

**PERCEPTIONS AND CHALLENGES OF ENGLISH LANGUAGE
TEACHERS IN MIXED-ABILITY CLASSROOM**

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

**Submitted by
Mahesh Sharan Joshi**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2013**

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Date of Approval of the Thesis

Proposal: 2069-01-20

Date of Submission: 05-05-2013

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DECLARATION

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

Date: 05-05-2013

Mahesh Sharan Joshi

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Mahesh Sharan Joshi** has prepared this thesis entitled **Perceptions and Challenges of English Language Teachers in Mixed-Ability Classroom** under my guidance and supervision.

I recommend the thesis for acceptance.

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DEDICATION

Dedicated to

My family, teachers and friends

ACKNOWLEDGEMENTS

First of all, I would like to express sincere gratitude to my teacher cum thesis supervisor **Mr. Khem Raj Joshi**, Teaching Assistant, Department of English Education, T.U., Kirtipur who encouraged me to undertake research. I thankfully bestow my reverence and acknowledge him for providing me with meticulous supervision. Furthermore, his scholarly guidance and supervision enabled me to bring this study in this form.

I am immensely thankful to **Dr. Anjana Bhattarai**, Reader and Head of Department of English Education and **Mrs. Hima Rawal**, Lecturer of the Department of English Education for their insightful comments on my work.

I highly appreciate the support, suggestions and encouragements I received from all the Gurus and Gurmas of Department of English Education.

I am truly grateful to the school administrations and the respondents for their co-operation.

Finally, I am thankful to my family and friends for their support and love throughout my study.

Mahesh Sharan Joshi

ABSTRACT

The purpose of this study was to find out perceptions of secondary level English teachers towards mixed-ability classroom and challenges faced by them in such classes. In order to fulfill the objectives of the study, 40 secondary level English teachers were selected from Kanchanpur district through non-random sampling procedure. A set of questionnaire was the research tool for eliciting the required information for the study. The findings of the study showed that the secondary level English teachers were familiar with the concept of mixed-ability classroom and they take their classes as mixed-ability group. They were aware of the fact that individual differences lead mixed-ability classroom. Teachers faced many challenges in such classes. The major challenges were low participation, deciding appropriate level of instruction, effective learning for all, domination of bright pupils and adjusting lesson plans.

This thesis is organized into four chapters along with references and appendix at the end. The first chapter presents the general background on mixed-ability classes, learners' differences, challenges and opportunities of mixed-ability classes. It also includes review of related literature, objectives of the study and significance of the study. The second chapter is concerned with the methodology used in the study, under which sources of data, sampling procedure, tools for data collection, process of data collection and limitations of the study are described. The third chapter provides the comprehensive picture of the analysis and interpretation. The data are analyzed and interpreted under the two main headings. The final chapter lists the major findings and recommendations of the study.

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