.
- Bring in guest lectures.
- Emphasize the importance of considering different approaches and view points.
- Make it clear that you value all comments.
- Encourage all students to participate in class discussion.

- Monitor your own behavior in responding to students.
- Reevaluate your pedagogical methods for teaching in a diverse setting.
- Speak up promptly if a student makes a distasteful remark even jokingly.
- Avoid signaling out students as spokesperson of a particular group.
- Be sensitive to students whose first language is not English.
- Suggest that students form study teams that meet outside of class.
- Assign group work and collaborative learning activities.
- Give assignments and exams that recognize students' diverse backgrounds and special interests.
- Meet with students informally.
- Encourage students to come to office hours.
- Don't shortchange any students of advice you might give to a member of your own gender or ethnic group.
- Advise students to explore perspectives outside their own experience.
- Help students establish developmental organizations.
- Provide opportunities for all students to get to know each other.

Since diversity goes beyond institutional and geographical boundaries, we need to look beyond our classrooms. We should open dialogue with other educational institutions by creating and attending conferences, visiting them and engaging in informal discussions in order to see what is going on elsewhere and what these schools and universities are doing to grapple with the challenges we face in today's diverse classrooms. "By continuing our dialogue on a large scale and sharing our experiences, we can learn from one another, and devise and implement strategies for our classrooms which reflect our world today" (Desillas, 1995, p.6).

1.1.5 Diverse Classes

In this work I have used the term diverse class in its restricted sense to refer to the class in which students differ considerably in their language proficiency and are in

need of a great deal of personal attention and encouragement to make progress. Various scholars and ELT methodologists have used different terms to refer to such classes. Hess (2006) uses the term multilevel class, whereas Harmer (2008) and Prodromou (1992) use the term mixed-ability class, for example. In this regard, it is worth mentioning that scholars are inconsistent not only in the use of these terms but also in their senses. Some scholars use the term mixed ability class to refer to the class in which students are at different levels of proficiency. For instance, Harmer (2008) uses the term in this sense. But some other scholars use the same term to refer to the classes where students differ not only in their language proficiency but in several other dimensions including age, sex, motivation, and personality. Ur (1996) proposes a term heterogeneous class, because she thinks that the term 'mixed-ability' is misleading. She argues that the term deals only with the marked differences in level of performance in the foreign language. However, the implication of the term 'ability' includes not just the immediate observable 'ability to perform' of the learner but also their potential 'learning ability'.

Similar is the case with the term multilevel class. Whereas some scholars use the term multilevel class to refer to the class in which students are at different language level, others use this term in a broader sense to refer to the class in which students differ not only in the language level but in other several respects such as motivation, learning style, cultural and educational background, and intelligence.

In order to keep myself far from these contradictions and to maintain consistency, I have used the term diverse class throughout this work except in direct quotations. When I use the term diverse class, my focus of attention would be diversity in students' language proficiency. However, the term naturally encompasses other differences in the class. It is because diversity in proficiency is the result of various linguistic, social and psychological factors as I have discussed earlier.

1.1.5.1 Challenges in Diverse Classes

A diverse ELT class is taken as problematic by many English language teachers. Rinvoluceri (1988) argues that the problems of diverse classes are natural. He says, "We do not teach a group, but thirty separate people. Because of this the problem of mixed abilities in the same room seems absolutely natural, and it is the idea of teaching a unitary lesson that seems odd" (as cited in Prodromou, 1992, p.7). According to Mathews-Aydinli and Horne (2006), teachers face challenges in class preparation and classroom management in such classes. Harmer (2008) also expresses the similar view:

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 lessons-extremely difficult (p.127).

Thus, it is clear that diverse classes bring about many challenges to teachers. The most crucial challenges of such classes are deciding appropriate level of instruction and ensuring effective learning for all. Some of the major challenges of diverse classes are explained briefly below based on Ur (1996) and Hess (2006).

a. Devising appropriate tasks and materials

In a diverse class, it is challenging for a teacher to devise tasks which can be beneficial for all types of students. Since students vary dramatically in their language proficiency, one size fits all approach cannot address those diverse abilities. Most often textbooks are homogeneous-rigidly aimed at one kind of learner, with no option or flexibility and therefore it is necessary to adapt materials to the needs and abilities of all learners. Devising differentiated tasks and

providing students with different material, tailoring to their individual needs is really a challenging job for a teacher.

b. Effective learning for all

Another crucial challenge in a diverse class is ensuring effective learning for all. The tasks which the teacher provides to the students may be either too difficult or too easy for some students. For that reason, there will always be learners who would get nothing from some tasks and activities.

c. Participation

One major challenge in a diverse class is ensuring the equal participation of all types of students. Activating the quiet students is very difficult in such classes. Only a few students, the more proficient and confident ones, seem to respond actively to the teacher's question. In this regard, Hess (2006, p.6) says, "We often feel discouraged when only a few students participate and we cannot manage activating a great many others, who look and act bored."

In fact there is the domination of a handful of brighter students in such a class. In such a situation, finding ways to keep those who over-participate calmer and interested in what their fellow students have to contribute is really a challenging job.

d. Interest

Keeping all the students interested in the classroom is another challenge in a diverse class. Ur (1996, p. 303) says, "They get bored: I can't find topics and activities that keep them all interested". When the students vary significantly in their language ability, it is very difficult to keep them all interested. Whereas more advanced learners prefer communicative activities, discussions, problem solving tasks, etc., weaker students who are not confident about their speaking skills, would rather spend time on activities which do not require their spoken interaction or active participation in communicative tasks.

e. Individual awareness

In a diverse class it is challenging to devote time and attention equally to all students since there are too many differences to be taken into consideration. Ur (1996, p.303) says, "I can't get to know and follow the progress of all the individuals in my class: there are too many of them, and they're all so different".

f. Discipline

One of the most frequently discussed challenges in a diverse class is discipline. Many teachers often find diverse classes chaotic and difficult to control. When the students have uneven language ability, the more advanced students seem bored while beginners seem lost in the lesson. While we are occupied by certain students, usually weaker ones, who need more attention, the rest of the class might feel they are ignored and thus may switch into a mother tongue and start discussing issues not related to the content of the lesson.

g. Deciding the level of input

Input is essential for language learning. It constitutes the language to which the learner is exposed. Krashen (1985, p. 2) says: "Human acquire language in only one way-by understanding messages, or by receiving 'comprehensible input'... We move from i , our current level, to $i+1$, the next level along the natural order, by understanding input containing $i+1$." For language learning to take place, the teacher has to provide comprehensible input, i.e. the language which is just beyond learner's current level of competence. But in a diverse class where students vary significantly in their current level of language proficiency, it is very difficult for a teacher to decide the level of input.

In addition to the above mentioned challenges, ensuring that all students are challenged and organizing appropriate groupings within the class are also very challenging in a diverse class.

1.1.5.2 Opportunities in Diverse Classes

Although teaching in a diverse class is far from easy, there are certain opportunities that we should be aware of. When faced with the challenges of a diverse class, many teachers do not know where to start. However, it is only by looking at the opportunities of the diverse classes and employing strategies to overcome the challenges, that teachers can achieve success. A diverse class offers many opportunities to both students and teachers. In this regard, Mathews-Aydinli and Horne (2006) clearly state:

Multilevel (diverse) classes can provide opportunities for learners. Those with limited proficiency have an opportunity to interact with more proficient English speakers, and advanced learners benefit by using their English skills to help lower level students negotiate meaning. Students in multilevel (diverse) classes can learn to work together across differences and develop learning communities in which members learn from one another's strengths (pp. 1-2).

Some of the opportunities in diverse classes are briefly explained below based on Ur (1996) and Hess (2006).

a. Rich pool of human resources

In a diverse class, there are many opinions, points of views, cultural backgrounds, temperaments, world-views, experiences and styles of learning. "This wealth of dissimilarity can be used to our advantage in creating interesting, varied, meaningful, and student centered lessons "(Hess 2006, p.3). In such a class, students can learn from each other, help and interact between themselves. Such

personal contacts between learners create a positive classroom climate that promotes genuine language learning.

b. Fostering collaboration

A diverse class fosters an atmosphere of co-operation among learners. Since there are so many levels of language ability, it is natural that the more able students quickly assume the role of teacher-assistant. In such classes, students can learn as much from one another as they learn from the teacher. Ur (1996, p. 305) argues that peer-teaching and collaboration are likely to be fairly common, in such classes, fostering an atmosphere of co-operation. Similarly, Hess (2006, p.3) says that cross-ability grouping allows the more able learners to improve their language skills by honing their ability to explain, to state clearly, and to give effective examples, while it provides the less able with considerable support. So a diverse class creates an atmosphere of co-operative and independent learning.

c. Professional development

Since diverse classes are very much challenging and interesting to teach, they provide greater opportunity for creativity, and innovation. Diverse classes force us to invent and develop new ways of presenting and organizing materials. In this regard, Hess (2006, p.4) mentions, "These are the classes that compel us to find better ways of setting up routine tasks. These are the classes that make us think, create and grow as teachers." Because of these needs to be creative and innovative we search for better and innovative teaching methods and strategies. As a result, the teacher's development occurs naturally.

d. Enhancing learner autonomy

In a diverse class, the teacher cannot pay attention to every individual in the class. According to Ur (1996), this situation demands the students helping each other and working together. In order for the class to function well, the students need to

take responsibility for their own learning, which ultimately enhances learner autonomy.

e. More challenging and interesting to teach

Diverse classes are more challenging and interesting to teach. In such classes, we must be aware of many simultaneous activities and processes as well as a variety of incoming stimuli. Working with such classes provides us with a regular challenge and we are never bored.

1.1.5.3 Strategies for Coping with the Challenges

Diversity in the classroom is as natural as in the society. But accepting that differences are natural doesn't solve our teaching problems. We have to change the way we teach. We have to recognize that we are teaching a group of different individuals not a single student with 30 faces! Students are different in many ways. Some are quick, others are slow. Some are confident, others are shy. Some like working with friends, others are happier working alone. Various methodologists have suggested different teaching tips and strategies for coping with the challenges of diverse classes. In this regard, Mathews-Aydinli and Horne (2006) opine that addressing the diverse needs of such classes presents challenges for the teacher and requires (a) training, experience, and extra time for preparing lessons and materials; (b) teacher collaboration; and (c) program support. Body and Body (1989) emphasize on the value of lesson planning and classroom management in a diverse class. They say:

Lesson planning and classroom management, while time consuming, are essential elements of a successful multilevel (diverse) class. If the teacher plans activities that meet only the needs of learners whose skills fall in the middle, those learners with lower skills many become frustrated, and those

with more advanced skills may become bored (as cited in Mathews-Aydinli and Horne 2006, p.2).

The challenges of a diverse class can be turned into opportunities by following appropriate principles and strategies. Some key principles for coping with the challenges of a diverse class are explained below based on Hess (2006), Harmer (2008) and Ur (1996).

a. Variety

Variety is one fundamental principle to be taken into consideration while working with diverse classes. Ur (1996, p.6) suggests teachers to vary topics, methods and texts to address different types of learners. She further opines that discipline problems, which are largely caused by boredom and lack of challenge, can be mitigated by varying tasks and materials. Similarly, Hess (2006, p.8) says that a variety of activities and techniques is important in all learning situations but particularly relevant in diverse classes because varieties of tasks can accommodate different levels in our class. Thus, giving students different materials, tasks and roles can be instrumental in a diverse class. For example, during a vocabulary lesson, some students can be looking up the dictionary definition of words, while other find sentences in the text where the words appeared, and still other are forming their own original sentences with the new words.

b. Pace

Correct pacing is another significant principle to be remembered while working in a diverse class. Correct pacing refers to handling each activity and phase of activity at the tempo and momentum suitable to it. In the absence of correct pacing, we may lose control of our class and make our students either bored or frustrated. In this regard, Hess (2006, p.9) says, "Doing an activity too fast or too slowly can ruin the process." Each class has different demands for pacing and we

have to make careful observation to decide the correct pacing for our students. For example, drills should proceed briskly and discussions must move at a more leisurely pace. Likewise, we should abandon lockstep teaching and allow learners to work and progress in their own pace.

c Interest

In a diverse class, interest is particularly important because once the class loses interest; it will result into lack of attention, de-motivation, use of mother tongue, etc. Principle of interest is very significant for ensuring participation and solving disciplinary problems. In this regard, Ur (1996, p.306) opines that if we make activities interesting, the content will hold interest and keep everyone participating even if the language is not challenging for some of the learners. There are various ways of making the class interesting. Selecting materials and topics that touch students' lives, using visual aids and arousing student curiosity can help make the class interesting.

d. Collaboration

Collaboration is a fundamental principle of a diverse class. In a diverse class, collaborative learning is important particularly to maintain learner engagement with the language material and to ensure comprehensible input for the learners. Hess (2006, p.10) says that collaboration is good teaching in all classes: through collaborative learning, students participate more, they learn how to compromise, they negotiate meaning, and they become better risk-takers and more efficient self-monitors and self-evaluators, classroom atmosphere and efficiency improves as does student self-esteem. It is, therefore, important to encourage collaboration in a diverse class. Students must learn to use one another as language resources.

e. Individualization

Individualization refers to allowing learners choice in what tasks or materials they use and how. In a diverse class, it is important to provide opportunities for

students to work at their own pace, in their own style, and on topic of their own choosing. Hess (2006, p.12) says, " Individualizing student work helps us to deal with the problem of finding the person in the crowd. It also helps to keep everyone challenged, interested, and occupied with tasks that are neither too difficult nor too easy." There are several ways of promoting individualization such as portfolio projects, poster reports, self- access centers and individual writing like book reviews.

f. Personalization

Personalization deals with allowing for different individual responses, based on learners' own experience, opinions or imagination. In this regard, Hess (2006, p.12) opines, "It is impotent that students feel they are related to as individuals and are not simply numbers on a list." The point is that in an atmosphere of impersonality and bureaucracy, students feel that they don't count and there is no point in expressing their opinion. Harmer, (2008, p.129) says, "We can give students exactly the same materials and tasks, but expect (and accept) different student responses to them." By saying this, he suggests us to encourage different student responses.

g. Compulsory plus optional strategy

In compulsory plus optional strategy, the class is given material or a task and told that a certain minimal part of it has to be learned or done by everyone and the rest only by some students. The optional task is for those who understand, can do it, have time and wish to do more. The basic attainment requested should be accessible to all, including the slowest. The advantage of this strategy is that everyone is kept engaged all the time and can feel a sense of achievement when completing a task.

h. Open-endedness

Open-endedness deals with inviting the class to respond to stimulus or questions that have a range of possible acceptable answers. Ur (1996, p.309) says, "Open-ending means the provision of cues or learning tasks which do not have single predetermined 'right' answers, but a potentially unlimited number of acceptable responses." Open-ended exercises offer students many opportunities for choosing appropriate language items and gearing the exercise to their own level of competence. Hess (2006) argues that open-ended exercises are truly a boon in a diverse class since they put everyone to work with the new language. There are several ways of providing open-endedness; for example, giving students beginnings of sentences and allowing them to finish these in an appropriate way.

i. Inclusiveness

The principle of inclusiveness focuses on engaging all the students in the classroom activities. A big danger in a diverse class is that some students may get left behind or may become disengaged with what is happening. Harmer (2008) opines that focusing on one group of learners creates a serious problem in the class. He says:

If we spend a lot of time with the higher-level students in a class, the students who are less linguistically able may feel that they are ignored and become demotivated as a result. If, on the other hand, we spend all our time with students who we think need our help more than others, the higher-level students may feel neglected and unchallenged. Such students can quickly lose interest in the class and develop an attitude which makes them difficult to work with (p.130).

The implication is that drawing all of the students into the lesson is very important in a diverse class, because if students feel that they are excluded, they behave as if they are excluded.

j. Flexible groupings

The principle of flexible groupings emphasizes on grouping students flexibly for a number of tasks. Depending on the task of the class and the class dynamics, we can form different types of groups: we can group stronger students together and also may group weak students with strong. Putting the students at different levels in the same group offers many opportunities for both types of students. The weaker students will benefit from working with students at a higher linguistic level, and at the same time the higher level students will gain insights about the language, for example by having to explain it to their classmates.

k. Identifying student strengths (linguistic or non-linguistic)

One of the ways to manage diversity in a class is "to include tasks which do not necessarily demand linguistic brilliance but instead allow students to show off other talents they have" (Harmer, 2008, p.129). It gives individual students a chance to be 'best' at something even where they might be weaker, linguistically, than some of their colleagues. For example, students who are good artists can be asked to design a poster or wall chart.

l. Adapting materials

Normally, text books are designed for the students of particular language level without considering the fact that there might be students with diverse language proficiency. As a result some tasks and activities in a textbook might be too easy for some students which for others might be too difficult. Therefore, it is necessary to adapt the materials according to the level of our students either making them easier or challenging.

1.2 Review of Related Literature

Managing diversity in ELT classes is a prerequisite for effective learning. So we have to raise awareness about different abilities, identities and communities, and encourage mutual understanding and respect. The Institute for the Study of Social Change (1991) reports that students in American colleges and universities talk about subtle discrimination in certain facial expressions, in not being acknowledged, in how white students "take over a class" and speak past students of color, or in small everyday slights in which they perceive that their value and perspective are not appreciated or respected. Such behaviors reinforce the students' sense of alienation and hinder their personal, academic and professional development.

Prodromou (1992) in his book entitled "Mixed ability classes" talks about some of the solutions to the problems of diverse classes. They are presented below with some modifications:

- Encourage co-operation and respect amongst your students.
- Accept all their contributions as valid and valuable.
- Use the mother tongue as an aid to learning.
- Use visuals that are open to interpretation at various levels.
- Involve the whole class in the checking phase.
- Use students' non-linguistic skills (for example, their knowledge of other subjects or their ability to draw or mimic).
- Grade dictation and cloze exercises.
- Use drama techniques.
- Make the most of group-work.
- Practise learner training to help your students become more independent.
- Give your students a real choice when making decisions.
- Build checking and feedback into the exercises you set.
- Develop self-evaluation in your learners.

- Treat your students as people with a past and future.
- Treat your students as people who think.
- Encourage reading for pleasure.
- Have a store of supplementary tricks, such as games, jokes, puzzles, stories, etc. to deal with early finishers.

Dessillas (1995) opines that creating an atmosphere of mutual understanding and respect is very important for ensuring effective learning. He states:

Effective learning cannot take place in a classroom where tensions first, arise and second, are then overlooked in silence. We must become role models by embracing difference and creating an atmosphere of mutual respect. By taking a proactive approach to diversity we can communicate our commitment to supporting all members of our classroom and move away from the ethnocentric attitudes which have dominated our educational institutions (p.6).

Davis (1999) talks about several strategies for managing diversity in classes, one of them is conveying the same level of respect and confidence in the abilities of all our students. Research studies show that many instructors unconsciously base their expectations of student performance on such factors as gender, language proficiency, socioeconomic status, race, ethnicity, prior achievement, and appearance (Green, 1989). Research has shown that an instructor's expectations can become self-fulfilling prophecies: Students who sense that more is expected of them tend to outperform students who believe that less is expected of them- regardless of the students' actual abilities (Green 1989, Pemberton 1988).

Peterson et al. (2002) in their article entitled "Authentic Multilevel Teaching: Teaching Children with Diverse Academic Abilities Together Well" discuss six different approaches to ability differences. The first one is called one size fits all-

segregation, in which all students are taught at the same level. Those who don't fit are sent to separate classes or schools. The second one is stable ability grouping, in which the class is subdivided into ability groups. The third one is put out/pull aside instruction, in which one-on-one help is delivered in a remediation or parallel curriculum mode, often at the back or side of the class. Adapting curriculum, the fourth approach, involves changes to a particular component of a lesson based on the individual needs of a child. It is done when the existing curriculum is either too challenging or too easy. The fifth approach they talk about is differentiated instruction, in which instruction is designed to have students work at different tasks in the classroom. Authentic multi-level teaching is the sixth approach which involves designing instruction so that students may function at multiple levels of ability, engaging in authentic learning, receiving support, yet learning in heterogeneous groups and situations.

Caspersz et al. (2004) carried out a research on "An Approach to Managing Diversity in Student Team Projects" with a view to trial strategies aimed at more effective management of cultural diversity in student teams in the University of Western Australia. The research concluded that cross-cultural negotiation exercise contributed to the development of critical thinking skill. The challenge of managing cultural diversity is complex. However, the benefits of effectively doing so are many and varied.

Hess (2006) in her book entitled "Teaching Large Multilevel Classes" discusses hundreds of practical activities that can be used in diverse classes. The activities are concerned with knowing our students, motivating them, reviewing while maintaining interest and momentum, dealing with written work, making students responsible for their own learning, individualizing and personalizing student work, and so on. One activity Hess talks about under the main heading knowing our students' is 'the letter', which is very useful for knowing about our students' lives. She argues that students appreciate a teacher who takes an interest in their likes and dislikes, their special interests and their difficulties. Knowing our students is

best preventive medicine for discipline problems. The procedure of the activity 'The Letter' is as follows:

Preparation

Write a letter about yourself to your students. Reveal as much about yourself as you feel comfortable. Write about the same things that you would like your students to tell you about. Make enough copies of the letter for the students in your class.

Procedure

- i. Hand out copies of your letter and read it out loud.
- ii. Ask students to write you a letter about themselves. Explain that these letters will not be graded and may not be returned. The purpose of the letter is to know each other better.
- iii. Collect the letters and prepare a 'guess who' activity for the next class, e.g. guess who has five sisters.

Mathews-Aydinli and Horne (2006) in their article entitled "Promoting Success of Multilevel ESL Classes: What Teachers and Administrations can Do" focus on providing professional development and other supports for teachers to enable them to cope with the challenges of diverse classes. To quote them: "... addressing the diverse needs of a multilevel class presents challenges for the teacher and requires (a) training experience, and extra time for preparing materials; (b) teacher collaboration; and (c) program support" (p.2).

Brno (2008) carried out a study on "Teaching Heterogeneous Classes in Practice. The main objective of the study was to find out the effectiveness of various activities in heterogeneous classes. From the study, Brno found out that cooperative and group and pair activities are more effective in heterogeneous classes than competitive and individual ones.

Jahn (2008) conducted research on "Promoting Collaboration in Mixed Ability EFL Classrooms at Tertiary Level in Bangladesh". The main objectives of the study were to find out the problems which the Bangladeshi English language teachers are facing in dealing with mixed ability groups at tertiary level, and how these problems can be overcome by establishing collaborative environment in the classroom. In this study, Jahn found out that though teachers are practicing group and pair works in the classes, students still think that competitive environment prevails in the class and is affecting their learning process.

A very few studies have been carried out in the field of Managing Diversity in ELT Classes, and there is no research work carried out in this area in Nepal, especially in the Department of English Education. A few researches undertaken in the area of proficiency diversity focus mainly on problems rather than the opportunities and strategies for coping with those problems. No research work deals with English language teachers' awareness of diversity in ELT. Therefore, the present work is a new attempt in the exploration of above mentioned untouched areas.

1.3 Objectives of the Study

The objectives of this study were as follows:

- i. To identify the secondary level English teachers' awareness of diversity in ELT classes,
- ii. To explore the challenges of diverse ELT classes and the strategies for coping with those challenges,
- iii. To explore the students' view on the challenges faced by the teachers,
- iv. To explore the opportunities of diverse ELT classes, if any,
- v. To suggest some pedagogical implications based on the findings of the study.

1.4 Significance of the Study

Teaching has always been a difficult job, and with the advent of time and development of newer and nobler methods and techniques it has become more challenging. Language teaching trend is moving from simplicity to complexity, from uniformity to diversity and from oneness to pluralism. English language teachers, around the globe, are confronted with the challenge of teaching students with diverse academic abilities together well. Having students with different level of language proficiency is one of the biggest problems that teachers face. Since this study focuses on exploring the challenges and opportunities of diverse ELT classes along with the strategies to cope with the challenges, it will be of considerable importance to English language teachers working in diverse ELT classes. The study will be significant also for the prospective researchers who want to undertake researches in the area of Managing Diversity in ELT Classes. Similarly, the study will be equally beneficial for English teachers, trainers, text book writers and course designers since it provides them with an insight into diversity in ELT classes. It makes them aware of the fact that in the same classroom there will be students of diverse needs, abilities, learning styles, educational and cultural backgrounds and so on, and putting all types of learners in the same basket and treating them equally is not a justice. In addition, all the persons who are directly or indirectly involved in English language teaching, will be benefited from this study.

CHAPTER TWO

METHODOLOGY

To fulfill the objectives of the study, the following methodology was adopted:

2.1 Sources of Data

Both primary and secondary sources of data were used to meet the objectives of the study. The primary sources were used for collecting data, and the secondary sources were used to facilitate the research.

2.1.1 Primary Sources of Data

The primary sources of this study were the 40 secondary level English language teachers and the 40 students of the same level from the selected schools of Katmandu valley. The data from primary sources were collected by administering two sets of questionnaire.

2.1.2 Secondary Sources of Data

The secondary sources of data were the various books, theses, articles, journals, reports and internet related to the present research. Some of them included: Ellis (1985), Produomou (1992), Ur (1996), Balliro (1997), Littlewood (1998), Shrum and Glisan (2000), Carter and Nunan (2001), Peterson et al. (2002), Hess (2006), Gass and Selinker (2008), Harmer (2008), Saville-Troike (2010).

2.2 Sampling Procedure

The study population of this study was the secondary level English teachers of government-aided and private schools and the students studying in the same level. The total sample size consisted of 40 secondary level English teachers working in the Kathmandu valley and 40 students studying in secondary level in the

Kathmandu valley. The sample was taken from 20 selected schools of Kathmandu valley. Half of the sample populations were selected from government-aided schools and the rest of them were from private schools in case of both teachers and students. So far as the selection of teachers is concerned, 20 schools were selected through purposive non-random sampling procedure and two teachers were selected from each of them through the same process. In case of students, 8 schools were selected through simple random sampling procedure among the 20 schools which had already been selected, and 5 students were selected from each of 8 schools.

2.3 Tools for Data Collection

Two sets of questionnaire were used as research tools for eliciting the required information for the study. Both close-ended and open-ended questions were included in the questionnaires. The items in questionnaires were directly related to English language teachers' awareness of diversity in ELT classes, challenges and opportunities in diverse ELT classes and the ways of coping with the challenges.

2.4 Process of Data Collection

The investigator collected the data from the primary sources by administering two sets of questionnaire. For this purpose, he adopted the following steps:

- i. At first, the investigator went to the selected schools, talked to the authority, built rapport with them and explained them the purpose of the study to get their permission to consult English language teachers.
- ii. After getting permission from the authority, he consulted the English language teachers, built rapport with them, explained them the purpose of the research and requested them to take part in responding the questionnaire. He assured them of the confidentiality in terms of ethics of research regarding the information obtained through the questionnaire.

- iii. After this, he distributed the questionnaires.
- iv. Finally, he collected the questionnaire thanking the informants and school authority for their co-operation.
- v. The investigator followed the same procedure to collect the data from the students.

2.5 Limitations of the Study

This study had the following limitations:

- i. The study was limited to secondary level English teachers working in government-aided and private schools of Kathmandu valley and students studying in the same level and same place.
- ii. It was limited to proficiency diversity in ELT classes among several other forms of diversity.
- iii. Questionnaires were the only tool for data collection.
- iv. Only 40 secondary level English teachers and 40 students studying in the same level were involved in the study.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter is concerned with the analysis and interpretation of the data collected from the primary sources. Forty secondary level English teachers working in the Kathmandu valley and forty students studying in the same level and place were the primary sources of data and the two sets of questionnaire were the tools for data collection from both teachers and students. Both the questionnaires were divided into the following main areas:

- a. Diversity in ELT classes
- b. Challenges in diverse ELT classes
- c. Opportunity in diverse ELT classes
- d. Strategies for coping with the challenges

Each of the above main areas consisted of a set of questions. Most of the questions were close-ended in nature where the respondents were requested to show their response by ticking the most appropriate option. A very few questions were open-ended in nature in which case the respondents had to write a few words or sentences to show their opinion. The data collected through the questionnaire are analyzed and interpreted under the above mentioned four areas.

3.1 Diversity in ELT Classes

This part consisted of a set of questions related to diversity in ELT classes in general. The data obtained from the teachers and students are analyzed and interpreted separately below.

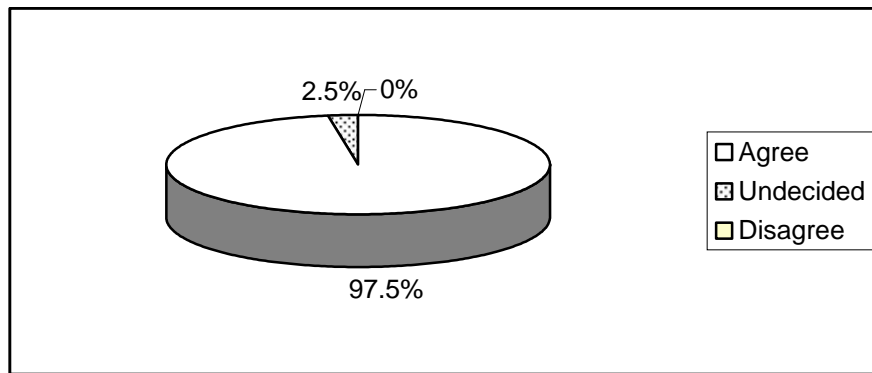
3.1.1 Analysis and Interpretation of Teachers' Responses

The teachers were provided with a set of eight questions. The item wise analysis and interpretation of the data obtained from the teachers is presented below.

3.1.1.1 The Notion of Diversity in ELT Classes

The respondents were given a statement which was related to the general concept of diversity in ELT classes. The aim of the statement was to find out whether the teachers were familiar with the notion of diversity or not. The actual statement used was 'Diversity in ELT classes refers to a heterogeneous group of students who differ significantly in motivation, goals for learning, aptitude, learning style, etc.' The responses obtained from the respondents are schematically presented below:

Figure No. 1
The Nation of Diversity in ELT Classes

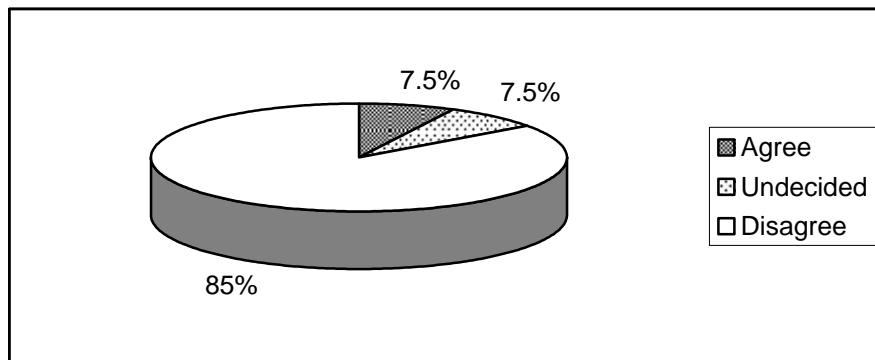


The figure above shows that 97.5 per cent of the total respondents agreed with the statement, 2.5 per cent marked undecided and none of them disagreed with the statement. These responses indicate that the teachers are well-known about the concept of diversity in ELT classes.

3.1.1.2 Coverage of the Term Diversity

When the term diversity is used, many people think certain ethnic and racial background of the students. However, the term embraces many other individual differences among the learners including those backgrounds. Therefore, the second statement was given to the respondents the purpose of which was to find out their view regarding this. The statement was 'The term diversity is related only to certain ethnic and racial background of the students.' The responses obtained are presented in the figure below:

Figure No.2
Coverage of the Term Diversity

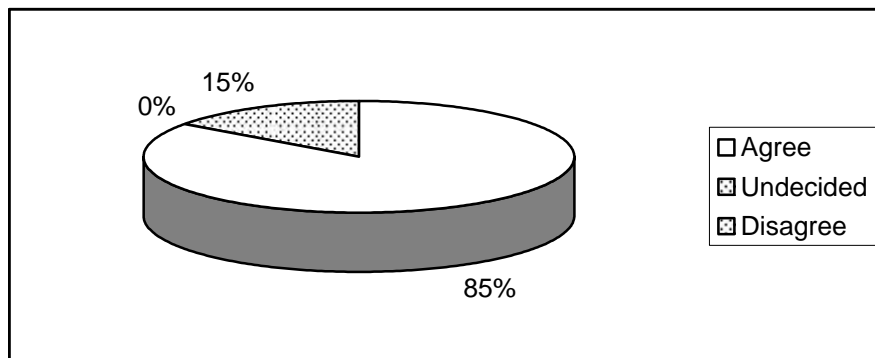


As it is presented in the figure above, only 7.5 per cent of the total respondents agreed, 7.5 per cent marked undecided and 85 per cent of them disagreed with the statement. Since majority of the respondents showed their disagreement with the statement, the researcher is in a position to conclude that the teachers are aware of the fact that the notion of diversity goes beyond certain ethnic and racial background of the students.

3.1.1.3 Diversity in ELT Classes as a Norm

The general theory of diversity says that every ELT class is diverse in one way or another. The third statement was related to this. The actual statement was 'Diversity in ELT classes is a norm rather than the exception.' The following figure clearly shows the responses obtained to this statement.

Figure No. 3
Diversity in ELT Classes as a Norm

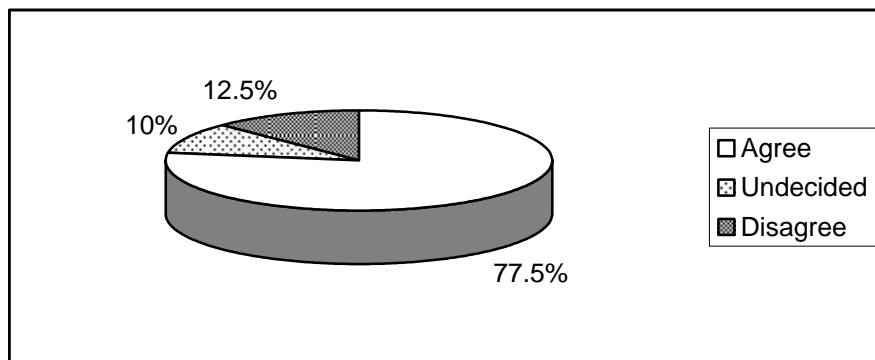


From the figure above, it is clear that among the total respondents, 85 per cent agreed, none of them marked undecided and 15 per cent disagreed with the statement. It indicates that majority of the teachers are aware of the fact that diversity in ELT classes is a common and natural phenomenon.

3.1.1.4 ELT Classes Full of Diversity

The statement in this topic was intended to obtain respondents' response towards the diverse composition of the ELT classes they were dealing with. The actual statement used was 'ELT class I am dealing with is full of diversity.' The schematic presentation of the responses obtained from the respondents is as follows:

Figure No. 4
ELT Classes Full of Diversity



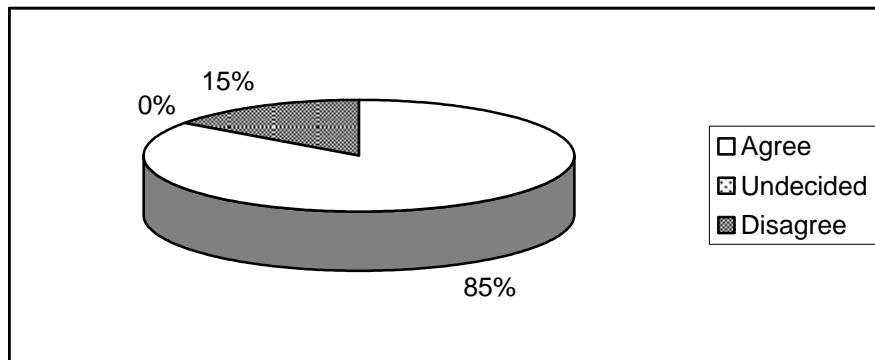
As we can see in the figure above, 77.5 per cent of the total respondents agreed, 10 per cent marked undecided and 12.5 per cent disagreed with the statement. As the majority of the respondents agreed with the statement, the researcher is in a position to say that almost every ELT class is diverse and the teachers are aware of this fact.

3.1.1.5 Diversity in ELT Classes as Common as in the Society

The statement in this topic was intended to find out whether the teachers are aware of the fact that classroom represents a society in the question of diversity. The

actual statement was 'Diversity in ELT classes is as common as in the society.' The responses obtained from the respondents to this statement are presented in the figure below:

Figure No. 5
Diversity in ELT Classes as Common as in the Society

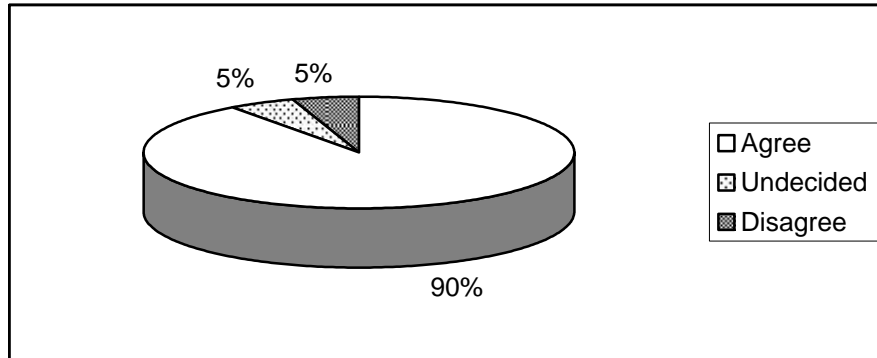


The figure above clearly shows that among the total respondents, 85 per cent marked agree, none of them marked undecided and 15 per cent disagreed with the statement. These responses indicate that majority of the teachers think that diversity is a common phenomenon of every ELT class as it is the natural phenomenon of every society.

3.1.1.6 Valuing and Appreciating Diversity

The statement in this topic was intended to find out whether the respondents were aware that diversity in ELT classes should be valued and appreciated. The actual statement used was 'We need to value and appreciate diversity in ELT classes.' The following figure shows the responses obtained to this statement from the respondents:

Figure No. 6
Valuing and Appreciating Diversity

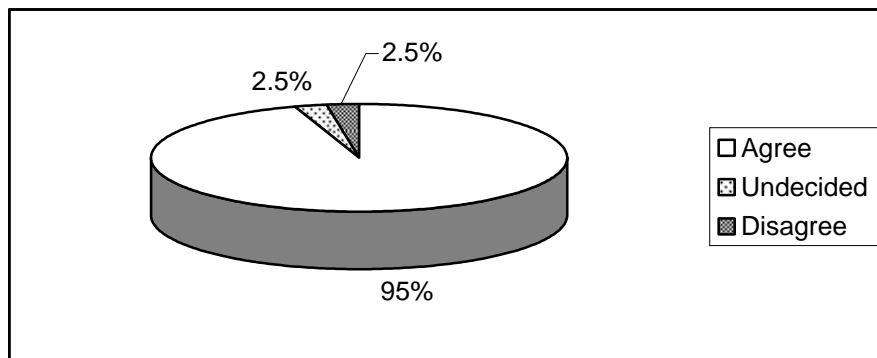


As indicated in the figure above, out of total forty respondents, 90 per cent agreed, 5 per cent marked undecided and 5 per cent disagreed with the statement. The data indicates that majority of the teachers are aware of the fact that diversity is an inevitable phenomenon of every classroom and it should not be discouraged and undervalued.

3.1.1.7 Multilevel Diversity in ELT Classes

The statement was given to the respondents the purpose of which was to find out whether the respondents were aware of the fact that proficiency diversity exists in every ELT class as a major component of diversity. The actual statement was 'In ELT classes, there might be students of different language level.' The responses obtained from the respondents are schematically presented below:

Figure No. 7
Multilevel Diversity in ELT Classes

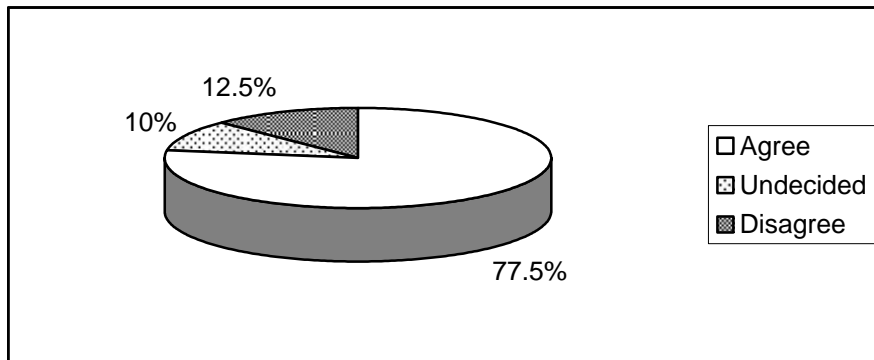


Among the total respondents, 95 per cent agreed, 2.5 per cent marked undecided and 2.5 per cent disagreed with the statement. From the responses given to the statement, we can deduce that majority of the teachers are aware that in an ELT class there might be students having varied language proficiency.

3.1.1.8 Teaching Diverse Students Together Well

The respondents were requested to provide their responses on whether students of varied language proficiency can be taught together if appropriate teaching techniques are used. The actual statement was 'Students of different language level can successfully be taught together provided that the teacher is capable of devising differentiated techniques.' The responses obtained to this statement are presented in the figure below:

Figure No. 8
Teaching Diverse Students Together Well



As the figure above shows, among the forty respondents 77.5 per cent agreed with the statement, 10 per cent marked undecided and 12.5 per cent marked disagree. This shows that most of the teachers are of the opinion that if appropriate strategies are adopted, students having diverse language proficiency can be taught together.

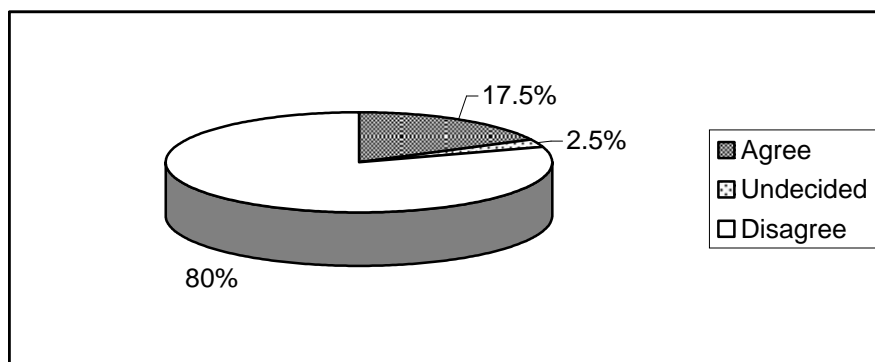
3.1.2 Analysis and Interpretation of Students' Responses

The students were provided with a set of four questions. The questions were related to different aspects of a diverse ELT class, such as teachers' activities in the classroom and teacher's expectation of student proficiency. The item wise analysis and interpretation of the students' responses is given below.

3.1.2.1 Devising Different Levels of Exercises for Different Groups of Students

The statement under this topic aimed at finding out whether the teachers devise different types of exercises for different types of students in the same lesson. The actual statement was 'My English teacher devises different levels of exercises for different groups of students in the same class.' The responses obtained from the respondents to this statement are presented in the figure below:

Figure No. 9
Devising Different Levels of Exercises for Different Groups of Students

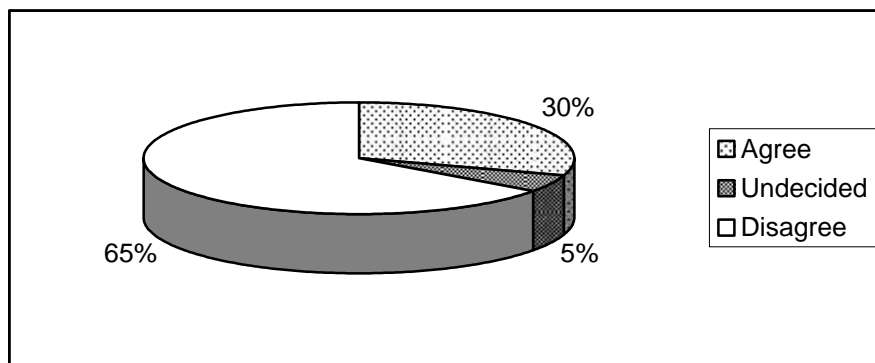


The data obtained showed that only 17.5 per cent of the total respondents agreed, 2.5 per cent marked undecided and 80 per cent of them disagreed with the statement. The data shows that the teachers do not devise different activities for addressing the diverse needs and abilities of the students despite their awareness of learner differences.

3.1.2.2 Humiliating the Less Proficient Students

The respondents were also requested to show their response to whether their English teacher humiliates the less proficient students in the class. The statement was 'Our teacher humiliates the ones who have made mistakes showing the one who can solve the problem correctly.' The following figure shows the responses obtained from the respondents:

Figure No.10
Humiliating the Less Proficient Students

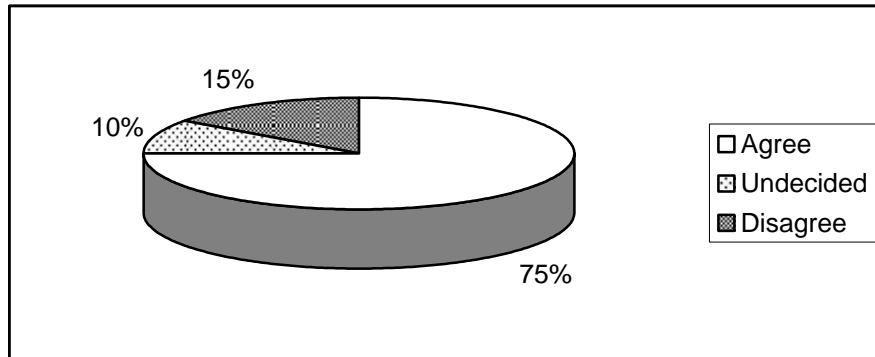


As it is seen in the figure above, 30 per cent of the total respondents agreed, 5 per cent of them marked undecided and 65 per cent of them disagreed with the statement. Since majority of the students disagreed with the statement, the researcher is in a position to say that most of the teachers do not discriminate between less proficient and more proficient students.

3.1.2.3 Teachers' Expectation of Student Proficiency

The statement in this topic was intended to find out whether the teachers expect the students to have the same level of proficiency or not. The actual statement was 'Our teacher expects all of us to have the same level of proficiency without any exception.' The responses obtained from the respondents are schematically presented below:

Figure No. 11
Teachers' Expectation of Student Proficiency



From the figure above, we can see that seventy five per cent of the total respondents agreed with the statement, 10 per cent of them marked undecided and 15 per cent of them disagreed with the statement. These data show that the teachers expect that all the students would have the same level of proficiency in the classroom.

3.2 Challenges in Diverse ELT Classes

This part consisted of a set of questions related to the challenges in diverse ELT classes. The data obtained from the teachers as well as students are analyzed and interpreted separately below:

3.2.1 Analysis and Interpretation of Teachers' Responses

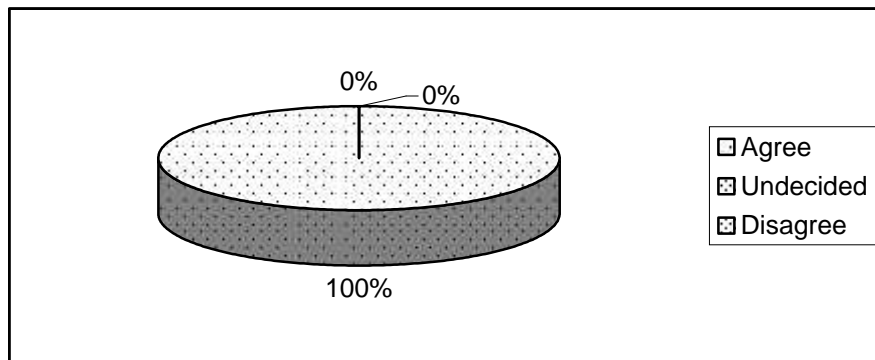
Many teachers take a diverse ELT class very challenging to teach. The existing literature also presents a number of challenges that occur in such classes.

Therefore, the respondents were requested to show their response to a set of questions related to the challenges of a diverse ELT class. They were also requested to mention the challenges that they had noticed and faced while teaching and learning in such classes. The item-wise analysis and interpretation of the data is presented below:

3.2.1.1 Challenges as Natural Phenomena

Under this topic two statements were given to the respondents, both of which were intended to find out whether the teachers face challenges in a diverse class or not. One statement was 'The teacher faces many challenges while dealing with a diverse ELT class.' The responses obtained from the informants are presented in the figure below:

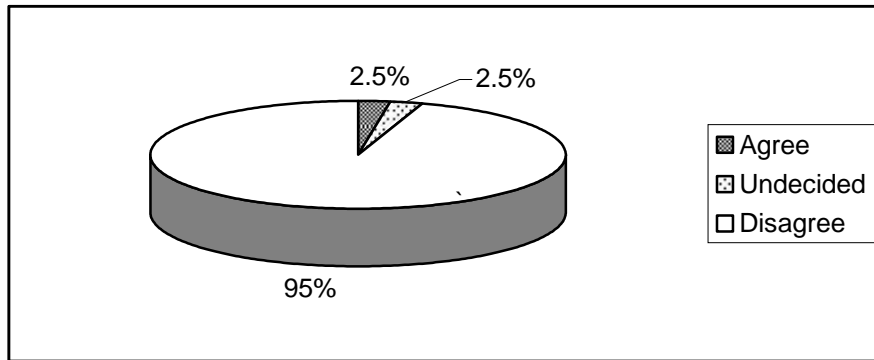
Figure No. 12
Challenges as Natural Phenomena



As indicated in the figure above, out of the total respondents, 100 per cent agreed with the statement, and none of them marked undecided and disagree options. The data indicates that challenges in a diverse class are natural.

Another statement was used for the purpose of cross-checking. The statement was 'I do not feel any challenges to teach in a diverse ELT class.' The responses obtained are presented below in the figure:

Figure No. 13
Challenges as Natural Phenomena

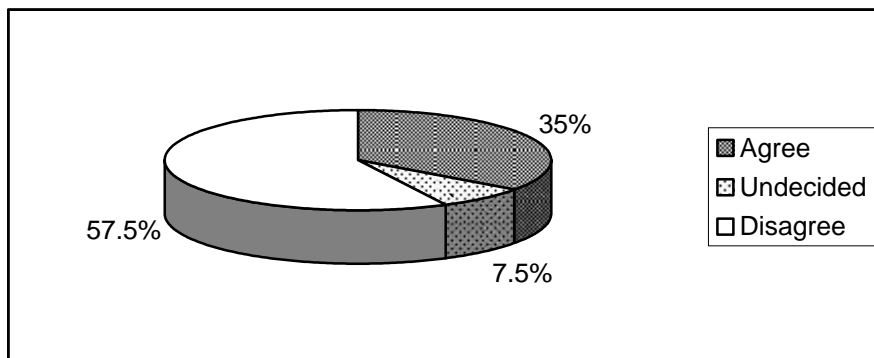


The figure no. 13 shows that among the total respondents only 2.5 per cent agreed with the statement, 2.5 per cent marked undecided and 95 per cent disagreed with the statement. Since most of the respondents disagreed with the statement, the researcher is in a position to say that almost all the teachers face many challenges in a diverse ELT classroom.

3.2.1.2 Making the Class Beneficial for all the Students

The respondents were requested to show their responses towards the possibility of marking the class beneficial for all the students in a diverse ELT class. The actual statement used was 'The main problem in a diverse ELT class is that it is impossible to make the class beneficial for all the students.' The schematic presentation of the data is given below:

Figure No. 14
Making the Class Beneficial for all the Students

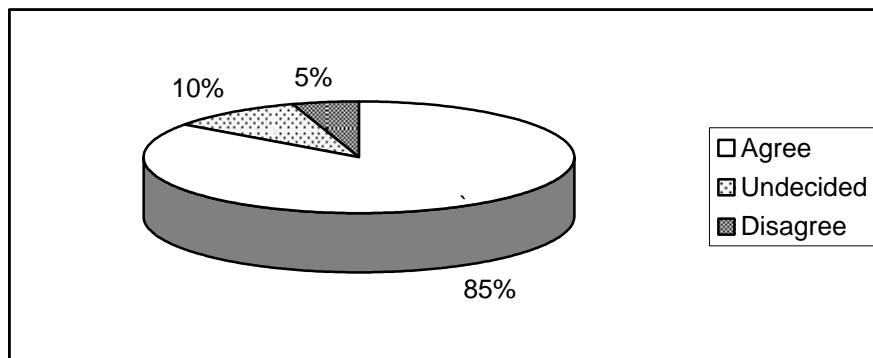


As shown in the figure, 35 per cent of the total respondents agreed, 7.5 per cent marked undecided and 57.5 per cent disagreed with the statement. From these responses what can be inferred is that majority of the teachers are of the opinion that a diverse ELT class is not always problematic, and the class can be made beneficial for all types of students if appropriate strategies are adopted.

3.2.1.3 Deciding Appropriate Level of Instruction and Task

To find out the difficulty in deciding appropriate instruction and task in a diverse ELT class, a statement was given to the respondents. The statement was 'Deciding appropriate level of instruction and task is challenging in a diverse ELT class.' The responses obtained from the respondents are schematically presented below:

Figure No. 15
Deciding Appropriate Level of Instruction and Task



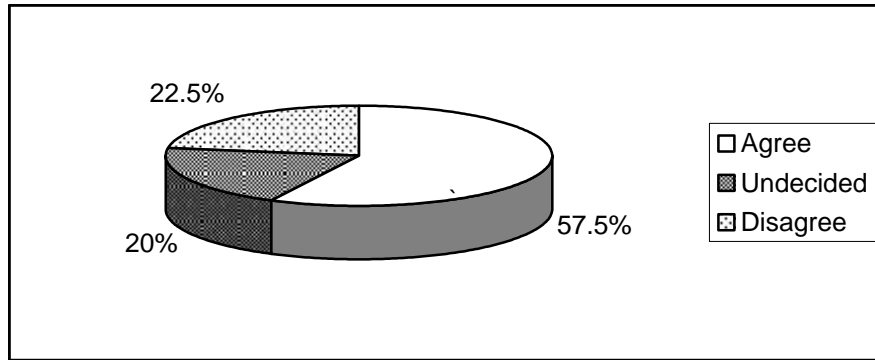
The figure above displays that out of forty respondents, 85 per cent agreed, 10 per cent marked undecided and 5 per cent disagreed with the statement. These responses indicate that for most of the teachers it is very difficult to decide what kinds of instruction and task is appropriate for the students.

3.2.1.4 Anxiety among the Students

This statement was put up to the respondents to find out their opinion and experience regarding the learner anxiety in a diverse ELT class. The statement was

'There is higher level of anxiety among students in a diverse ELT class.' The schematic presentation of the data obtained is given below:

Figure No. 16
Anxiety among the Students



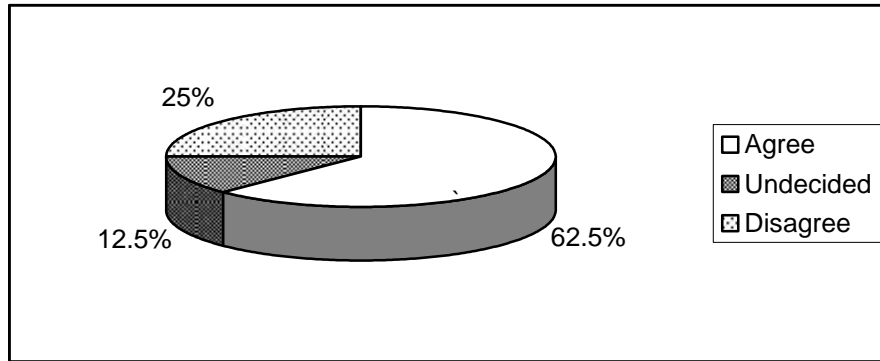
The figure clearly shows that 57.5 per cent of the total respondents agreed, 20 per cent of them marked undecided and 22.5 per cent of them disagreed with the statement. While reviewing the responses given by the respondents, it can be concluded that there is anxiety among the students in a diverse ELT class. However, what kinds of students feel anxious and why do they feel so is still to be explored.

3.2.1.5 One Size Fits all Approach as a Fundamental Problem

The prevailing approach in general education is teaching all the students at the same level as if they do not vary in their abilities. This approach is called one size fits all approach. The respondents were requested to show their responses to whether this approach has become a fundamental problem in a diverse ELT class. The responses obtained are schematically presented below:

Figure No. 17

One Size Fits all Approach as a Fundamental Problem



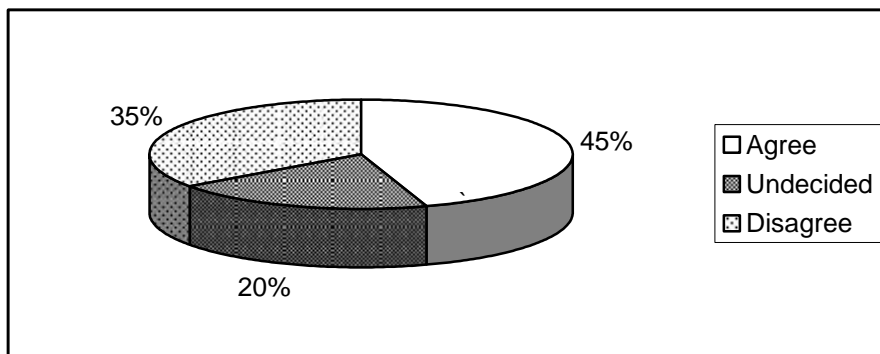
As it is explicitly displayed in the figure above, 62.5 per cent of the total respondents agreed with the statement, 12.5 per cent marked undecided and 25 per cent disagreed with the statement. What we can deduce from the data above is that majority of the teachers consider one size fits all approach as a problem.

3.2.1.6 Diverse ELT Class and its Direction

The statement under this topic was intended to find out the respondents opinion regarding whether the teacher is able to move ahead according to his plan in the class or the environment in the classroom leads him/her in some other direction. The schematic presentation of the data obtained is as below:

Figure No. 18

Diverse ELT Class and its Direction



From the figure above it is clear that 45 per cent of the total respondents agreed with the statement, 20 per cent marked undecided and 35 per cent marked the disagree option. From the responses given to this statement, we can conclude that in most cases the diverse composition of students in the classroom makes the task of planning and execution of the plans difficult.

3.2.1.7 Problems Faced by Teachers

The respondents were requested to mention the problems that they had faced while teaching in a diverse ELT class. The major problems as faced by the teachers are thematically presented below:

- a. Low participation caused by less proficiency
 - Only more proficient students are active in the class and it is difficult to ensure participation of all the learners in the activities.
 - Less proficient students feel hesitant and do not get a chance to speak. Therefore, there is a lack of learning opportunity for them.
- b. Deciding appropriate level of instruction.
 - When the students have different language level, their understanding level also differs; consequently instruction does not become beneficial to all the students.
 - All the students do not understand the instruction equally.
- c. Limited time boundary
 - Within the limited time frame the course has to be completed, so the less proficient and more proficient students are taught at the same pace which is harmful for the less proficient students.
 - Paying individual attention is difficult due to the obligation to finish the course within a certain time.

- d. Student monotony
 - More proficient students feel bored because they have already known what the teacher teaches in the class.
- e. Domination of more proficient students
 - More proficient students disturb the less proficient ones because they have already got the point and not necessary to be quite in the classroom.
 - Less proficient students cannot go together with more proficient ones, and it is very difficult to maintain a balance between them.
 - More proficient students immediately grab opportunities in the class like, questioning, answering and presenting.
- f. Creating collaborative learning environment
 - Creating collaborative learning environment is problematic because more proficient students feel themselves superior and less proficient ones are hesitant.

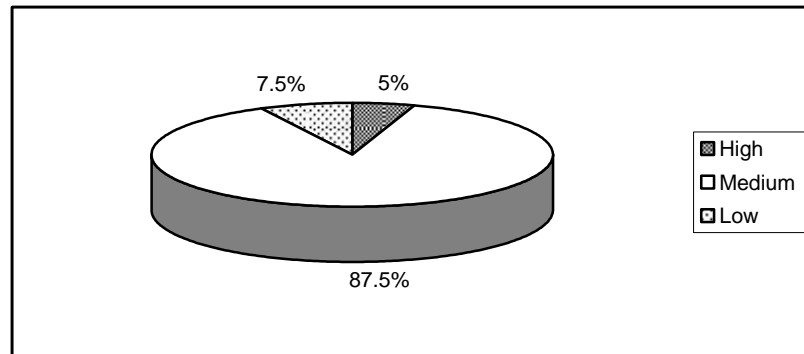
3.2.2 Analysis and Interpretation of Students' Responses

The available literature regarding diversity in ELT classes presents some challenges which are directly related to the students such as boredom, lack of self-confidence and anxiety. Therefore, the students were requested to show their responses towards these issues. The item wise analysis and interpretation of the data is presented below:

3.2.2.1 Students' View on their Language Proficiency

The respondents were requested to show their response to the level of their language proficiency as felt by them. The actual question put up to them was 'How do you feel about the level of your language proficiency compared to your classmates?' The responses obtained to this question are presented in the figure below:

Figure No. 19
Students' View on their Language Proficiency

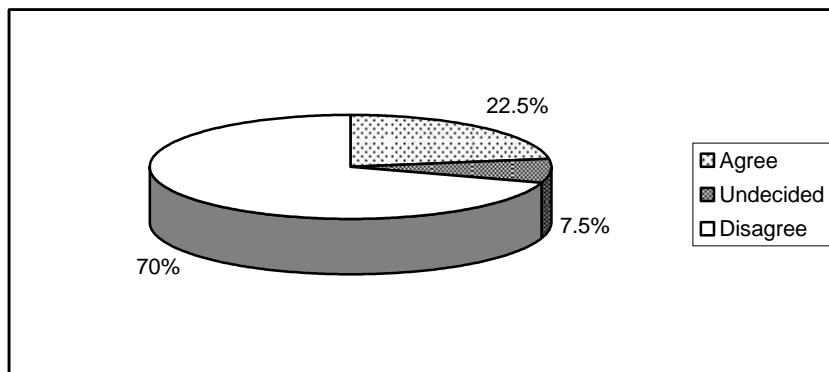


The figure above explicitly shows that among the total respondents, 5 per cent felt that their language proficiency is high, 87.5 per cent felt that their language proficiency is medium and 7.5 per cent of them felt that their language proficiency is low. These data indicate that the number of more proficient students is very less in a class and majority of the students will have medium level of language proficiency.

3.2.2.2 Boredom among the Students

The statement under this topic was intended to find out whether the students feel bored in case the subject matter presented by the teacher in the class is redundant for them. The responses obtained from the respondents are schematically presented below:

Figure No. 20
Boredom among the Students



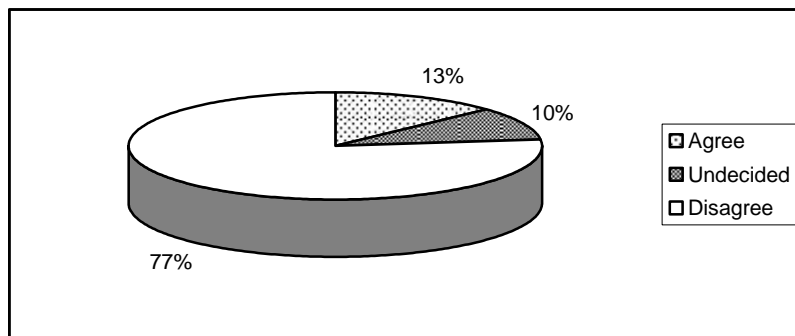
The figure above clearly shows that out of the total respondents, 22.5 per cent agreed, 7.5 per cent marked undecided and 70 per cent disagreed with the statement. The data indicates that the majority of the students do not feel bored in the classroom. However, there are some students who feel bored if the subject matter presented by their teacher is already familiar to them.

3.2.2.3 Lack of Self Confidence among the Students

Respondents were requested to provide their responses to whether they do not feel confident in the classroom due to less proficiency level. The actual statement was 'I don't feel confident in my class because the language used by my teacher and classmates is beyond my level.' The responses obtained from the respondents are presented below in the figure:

Figure No. 21

Lack of Self Confidence among the Students



As it is presented in the figure above, out of forty respondents, 13 per cent agreed, 10 per cent marked undecided and 77 per cent disagreed with the statement. These responses indicate that the students having low level of language proficiency feel less confident in the class. The evidence for this claim also comes from the fact that the students who agreed with the above statement have felt that their language proficiency is either low or medium.

3.3 Opportunities in Diverse ELT Classes

This part includes the analysis and interpretation of the data related to opportunities in diverse ELT classes collected from both teachers and students.

3.3.1 Analysis and Interpretation of Teachers' Responses

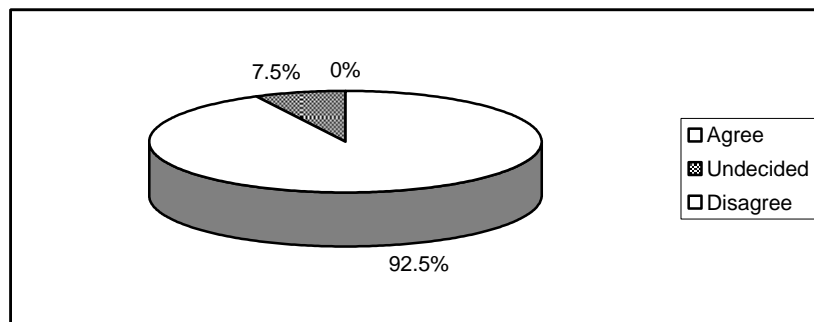
Many teachers are extremely worried about the challenges of a diverse ELT class. They do not see another part of the coin, the opportunities. The existing literature shows that a diverse ELT class offers many opportunities to both students and teachers. Therefore, in order to collect information on the opportunities in diverse ELT classes (if any), the respondents were requested to show their responses towards the questions and/or statements. Item wise analysis and interpretation of the data obtained from both teachers and students is presented below:

3.3.1.1 Changing the Challenges into Opportunities

The respondents were requested to show their responses to whether the challenges of a diverse ELT class can be changed into opportunities. The actual statement used was 'A good and innovative teacher can change the challenges of a diverse ELT class into opportunities'. The following figure shows the data obtained from the respondents:

Figure No. 22

Changing the Challenges into Opportunities

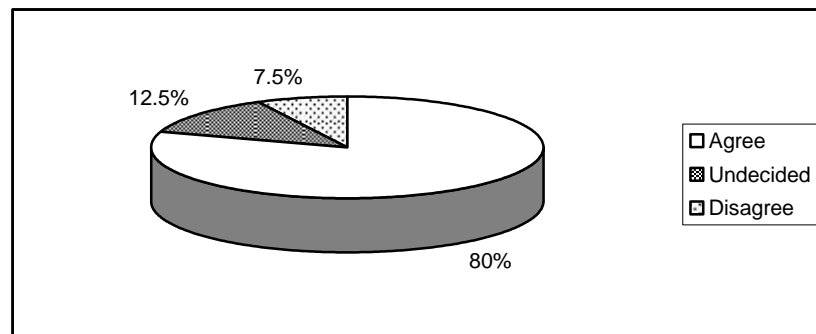


From the figure above, it is clear that 92.5 per cent of the total respondents agreed with the statement, 7.5 per cent of them marked undecided and none of them disagreed with the statement. Since majority of the respondents agreed with the statement, the researcher is in a position to say that most of the teachers are hopeful that more opportunities can be created in a diverse ELT class if appropriate strategies are adopted.

3.3.1.2 Creating Lively Context for Language Teaching

To find out whether diversity creates lively context for language teaching a statement was given to the respondents. The actual statement was 'Diversity in ELT classes creates lively context for language teaching.' The responses obtained from the respondents are presented in the figure below:

Figure No. 23
Creating Lively Context for Language Teaching



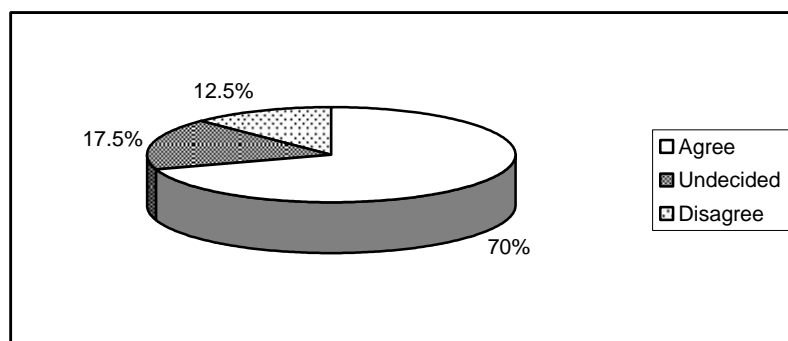
As the figure above shows, among the total respondents, 80 per cent agreed with the statement, 12.5 per cent marked undecided and 7.5 per cent disagreed with the statement. These data show that majority of the teachers think that diversity provides a genuine language learning situation in ELT class. The wealth of dissimilarity creates interesting, varied and meaningful context for language teaching.

3.3.1.3 Collaborative Activities for Natural $i + 1$ Input

In order to find out the teachers' responses to whether collaborative activities are significant for the less proficient students in receiving natural $i + 1$ input, i.e. the language which is slightly beyond the learner's current level of competence, a statement was given. The actual statement was 'It is significant and fruitful for the students of low level of language proficiency to have collaborative activities with brighter ones in receiving natural $i + 1$ input'. The responses obtained to this statement are schematically presented below:

Figure No. 24

Collaborative Activities for Natural $i + 1$ Input



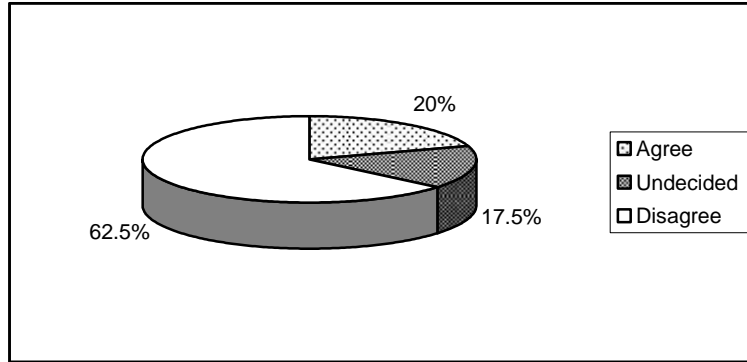
As indicated in the figure above, 70 per cent of the total respondents agreed with the statement, 17.5 per cent marked undecided and 12.5 per cent disagreed with the statement. These data show that majority of teachers are in favour of collaborative activities in a diverse ELT class. Similarly, a diverse ELT class fosters collaboration, which in turn, will be significant for the students in receiving comprehensible input.

3.3.1.4 Opportunities: Simply Outcomes of Controlled Research

The respondents were requested to show their responses to the statement which was intended to find out their responses to whether opportunities in a diverse ELT

class are simply outcomes of controlled research or which exist in real teaching. The schematic presentation of the responses to the statement is given below:

Figure No. 25
Opportunities: Simply Outcomes of Controlled Research

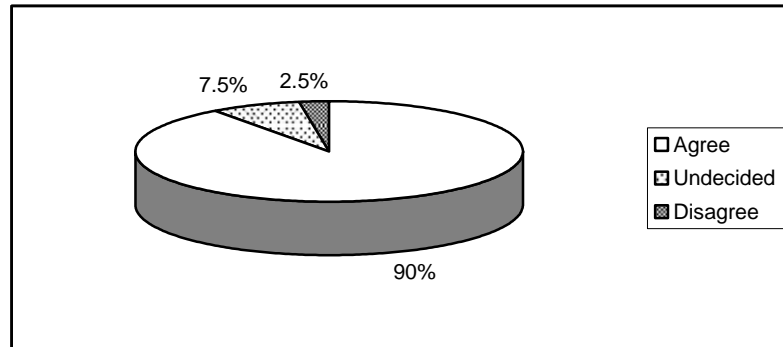


The figure above displays that only 20 per cent of the total respondents agreed with the statement, 17.5 per cent marked undecided and 62.5 per cent disagreed with the statement. Since majority of the respondents disagreed with the statement, it can be said that most of the teachers are aware of the fact that opportunities in a diverse ELT class exist in real-teaching. They are not simply outcomes of controlled research.

3.3.1.5 Teachers' Professional Development

In order to find out whether teaching in a diverse ELT class helps the teachers develop professionally, a statement was given. The statement was 'Teaching in a diverse ELT class has helped me develop professionally.' The following figure presents the data obtained to this statement from the respondents:

Figure No. 26
Teachers' Professional Development

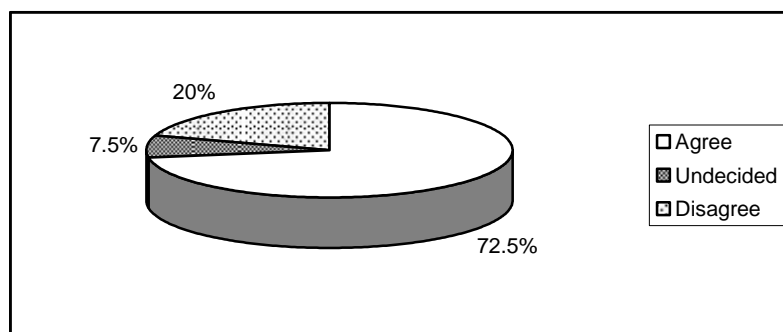


As the figure above shows, out of forty respondents, 90 per cent agreed with the statement, 7.5 per cent marked undecided and 2.5 per cent disagreed with the statement. These responses show that a diverse ELT class provides the teachers with an opportunity to develop professionally.

3.3.1.6 Emphasis on Minimizing Problems Rather than on Creating Opportunities

The statement was given to the respondents the purpose of which was to find out whether the teachers focus on minimizing problems or on creating opportunities from the existing diversity. The schematic presentation of the responses to the statement is given below:

Figure No.27
Emphasis on Minimizing Problems Rather than on Creating Opportunities



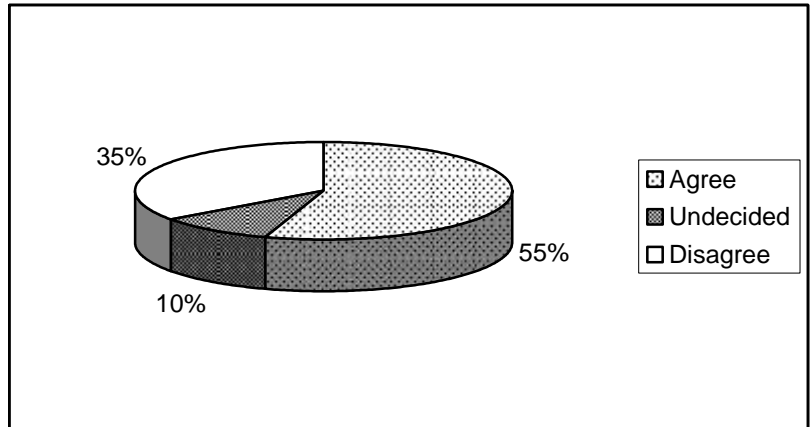
As we can see in the figure above, 72.5 per cent of the total respondents agreed with the statement, 7.5 per cent marked undecided and 20 per cent disagreed with the statement. These data show that most of the teachers focus on how to reduce the problems of a diverse ELT class rather than on how to create opportunities for language teaching.

3.3.1.7 Focus of Teacher Education in Creating Opportunities

The respondents were requested to show their response to the statement which was intended to find out whether teacher education in our context has paid adequate attention to creating opportunities in a diverse ELT class. The schematic presentation of the data obtained is given below:

Figure No. 28

Focus of Teacher Education in Creating Opportunities



The figure above clearly shows that 55 per cent of the total respondents agreed with the statement, 10 per cent of them marked undecided and 35 per cent of them disagreed with the statement. These data show that teacher education in our context has given attention to creating opportunities in a diverse ELT class to some extent but which is not sufficient.

3.3.1.8 Opportunities Observed by Teachers

The respondents were requested to mention the opportunities that they had observed in diverse ELT classes in their context. The opportunities as noticed by the teachers are thematically presented below:

- a. Collaborative learning
 - Fosters interaction among the students.
 - Less proficient students can learn more from more proficient ones inside or outside the classroom.
 - Develops intimacy among the students.
 - Encourages cooperation rather than competition.
- b. Teacher development
 - Compels the teachers to learn more and new methods and techniques.
 - Makes the teachers more active and research oriented.
 - Teachers become experienced in finding new challenges and addressing them.
- c. Innovation in ELT
 - Individual differences can lead to the creation of new techniques and strategies.
 - Provides platform for further research.
 - Problems lead the teachers towards practicing strategies, conducting researches and coming up with conclusions.
- d. Natural and friendly environment for learning
 - Multiple ideas can be generated from different students.
 - Classroom represents the real society.
 - Provides natural and friendly environment for learning.
 - Students feel proud, excited and happy.

- More interesting to teach.
 - Students can share their experiences of the respective area and level.
- e. Students as teaching aids
- More proficient students can help the other students in the absence of the teacher.
 - More proficient students strengthen their own learning by helping other students.
 - Gives learning opportunity for less proficient students.
 - Students correct their errors themselves by asking each other.
- f. Student self-evaluation and comparison
- Students self-evaluate their own performance and compare themselves with other students in the classroom.

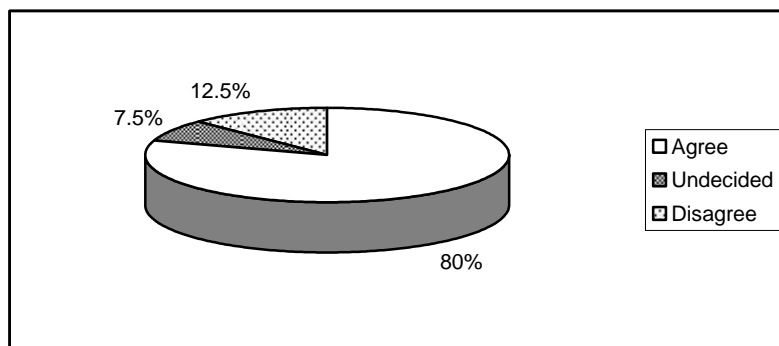
3.3.2 Analysis and Interpretation of Students' Responses

The students were provided with a set of questions related to some of the opportunities of diverse ELT classes as discussed in the available literature such as collaborative learning and self-learning. The data obtained are analyzed and interpreted below:

3.3.2.1 Facilitating Classmates in the Activities

The statement was given to the respondent which was intended to find out whether students facilitate their classmates in different activities and if it was fruitful for them. The actual statement used was 'The most important thing for me in my class is that I can facilitate classmates in different activities'. The responses obtained to this statement are schematically presented below:

Figure No. 29
Facilitating Classmates in the Activities

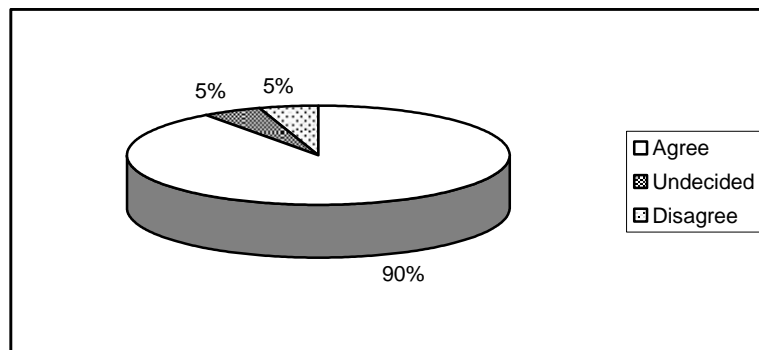


Among the total respondents, 80 per cent agreed, 7.5 per cent marked undecided and 12.5 per cent disagreed with the statement. It shows that for most of the students, helping their classmates in the classroom activities is very important and beneficial. However, for some of them it is not.

3.3.2.2 Students' Learning from One Another

In order to find out whether the respondents learn from one another in a diverse ELT class, a statement was given to them. The statement was 'In a diverse ELT class, we can learn as much from one another as we learn from the teacher.' Their responses to this statement are presented in the figure below:

Figure No. 30
Students' Learning from One Another

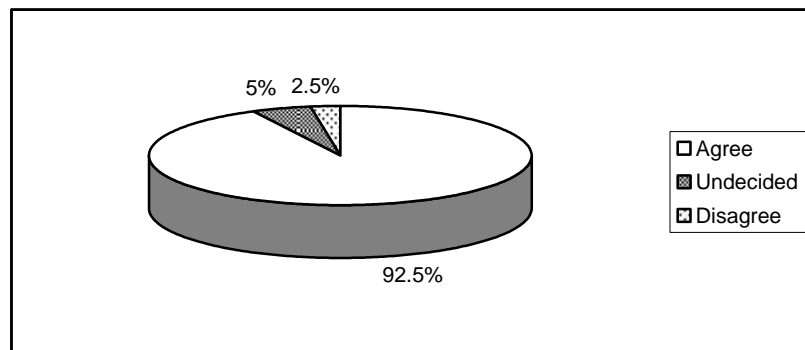


As the figure above shows, 90 per cent of the total respondents agreed, 5 per cent marked undecided and 5 per cent disagreed with the statement. From these responses, the researcher is in a position to say that in a diverse ELT class students learn from their friends. In such classes, more proficient students assume the role of teacher assistant.

3.3.2.3 Collaborative Learning

The respondents were requested to show their responses to whether they involve in cooperative activities and help each-other in the classroom. The actual statement was 'In a diverse ELT class we work cooperatively helping one another'. The responses obtained to this statement are schematically presented below:

Figure No. 31
Collaborative Learning



The data obtained showed that among the total respondents, 92.5 per cent agreed, 5 per cent marked undecided and 2.5 per cent disagreed with the statement. It shows that most of the students prefer and practice collaborative learning in a diverse ELT class.

3.3.2.4 Opportunities Observed by Students

The respondents were requested to mention some of the opportunities that they had noticed in a diverse class like theirs. Some opportunities as noticed and got by the students in a diverse class are presented below under different themes.

a. Sense of achievement

- Helping other classmates gives the more proficient students a sense of achievement.
- Less -proficient students also achieve a sense of achievement when they learn new things from their classmates.

b. Building up of confidence

- Working in groups and helping each-other develops confidence in the students.
- A diverse class helps the students remove hesitation, as a result student talking time (STT) will be increased.

c. Learning opportunity

- Students get an opportunity to interact with each-other.
- Students can learn themselves by teaching their friends and learning from them.
- Less proficient students get an opportunity to learn from more proficient ones.
- Students get a chance to revise their lesson by helping their friends in their lessons.
- Helping friends in different activities provides a great learning opportunity for the students.

- d. Learner autonomy
 - Since it is very difficult for the teacher to pay individual attention to the students, they take responsibility of their own learning which in turn develops self-study habit among the students.
- e. Promotion of group work and pair work
 - Students are compelled to take help from their friends.
 - Encourages students to share their ideas and help each-other.
 - Promotes the habit of working in pairs and groups.
- f. Intimacy among the students
 - Students become able to make good friends, help and inspire each-other.
 - Students can develop more friendship through teaching and learning with one another.

3.4 Strategies for Coping with the Challenges

This part consists of the analysis and interpretation of the data related to the strategies for coping with the challenges of a diverse ELT class obtained from both teachers and students. The data are analyzed and interpreted separately below:

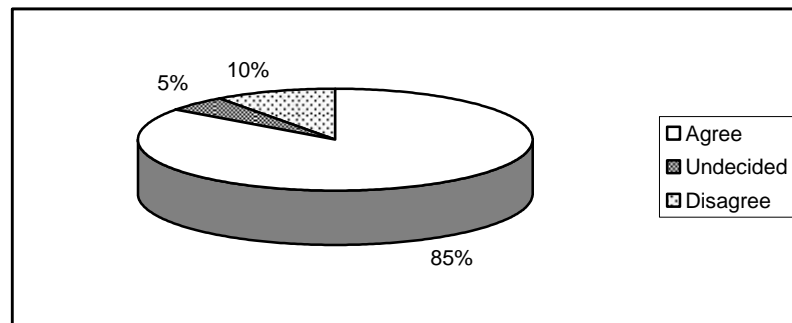
3.4.1 Analysis and Interpretation of Teachers' Responses

The teachers were provided with a set of questions related to the strategies that can be used for coping with the challenges of a diverse ELT class. They were also requested to mention the strategies they adopt in such classes. The data obtained is analyzed and interpreted below:

3.4.1.1 Managing the Challenges

To find out the teachers' responses to whether the challenges of a diverse ELT class can be managed to some extent, a statement was given. The statement used was 'Though there are a number of challenges in a diverse ELT class, they can be managed to a large extent'. The responses obtained to this statement are schematically presented below:

Figure No. 32
Managing the Challenges

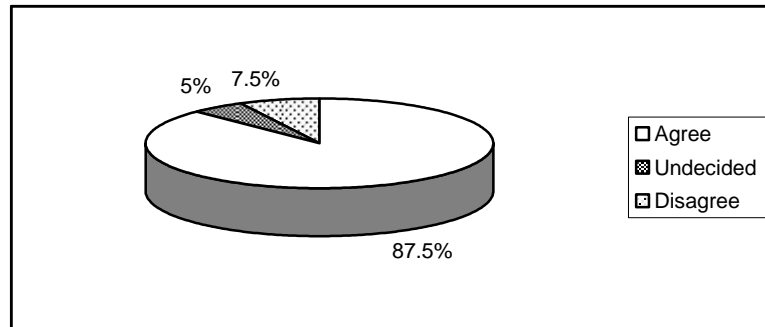


As it is seen in the figure above, 85 per cent of the total respondents agreed, 5 per cent marked undecided and 10 per cent disagreed with the statement. It shows that majority of the teachers think that the challenges of a diverse ELT class can be managed to a great extent. It also shows that they are hopeful that diverse classes can be taught successfully.

3.4.1.2 Complete Avoidance of the Challenges

In order to find out the teachers' responses to whether the challenges of a diverse ELT class can be avoided completely, a statement was given. The statement was 'Though the challenges of a diverse ELT class can be minimized to a great extent, it is impossible to avoid them completely.' The schematic presentation of the responses obtained to this statement is given below:

Figure No. 33
Complete Avoidance of the Challenges

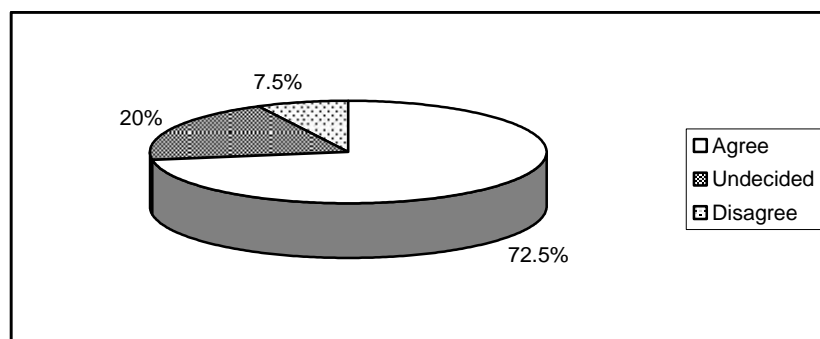


From the figure above, we can see that among the total respondents, 87.5 per cent agreed, 5 per cent marked undecided and 7.5 per cent disagreed with the statement. These responses indicate that majority of teachers think that the challenges of a diverse ELT class cannot be avoided completely though they can be minimized to a large extent.

3.4.1.3 Individualized Techniques in a Diverse ELT Class

The respondents were requested to show their responses to whether devising individualized technique is the best way to deal with the problems of a diverse ELT class. The actual statement was 'The best way to deal with the problems of a diverse ELT class is to devise individualized techniques for the same lesson.' The responses obtained to this statement are as follows:

Figure No. 34
Individualized Techniques in a Diverse ELT Classes

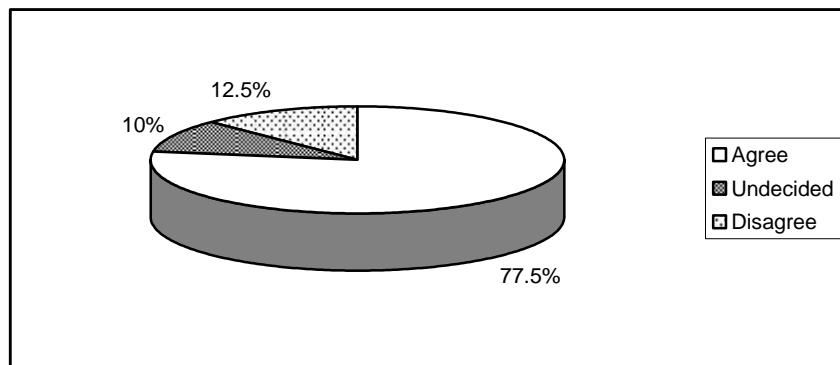


As indicated in the figure above, it is clear that 72.5 per cent of the total respondents agreed, 20 per cent marked undecided and 7.5 per cent disagreed with the statement. It shows that majority of the teachers think that individualized techniques are helpful for teaching in a diverse ELT class. However, there are some teachers who are unknown whether these techniques are useful or not.

3.4.1.4 Collaborative Learning in a Diverse ELT Class

In order to find out what the respondents think about the usefulness of collaborative learning in solving the problems of a diverse ELT class, a statement was given. The actual statement was 'Collaborative Learning is instrumental in solving the problems of a diverse ELT class.' The responses obtained to this statement are schematically presented below:

Figure No. 35
Collaborative Learning in a Diverse ELT Class

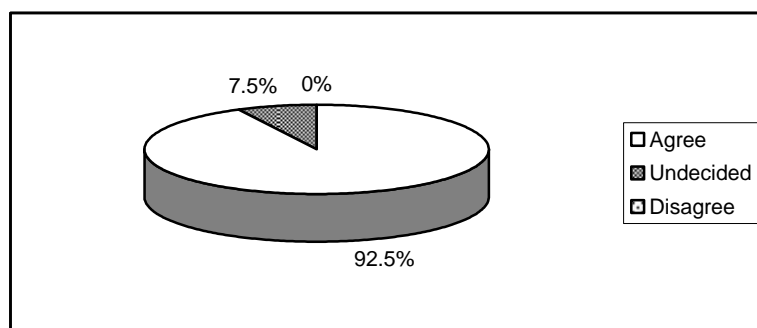


The figure No. 35 shows that among the total respondents, 77.5 per cent agreed, 10 per cent marked undecided and 12.5 per cent disagreed with the statement. From these responses we can infer that majority of the teachers think that collaborative learning is significantly helpful in a diverse ELT class.

3.4.1.5 Contextual Language Teaching in a Diverse ELT Class

To find out what the respondents think about the significance of contextual language teaching in a diverse ELT class, a statement was given. The actual statement was 'Contextual language teaching is significantly helpful for an English teacher who has to deal with a diverse ELT class'. The figure below shows the responses obtained to this statement.

Figure No. 36
Contextual Language Teaching in a Diverse ELT Class



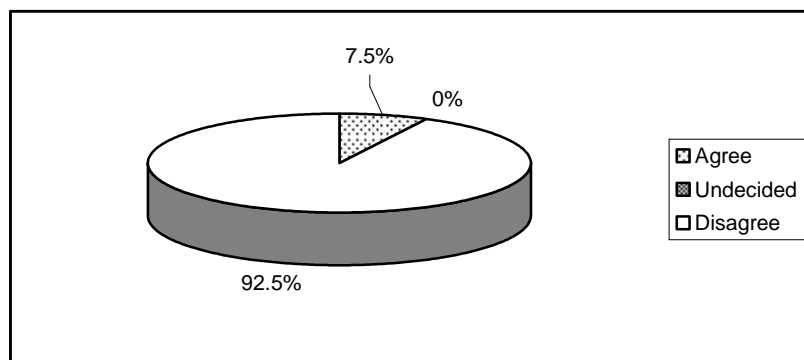
As shown in the figure, 92.5 per cent of the total respondents agreed, 7.5 per cent marked undecided and none of them disagreed with the statement. These data indicate that majority of the teachers consider contextual language teaching very important to address the challenges of a diverse ELT class.

3.4.1.6 Appropriacy of the Same Learning Task for all the Students

The respondents were requested to show their response to the statement which was intended to find out their views regarding the appropriacy of the same learning task for all the students. The statement was 'The same learning task is appropriate for all our students.' The schematic presentation of the data obtained is given below:

Figure No. 37

Appropriacy of the Same Learning Task for all the Students



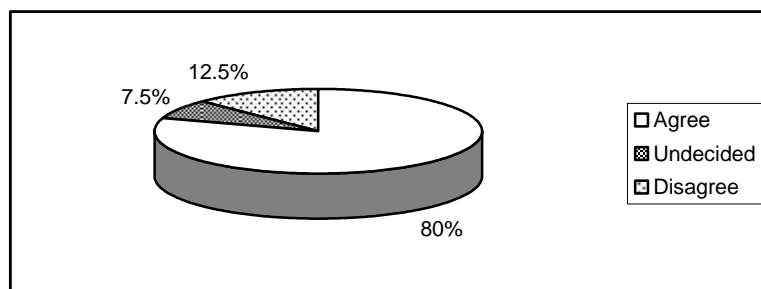
The figure above displays that out of the total respondents, 7.5 per cent agreed with the statement, 92.5 per cent disagreed and none of them marked undecided. These data show that majority of English teachers are aware of the fact that different students should be provided with different learning tasks according to their level.

3.4.1.7 Domination of more Proficient Students

In order to find out whether more proficient students dominate the other students in a diverse ELT class, a statement was given to the respondents. The statement was 'A diverse ELT class is always dominated by a handful of bright students.' The responses obtained from the respondents are schematically presented below:

Figure No. 38

Domination of more Proficient Students



The figure clearly shows that among the total respondents, 80 per cent agreed, 7.5 per cent marked undecided and 12.5 per cent disagreed with the statement. Since majority of the respondents agreed with the statement, the researcher is in a position to say that less proficient students are dominated by the more proficient ones in a diverse ELT class.

3.4.1.8 Strategies Adopted by the Teachers

The respondents were requested to mention the strategies that they adopt for coping with the challenges of a diverse ELT class. The strategies as mentioned by the teachers are presented below under different themes:

- a. Collaborative activities
 - Group works
 - Pair works
 - Project works
 - Group discussion
 - Ability groupings
 - Teaching through friends' communication
- b. Focus on less proficient students
 - Special attention to the less proficient students
 - Encouraging less proficient students and engaging them in different tasks.
- c. Use of simple language
 - Simplifying the language so that it becomes comprehensible even for the less proficient students.
- d. Use of differentiated techniques
 - Using various methods, texts and topics
 - Involving different students in different activities

- e. Promoting learner autonomy
 - Encouraging students for self-learning
 - Helping the learners take responsibility of their own learning.

- f. Being tolerant and interested in diversity
 - Accepting that each individual in the class is different.
 - Appreciating the differences among the learners and creating comfortable learning environment.

- g. Providing equal opportunity to all
 - Avoiding discrimination between students
 - Encouraging all students to participate in the tasks and activities.

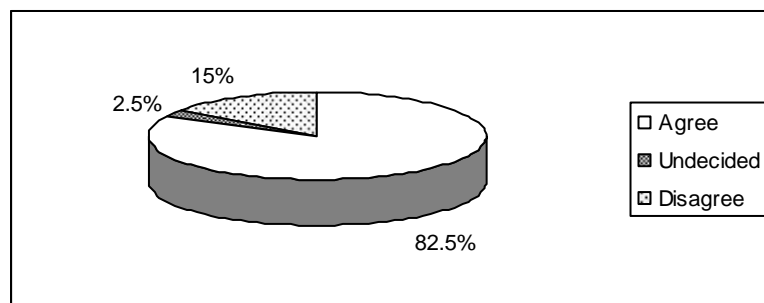
3.4.2 Analysis and Interpretation of Students' Responses

The students were provided with a set of questions related to the strategies that their teachers used in their classroom. Analysis and interpretation of their responses is presented below:

3.4.2.1 Students' Feeling in a Diverse ELT Class

To find out whether the students feel uneasy to work with their classmates of quite different language proficiency, a statement was given. The actual statement was 'I don't feel any difficulty to study with my classmates though their language proficiency varies from mine.' The responses obtained from the respondents are presented in the figure below:

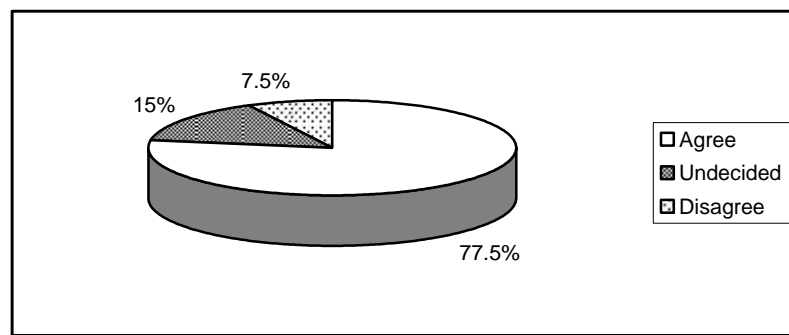
Figure No. 39
Students' Feeling in a Diverse ELT Class



As it is explicitly displayed in the figure above, 82.5 per cent of the total respondents agreed, 2.5 per cent marked undecided and 15 per cent disagreed with the statement. Since majority of the students do not feel any difficulty to study or work with their classmates having varied language level, the researcher is in a position to say that in a diverse ELT class collaborative activities like group works and pair works can be successfully used as effective strategies.

Another similar statement was given in order to cross check this fact. The statement was 'I feel comfortable to work collaboratively with the classmates whose language proficiency greatly varies from mine.' The figure below shows the data obtained from the respondents.

Figure No. 40
Students' Feeling in a Diverse ELT Class



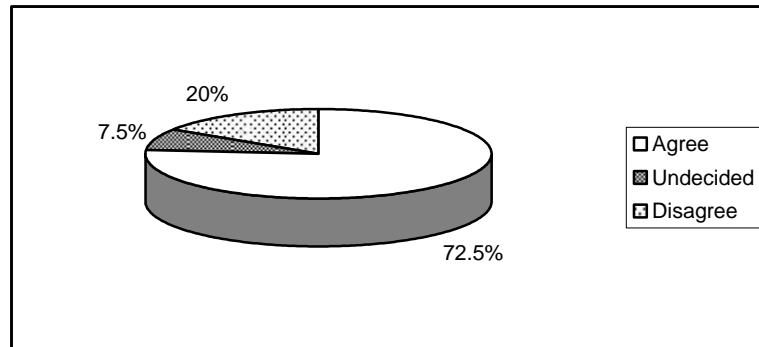
From the figure above it is clear that out of forty respondents, 77.5 per cent agreed, 15 per cent marked undecided and 7.5 per cent disagreed with the statement. These responses further strengthen the researcher's previous claim, i.e. collaborative activities can be effective in a diverse ELT class.

3.4.2.2 Student Involvement in the Task

The statement was given to the respondents, which was intended to find out whether the teachers devise activities in such a way that they make the students engaged in the task. The actual statement was 'My teacher always presents the

subject matter in such a way that makes me quite engaged in the task'. The responses obtained from the respondents are schematically presented below:

Figure No. 41
Student Involvement in the Task



The figure above explicitly shows that out of the total respondents, 72.5 per cent showed their agreement with the statement, 7.5 per cent marked undecided and 20 per cent disagreed with the statement. These data show that in a diverse ELT class all the students do not engage in the task though majority of them do so. This implies that the teachers are unable to address individual differences in the class.

3.4.2.3 Strategies as Noticed by Students

The respondents were requested to mention what their teachers do to make the classroom instruction beneficial for all kinds of students. The strategies as adopted by the teachers and as observed by the students are presented below under different themes:

- a. Focusing on less-proficient students
- b. Sharing among the students
 - Group-work
 - Learning by fun
 - Practicing conversation between students

- c. More exercises for more proficient students
 - Writing articles
 - Collecting news, articles and other writings from newspapers, magazines, etc.
- d. Treating every point of the lesson in detail
- e. Use of students' mother tongue
- f. Using more-proficient students as models
- g. Testing students' performance
- h. Giving extra-activities to the students
 - Project work
- i. Use of encouragement and inspiration
- j. Classroom presentation
- k. Learner-training
 - Getting students to read before the lesson
- l. Co-operative activities
 - Encouraging less-proficient students to work with more proficient ones.
- m. Use of extra materials
- n. Use of simple language
- o. Providing equal opportunity to the students
- p. Checking the students' understanding of the lesson
- q. Revision and repetition
- r. Letting students ask questions
- s. Behaving frankly with the students

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

In this chapter, I present the findings of the research drawn on the basis of the analysis and interpretation of the data. I also list some recommendations for further study.

4.1 Findings of the Study

From the analysis and interpretation of the information obtained, I have drawn the following findings:

- a. The secondary level English teachers are aware of diversity in ELT classes. They are aware of the fact that the notion of diversity goes beyond certain ethnic and racial background of the students, and diversity in ELT classes is as common as in the society.
- b. The teachers are aware of the fact that diversity is a natural phenomenon of every ELT classroom, and it should not be discouraged and undervalued. They do not discriminate between less proficient and more proficient students.
- c. The teachers are aware of the fact that in an ELT class there might be students having different language proficiency. However most of them (80%) do not devise different levels of activities for addressing the diverse needs and abilities of the students. They teach all the students at the same level as if they do not vary in their language proficiency level.
- d. A diverse ELT class poses 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 a situation, the same learning task and instruction are not useful for all the students.

- e. The diverse composition of students in the classroom makes the task of planning and execution of the plans difficult for the teachers.
- f. There exists learner-anxiety in a diverse ELT class. However, what kinds of students feel anxious and why do they feel so is still to be explored.
- g. In a diverse ELT class, majority of the students (87.5%) will have medium level of language proficiency and the number of more proficient students is very less. In most cases, more proficient students (5%) will have monotony in the classroom because they have already known what the teacher presents.
- h. Less proficiency in the students causes low participation in the classroom activities. Similarly, less proficient students will have low self-confidence.
- i. There is the domination of more proficient students in a diverse ELT classroom. They grab the classroom opportunities such as asking questions to the teacher, answering the teacher's questions and presenting the lesson.
- j. Most of the teachers (72.5%) think that individualized techniques are helpful for teaching in a diverse ELT class. However, some teachers (20%) are unknown whether these techniques are useful or not. Majority of the teachers (92.5%) consider contextual language teaching very important to address the challenges of a diverse ELT class.
- k. Most of the teachers (92.5%) are aware of the fact that different students should be provided with different learning tasks according to their level.
- l. Despite their awareness of individual differences in the students, some teachers do not devise differentiated techniques. It is obvious from the fact that not all students are engaged in the task.
- m. Using the simple, i.e. comprehensible language and focusing on less proficient students can be significantly helpful while teaching in a diverse ELT class.
- n. Encouraging learners for self-learning and helping them take responsibility of their own learning is very important strategy in a diverse ELT class.

- o. Being tolerant and interested in diversity and avoiding discrimination among the students is essentially important in a diverse ELT class.
- p. Giving more exercises to the more proficient students and dealing every point of the lesson in detail are very important strategies in a diverse ELT class.
- q. Judicious use of the students' mother tongue can be significantly helpful in a diverse ELT class.
- r. Using more proficient students as teaching aids, testing students' performance, encouraging and inspiring the students, revising the lesson frequently and providing equal opportunity to the students are very useful strategies in a diverse ELT class.
- s. In a diverse ELT class, collaborative activities such as group work, pair work, and project work are significant for the students in receiving comprehensible input.
- t. Most of the teachers are aware of the fact that diverse ELT classes offer many opportunities to them as well as to the students. They think that diversity provides a genuine language learning situation in the classroom. The wealth of dissimilarity creates interesting, natural and meaningful context for language teaching.
- u. A diverse ELT class provides the teachers with an opportunity to develop professionally. Such a classroom compels them to learn and practise new and innovative techniques. It makes them more active and research oriented. It is the class that makes the teachers think, create, and grow as teachers.
- v. A diverse ELT class provides platform for further research. The problems of such a class lead teachers towards practising strategies, conducting researches and coming up with conclusion. Therefore, a diverse ELT class contributes to innovation in ELT.

- w. Diversity promotes collaborative learning in the classroom. It develops intimacy among the students and encourages co-operation rather than competition. In a diverse ELT class, the students are compelled to take help from their friends. It fosters interaction among them.
- x. Diversity provides natural and friendly environment for learning. A diverse ELT class is more interesting to teach. Multiple ideas can be generated from different students and they can share their experience of the respective area and level.
- y. In a diverse ELT class, students can function as teaching aids. Diversity provides the students with learning opportunities. Less proficient students learn new things from more proficient ones and more proficient students can strengthen their own learning by helping other students.
- z. In a diverse ELT class, the students get a sense of achievement when they learn something new from their classmates and when they facilitate other friends in different tasks and activities. Similarly, it helps them build up self-confidence.

4.2 Recommendations for Pedagogical Implications

Based on my research findings, I have offered the following recommendations for the pedagogical implications:

- a. Since diversity is a natural phenomenon of every ELT classroom, it needs to be valued and appreciated. The teachers should not discriminate between less proficient and more proficient students. They need to be tolerant and interested in diversity.
- b. It is found that in every ELT classroom, there are students with varied language proficiency. The same learning task and activity are not appropriate for all the students. The same instruction becomes quite complex for some students, whereas it is redundant for some others.

Therefore, the teachers need to devise different levels of activities for addressing the diverse needs and abilities of the students.

- c. It is found that less proficient students, in most cases, feel hesitant and will have low participation in the classroom interaction and activities. Therefore, they need to be encouraged and paid more attention.
- d. In a diverse ELT class, more-proficient students feel bored in case the teacher's presentation is redundant or quite simple for them. It is also found that they dominate their classmates in many ways. Therefore, the teachers need to devise more challenging tasks to such students so that they are quite engaged in the classroom. Similarly, it is necessary to provide additional exercise to them.
- e. The language used by the teacher in the classroom should be comprehensible to all the students so that all kinds of students can be benefited from the teacher's instruction.
- f. It is found that making use of students' linguistic resources is significantly helpful. Therefore, judicious use of the students' prior linguistic knowledge needs to be encouraged.
- g. It is found that collaborative activities are very helpful in a diverse ELT class for the students in receiving comprehensible input. Therefore, collaborative activities such as group work, pair work, peer review, jigsaw activities, group poster presentation, collaborative community projects and collaborative writing need to be focused in the classroom.

4.3 Recommendations for Further Research

Due to the time constraint, I could not include some areas in my research study. These areas could be a matter of research to contribute more to the existing knowledge regarding diversity in ELT classes. Therefore, I would like to suggest the following recommendations for the further researchers to explore more in this area:

- a. This study is only the starting point in the department of English education, T.U., Kirtipur. Therefore, the further researchers can look into the details of this area.
- b. The further researchers can work on cultural diversity in ELT classes. Under this, one can explore the impact of cultural factors in language learning and the ways of managing the cultural diversity.
- c. They can investigate the role of various factors such as home environment, mother tongue, knowledge of other languages and confidence in language learning.
- d. In order to clarify every point of this research finding, more research works are necessary. For example, one of the findings of this research is that there exists anxiety in a diverse ELT class. One can investigate what kinds of students feel anxious and why do they do so.

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APPENDIX-I
QUESTIONNAIRE TO THE TEACHERS

Dear Sir/Madam,

This questionnaire is a research tool for gathering information for my research entitled "Managing Multilevel Diversity in ELT Classes" for the partial fulfillment of my Master of Education in English at T.U. I am carrying out this research under the guidance of Dr. Jai Raj Awasthi, Professor of the Department of English Education. The questions are based on diversity in ELT classes, challenges and opportunities in a diverse ELT class and the strategies for coping with those challenges.

The correct information provided by you will be of great help for the successful completion of this research. Your name and the name of your organization are optional and your participation is voluntary. All the information collected through the questionnaire will be kept highly confidential and used only for research purpose. I would be grateful if you could kindly spare some time to complete the questionnaire below.

If you have any queries regarding the questionnaire or research, please do not hesitate to talk to the researcher in person or contact him on 9841652876 or send an email to ghimiramesh33@yohoo.com.

Ramesh Prasad Ghimire

Name (Optional):
Name of the Institution (Optional):
Address:
Teaching Experience:
Qualification:
School (please tick one that suits you)
a. Government-aided
b. Private

Please go through the questionnaire and tick (✓) the option that best indicates your response.

PART: ONE

Diversity in ELT Classes

1. Diversity in ELT classes refers to a heterogeneous group of students who differ significantly in motivation, goals for learning, aptitude, learning styles, etc.
 - a. Agree
 - b. Undecided
 - c. Disagree

2. The term diversity is related only to certain ethnic and racial background of the students.
 - a. Agree
 - b. Undecided
 - c. Disagree

3. Diversity in ELT classes is a norm rather than the exception.
 - a. Agree
 - b. Undecided

- c. Disagree
4. ELT class I am dealing with is full of diversity.
- a. Agree
 - b. Undecided
 - c. Disagree
5. Diversity in ELT classes is as common as in the society.
- a. Agree
 - b. Undecided
 - c. Disagree
6. We need to value and appreciate diversity in ELT classes.
- a. Agree
 - b. Undecided
 - c. Disagree
7. In ELT classes, there might be students of different language level.
- a. Agree
 - b. Undecided
 - c. Disagree
8. Students of different language level can successfully be taught together provided that the teacher is capable of devising differentiated techniques.
- a. Agree
 - b. Undecided
 - c. Disagree

PART: TWO

Challenges in Diverse ELT Classes

1. The teacher faces many challenges while dealing with a diverse ELT class.
 - a. Agree
 - b. Undecided
 - c. Disagree

2. The main problem in a diverse ELT class is that it is impossible to make the class beneficial for all the students.
 - a. Agree
 - b. Undecided
 - c. Disagree

3. Deciding appropriate level of instruction and task is challenging in a diverse ELT class.
 - a. Agree
 - b. Undecided
 - c. Disagree

4. There is higher level of anxiety among students in a diverse ELT class.
 - a. Agree
 - b. Undecided
 - c. Disagree

5. One size fits all approach, deeply rooted in the mind of English teachers, has been a fundamental problem in a diverse ELT class.
 - a. Agree
 - b. Undecided

c. Disagree

6. It is common that a diverse ELT class leads the teacher in certain direction rather than being directed by the teacher.

a. Agree

b. Undecided

c. Disagree

7. I don't feel any challenges to teach in a diverse ELT class.

a. Agree

b. Undecided

c. Disagree

8. Do you teach in a diverse ELT class?

Yes

No

If yes, please mention the problems you have faced while teaching in such a class.

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PART: THREE

Opportunities in Diverse ELT Classes

1. A good and innovative teacher can change the challenges of a diverse ELT class into opportunities.
 - a. Agree
 - b. Undecided
 - c. Disagree

2. The diversity in ELT class creates lively context for language teaching.
 - a. Agree
 - b. Undecided
 - c. Disagree

3. It is significant and fruitful for the students of low level of language proficiency to have collaborative activities with brighter ones in receiving natural $i+1$ input.
 - a. Agree
 - b. Undecided
 - c. Disagree

4. Opportunities in a diverse ELT class are simply outcomes of more or less controlled research which can never be helpful in real-teaching.
 - a. Agree
 - b. Undecided
 - c. Disagree

5. Teaching in a diverse ELT class has helped me develop professionally.
 - a. Agree
 - b. Undecided
 - c. Disagree

6. Most of the English language teachers think about minimizing problems in diverse class rather than creating opportunities from the existing diversity.
 - a. Agree
 - b. Undecided
 - c. Disagree

7. Teacher education in our context has never dealt with creating opportunities in a diverse ELT class.
 - a. Agree
 - b. Undecided
 - c. Disagree

8. What opportunities have you seen in diverse ELT classes in your context?
Please mention them.

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PART: FOUR

Strategies for Coping with the Challenges

1. Though there are a number of challenges in a diverse ELT class, they can be managed to a large extent.
 - a. Agree
 - b. Undecided
 - c. Disagree

2. Though the challenges of a diverse ELT class can be minimized to a great extent, it is impossible to avoid them completely.
 - a. Agree
 - b. Undecided
 - c. Disagree

3. The best way to deal with the problems of a diverse ELT class is to devise individualized techniques for the same lesson.
 - a. Agree
 - b. Undecided
 - c. Disagree

4. Collaborative learning is instrumental in solving the problems of a diverse ELT class.
 - a. Agree
 - b. Undecided
 - c. Disagree

5. Contextual language teaching is significantly helpful for an English teacher who has to deal with a diverse ELT class.
 - a. Agree
 - b. Undecided
 - c. Disagree

- 6. The same learning task is appropriate for all our students.
 - a. Agree
 - b. Undecided
 - c. Disagree

- 7. A diverse ELT class is always dominated by a handful of bright students.
 - a. Agree
 - b. Undecided
 - c. Disagree

8. Do you face any challenge while teaching in a diverse ELT class?

Yes No

If yes, please mention the strategies you adopt for coping with those challenges.

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Thank you for your kind co-operation.

APPENDIX-II

QUESTIONNAIRE TO THE STUDENTS

Dear Students,

This questionnaire is a research tool for gathering information for my research entitled "Managing Multilevel Diversity in ELT Classes" for the partial fulfillment of my Master of Education in English at T.U. I am carrying out this research under the guidance of Dr. Jai Raj Awasthi, Professor of the Department of English Education. The questions are based on diversity in ELT classes, challenges and opportunities in a diverse ELT class and the strategies for coping with the challenges.

The correct information provided by you will be of great help for the successful completion of this research. Your name and the name of your school are optional and your participation is voluntary. All the information collected through the questionnaire will be kept highly confidential and used only for research purpose. I would be grateful if you could kindly spare some time to complete the questionnaire below.

If you have any queries regarding the questionnaire or research, please do not hesitate to talk to the researcher in person or contact him on 9841652876 or send an email to ghimiramesh33@yohoo.com.

Ramesh Prasad Ghimire

Name (Optional):

Name of the School (Optional):

Address:

Grade:

School (please tick one that suits you)

a. Government-aided

b. Private

Please go through the questionnaire and tick (✓) the option that best indicates your response.

PART: ONE

Diversity in ELT Classes

1. My English teacher devises different levels of exercises for different groups of students in the same class.
 - a. Agree
 - b. Undecided
 - c. Disagree

2. Sometimes the activities devised for us vary in terms of complexity.
 - a. Agree
 - b. Undecided
 - c. Disagree

3. Our teacher humiliates the ones who have made mistakes showing the one who can solve the problem correctly.
 - a. Agree
 - b. Undecided
 - c. Disagree

4. Our teacher expects all of us in the class to have the same level of language proficiency without any exception.
 - a. Agree
 - b. Undecided
 - c. Disagree

PART: TWO

Challenges in Diverse ELT Classes

1. Our teacher complains in the class saying that it has been very difficult for him to teach because we vary in terms of our language proficiency level.
 - a. Agree
 - b. Undecided
 - c. Disagree

2. How do you feel about the level of your language proficiency compared to your classmates?
 - a. High
 - b. Medium
 - c. Low

3. I feel bored in my class because my teacher spends significant amount of time in teaching the subject matter that I have already known.
 - a. Agree
 - b. Undecided
 - c. Disagree

4. I don't feel confident in my class because the language used by my teacher and classmates is beyond my level.
 - a. Agree
 - b. Undecided
 - c. Disagree

PART: THREE

Opportunities in Diverse ELT Classes

1. The most important thing for me in my class is that I can facilitate my classmates in different activities.
 - a. Agree
 - b. Undecided
 - c. Disagree

2. In a diverse ELT class, we can learn as much from one another as we learn from the teacher.
 - a. Agree
 - b. Undecided
 - c. Disagree

3. In a diverse ELT class we work cooperatively helping one another.
 - a. Agree
 - b. Undecided
 - c. Disagree

4. Please mention some of the opportunities that you have noticed in a diverse class like yours.

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PART: FOUR

Strategies for Coping with the Challenges

1. I don't feel any difficulty to study with my classmates though their language proficiency varies from mine.
 - a. Agree
 - b. Undecided
 - c. Disagree

2. My teacher always presents the subject matter in such a way that makes me quite engaged in the task.
 - a. Agree
 - b. Undecided
 - c. Disagree

3. I feel conformable to work collaboratively with the classmates whose language proficiency greatly varies from mine.
 - a. Agree
 - b. Undecided
 - c. Disagree

4. What does your teacher do to make the classroom activities equally fruitful for the students having different levels of language proficiency?

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Thank you for your kind co-operation.