

CHAPTER ONE

INTRODUCTION

This study is on, “**Classroom Culture in Heterogeneous English Classes**”. This chapter includes the general background of culture as well as classroom culture and heterogeneous classroom. It also discusses the review of related literature, objectives of the study and significance of study.

1.1 General Background

The term ‘Culture’ is derived from the Latin word ‘cultra’ a noun which indicates the process linked to growing crops which is cultivation. Culture is the fabric of meaning in terms of which human beings interpret their experience and guide their actions. Such actions then take the form of social structure, the actually existing network of social relation culture and social structures then different constructions that form the same phenomena. In other words ‘Culture’ belongs to human consciousness that is developed and shaped by society. Even the social relationships and actions determine the social structures and culture is the outcome of it which is reflected in literature. Culture can be defined as the cultivated behavior that is socially transmitted. It involves the accumulation of knowledge, beliefs, attitudes, experiences, religion, relations, concept of universe, values, meaning, and notion of the time, material possessions and object acquired and way of life of a group of people throughout the generations. This way of life is accepted by all the individuals in the group without thinking about it and is passed from one generation to another through communication.

Culture is symbolic communication, Some of its symbols include grouping skills, knowledge, attitudes, values and motives. The meanings of symbols are learned and deliberately perpetuated in a society through its institutions.

Cambridge Encyclopedia (1958) mentions:

Culture (anthropology) is the way of life of group of people consisting of learned patterns of behaviors and that passed on from one generation to the next. This notion included the groups, beliefs, values, language, political organization, and economic activities, as well as its equipment, techniques and art forms (p.309).

Different societies have distinct history, religion, politics, art, literature magic, etc. so the culture has plural meanings in terms of which human beings share their experience and guide their actions. The idea of culture as people's whole way of life primarily appeared in the late eighteenth century. Similarly, Tylor defines it in an ethnographic way. For Tylor (1958), "Culture or civilization, taken in its wide ethnographic sense, is that complex whole which includes knowledge, beliefs, art, morals, law, customs and other capabilities and habits acquired by man as member of society" (p.115). In terms of definition of culture Tylor was more original one such ethnographic definition of culture has undergone great change by the mid-20th century, Opposing this anthropological meaning of culture, William (1987) takes the culture with the normative meaning, "the whole way of living of the people, out of this conflict between culture in anthropological sense and culture in the normative sense there emerged a third way of using term," one that refers neither to people's organic way of life nor to the normative values preached by learning intellectuals but to battle ground of social conflicts and contradiction (Graff and Bruce, 1980, p.421). However, the idea of culture by Williams (ibid) focuses on cultural hierarchy on the basis of conflict especially seen between higher and lower class. He means working class culture is lower which contrasts with higher culture. In nutshell, culture describes many ways in which human beings express themselves for the purpose of uniting with others, forming a group, defining an identity, and even for distinguishing themselves

as unique. Although culture is not necessary for the survival of human species, notions of culture and culture identities are present in almost every human society on earth.

1.1.1 Language and Culture

Language is more than just a means of communication. It influences our culture and even our thought process. Language is a system for the expression of thoughts, feelings, etc. by the use of spoken sounds or conventional symbols. It is special gift for human beings and it is one of the ways to expressing the person's ideas, feelings and emotions. Language can be defined as the system of communication comprising codes and symbols which are used by human to store, retrieve, organize structure and communicate knowledge and experience. Jespersen (1904) writes, "Language it not an end itself ... it is a way connection between souls, a means of communication". Above mentioned definition says that language is one way which works as means of communication. In the same way Sapir (1978) writes, "language is purely human and non-instinctive method of communicating ideas, emotions and means of system of voluntarily produced symbols" (p.8).

On the other hand, culture means the way of life. It handles the norms, values, beliefs and tradition of the people. Culture is narrowly defined as 'customs' or tradition and considered to be natural and unchangeable.

Banks (1988) defines culture as, "a cluster of attributes such as values, beliefs, behavior patterns and symbol unique to particular human groups" (p.261). Above definition tells that culture is a type of cluster of attributes which includes norms values, beliefs and behavior patterns of human group.

Jiang (2000) has explored cultural content contained in or conveyed by some specific human items. Every language form we use carries meanings associated with culture, and culture is more extensive than language. What she exactly means is that people of different cultures can refer two different things while

using the same language forms. She has given examples of lunch and dog. 'Lunch' for an English man may refer to hamburger or pizza but for a Chinese man the word will most probably refer to steamed bread or rice. Similarly, the word 'dog' in English and the character *gou* in Chinese usually refer the same kinds of animal. However, most English people associate dog with man's best friends, a good companion being kept as a pet, together with many commendatory idioms such as lucky dog.

1.1.2 The Relationship Between Language and Culture

The relationship between language and culture is inextricable. Language and culture are the two parts of the same coin, when one part is absent, another part remains incomplete. Language is used in society and each society has its' own culture as it has its' own language or language variety. A society's culture is the whole way of life of its people. Language reflects the culture and in turn, culture influences or shapes the language. Such intricate relationship between language and culture indicates that it is impossible and worthless to teach the language separating it from culture. It is commonly accepted that language is a part of culture, and that it plays a very important role in it. Some social scientists consider that without language, culture would not be possible. Language simultaneously reflects culture and is influenced and shaped by it. In the broadest sense, it is also symbolic representation of people, since it compromises their historical and cultural backgrounds as well as their approach to life and their ways of living and thinking.

Brown (1994) writes, "A language is part of culture and a culture is a part of language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture"(p.165).

People's world view can differ even if they are brought up in similar behavioral patterns and culture as they speak different languages. The language a person uses to express his/her views will limit him/her. This is because various languages create different restrictions thus different people sharing the same

culture and speaking different languages will have different world views. This is an indication that language is formed by culture and the culture of a society can be revealed through language. This culture is transferred to a new generation through the use of language. Thus for a child to learn a new language he should learn the new culture. In this regard Adler & Roman(1997) argue that,

The world view of given society will depend on the culture in that society and also the language the people in that society use. This has forced many teachers and parents to teach the young children their culture and language, so as to give the children the right views on their culture. The teacher should use materials that include the culture and language of that particular society in their work so as to help the students understand their cultural background and their language use.

Language and culture are entwined in such a way that people in the society cannot live without using the two. Language is used to express one's ideas thus expressing the world views of that culture. The difference in language has made different people to have different world views though they share the same culture. Teachers should teach students their language so as to help them understand their culture and appreciate it. The use of language policy is important as it helps the people in the society to know their culture and also to understand it.

1.1.3 Classroom Culture

The classroom can be defined as 'a place where more than two people sit together for the purpose of learning, with one having the role of teachers. The teacher has certain perception about his or her role in the classroom' (Tusi, 1995, p.1). Similarly, Gaies (1980) describes the classroom as 'crucible' in which elements interact, these elements are the teacher and students where both of the elements have their own particular needs and expectation that they hope to see satisfied (as cited in Tusi,1995). The class reacts to the teachers' action

in different ways. They repeat something well, something badly, they give some answer correctly and make mistakes with others. They follow the teacher's instruction with some activities and fail to do demonstrating on apparent reaction. In the classroom we can see the reaction between teacher and students. The classroom is a miniature society in which we have the students of different age, cognitive style, culture, education, ethnicity, language, proficiency, gender, identity and geographical backgrounds. So a classroom is a diverse and unique community where standard rules and expectations are developing over time.

Simply culture means the way things are around here. Classroom culture is the way which things are around in the classroom. It is shaped by both students and teacher in the classroom. The basic for classroom culture can be traced back to field of social psychology (Marrow, 1969). Marrow goes to state that Lewin coined the term "group dynamics" in 1939. Group dynamics is associated with values, expectation behavior and social system. Well (1990) states that a group is the, "sum total of the individual co-actors(members) and their intra-psycho dynamics... the group has a life of its own distinct from but related to dynamics of co-actors who compare the group membership"(p.55). In classroom context, this definition explains the totality of the interaction between classroom participants which includes all the students and instructor. The knowledge of how classroom culture works in a language classroom therefore provides powerful knowledge for language teachers in creating and maintaining a positive learning atmosphere. Classroom culture is the process of instilling certain universal values and behavior expectations to students to promote their well being and to facilitate learning.

Montgomery (2001) says that, "culturally responsive classroom specially acknowledge the presence of culturally diverse students and the need for these students to find relevant connections among themselves and the subject matters and the tasks teachers ask them to perform"(p.4).

In conclusion, I believe that a classroom culture of trust and acceptance is the foundation for establishing an environment in which students are empowered and feel comfortable. Classroom Culture of trust and acceptance provides feedback continuously to improve the classroom teaching and learning. Learning occurs from mistakes to enhance achievement and it aims for “stretch” goals to maximize their potential for further learning.

1.1.3.1 Importance of Classroom Culture

Culture is the mirror of the society. Without culture society cannot live, so every society has a culture. Likewise classroom has also their own culture. To obtain the educational goal there must be the need of the classroom culture. Classroom culture is acceptance and trust which is given by both students and teacher during the lesson. Without acceptance and trust, student’s energy may be diverted from learning to self protection. A trusting environment empowers students to become accountable for their own learning and the learning of others.

In the same way, “classroom culture helps understand explicitly the expectations of curriculum, see the curriculum as a basis for developing their mission, formulate goals that will help them realize their mission, monitor their achievement towards their goals and accept feedback in positive and constructive manner” (www.montgornerschoolsmd.org.)

If we have a good classroom culture, it helps understand explicitly the expectation of curriculum. Curriculum is a plan for learning. If we have a good plan to learn, it helps to obtain the educational objective effectively.

Every person has a goal /mission to obtain something new. To give something new classroom culture helps to realize their mission. While teaching class, the teacher gives feedback to the students. The feedback must be given in positive and constructive manner. It means teacher do not use the negative words to the

students, teacher only use the polite words which helps to encourage the students in their learning process.

1.1.3.2 Development of Classroom Culture

Classroom culture cannot be developed only from one party i.e. either the teacher or the students. It is the consequence of joint venture of both the parties. Both the teacher and the students should have mutual understanding, commitment to enhance classroom culture and they need to work for it to make the teaching learning activities goal- oriented, purposeful and effective. For this to achieve, following procedure can be exploited where teacher as well as the students have active roles to play.

Encourage the students to participate and engage in process thinking. Model acceptance and respect as students offer ideas to improve the classrooms culture or learning system. Likewise, teacher act upon students suggestions to reinforce the value of students input. Ask students to share their feelings about school or a course at the beginning and the end of the first week of school using conscious programmes or to offer comments/suggestions/questions using issue bins. In the similar way, the teacher invites students to establish classroom ground rules responsibilities and the classroom mission statement beginning with brain storming followed up with an affinity diagram to categorize ideas. (www. montgorneryschoolsmd.org.)

Thus, it is clear that to develop the classroom culture both the student and teacher have important role. In the absence of one of them classroom culture cannot be developed.

1.1.3.3 Characteristics of an Effective Classroom Culture

The following are the main characteristics of classroom culture.

-) There is shared control in the classroom, that is, the students have a say in the learning process and in the curriculum within the reason. The teacher relinquishes some of the power to the students, why? At all ages

students want to feel independent and as though they have a say in what they are learning and doing, it motivates them, give them feelings of competence and help them buy into the program.

-) The teacher needs to work both as a facilitator and a teacher. In facilitating learning the teacher helps students reach their educational goals, but does not do it for them.
-) The teacher must establish an atmosphere of trust and respect for students as human beings students should not be criticized for their interests or their attire. If they want to wear pants that look like they are falling off, respect their right to do so when they are twenty, they won't want to do it.
-) The teacher must believe in the student's ability to achieve. Few people use even 50% of their brain capacity according to biological research. Most students do not know how to use their brains and other are simply too lazy. Given the right motivation and stimulation, almost any student can achieve especially if there is a teacher who is encouraging.
-) The curriculum must be relevant to real life and students must be able to see the connection. Authentic learning experiences are the best, but if that is not possible, and then the teacher should make the connection to real life visible to the students.
-) The teacher should model the behavior that he/she expects from the students.
-) Students will live up the expectations of the teacher, if the teacher expects excellence, then the students work up to the level expected.
-) The teacher should exhibit passion for the subject or passion for the teaching or both passions makes the students interested in and excited about the subject. Who wants to learn from deadbeat?
-) Instruction needs to be individualized and in an effective learning community it should be. Each member is doing something different and each member realize on the next member for support. Students individualize instruction with each other and the teacher work

individually with students who are working on separate projects large group instruction should also be tailored to the need of the group and the group should buy into the need for this type of instruction.

-) Feeling of community are fostered by students having common goal, similar classroom experience, after school activities, occasionally, field trips occasionally, together, group t-shirt.
-) Teacher must be seen by students as fair, knowledgeable, unbiased willing to help, and easily approached.

(Source: gallery.carnegiefoundation.org.)

1.1.4 Heterogeneous Classroom

Heterogeneous grouping is a type of distribution of students among various classroom of a certain grade with in a school. The word ‘heterogeneous’ refers to diversified, different and varied from others. A heterogeneous class is one that has different kinds of learners it, as opposed to homogeneous class, where learners are similar.

Ur (2005) defines heterogeneous class as, “classes whose members are particularly or unusually heterogeneous” (p.302). Another definition sometimes applied to such classes is ‘mix ability’. In mix ability class there are gifted children and non gifted children.

Likewise, Sharun and Glisan (2000) clearly say:

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

A heterogeneous class is natural as in the society. The classroom is a miniature society in which we have the students of different ages, cognitive styles, cultures, education, ethnicities, language proficiency, gender identity and so on. Therefore, it is self explanatory that each student in the class is a different individual.

In the similar way, Ur (1996) mentions, the differences between learners in heterogeneous classes include:

‘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, knowledge of the other language, confidence, interest and self discipline’ (p.304).

After analyzing the above mentioned views we can say that heterogeneous classroom is one that reflects the rich diversity of the students. Where students are different with each other, they have individual differences. They are different from language, culture, attitude, age and intelligence. In this mix ability of class to teach for teacher is challenging job. How many teachers are aware of for this condition of class, this is very curiosity for us.

1.1.5 Teaching in Heterogeneous Classrooms

Teaching for understanding is a complex endeavor. We will learn how to organize the classroom and how to support students as they engage in intellectually rigorous and linguistically rich learning task in heterogeneous classrooms. For this class, we define heterogeneous classroom as classrooms in which students have a wide range of previous academic achievement and varying levels of oral and written proficiency in the language instruction. For such classrooms, group-work is a highly recommended and well documented instructional strategy. We will learn how to organize the classroom and prepare

students for group work, how to equalize participation among the member of group; how to design learning tasks that supports conceptual understanding, mastery of content and language development and how to assess the group products as well as individual contribution (www.stanford.education).

The interest in individual students is the key to a heterogeneous class satisfaction. Students come from different ideas, expectation and needs, they are individuals, therefore they should look at as individuals and not as a whole class.

Skehan (1998) says, “A heterogeneous class consisting of ‘successful’ and ‘unsuccessful’ learners is a challenge for teachers one of the suggested ways to teach such a class is by using in class task adaptation” (p.215-16)

In heterogeneous class there are ‘successful’ and ‘unsuccessful’ learners. To teach such class teacher face technical difficulties like: level of instruction, language, culture and how different groups relate to with each other.

Likewise, Nepal is also multilingual and multicultural country. In the case of Nepal there is a great difficulty to teach the heterogeneous class. How a teacher teaches to such types of class is of curiosity for us. What types of method they use to teach in heterogeneous class. This will be the finding of this research.

1.1.6 Strategies for the Heterogeneous Classroom

The word ‘strategy’ comes from the ancient Greek word *strategia*, which means step or actions taken for the purpose of winning war. Oxford (2003) says that the war like meaning of the *strategia* has fortunately fallen away but the control and goal directedness remain in the modern version of the word. There are different types of strategies such as communicative strategies, learning strategies etc. For heterogeneous classroom learning strategies should be used.

Teaching in heterogeneous classroom is very difficult for teacher. To teach such types of class he/she should use different strategies like group work, pair

work and task adaptation. Cohen (1931) believes that group work is the best strategies to teach heterogeneous class. She begins with a carefully crafted rationale for group work and moves through steps in the structure, processes, and challenges teacher and students face as they work together. Designing group work has earned its place in the library of anyone seeking to create high achieving equitable classroom.

In conclusion, group work is said to be the best strategies for the heterogeneous class. It helps to enhance students reasoning power and extra- curricular activities. It includes all types of student. Group work develops the confidence level of the students, student do not feel nervous in grouping because every student helps with each other in a group. So there is need of a group work in heterogeneous classes. The teacher gives different tasks to the students which they perform in the class.

1.1.6.1 Group work

Group work is an effective technique for achieving certain kinds of intellectual and social learning goals. It is a superior technique for conceptual learning, for creative problems solving and for increasing oral language proficiency.

Socially it will improve inter-group relation by increasing trust and friendliness. It will teach students skills for working in groups that can be transferred to many students and adult work situations. Group work is also a strategy for solving two common classroom problems: keeping students involve with their work and managing instruction for students with wide range of academic skills.

Cohen (1931) defines group work as, “Students working together in a group small enough so that every can participate on a task that has been clearly assigned. Moreover, students are expected to carry out their task without direct and immediate supervision of the teacher” (p.1).

Above mentioned definition says that group work refers to students working together in a group. Everyone can participate on task that has been clearly assigned. In heterogeneous classroom, there are different types of students. Each student has their individual differences, they have different ability, so teacher needs group work to control such types of class. Dividing the group is also challenging job for teacher. The teacher should ensure the participate on all types of students in a group and he/she gives students group work task and allow of them to make mistakes and struggle on their own. This is the one feature of group work, so group work is very important thing for heterogeneous classroom. It helps to control classroom. We have the curiosity how many teachers are familiar with the group work and they use the group work to teach heterogeneous classroom.

1.2 Review of Related Literature

This section provides information of previous research works and other related literature on classroom culture and heterogeneous English classrooms. Kumar (2007) goes on saying “The literature review is an integral part of the entire research process and makes a valuable contribution to almost every operational step” (p.30). He further adds it has value even before the first step that is when you are merely thinking about the research question that you may want to find answer to through your research journey (ibid,p.30).

A number of research studies related to classroom culture in heterogeneous English classes have been carried out and some of them are as follows:

Poudel (2009) studied on the “Cultural specific vocabulary items incorporated in the English textbook”. The purpose of study was to find out the vocabularies used in English textbook of grade ten English and analyze them in terms of culture. The informants were both the teacher and the students. He collected the data with the help of check list and finally he found that among the categories of culture, social culture and religious culture covered the higher number of words.

Ghimire (2010) carried out a research on “Role of teachers in English language classroom”. The objective of his study was to identify the perception of teacher towards their roles in English classroom. The construction of research was the first practical steps in carrying out a study. In addition to the available data gathered from related books, ELT Journals, articles and so on, he collected the field information using two data gathering instruments: observation checklist and interview schedule. Finally he found that the student’s participation in the classroom activities was seen to be high and enthusiastic when teachers played the role of manager, monitor, facilitator, participants and organizer.

Dulal (2011) conducted research on “Teachers’ perception on the use of culture in teaching English”. The purpose of his study was to find out perception of English teachers towards the use of culture in teaching the English language. The secondary level teachers were the informants of the study. He used questionnaire as the research tool for data collection and finally he found that the teachers have mixed perception on the theoretical aspects of Culture Teaching (CT). Almost all i.e. 94% teachers viewed that language teaching is foreign Culture Teaching, about 50% perceived CT is transmission of information about people and community and almost equal number of the teachers disagreed with this statement.

Shrestha (2011) carried out research on “Cyber culture in English Language Teaching (ELT): A reflection from Nepali fictions”. The objective of his study was to present an analytical survey of cyber culture in the present day and to analyze the use of cyber culture in the selected Nepali fictions. He used purposive (non random) sampling procedure. He used only observation as tool for data collection. Finally he found that among the four novels *palpasa café* and *a parallel sky* have used cyber culture immensely. Throughout the novel, they have talked this trend in ten difference places. They have also successfully dealt globalization, cultural imperialism and digital culture.

Ghimire (2011) carried out research on “Managing multi level diversity in ELT classes”. The objective of his study was to identify the secondary level English teacher’s awareness of diversity in ELT classes and to explore the students’ view on challenges faced by the teachers. Two sets of questionnaire were used as research tool for eliciting the required information for the study and finally he found that the secondary level English teachers were aware of diversity in ELT classes. They were aware of the fact that the notion of the diversity goes beyond certain ethnic and social background of the students and diversity in ELT classes are as in common in the society.

Chimariya (2011) carried out research on “A study of classroom interaction at secondary level”. The purpose of his study was to find out existing situation of classroom interaction in secondary English classes. Classroom observation checklists and diary note was the main tool for data collection.

In the Department of English Education TU, there are a few studies conducted on culture but no study has been carried out on classroom culture to find out teachers perspectives on heterogeneous classes which is the one of the burning issues for the teacher. So the present study aims at finding out the teachers’ perceptions towards classroom culture in heterogeneous (ELT) classes. This is why the present research is different from the research studies that have been carried in the field of ELT.

1.3 Objectives of the Study

The objectives of the present study were as follows:

- (a) To find out the teachers’ perception towards classroom culture in heterogeneous English classes.
- (b) To suggest some pedagogical implications.

1.4 Significance of the Study

Teachers' awareness regarding classroom culture in heterogeneous English classes is crucial for the enhancement of students learning as well as teachers' professional development. If teachers are aware of heterogeneous classroom culture possessing the managing skills on it then teaching learning activities can be handled and properly managed. Whether their perceptions are positive or not is equally an important and determining factor for classroom teaching and learning. Regarding this importance of classroom culture in heterogeneous classes and teachers' perceptions on it, I have carried out this research study on it in our context. This study aims to find out the teachers' perception towards classroom culture in heterogeneous English classes, it will provide information about how to manage the classroom culture in heterogeneous classes. Therefore, this study is expected to be significant to all those teachers who are directly involved in English language teaching.

CHAPTER TWO

METHODOLOGY

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

2.1 Sources of Data

I used both primary and secondary sources for the data collection. The primary sources were used for collecting data and secondary sources were used to facilitate the research.

2.1.1 Primary Sources of Data

The study was primarily based on the primary sources of data. The higher secondary level English teachers were the primary sources of data.

2.1.2 Secondary Sources of Data

Regarding the secondary sources of data, detailed information is presented in references. To facilitate the research I consulted the following books: Cohen (1931), Tylor (1958), Brown (1994), Tusi (1995), Ur (1996) and Jung (2000). Apart from these books I also consulted the internet.

2.2 Population of the Study

Higher secondary level English teachers of government aided and private schools of Kathmandu were the population of the study.

2.3 Sampling Procedure

I selected 50 higher secondary level English teachers working in Katmandu valley adopting purposive (non random) sampling procedure. Half of them were from government aided schools and remaining other from private schools.

2.4 Tools for Data Collection

Questionnaires were used as the research tool for data collection, which was directly related to the defining classroom culture in heterogeneous classes.

2.5 Process of Data Collection

I collected the data from the primary sources by administering the questionnaire. For this purpose, I adopted the following steps:

- (a) At first I took the permission from the principals/headmasters, I consulted the English teachers and explained them the purpose of research and requested them to take part in it. I resumed of the confidentiality in terms of ethic of research regarding the information obtained through questionnaire.
- (b) Then, I distributed the questionnaire.
- (c) Finally, I collected the questionnaire and thanked the informants and school authority for their kind cooperation.
- (d) The process was repeated until the designated numbers of questionnaires were administered to fulfill the purpose of research.

2.6 Delimitations of the Study

The proposed study had the following limitations

- (a) The study was limited to the perception of English teachers towards classroom culture in heterogeneous English classes.
- (b) The study was limited to the higher secondary level English teachers working in government aided and private schools of Katmandu valley.
- (c) The study was limited only to 50 teachers.
- (d) A questionnaire designed for the present purpose was the only tool for data collection.

CHAPTER THREE

ANALYSIS AND INTERPRETATION OF DATA

This chapter is concerned with the analysis and interpretation of data collected from the primary sources to fulfill the set of objectives. The primary sources of data were fifty higher secondary level English teachers working in Kathmandu valley. I used questionnaire to collect the data. The questionnaire included both open ended and close ended questions. Therefore, the analysis and interpretation of data has been done under two headings as stated.

-) Classroom Culture
-) Heterogeneous classes

The heading consists of various questions in which the informants were requested to provide their responses. Under both the heading there were some open ended questions in which case the respondents had to write a few words or sentences. Most of the questions were close ended in nature where the respondents were requested to show their response by ticking the option. The data collected through the questionnaire are analyzed and interpreted under the above mentioned two headings.

3.1 Classroom Culture

Under this heading, there were twelve questions directly related to classroom culture. Here I tried to find out teachers perception towards classroom culture. The data obtained from teachers is analyzed and interpreted as in subsequent section. The item wise analysis and interpretation of the data is presented by charts and percentage.

3.1.1 Closed ended questions

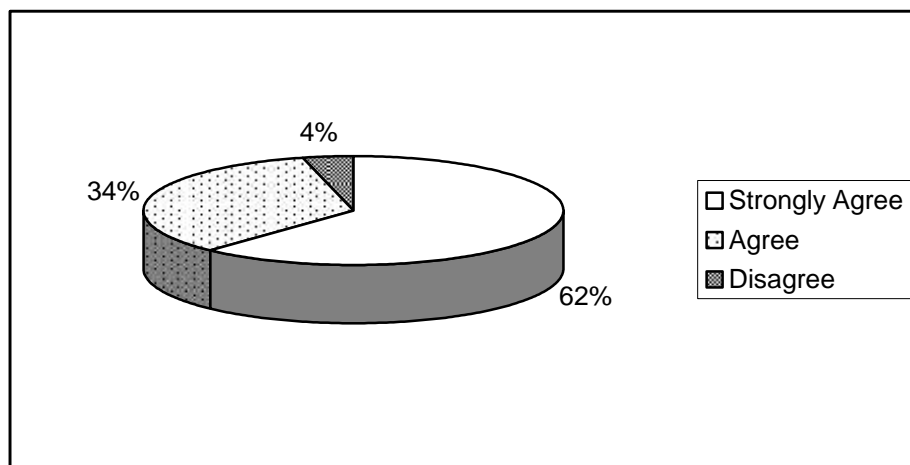
Nine closed ended questions have been analyzed and interpreted with statistical tools.

3.1.1.1 Trust and Acceptance of Classroom Culture

The respondents were asked whether the classroom culture of trust and acceptance is foundation for establishing environment in the class or not. The aim of the statement was to find out teachers' perception towards classroom culture. The result is presented in following pie-chart.

Figure No. 1

Trust and Acceptance of Classroom Culture



The above figure shows that out of fifty respondents (62%) strongly agreed with the statement, 34% marked agreed and 4% disagreed with the statement. From the data obtained, it can be concluded that majority of the teachers strongly agreed with the statement trust and acceptance of classroom culture is foundation for establishing environment in the class.

3.1.1.2 Every Classroom has a Culture

Regarding the question to measure the participant's degree of agreement and disagreement about the classroom culture the respondents were asked whether the every classroom has a culture or not. The teachers' responses are presented in figure 2.

Figure No. 2
Every Classroom has a Culture

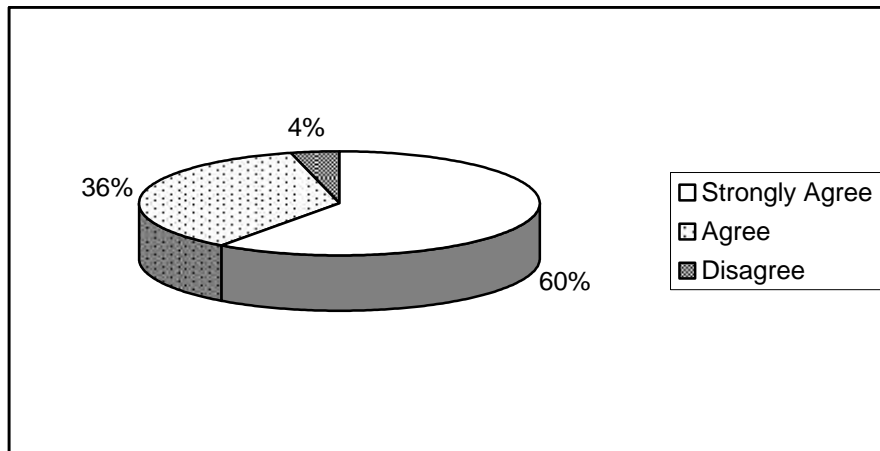


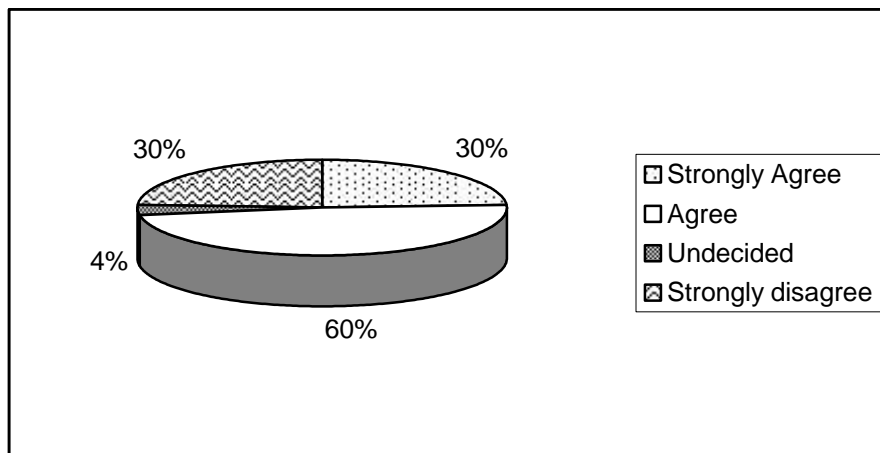
Figure No 2 shows that out of fifty respondents 60% strongly agreed with the statement, 36% agreed and 4% disagreed with the statement. From the above result it is clear that most of the teachers agreed with the statement. It means that they have understood about the classroom culture.

The majority of the teachers agreed to the fact that every classroom has a culture.

3.1.1.3 Classroom Culture and Expectation of Curriculum

The respondents were asked whether the classroom culture helps to understand the expectation of the curriculum or not. In this regards the respondents' views are presented in the figure 3.

Figure No 3
Classroom Culture and Expectation of Curriculum

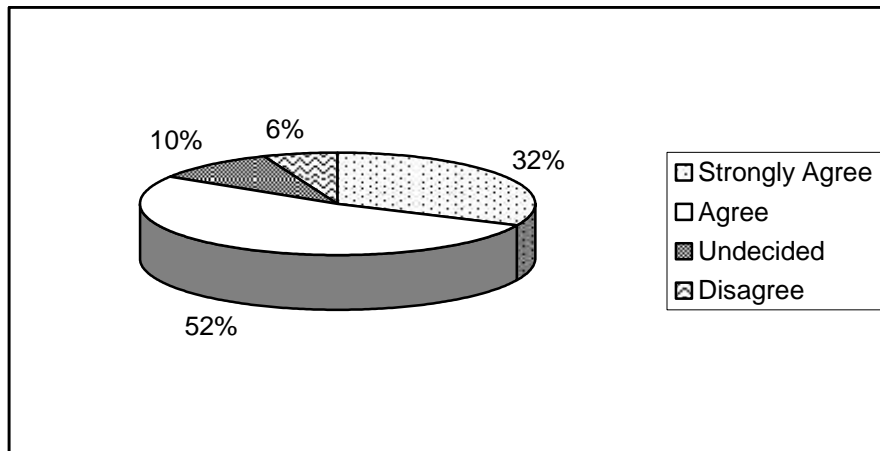


The figure above shows that out of the fifty teachers 30% strongly agreed with the statement that classroom culture helps to fulfill expectation of curriculum, 60% marked agreed, 4% undecided and 6% of the total strongly disagreed with the statement. From the above result it can be concluded that the majority of the teachers agreed with the statement. i.e. they believed that classroom culture helps to fulfill the expectation of the curriculum.

3.1.1.4 Diversion of Students Energy

The statement was given to the respondents to find out whether without trust and acceptance student's energy may be diverted from learning to self protection or not. Regarding this question the respondent has presented the figure 4.

Figure No. 4
Diversion of Student's Energy



As above mentioned figure shows that out of fifty respondents 32% strongly agreed with the statement, 52% marked agreed, 10% undecided and 6% of the total were disagreed with the statement. It means majority of the teachers were agreed with the statement that without trust and acceptance student energy for learning may be diverted.

3.1.1.5 Feedback in Positive and Constructive

The teachers were asked whether the classroom culture gives feedback in positive and constructive manner or not. The responses of the teachers regarding this question have been displayed in the figure 5.

Figure No. 5
Feedback in Positive and Constructive

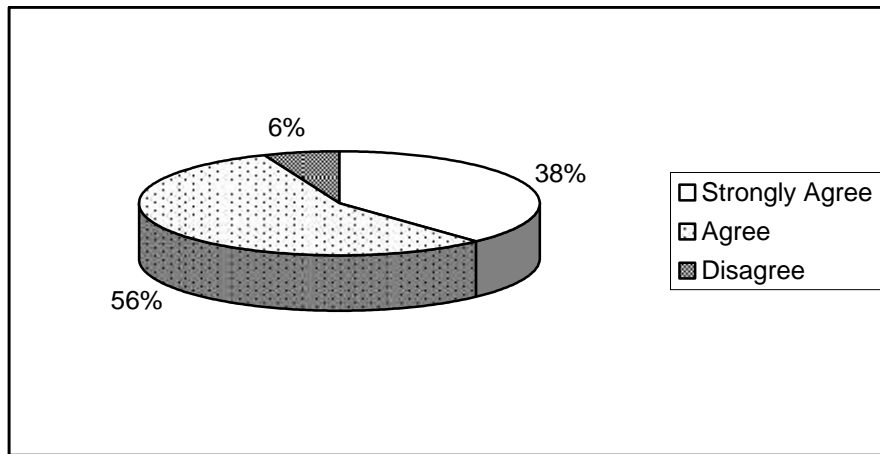
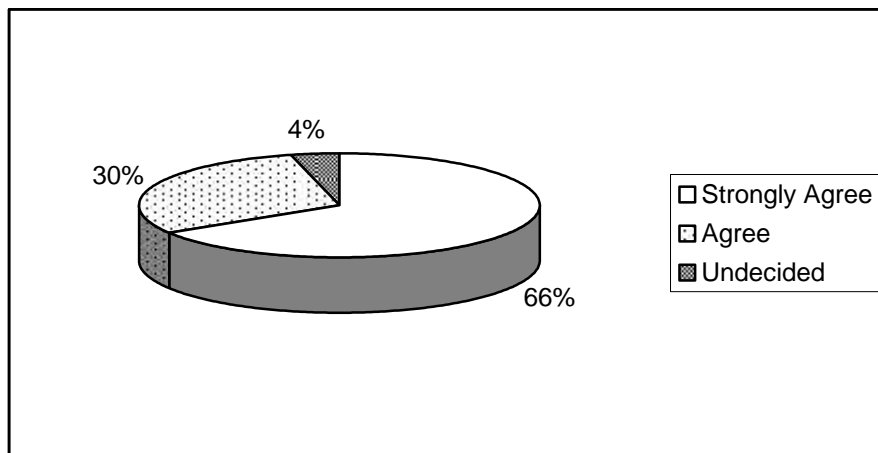


Figure No.5 shows that out of fifty respondents 38% strongly agreed with the statement, 56% marked agreed and 6% of the total were undecided with the statement that classroom culture gives feedback in positive and constructive way. This shows that most of the teachers (i.e.94%) agreed with the statement. Concludingly, I found that most of the teachers were familiar with the statement that classroom culture gives feedback in positive and constructive manner.

3.1.1.6 Encourage the Students in Process of Thinking

The respondents were asked whether they agreed or not with the statement of the teachers need to encourage the students to participate and engage in process of thinking. The response from the teachers regarding this statement was as displayed in the figure 6.

Figure No. 6
Encourage the Students in Process of Thinking

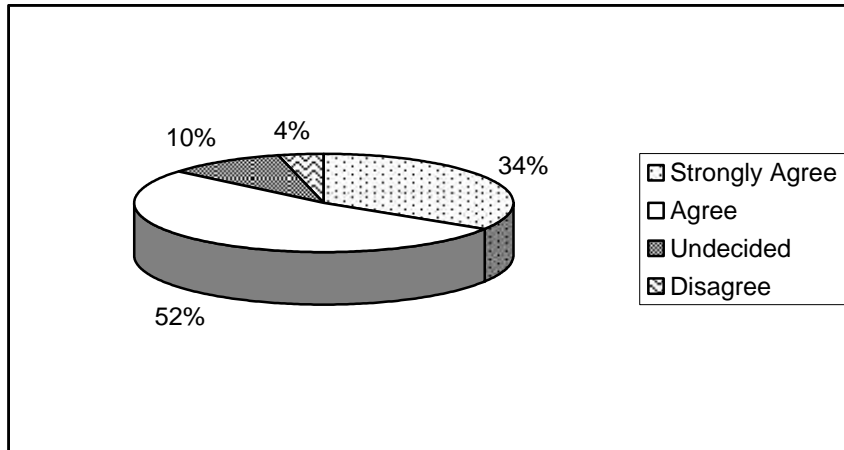


The majority of the respondents (i.e.66%) strongly agreed that teachers need to encourage the students, 30% of the total respondents agreed and very insignificant number of participants (i.e.4%) of the total were undecided about the issue. This result clearly shows that majority of the respondents strongly agreed with the statement. If we view the agreeing percentage (i.e.96%) of the total respondents that teacher needs to encourage the students to participate and engage in process of learning.

3.1.1.7 Variety of Sub Skill in Holistic Way

The teachers were asked whether they agreed or disagreed about the statement that classroom culture encourages the student's to use the variety of sub skill in simultaneous and holistic way. Regarding this question the respondents' responses show the multiple results as displayed in the following figure7.

Figure No. 7
Variety of Sub Skills in Holistic Way

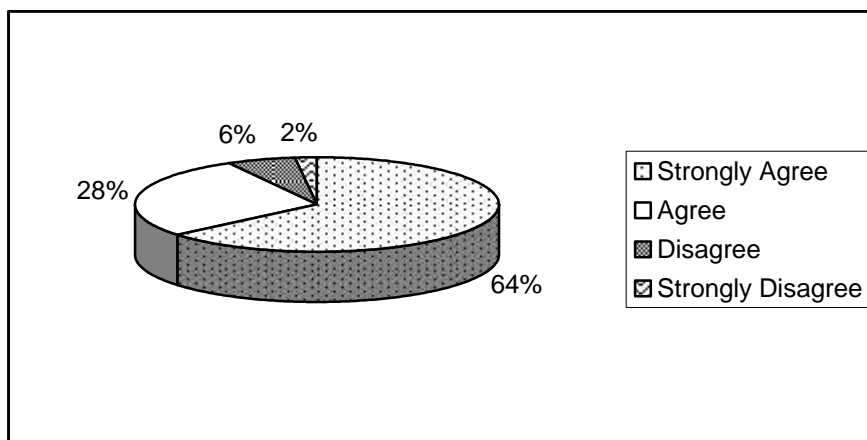


The above figure clearly shows that among the 50 respondents 34% strongly agreed with the statement, 52% marked agreed, 10% undecided and 4% disagreed with the statement that variety of sub skills in holistic way. It indicates that the majority of the teachers were agreed. If we view the agreeing percentage (i.e.86%) the respondents strongly agreed and agreed with the statement. i.e. they think that classroom culture use variety of sub skills in holistic way.

3.1.1.8 Curriculum Relevant to Real Life

The respondents were asked whether they agreed or disagreed with the statement of the curriculum must be relevant to real life and students must be able to see the connection. Regarding this question, the responses obtained from the informants has been presented in the figure 8.

Figure No. 8
Curriculum Relevant to Real Life

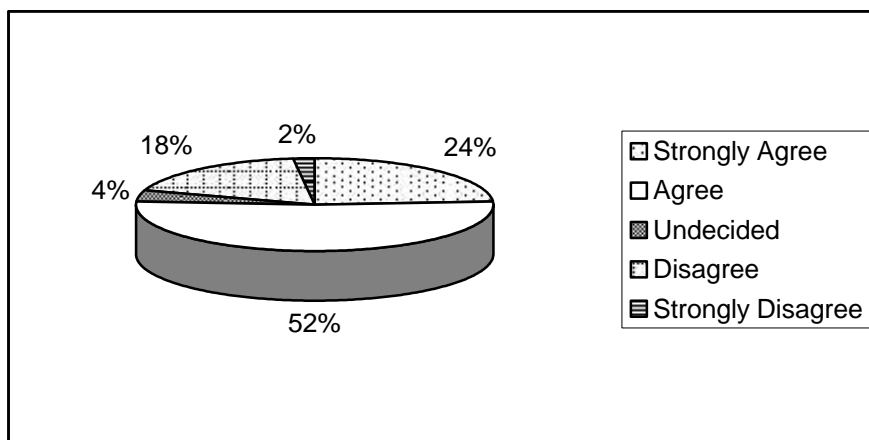


The above figure shows that out of the fifty respondents 64% strongly agreed with the statement, 28% agreed, 6% marked disagreed and 2% strongly disagreed with the statement. This consequence shows that the majority (i.e.92%) respondents strongly agreed and agreed with the statement. To mention the above results I found that the majority of teachers are familiar with curriculum and they thought it must be relevant to real life of the students.

3.1.1.9 Things Around Us in the Class

The statement was asked to the respondents whether they agreed or disagreed with Class culture is what things around us in the class. As stated this question the respondents have the multiple responses and their responses has been presented in the following figure 9.

Figure No. 9
Things Around us in the Class



Above mentioned figure shows that out of fifty respondents 24% strongly agreed with the statement, 52% agreed, 4% marked undecided, 18% disagreed and 2% strongly disagreed with statement. In majority cases the most of the respondents strongly agreed and agreed (i.e.76%) of the total, they know that classroom culture is what things around in the class.

3.1.2 Open ended questions

This category includes analysis and interpretation of open-ended questions.

3.1.2.1 Defining the Classroom Culture

Regarding this question respondents were asked, what is Classroom Culture? They gave the different responses about the classroom culture. Most of the teachers had same view on classroom culture and some teachers had the different views. The responses given by the teachers are presented as below.

Most of the teacher said that classroom culture means classroom environment and activities performed in the class. They think that classroom culture is environment and activities of the class. Likewise some teacher mentioned that classroom culture includes the behavior of the both teachers and students inside the classroom. In similar way very insignificant number of teacher defined that

classroom culture is things around us in class as well as collection of varieties in terms of student level. Some teacher said that classroom culture is norms, values and beliefs of the classroom. Unlike them a few number of teachers defined that classroom culture is trust and acceptance which is shape by both students and teacher. Likewise some teacher said that classroom culture is variety in education in diverse cultural background people in the classroom. It carries the diverse aspect of cultural study. In similar way a few number of teacher define that classroom culture as, 'for my money is what the teaching learning process in classroom is made up'. Unlike them some teachers mentioned that classroom culture is the way people do things in the classroom: the way they come and go, the way they talk and walk, the way they treat with each other and so on. Likewise some teacher said that classroom culture is how people (both teacher and students) will behave during the lesson.

Considering these facts it can be interpreted that Classroom culture includes trust and acceptance, behavior and activities, more values and beliefs of both students and teachers. This fact shows that most of the teachers are aware of classroom culture; they know what classroom culture is. Every teacher define the classroom in their own way, this indicates that most of the respondents were familiar with the classroom culture. They understand that if we had good classroom culture, there is a good and cooperative learning.

3.1.2.2 Importance of Classroom Culture

The question asked was, do you think classroom culture is important for language teaching? All the teachers has agreed with the statement with some reasons. This finding shows that all the respondents were familiar with the Importance of classroom culture. They even know that without classroom culture language teaching is impossible. Without classroom culture we cannot obtain the objective of the classroom teaching. It means classroom culture helps to make the good environment of the class, which help to fulfill the objective of the curriculum.

3.1.2.3 Managing the Classroom Culture

With the question, how you manage the classroom culture in heterogeneous classes, indeed the respondents were asked to find out their perception about the management of classroom culture. Out of fifty respondents most of the teachers use the group work and pair works to manage the classroom culture. They thought that group work is the best techniques to manage the classroom culture because it shares the ideas and to solve the problems of the students. In other words it enhances the learner's autonomy. Out of them one teachers views on manage the classroom culture was, 'I manage the classroom culture first by scattering the gifted students in the class and second by giving them group work which helps to develop the thinking and reasoning power of the students'. Likewise some respondents mentioned that while manage the classroom culture we were set the strong discipline in the classroom, which is used for every students and they follow it. Unlike them a few number of respondents replied that to create the good classroom environment and motivating the student is the method to manage the classroom culture. To be continued very insignificant number of teacher's responses that division of the task to the students is the best method to manage the classroom culture. Some of the teachers viewed that, rule regulation and friendly behavior with the students is the good way to manage the classroom culture. Out of fifty respondents some teacher did not write the answer of the question of how you manage the classroom culture in heterogeneous classroom.

In conclusion I found that most of the teacher are the favor of group work and pair work, they think that it is the best techniques to manage the classroom culture.

3.2 Heterogeneous Classes

Under this heading there were eleven questions to find out the teachers perception towards heterogeneous classroom. There were both open ended and closed ended questions.

3.2.1 Closed ended questions

Closed ended question on various topics have been analyzed as follows.

3.2.1.1 The Teacher works as Facilitator

The respondents were requested to show their responses whether they agreed or disagreed with the statement of the teacher needs to work both as facilitator and a teacher. To mention this question the respondent's response has been presented in the following figure.

Figure No. 10

The Teacher Works as Facilitator

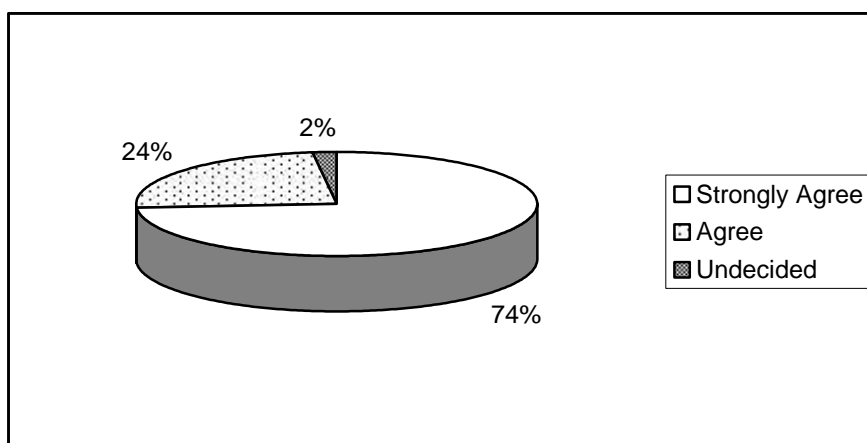
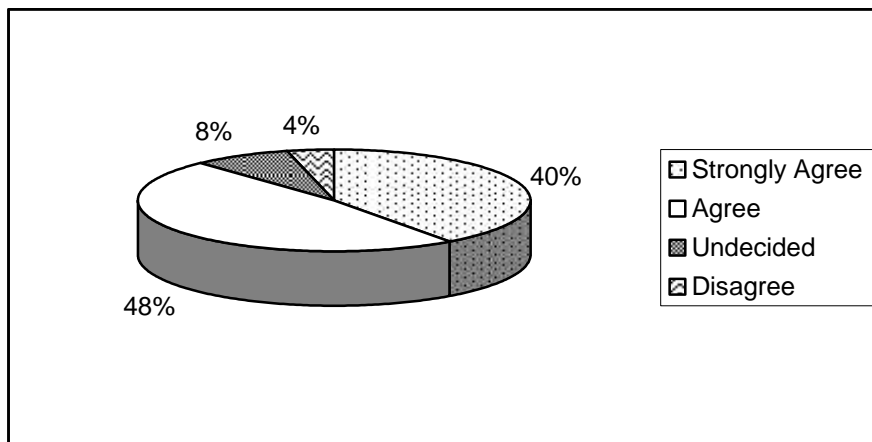


Figure No.10 shows that out of fifty respondents 74% of the totals strongly agreed with the statement, 24% marked agreed and 2% of the total was undecided with the statement. It refers to that most of the respondents (i.e.98%) strongly agreed and agreed with the statement. With this reason we clearly say that most of the teachers know the teacher works as both facilitator and teacher.

3.2.1.2 Heterogeneous and Diversified

Regarding this question the respondents were asked whether they agreed or disagreed with the statement of the word heterogeneous refers to diversified, different and varied from other. The information obtained from respondents is presented in the figure No. 11.

Figure No. 11
Heterogeneous and Diversified

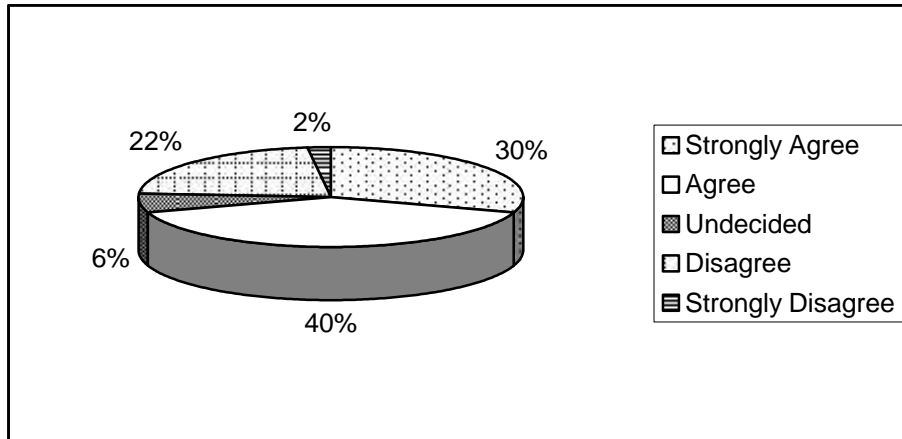


Above mentioned figure shows that out of fifty respondents 40% of the total strongly agreed, 48% marked agreed, 8% undecided and 4% disagreed with the statement. This clearly shows that majority of the respondents agreed with the statement on heterogeneous means diversified. To conclude, majority of teachers were aware of word the heterogeneous that is. they were with familiar with the heterogeneous class.

3.2.1.3 Complexity of Heterogeneous Class

Regarding this question respondents were asked whether they agreed or disagreed with the idea that teaching in heterogeneous classroom is complex for the teacher. The multiple answers obtained from the respondents are presented in figure No. 12.

Figure No. 12
Complexity of Heterogeneous Class



The above figure shows that out of fifty respondents 30% strongly agreed, 40% agreed, 6% undecided, 22% marked disagree and 2% strongly disagree with the statement on complexity of heterogeneous class. These consequence shows that the majority of the teacher (i.e.70%) gave the response on agreeing view and very insignificant number of teacher (i.e.30%) gave the response on disagreed view. To indicate the above result, I found that the majority of teachers were familiar with the complexity of heterogeneous class.

3.2.1.4 Appropriacy of Group Work

The participants were asked to measure the degree of agreement or disagreement about the statement group work is highly works in heterogeneous classes. The responses of the participants are presented in the figure no13.

Figure No. 13
Appropriacy of Group work

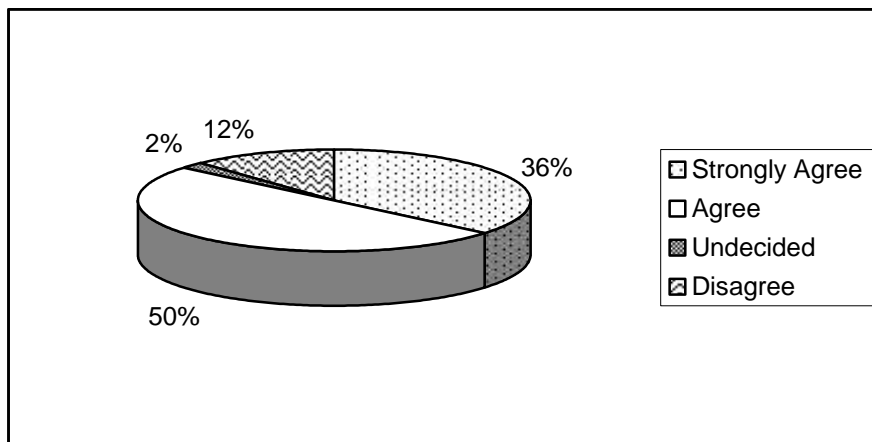
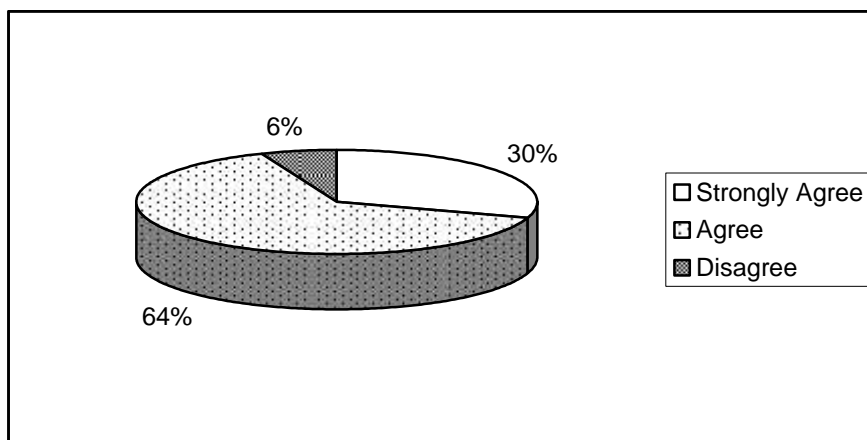


Figure No. 13 shows that out of the fifty respondents 36% strongly agreed with the statement, 50% agreed, 2% marked undecided and 12% disagreed with the statement. It shows that the majority of the teachers (i.e.86%) agreed that group work is highly recommended techniques for heterogeneous classroom.

3.2.1.5 Equalizing Participation of Group

The respondents were asked whether they agreed or not about the challenge for equalizing participation among the member of the group is very challenging for teacher. In this regards, the responses of the teachers were diverse. The schematic presentation of the responses to the statement is presented in the following figure 14.

Figure No. 14
Equalizing Participation of Group



Above mentioned figure shows that, out of fifty respondents 30% of the total strongly agreed with the statement, 64% marked agreed and 6% disagreed. This response clearly shows that most of the teachers (i.e.94%) knew that equalizing participation among the member of the group is very challenging. They faced this problem.

3.2.1.6 Teacher as an Education Engineer

Regarding this question the respondents were asked whether they agreed or not about the teacher as an education engineer. The response obtained by respondent has been presented in the figure 15.

Figure No. 15
The Teacher is an Education Engineer

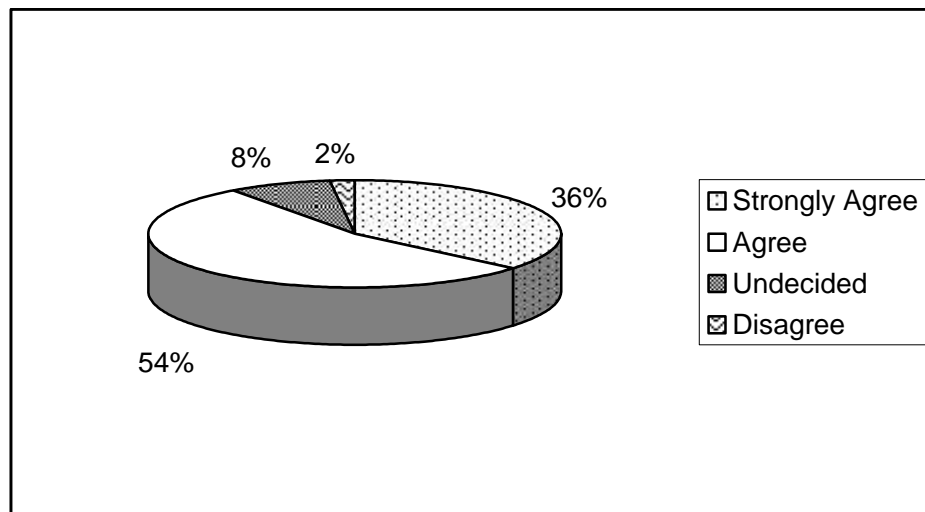
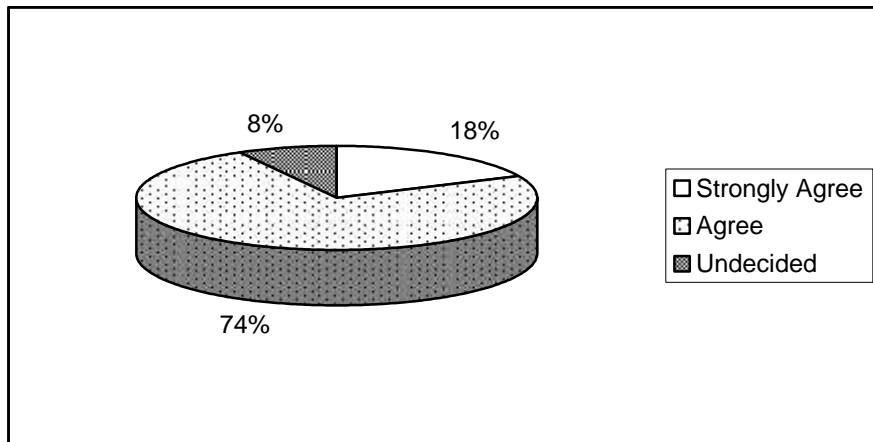


Figure No. 15 shows that out of fifty respondents 36% of the total strongly agreed, 54% marked agreed, 8% undecided and 2% of the total disagreed with the statement. It means the majority of the teachers knew that teacher as an education engineer in heterogeneous classroom. i.e. they were familiar with teacher as an education engineer.

3.2.1.7 Scattering Gifted Children

The teachers were asked to measure the degree of agreement and disagreement about the idea that gifted children will be scattered throughout the various grade level of classroom. The responses of the teachers are presented in the following figure 16.

Figure No. 16
Scattering Gifted Children



As the figure above shows that out of fifty respondents 18% of the total strongly agreed with the statement, 74% marked agreed and 8% undecided about the statement. It shows that the majority of the teachers were already familiar with the gifted children; they had the curiosity how to teach the gifted children in heterogeneous classroom.

3.2.1.8 Necessity of Role Play and Pair Work

The statement was given to the respondents whether they agreed or not about the role play and pair work are also needed in heterogeneous classroom. With regards this question their responses are presented in figure 17.

Figure No. 17
Necessity of Role Play and Pair Work

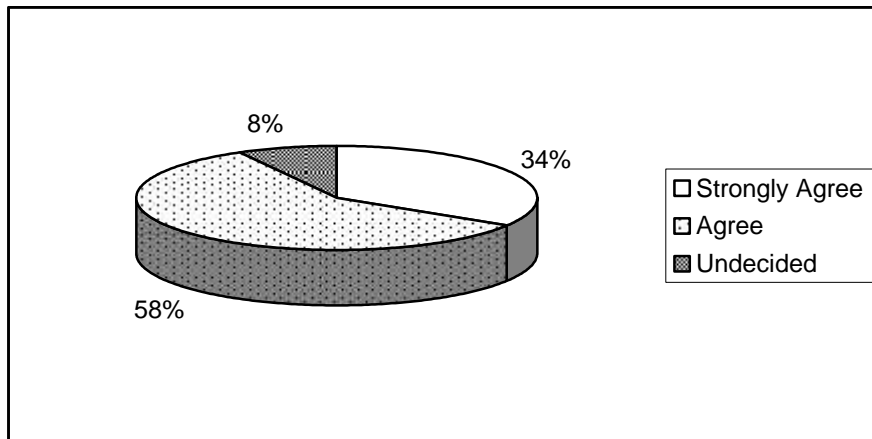
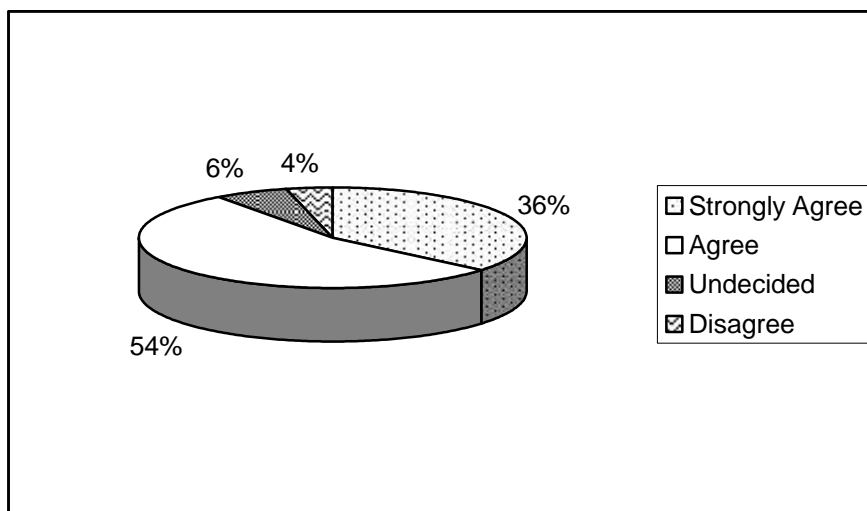


Figure No. 17 shows that out of fifty respondents 34% strongly agreed with the statement, 58% marked agreed and 8% of the total undecided with the statement on necessity of group work and pair work. It clearly shows that most of the teachers agreed with this statement, they used pair work and role play while teaching in the classroom.

3.2.1.9 Expectation of Modal Behavior

The respondents were asked to measure the degree of agreement and disagreement about the idea that the teacher should model the behavior that he/she expects from the students. To state this question the information obtained by respondents showed the following figure 18.

Figure No. 18
Expectation of Modal Behavior



The above figure shows that out of fifty respondents 36% of the total strongly agreed with the statement, 54% marked agreed, 6% undecided and 4% of the total disagree with the statement on expectation modal behavior from students. The majority of the teachers agreed with this statement, it means they were familiar with modal behavior which he/she gets from students.

3.2.2 Open ended questions

Open ended questions in this section are concerned with methods applying in heterogeneous classroom and managing classroom culture in English heterogeneous classrooms.

3.2.2.1 Methods Applying in Heterogeneous Classrooms

Regarding the question which method do you apply while teaching heterogeneous classroom and why? Indeed the respondents were asked to find out teachers perception towards heterogeneous classes. Out of fifty respondents most of the teacher replied that, 'we have used student centered method while teaching heterogeneous classroom'. They thought that student centered method helps to enhance the student's capability as well as their knowledge. It helps to

make all students participate in learning. Likewise a great number of teacher mentioned that group work and discussion method are the best method to teach the heterogeneous classroom. They thought that group work and discussion method help student to create new ideas and share the ideas with each other. Furthermore some teachers replied that tasked based method, they thought that this is the best method because it provides the suitable task to the students in different group, due to such reason teacher controls heterogeneous class.

Unlike them a few number of respondents use the communicative method because they thought this helps to students and teacher to develop their fluency of spoken and logical power. Likewise some teachers' responded that eclectic and question answer method and very insignificant number of teachers uses the deductive method to teach the heterogeneous classroom. Some respondents, they did not give the answer of the question. From this study this I found that most of the teachers use the group work and discussion methods at the time of teaching in heterogeneous classroom and another I found that some teachers use the student centered method.

3.2.2.2 Defining the Heterogeneous Classrooms

The respondents were requested to define heterogeneous classroom, i.e. their understanding about heterogeneous classroom. The responses given by them have been listed in the following points.

Most of the teachers said that heterogeneous class means the class where the students of different interests, ages, manner of participations, attitudes. Likewise some teachers defined heterogeneous class as students having multilingual, multicultural, and multireligious background studying together. Unlike them some teachers mentioned heterogeneous to be a class where students with different educational backgrounds studying in together. In similar way very insignificant number of teachers thought a class with students having various social backgrounds to be a heterogeneous class. Likewise them some teachers said about heterogeneous classroom is such class where mix ability

group of people targeting the same goal from different backgrounds. Unlike them some teacher defined heterogeneous class is such class where mix ability group of people targeting the same goal from different backgrounds study together. Unlike them some teacher defined heterogeneous class is such class where the participation of different groups that belongs from different task/ language/ family.

Above mentioned points clarify that most of the teachers were aware of heterogeneous classroom. They really understood what types of students are studying in the class. They were familiar with the idea of heterogeneous class.

CHAPTER FOUR

FINDING AND RECOMMENDATIONS

4.1 Finding

On the basis of analysis and interpretation of data, the following findings have been abstracted.

-) It is found that the higher secondary level English teachers were aware of Classroom Culture. They believed on the fact that trust and acceptance of the classroom culture made the good environment in the class.
-) I found that teachers were very conscious about heterogeneous classroom.
-) Teachers believed on the fact that every classroom has a culture. It means they thought that without classroom culture language teaching would not be possible.
-) In heterogeneous class collaborative activities such as group work, pair work and project work were significant for the receiving comprehensive input.
-) The teachers were aware of the fact that classroom culture helps to understand the expectation of the curriculum. They knew that if we had a good classroom culture, it helped to fulfill the objective of the curriculum.
-) The teachers thought that heterogeneous classroom is more interesting to teach because multiple ideas can be generated from different students and they can share their experience with each other.
-) Trust and acceptance are very important things in language classroom. So most of the teachers believed that without acceptance and trust students energy may be diverted from learning.
-) I found that most of the teachers were conscious about classroom culture gives feedback in positive and constructive manner. It means they gave the feedback to the students during the teaching period.

-) It is the good thing, the teacher needed to encourage the students to participate and engage the process of thinking. I found most of the teachers were aware of it, they thought that encouraging the students' participate was the qualities of the teacher.
-) It is found that teachers were alert of classroom culture encourage the students variety of sub skills use in holistic way. It means (86%) of the total agreed with this view.
-) Most of the teachers opined that curriculum must be relevant to real life. The curriculum must be designed according to student's interests, desire and their level.
-) I found that teachers were aware of managing the classroom culture. In this case most of the teachers were in favors of group works and pair works to manage the classroom culture.
-) In heterogeneous classroom the teacher worked as facilitator. Most of the teachers (98%) thought that the role of teacher in classroom is as facilitator and 2% of the teachers did not agree on it.
-) Most of the teachers found that teaching in heterogeneous classroom were quite problematic because there were students from various cultures, ethnicity, and linguistic backgrounds and so on.
-) To equalize participation of group was challenging for the teacher. I found that most of the teachers (94%) were conscious of this view. They thought that it was really difficult to equalize participation of group was challenging for the teacher in heterogeneous classroom.
-) In heterogeneous classroom teachers role was an education engineer. Most of the teachers (i.e. 90%) agreed with this view and other 10% were unknown about this view.
-) It is found that most of the teachers were agreeing the view of gifted children would be scattered in heterogeneous classroom.
-) A heterogeneous class provides the teachers with an opportunity to develop professionally, such classroom compels them to learn and practice new and innovative techniques.

4.2 Recommendations

On the basis of findings obtained through analysis and interpretation of data the following recommendations are proposed for pedagogical implication.

-) It is found that the higher secondary level English teachers were aware of classroom culture. So, it is recommended that the teachers of English should manage the classroom culture because management is the ladder to achieve the educational goal.
-) It is suggested that the teacher should use curriculum because curriculum is also one part of classroom culture, it helps to fulfill the objectives of the study.
-) Most of the teacher believed that without acceptance and trust students energy may be diverted from learning. So, teacher should make acceptance and trust at beginning of the class because it helps to motivate the students as well as enhance the learning process to obtain the educational goal.
-) I found that most of the teachers were conscious about classroom culture; they thought that it gives feedback in positive and constructive manner. So, it is recommended that the teacher of English should use feedback because it helps to students whether they participate on learning as attention in the classroom or not. If the students were not attention on learning, than teacher should give feedback again. So feedback helps to develop the learning capability of the learners.
-) It is found that collaborative activities are helpful in heterogeneous classroom for the students in receiving comprehension input. Therefore, collaborative activities such as group work, pair work, group poster presentation and collaborative writing need to focus in the classroom.
-) Heterogeneous classroom is very interesting to teach for teacher because multiple ideas can be generated from different students. So, it is recommended that English teacher should use the same language (simple language) for all the students.

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Appendix I

Covering Letter

Dear Sir /Madam

This questionnaire is a part of my research study '**Classroom Culture in Heterogeneous English Classes**' under the supervision of **Mrs. Madhu Neupane**, Lecturer, Department of English Education, T.U., Kirtipur. Your co-operation answering the questionnaire will be valuable to me. Please feel free to put your response required by the questionnaire.

Researcher

Narendra Prasad Bhatta

Name:

Name of School:

Gender:

Teaching Experience.....years

School (please tick that suits you)

(a) Government aided

(b) Private

The following questions are related to the characteristics, your opinions of Classroom Culture in Heterogeneous Classes and the situation you are dealing with. Please go through the questions and show your responses that are suitable to your situation. Most of the items you have to tick the option appropriate for you and in some cases you have to write some words or sentences.

- (1) A classroom culture of trust and acceptance is the foundation for establishing environment in the class.
 - (a) Strongly agree
 - (b) Agree
 - (c) Undecided
 - (d) Disagree
 - (e) Strongly disagree

- (2) Every classroom has a culture.
 - (a) Strongly agree
 - (b) Agree
 - (c) Undecided
 - (d) Disagree
 - (e) Strongly disagree

- (3) Classroom culture helps to understand explicitly the expectation of curriculum.
 - (a) Strongly agree
 - (b) Agree
 - (c) Undecided
 - (d) Disagree
 - (e) Strongly disagree

- (4) Without acceptance and trust, student's energy may be diverted from learning to self protection.
 - (a) Strongly agree
 - (b) Agree
 - (c) Undecided
 - (d) Disagree
 - (e) Strongly disagree

- (5) Classroom culture gives feedback in positive and constructive manner.
- (a) Strongly agree
 - (b) Agree
 - (c) Undecided
 - (d) Disagree
 - (e) Strongly disagree
- (6) Teachers need to encourage the students to participate and engage in the process of thinking
- (a) Strongly agree
 - (b) Agree
 - (c) Undecided
 - (d) Disagree
 - (e) Strongly disagree
- (7) The teacher needs to work both as facilitator and a teacher
- (a) Strongly agree
 - (b) Agree
 - (c) Undecided
 - (d) Disagree
 - (e) Strongly disagree
- (8) Classroom culture encourages the student's simultaneous use of variety of sub skills in holistic way.
- (a) strongly agree
 - (b) Agree
 - (c) Undecided
 - (d) Disagree
 - (e) Strongly disagree

- (9) The curriculum must be relevant to real life and students must be able to see the connection,
- (a) Strongly agree
 - (b) Agree
 - (c) Undecided
 - (d) Disagree
 - (e) Strongly disagree
- (10) Classroom culture is what things around us in the class.
- (a) Strongly agree
 - (b) Agree
 - (c) Undecided
 - (d) Disagree
 - (e) Strongly disagree
- (11) The word 'heterogeneous' refers to diversified, different and varied from others.
- (a) Strongly agree
 - (b) Agree
 - (c) Undecided
 - (d) Disagree
 - (e) Strongly disagree
- (12) Teaching in Heterogeneous Classroom is very complex for teacher.
- (a) Strongly agree
 - (b) Agree
 - (c) Undecided
 - (d) Disagree
 - (e) Strongly disagree

- (13) Group work is highly recommended well documented Strategy for heterogeneous classroom.
- (a) Strongly agree
 - (b) Agree
 - (c) Undecided
 - (d) Disagree
 - (e) Strongly disagree
- (14) In heterogeneous classroom, how to equalize participation among the member of group is very challenging for teacher.
- (a) Strongly agree
 - (b) Agree
 - (c) Undecided
 - (d) Disagree
 - (e) Strongly disagree
- (15) The teacher is as education engineer.
- (a) Strongly agree
 - (b) Agree
 - (c) Undecided
 - (d) Disagree
 - (e) Strongly disagree
- (16) Gifted children will be scattered throughout the various grade level of classroom.
- (a) Strongly agree
 - (b) Agree
 - (c) Undecided
 - (d) Disagree
 - (e) Strongly disagree

(17) Role play and pair work are also needed in heterogeneous Classroom.

- (a) Strongly agree
- (b) Agree
- (c) Undecided
- (d) Disagree
- (e) Strongly disagree

(18) The teacher should model the behavior that he/she expects from the students.

- (a) Strongly agree
- (b) Agree
- (c) Undecided
- (d) Disagree
- (e) Strongly disagree

(19) What is classroom culture?

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(20) Do you think classroom culture is important for language teaching?

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(21) How do you manage the classroom culture in heterogeneous classroom?

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(22) Which method do you apply while teaching heterogeneous classroom and why?

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(23) How can you define the heterogeneous classroom?

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Thank you very much for your Kind co-operation!!!