

**PREFERRED TEACHING LEARNING ACTIVITIES OF
MIXED ABILITY STUDENTS IN LARGE ELT
CLASSROOM**

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

**Submitted by
Bikash Adhikari**

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

2015

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Bikash Adhikari** has prepared this thesis entitled **“Preferred Teaching Learning Activities of Mixed Ability Students in Large ELT Classroom”** under my guidance and supervision.

I recommend the thesis for acceptance.

Mr. Guru Prasad Poudel (Supervisor)
Teaching Assistant
Department of English Education
Tribhuvan University
Kirtipur

Date : 2071-09-23

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following **Research**

Guidance Committee.

Dr. Anjana Bhattari

Reader and Head,
Department of English Education
University Campus
T.U., Kirtipur

Signature

Chairperson

Mr. Khem Raj Joshi

Teaching Assistant
Department of English Education
T.U. Kirtipur

Member

Mr. Guru Prasad Poudel (Supervisor)

Teaching Assistant
Department of English Education
T.U., Kirtipur

Member

Date: 2071-09-28

EVALUATION AND APPROVAL

This proposal has been evaluated and approved by following the **Research Guidance Committee.**

Prof. Dr. Anjana Bhattarai
Reader and Head
Department of English Education
T.U. Kirtipur

Signature

Chairperson

Dr. Chandreshwar Mishra
Professor
Department of English Education
Chairperson
English and Other Foreign Languages
Education Subject Committee
T.U. Kirtipur

Expert

Mr. Guru Prasad Poudel (Supervisor)
Teaching Assistant
Department of English Education
T.U., Kirtipur

Member

Date: 2071-09-28

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 : 2071-09-23

Bikash Adhikari

DEDICATION

Dedicated

to

My parents who devoted their life to make me what I am today. I will ever appreciate their love, care, affection and utmost support to afford me with quality education.

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Bikash Adhikari

ABSTRACT

This study entitled “**Preferred Teaching Learning Activities of Mixed Ability Students in Large ELT Classroom** ” was intended to find out the preferences of mixed ability students on teaching learning activities in ELT classes. In order to fulfill the objectives of this study, forty secondary level (grade 10) students were selected from the four schools of Kathmandu-13, Kalimati areas through purposive non-random sampling procedure. A pre-determined set of questionnaire and checklist were the research tool for eliciting the required information for the study. The collected data from the respondents were analyzed descriptively with the help of simple statistical tools.

This thesis contains four chapters. The first chapter introduces the general background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, operational definition of the key terms. The second chapter introduces the review of related literature with components of mixed ability, the concept of large classes and factors causing the beliefs in mixed ability ELT classes. It also includes strategies with the challenges. The third chapter is concerned with the methodology used in the study under which sources of data, sample population, sampling procedure, tools for data collection, process of data collection and limitations of the study are described. The fourth chapter provides a comprehensive picture of the analysis and interpretation of the data. The data are analyzed and interpreted under five headings. The last or the fifth chapter comprises the conclusion and recommendation of the study. In the final part of this thesis, references and appendix are included.

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LIST OF ABBREVIATIONS

CPH	:	Critical Period Hypothesis
CUP	:	Cambridge University Press
Dr.	:	Doctor
ED.	:	Edition
EFL	:	English as a foreign Language
ELT	:	English Language Teaching
ESL	:	English as a second Language
ETC.	:	Et cetera
FD	:	Field- dependent
FI	:	Field - independent
i.e.	:	That is
M.Ed.	:	Master of Education
No	:	Number
OUP	:	Oxford University Press
P.	:	Page
SLA	:	Second language acquisition
S.N.	:	Serial Number
TESL	:	Teaching English as a second language
T.U.	:	Tribhuvan University
E.g.	:	For example

CHAPTER ONE

INTRODUCTION

The present study is on the '**Preferred Teaching Learning Activities of Mixed Ability Students in Large ELT Classroom**'. This section includes general background, statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study, delimitation of the study, and operational definitions of the key terms.

1.1 Background of the Study

English is the most widely used international language. It is an inseparable part of the present day world since it is a principal language for global communication through which one can get world body of knowledge. In the past, English was considered only a means for understanding and creating the literature of foreign country but today it is not only constrained within it but it has great value in various sectors. English is a widely used medium of communication for different purposes, not only the vehicle of writing and reading British or American literature.

At present, 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". Realizing the significance of the English language, people in the world including Nepal, are eagerly motivated towards learning English rather than any other languages. There is the flow of students in English language learning but the lack of good plan and resources the class sizes are large. Therefore, the majority of classrooms consist of mixed ability groups. In such groups, the students have different needs and expectations. There are many large classes where the

students differ in their language learning abilities, language competence, learning styles, cultural background, attitudes towards language, mother tongue, intelligence, world knowledge, learning experience, knowledge of other languages, age, gender, personality, confidence, motivation, interest, etc.

English language teaching, henceforth (ELT), in the present context has become more challenging because of large classes and different abilities of students. The larger the classes the more diversity, i.e. students with mixed ability is found and more the diversity existed, the more the challenges and opportunities a teacher has to face while teaching language in general and ELT in the particular. The common problems in large mixed ability ELT classes are, how to cope with the discipline, how to change students' attitudes and develop motivation, their beliefs giving equal opportunity to the students. Regarding the mixed ability students and their beliefs, Valentic (2005) states:

Children come to school with different experience and expectations.

Their expectations about learning and classroom behavior are different.

That is why, even from the beginning, there will be the difference in their approach, self-discipline, attitude and ability in the classroom. The more students we have in the class, the greater difference among them may appear. Taking these differences into consideration we cannot expect all the students to be able to do the same tasks in the same way at the same time and with the same interest (p.1).

Teaching English in large mixed ability classes is one of the major challenges in ELT setting, but we should not be depressed in such a situation because this type of heterogeneity may enrich the variety of social interaction, more life experiences and knowledge, collaboration and co-operation, more opinions and interest. Therefore, teaching in large in mixed ability ELT classes is not

completely impossible one but this is the matter of handing. The large class itself is not a problem.

1.2 Statement of the problem

Every individual are different so they have different expectations and desires. Their preferences will different from one another. If a teacher is failed to address the preferences of mixed ability learners obviously, there would arise many problems and challenges in the large ELT classroom. The problem being addressed in this study is the preferences of mixed ability learners. Some of the arguments are in favour of preferences of mixed ability learners and some are not. There is a controversy between in favour and against the preferences of mixed ability learners. Such controversy led me to do this study. The central concern of this study is how to address the preferences of mixed ability learners.

The more students we have in the class, the greater difference among them may appear. Taking these differences into consideration, we cannot expect all the students to be able to do the same tasks in the same way at the same time and with the same interest. But whatever research has been done they didn't address the preferences of mixed ability learners in large ELT class. The studies whatever had been done about the problems of the mixed ability classes, concept of large multilevel classes including challenges, opportunities and teaching strategies, they only suggest teacher's tasks to manage the large classes how to cope with the problems and applying solutions.

As myself being a teacher, I have also found lots of problems in the large ELT classroom, such as, managing the classroom environment, differentiating teaching learning activities, addressing the preferences of mixed ability learners. So, I am inspired to carry out research to sort out such a problems.

There have been several research on mixed ability learners. But only one research is done related to the area of my research. That research had not

addressed the preferences of mixed ability learners. Their preferences and abilities weren't cared so today this issue came as a problem in the field of ELT.

1.3 Objectives of the Study

The objectives of the study will be as follows:

- I. To explore the preferences of mixed ability students on teaching learning activities in large ELT classes.
- II. To suggest some pedagogical implications based on the findings of study.

1.4 Research Question

To carry out the study, following research questions were used.

- What are the preferences of mixed ability learners in ELT classroom?
- What type of teaching strategies do the mixed ability learners prefer?
- What type of teaching materials do they prefer?
- What type of teaching techniques do they prefer?

1.5 Significance of the Study

Teaching itself is a difficult and challenging job. In the context of Nepal, it is more difficult and challenging since there are large number of students in a small and less facilitated classroom with mixed abilities. Especially, in the government aided schools and colleges, the teachers and students are facing so many problems due to the large number of students where they have different expectations. It does not mean that private schools are well facilitated and there are no problems having large number of students. In this context, my study will be focused on exploring preferences of mixed ability students on teaching learning activities in ELT classes. Since in large ELT classes there are different

abilities of students and teachers who are facing challenges, it will be important for them. It makes teacher aware of the fact that in the same classroom there will be students of different expectations, abilities, learning style, educational and cultural background, linguistic background and so on and behaving all types of students in the same way is the symbol of failure in teaching. My research will be significant for those who are related in the field of ELT.

Now my major concern is to explore the preferences of mixed ability learners in large ELT classroom. So, this study aims to bridge the gap between tendency and attitude of teachers in past and present. Obviously, this study is different from other studies.

Despite those studies I am impressed to carry out research in this topic to provide some pedagogical implications on policy level, practice level and further research to explore the preferences of mixed ability learners as well.

From this study, I expect the preferences of mixed ability learners would be addressed. There won't be much variable among the mixed ability learners. Their preferences and expectation would be fostered. This study would bring some new insights on teaching learning activities in large ELT classroom. Thus, it will be rationale in the field of English language teaching and learning.

1.6 Delimitations of the Study

The proposed study had the following limitations:

- This study will be limited to the secondary level students studying in government aided and private schools of Kathmandu Metropolitan City, Kalimati-13, Kathmandu.
- It will be limited to the 40 students of grade 10.
- Questionnaire will be the only tool for data collection.
- It will be limited to ELT classes only.
- It will be limited to the data derived from the questionnaire tool.

- It will be limited to exploration of preferences of mixed ability students on teaching learning activities.

1.7 Operational Definition of the Key Terms

- a. Mixed ability:-** having different capability
- b. Mother tongue:-** one's native language
- c. Collaboration:-** action done in joint venture
- d. Language proficiency:-** command over language use
- e. Miniature society:-** small form of society
- f. Ethnic diversity:-** variety of people on the basis of caste
- g. Common beliefs:-** generally accepted ideas, thought
- h. Preferences:-** favour shown to person or objects

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

While carrying out any research, one must go through the review of related literature. Literature refers a kind of research which was done in past. Those researches can be the guideline for the present study. Review of related literature provides the glimpse of previous study in a sense that how far the subject matter has been described and on what regards particular research has been carried out.

This chapter consists of review of related theoretical literature, review of related empirical literature, implications of the review for the study and conceptual framework.

2.1 Review of Related Theoretical Literature

Review of related theoretical literature refers to the reviewing the theoretical part of the study. On which philosophy present study is based on is the main concern of the researcher while developing the research. Theoretical framework should be explicitly mentioned. In this section, on which theory the previous researches were based on is also studied.

2.1.1 Concepts of Mixed Ability in Large ELT Class

Mixed ability is proposed as a new term to be used in place of the terms disabled, handicapped, abnormal, and crippled. Mixed ability refers to any person who has a different or mixed physical ability. It can also refer to anyone who has a different emotional or learning ability. Words like disabled, crippled, and handicapped have negative connotations throughout the history. Mixed ability contemporizes the label placed on those who have a different or medically conversational stigma. It is important to make a clear distinction between mixed ability teaching and mixed ability classes. Most teachers have

to teach mixed ability groups but they might not be using mixed ability teaching strategies. Many teachers see a mixed ability class as consisting of a group of average and able children with a subset of children who have learning problems.

Mixed ability in large ELT classes is a norm rather than exception. No two individuals can be the same in terms of learning ability, educational and cultural background and so on. In a large class, all students may not be similar regarding their ability or they may not be homogenous in ability. The students may be of different genders, maturity, occupations, ethnic groups, cultural and economic backgrounds, as well as personalities such a class is defined as a class of mixed ability class. It is poor view to think that our classes could be homogeneous. Any language classroom there may be students who differ from each other in motivation, goals for learning, aptitude, zone of proximal development, ethnic or national origin, socio-economic status, and linguistic or cultural heritage. Even in classes in which students appear to be relatively homogeneous in background and goals, they may differ along some other dimensions. There are many classes in our schools, which are large and have mixed ability. Mixed ability in large 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 redundant that each student in the class is a different individual. In this regard, Richards (2004) says, "Every class we should ever teach is mixed ability" (as cited in Valentic, 2005, p.1).

Today, schools are witnessing an increased number of students in terms of racial, cultural, and ethnic diversity. The classrooms are receiving a large number of students with different expectations. The mixed ability composition of students in classroom has brought about many challenges and opportunities to teachers. Good teachers should be able to consider the individual beliefs of their students, formulate the necessary alternations, and tackle those beliefs.

Mixed ability classes are found not only in language classes but also of all courses. Since no two students can be the same in terms of language background, learning speed, learning ability and motivation. In the regard of mixed ability classroom, we can list down the following facts ;

- No two humans are the same.
- Human beings have multiple intelligences.
- There is no point in teaching everybody in the same way.
- There is no such thing as 'homogenous' class.
- By nature large classes are multilevel or heterogeneous.

Similarly, Ur (1996) says:

The differences which cause problems in large heterogeneous classes are in language learning ability, language knowledge, cultural background, learning style, attitude towards language, mother tongue, intelligence, world knowledge, learning experience, knowledge of the languages, age, gender, personality, confidence, motivation, interests and/or educational level (p. 304).

However, these variations may occur in different degrees in different classes. Because of such a diverse composition of the classroom, the teachers' responsibilities have been multiplied. The challenge to the language teacher is to explore the common beliefs of students and help them. The teachers need to create safe and comfortable learning environment in the class so that they have a place and a voice in the classroom. But exploring beliefs and creating such environment is really challenging for the teachers.

It is impossible to find homogenous classes, no matter where we live or at which school we teach. Regarding this view Copur (2005, p.1) states:

In the middle of 1930's some schools in the United Kingdom (UK) decided to divide students according to their IQ tests. However, it was seen that the new groups still had variations among students, and it is not feasible to change these groups and the curricula every time.

Furthermore, Prodromou (1992, p.2) indicates:

Even when students are grouped according to their test scores their progress rates will always be different levels due to the teaching methods, materials and/or learning style differences". Hence, the teacher is the key factor in exploring beliefs of students in the class. It is important for teachers to be aware of the problems resulting from mixed abilities in their classes and to decide on techniques and strategies that could be used to solve such problems.

2.1.2 Components of Mixed Ability

Mixed ability in ELT is natural. In fact, it is very difficult to identify the components which make ELT classes as mixed ability. Students in many of our classes are of different levels i.e. beginner, intermediate or advanced. In this regard, Ur (1996) states:

Learner population 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 class is, the size of the group and many more (p.273).

Almost all classes contain students of mixed abilities. It is clear that the notion of mixed ability in ELT classes is very broad which incorporates any types of noticeable heterogeneity in a group. However, many people think that it embraces only a certain ethnic and racial background of our students. Any large ELT classes contain students of mixed abilities. There are number of reasons to be a mixed ability class but mainly because of different learning styles, different learning speeds, variation in motivation and many more. Ur (1996, p.304) mentions the following components that make differences between learner in heterogeneous classes:

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

All children are born with potential and we cannot be sure of the learning limits of any child. It is important to make a clear distinction between mixed ability teaching and mixed ability classes. Most teachers have to teach mixed ability groups but they may not be using mixed ability teaching strategies. Many teachers see a mixed ability class as consisting of a group of average and able children with a subset of children who have learning problems. Teachers need to recognize that a class is mixed ability because children have different strengths and weaknesses and those strengths are develop at different rates. They have different preferences for learning and displaying their work. A mixed ability class does not just consist of a range of abilities but also a range of learning styles and preferences. All pupils will show strengths at different times depending on the topic being studied and the learning style being used. When pupils are working out with their preferred learning style, then, they may not be able to perform as they wanted to perform.

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

- Age
- Learning styles
- Levels
- Educational and cultural background
- Motivation
- Responsibility for learning

After considering the above mentioned views, it is obvious that any classes consist of mixed ability learners. It involves any type of learner differences that can be noticed in the classroom. It is impossible to provide a final list of the components that indicate mixed ability. However, students language level, i.e proficiency in the target language is a major component of mixed ability in ELT classes and mixed ability in student's proficiency will be major focus of

research. The term mixed ability in this research refers to the students' proficiency in the target language.

2.1.3 The Concept of Large Classes

Large class generally means a class having a large number of students. In fact, it is really a complex task to define what large class is because people have different opinions on how large number of students should be in a so called large class. About the size of a perfect class, the views differ from one person to another, one country to another. Regarding this, Ur (1996) states:

Large of course a relative term, and what a large class is will vary from place to place. In some private language schools, a group of twenty students may be considered large, in my teaching situation 40-45; in some places numbers go up to the hundreds. A study done by the team of the Lancaster-Leeds Language Learning in Large Classes Research project (Project Report No.4 Coleman et al. 1989) indicates that an perception of the large class may be around 50 students.

Similarly, Hess (2006) opines that sixty to seventy five students are not so exceptional around the world but she defines large classes as a class of thirty or more students in elementary, secondary and adult in the tertiary setting.

Thus, a large class has many students and students are of different levels. There are many learner's differences in the large classes such as differences on language learning, ability, their cultural background, learning style, age, attitude to language, motivational orientation etc.

Many commentators talk about large classes as a problem, and it is certainly true that they present challenges that smaller classes do not. For example; How can we give students personal attention? How can we get students interacting with each other? What can we do to make organization smooth and effective?

However, there are many benefits to teaching large classes as well. As Hess (2006, p.2) points out, "in large classes there are always enough students to get interaction going, and there is a rich variety of human resources."

In a large class, all students may not be similar in terms of their ability or they may not be homogenous in ability. The students may be of different genders, maturity, occupations, ethnic groups, cultural and economic background, as well as personalities. There are differences among students which teacher should be fully aware of.

Although teaching in large classes is far from easy, nevertheless, one could hardly believe that there are some advantages of it. In small classes students lack individual attention and interactive class atmosphere is also missing too. In large classes the teacher is faced with different cultural values, experiences and learning styles. The dissimilarity can help the teacher in creating student centered work and stimulating classroom climate thanks to variety of human resources he has in the class.

Generally, it is believed that small classes achieve more desirable results than large ones. Studies have also brought into clearer focus the reasons why smaller classes led to improved student outcome. Large classes are not necessarily less effective than smaller ones but they do not require more conscious effort and learning. The exact number does not really matter; what matters is how the teacher sees the class size in his/her on specific situation and how effectively he/she applies the suitable methods of getting all the students to participate in the class activities uniformly.

Large classes work best when students take an active interest in the subject and when teachers personalize their presentation and respect their students. In large classes, it is difficult for the teachers to make contact with the students at the back and it is difficult for the students to ask for and receive individual attention. It may seem impossible to organize dynamic and creative teaching learning sessions. Frequently, large classes mean that it is not easy to have

students walking around or changing pairs, etc. Most importantly, large classes can be quite intimidating for inexperienced teachers. Despite the problems of large classes, Harmer (2008, p.125) suggests the following key elements in successful large group teaching:

- Be organized
- Establish routines
- Use a different pace for different activities
- Use the size of the group to your advantage
- Maximize individual work
- Use students
- Use work sheets
- Use pair work and group work
- Use chorus reaction
- Take account and vision and acoustics

It is said that there is no right way to teach a large class. One can develop his/her own way to deal with it. But generally it is believed that teaching a small group of students is easier than teaching a large group. But unfortunately, due to budget and space constraints, many ESL (English as a second language) schools only offer large classes that may consist of 50 or more students. No matter what the size of their class is, an ESL teacher has to come up with ideas and activities that interest and engage his/her students.

The large class phenomenon is complex to explain because of the tendency to impose much importance to class size. Class size also matters in respect of physical facilities, cultural norms, and number of activities within a short class time. "In terms of class-size, what is defined as a large class varies from one teacher to another and one country to another. In spite of this, large classes are a wide spread phenomenon. Large classes are the norm rather than the exception. In addition to the large number of students, teachers have also had to cope with problems such as lack of basic facilities, including books and teaching equipments, poorly motivated students, and inadequate classroom environments.

2.1.4 Factors Affecting the Beliefs in Mixed Ability ELT Classes

All L2 learners do not progress in the same rate of development because of various personal, social and linguistic factors which affect their language learning. Copur (2005, p.1) says, "No two students can be the same in terms of their abilities". Therefore, various factors causing beliefs in mixed ability classes. Some of them are described below:

a) Age

Age is one of the most responsible factor affecting language learning. It is commonly believed that children are more successful L2 learners than adults in the sense that younger children can get mastery of a second language, whereas adults can't. Regarding this Ur (1996, p.286), gives some assumptions about the age and language learning. The assumptions are given below:

- Younger children learn language better than older ones: children learn better than adults.
- Foreign language learning in school should be started at as early an age as possible.
- Children and adults learn language basically the same way.
- Adults have a longer concentration span than children.
- It is easier to interest and motivate children than adults.

The effect 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 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 i.e. sooner the better. Until puberty there is a period when the human brain is most ready to acquire a language. Different aspects of language are affected at different stages in the process.

b) Motivation

One of the most important aspects to learn language is motivation. Harmer (2008, p.98) defines motivation as "Some kind of internal drive which pushes someone to do things in order to achieve something." According to Ur (1986, p.274), "Willing or even eager to invest effort in learning is motivation." The abstract term motivation on its own rather it is difficult to define but there are different definitions and views that can be found regarding motivation.

Motivation includes four aspects as a goal, effortful behavior, a desire to attain the goal and favorable attitudes towards the activity in questions. Thus, motivation is the wheel that moves the whole teaching and learning process and as such deserves a full attention to be paid to it. It influences teaching dynamics and determines what can be achieved in the class. It also bring affects on the effectiveness of teaching and learning.

c) Aptitude

Aptitude is one of the most important factors which affects the language learning. Aptitude is typically defined as the natural ability to learn a language, not including any other factors like intelligence, motivation, interest etc. the actual effects of aptitude are not clear cut in language learning, i.e. in second language learning (SLA). However, it has been found that aptitude can influence the rate of development, particularly where formal classroom learning is concerned. Aptitude is hypothesized to be separate from the general ability to master academic skill, which is referred to as intelligence. It is thought to be a combination of various abilities.

Thus, 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 the manner in which people perceive, conceptualize and recall 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 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. There is not a remarkable influence of cognitive style on second language acquisition, where the route and the success are concerned.

e) Personality

Personality includes a number of personal traits such as cool/warm, frank/shy, neurotic/stable etc. 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 term of a number of personal traits, which in aggregate are said to constitute the personality of an individual. However, there is two fold distinctions in overall personality: extroversion/introversion.

Generally, extroverted learners will find it easier to make contact with other users of the L2 and therefore will obtain more input.

f) Learning strategies

Learning strategies that learners use in SLA also play vital role in the rate and success of SLA. Learning strategies are specific actions, behaviors, steps or techniques such as seeking out conversation partners or going oneself encouragement to tackle a difficult language task used by students to enhance their own learning.

Research findings show that strategies can be taught. Though not all strategies are useful for all people in all institutions. It depends upon the context in which learning takes place.

g) Memory

Memory refers to the mental activity to store information, either for short or long periods. Short term memory develops with age and that one's memory in second language is more limited than in one's native language.

Some observations have indicated that it is easier for young children to memorize long poem, songs and stories entirely than it is for older children and adults.

The researchers have found that learning of grammatical rules by inductions, long term memory is essential. The language data which a learner receives must be stored i.e. memorized so that other similar data can be compared and analyzed. Therefore, memory is an essential factor in classroom for L2 learning since unless a number of words, phrases and sentences are stored in their entirety along with their situational contexts.

h) Input and interaction

Input and interaction are the social factors affecting to L2 learning. They are concerned with what happens outside the learner. Input refers to the language to which the learner is exposed to. Ellis (1985, p.127) says, "Input is used to refer to the language that is addressed to the L2 learner either by native speaker or by another L2 learner."

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 learners and his interlocutors, input therefore, is the result of interaction." Thus, input and interaction is essential for language learning.

2.1.5 Terms Used for Mixed Ability Class

In this research, I have used the term mixed ability class in its broad sense to refer to the class in which students differ not only in their language level but in

their several dimensions e.g. age, sex, motivation, personality etc. However various scholars and ELT methodologists have used different terms to refer to such classes. Hess (2005) uses the term multilevel class, whereas Harmer (2008) Prodromou (1992) and Kerry (1981) use the term mixed ability class as a class having multilevel diversity, 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. But some scholars use the 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 the 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 also in other several respects such as motivation, learning style, cultural and educational background and intelligence.

Though various scholars and ELT methodologists have used different terms for such classes, I have used the term mixed ability class throughout this work except in direct quotations. When I use the term mixed ability class, my focus of attention would be in students' having different levels of language proficiency.

2.1.6 Large Mixed Ability ELT Classes: Some Challenges

Majority of the large classrooms are made up of mixed ability groups where students have different needs and learning need and learning styles. This type of mixed ability class may enrich the variety of social interaction, more life experiences and knowledge, more varied opinions, more interests and ideas but it also creates situations that challenge teacher's resourcefulness while trying to give each student an opportunity to learn, explore the common expectations, and to success in English language learning.

Challenges in large mixed ability classes are natural. Harmer (2008) says, "We do not teach a group, but thirty separate people. Because of this 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). Because of different levels of mixed ability groups, it is very difficult to keep the attention of all the students at the same time in such a condition teacher face challenges. Where the class is large and students are of different levels there is challenge in class preparation and classroom management. Harmer (2008) also expresses the similar view. He states;

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 as because they appear to make planning and the execution of plans in lesson-extremely difficult (p.127).

Hence, large mixed ability classes bring about many challenges to the teachers. The most crucial challenges of such classes are to explore the common expectations of the students and deciding appropriate level of instruction and ensuring effective learning for all. Some of the major challenges of mixed

ability classes are described briefly being based on Ur (1996), Hess (2006) Nolasco (1991), Copur (2005, Valentic (2005) in following points.

a) Effective learning for all

In a large mixed ability classes, it is challenging for a teacher ensuring effective learning for all. The tasks that the teacher provides to the students may be either too difficult or too ease for some students. Hess (2006, p.6) says, "We would like to allow each of our students to find his/her preferred and unique way of learning." In such condition, there will always be learners who would get nothing from some tasks and activities.

b) Selecting appropriate tasks and materials

It is really a challenge for a teacher to select tasks and materials which can be appropriate for all types of students. Devising differentiated tasks and selecting with different materials is not easy one. In this regard, Copur (2005) says:

Since most language textbook are designed for an ideal homogeneous classroom environment, teachers always have to deal with the problem that students react to the textbook differently due to their individual differences. First of all, some students may find textbook boring and very hard, whereas some find interesting or very easy (p.2)

c) Discipline

One of the most frequently discussed challenges in large mixed ability class is discipline. When the class is large and students are in different abilities at that time the teacher cannot pay attention to each and every individual, the students, usually weaker ones start uneven behaviour and start discussing which are not related to the lesson. Same problem is faced by Ur (1996, p.303) and she states, "I have discipline problems in these classes; I find them difficult to control." Similarly, Hess (2006. p.4) says, "Because the class is so large, we often feel that we have lost authority." Generally, quicker students finish the tasks given

before the slower students. As a result, they may misbehave while waiting for the others to finish. The weaker students, on the other hand, cannot finish the tasks as quickly as the strong ones and may lose their confidence and/or show ill-disciplined behaviour for a variety of reasons related to that consequently, mixed abilities may result in classroom management problems.

e) Interest

Interest refers to the feeling of wanting to know about something or someone. Bringing all the students interested in the classroom is another challenge in a large mixed ability classes. Ur (1996, p.303) says, "They get bored: I can't find topics and activities that keep them interested." Some of the students may be interested in one topic and activities but others may not be. In this regard, Copur (2005) states:

Interest problems may arise due to the differences among students in terms of their attitude towards the subject matter and/or the teacher, their knowledge of language, and their personality. For instance, some students may find lessons boring, as the topic has no familiarity with their own life or their interest (p.2).

f) Individual awareness

In any large mixed ability class, it is challenging to treat all the students at the same time. There are too many things which the teacher needs to take into consideration. Ur (1996, p.303) says, "I can not 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."

g) Correcting written assignment

Correcting all the written assignments is another challenge in large mixed ability classes. Within a limited period of time the teacher has to teach the new lessons and move the course in a proper speed. In this regard, Hess (2006, p.5)

says, "In our large multilevel classes, the amount of paper work, however, is so enormous that we often feel completely overwhelmed and not up to the task". When the teacher ensured in such class he is in dilemma whether to teach the lesson and involve the students in activities or correct the large number of students' written assignments. If s/he corrects the written assignment s/he does not have time to teach and move the course in proper speed. If s/he does not give time in correcting assignment, then they ignore and do not do assignments. Similar view is expressed by Ur (1996, p.303). She says, " We can't keep up them with the marking load."

Thus, the problems related to effective learning for all, selecting appropriate tasks and material, participation, discipline, interest, individual awareness and correcting written assignment are the most but not least challenges of large mixed ability ELT classes. Except the above mentioned challenges, Nolasco, and Arthur, (1991, p.108) states some of the problems a teacher frequently encounters in relation to mixed ability classes include how to:

- Prevent bright students from getting bored or the weak ones from being left behind.
- Avoid aiming at the average students to the exclusion of the others who also need stimulus and help.
- Control students who want to disrupt the lesson.

It is important to remember that these problems or challenges probably exist in most classrooms because students are individuals, although the difficulties of catering for different learning styles, interests and needs are more acute and may be more difficult to solve in a large mixed ability classes.

2.1.7 Large Mixed Ability ELT Classes: Some Opportunities

Although teaching in large mixed ability ELT classes is far from easy, nevertheless, one could hardly believe that there are some opportunities of it. It is said that where there is problem there is solution at the same time, where

there is a challenge there is obviously an opportunity. Moreover, teaching English in a large mixed ability class is more beneficial because language is a means of communication and a way of sharing ideas between and among the people. The systematic interaction and discussion in the target language among mixed ability groups having varying ability, culture, age group, ethnical group and mother tongue enhances language learning through co-operation.

Regarding the small class in language learning; Valentic (2005) questions as:

How would you feel as a teacher in a small class of students whose knowledge of English is poor, they lack motivation, and show no interest in learning the language? How to achieve student-centered approach with student as a subject of teaching? Difficult, of course in small classes students lack individual attention and interactive class atmosphere is missing, too (p.1).

Some of the opportunities in large mixed ability class are briefly explained below based on the ideas of Ur (1996), Dewan (2003), and Hess (2006).

a) Rich pool of human sources

A large mixed ability class is a miniature society. There are many opinions, points of views, cultural backgrounds, different experiences and expectations, learning styles and so on. In such a situation a teacher can use varied meaningful activities and student centered lessons to create a positive classroom environment. In this type of class, students can learn from each other, help and interact between themselves. In this regard, Ur (2006) says:

Such classes provide a much richer pool of human resources than do smaller or less mixed classes. The individuals have between them far more life experience and knowledge, more varied opinions, more

interests and ideas all of which can be used in classroom interactions
(p.305).

b) Fostering collaboration

Since there are students of different abilities in large mixed ability classes, group work and peer work are the key techniques of teaching. In such classes, students can learn as much from one another as they learn from the teacher. Ur (1996, p.3) says, "peer teaching and collaboration are likely to be fairly common, in such classes, fostering an atmosphere of co-operation."

c) Professional development

Though, teaching and learning in large mixed ability classes is challenging and interesting, but there is also a greater opportunity for creativity and innovation. Regarding this, Hess (2006) states:

Although experience in any classroom helps us to develop our technique, work in the large multilevel class truly forces us to invent and develop new way of organizing materials. These are the classes that compel us to find better ways of setting up routine. These are the classes that make us think, create and grow as teachers (p.4).

Because of the large class with different abilities in students we search for better and innovative teaching methods and strategies where teacher development occurs naturally.

d) Enhancing learner autonomy

In large mixed ability classes, it is almost impossible to pay attention to every individual in the class. This demands the students helping each other and working together, which enhances learners autonomy.

e) More challenging and interesting to teach

Large mixed ability classes are equally challenging and interesting to teach. According to Hess (1996, p.1), "we must constantly be aware of many simultaneous activities and processes as well a steady challenge." Working in large mixed ability classes provides us with a regular challenge and we are never bored.

As per the definition of Hess (1996,p.1) regarding the opportunities of large mixed ability classes, some of the points are presented with slight modification.

- There are more comments, more personal experiences, more opinions and ideas shared.
- These classes provide more changes to enhance to enhance mutual learning (forming class-ability groups).
- Students are exposed to more changes to interact with new people, the large mixed ability class itself is an opportunity for interaction.
- In increases the knowledge of others and their values and personalities.
- Large mixed ability class could be a greater opportunity for creativity.

2.1.8 Large Mixed Ability ELT classes: Some Strategies

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

Regarding the strategies used in large mixed ability ELT classes, various scholars and ELT methodologists have said that there is no single way to teach large mixed ability class. One can develop his/her own way to deal with it. The effectiveness of teaching English in large mixed ability ELT classes depends

on the teacher how s/he creates interest, manages classroom conducts group and pair work, selects appropriate methods and techniques, maintains discipline problems and involves all the students in teaching learning activity focusing the individual differences and treating them with the view that every individual is specific.

Definitely, teaching in large mixed ability class is difficult but it is not impossible. Various scholars and methodologists have suggested different teaching ideas and strategies for coping the challenges of large mixed ability ELT classes and addressing the common expectations of the students. Hess (2006, p.7) says, "There are ways of coping, as well as functional approach and strategies that can turn a struggle in a challenging trail."

The challenges of large mixed ELT ability classes can be turned into opportunities by handling through appropriate principles and strategies. Being based on Ur (2000), and Hess (2006) some of the major principles and strategies for handling with the challenges of large mixed ability classes are explained below.

a) Variety in topics, methods and texts

Variety is one of the inseparable principle to be taken into consideration while working in large mixed ability ELT classes. Hess (2006) says:

A variety is important in all teaching. It is particularly relevant in multilevel classes because we have so many styles of learning and attention spans to relate to. A variety of activities and techniques is important in large multilevel class because varieties of tasks can accommodate different levels in our class (p.8).

Similarly, Ur (1996, p.306) says, "Thus, if one day the materials in not of the right level for, or does not interest certain members of the class, may be the next day it will (be)."

b) Make activities interesting

In large mixed ability ELT classes where students are of different abilities creating interest in teaching learning is to be another significant solution to face the challenges of large mixed ability ELT classes. Once the class loses interest, it will result into lack of attention, de-motivation, use of mother tongue, and so on.

Regarding this view, Hess (2006) states:

In large class, interest is particularly important because as soon as a group of students loses interest, they are likely to either cause trouble or create the kind of distraction that will focus on them rather than the lesson on. (p.9).

There are various ways of making the class interesting like selecting the materials and topics which touches students' interest and expectations, appropriate methods and techniques, etc. Ur (1996, p.306) opines, "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."

c) Encourage collaboration and co-operation

Collaboration is another fundamental principal of a large mixed ability ELT class. Collaboration means working together and co-operation. No one in this world is absolutely competent in any subject but it is the matter of degree. One becomes very competent in one aspect but may be weaker in another. In this case, exchange of knowledge through collaboration and co-operation certainly benefits others. In this regard, Hess (2006) says:

In large multilevel classes collaboration is a must. In the large class, a teacher simply cannot be everywhere at the same time, and cannot service the immediate needs of all students. Students therefore must soon learn to use one another as language resources (p.10).

In order to encourage collaboration in large mixed ability ELT classes ; Ur (1996, p.6) says, "Get learners to work co-operatively and peer teach, so as to maintain engagement with the language material even when you cannot directly interact with every individual yourself."

Regarding the collaboration and co-operation in large mixed ability ELT classes, Valentic (2005) states:

Collaboration and co-operation push students to participate in teaching process no matter what level their knowledge is of. It helps students to learn to accept somebody else's opinion, to take a risk to speak, to develop self confidence. The teacher cannot have the control over all students, so it is that they help each others. Some students take the role of a teacher which makes them responsible. More progressive students realize that they learn even more when they explain something to the others. Popular strategies that help to develop collaboration are : group work, pair work, peer review, brain storming, projects, poster presentations, peer correction etc (p.5).

d) Individualization

Individualization is another significant strategy to be used in large mixed ability ELT classes. When a teacher wants to find out a particular student in a group s/he can apply the strategy of individualization in his/her teaching. It is

necessary to provide opportunities for students to work at their own pace, in their own style, and on topic of their own choosing. Ur (1996, p.306) says, "Individualization allows learners choice in what tasks or materials they use and how." 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 or too easy. There are several ways of promoting individualization. Hess (2006, p.12) gives the following ways:

- Portfolio project
- Poster reports
- Self access centers
- Individual writing such as book reviews, article reviews, advertisements or diaries.
- Personalized dictionaries
- Student-created web pages on which students present themselves to the world

Similarly, Nolasco and Arthur. (1991, p.109) provide individualization in a different variety of ways. Where students can:

- Work on different tasks according to their level, needs and interests.
- Work on different aspects of the same task.
- Work on tasks that can be carried out at a variety of levels.

e) Pace

Pace is another principle to be considered while teaching in large mixed ability ELT classes. This is important in large mixed ability ELT classes because without correct pacing, we can lose control and make our students either bored or frusted. 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 only careful observation can teach us what kind of pace to set for our students.

f) Open-endedness

Open-endedness is another important strategy in large mixed ability ELT classes. It allows students many possibilities for choosing appropriate language items and gearing the exercise to their own level of competence. Ur (1996,p.306) says, "Invite the class to respond to stimulus tasks or questions that have a range of possible acceptable answers rather than a single right solution."

In open-endedness environment students work so well in large mixed ability classes. Since open-ended exercises are infinitely more success-oriented, they really work well in all classes but Hess (2006, p.13) says, "Open-ended exercises are truly a boon in the large multilevel class as they put everyone to work with the new language." In large mixed ability ELT classes, some of students may be very good at understanding but might be weak in expressing themselves orally or in written work, thus, open-endedness give them the chance to express themselves without trying to find out the one and the only correct answer.

g) Setting up routines

In large mixed ability classes, teacher should be very tactic to handle the class properly. So far as the question of setting up routines in large mixed ability ELT classes is concerned, the teacher should decide when to take class attendance, when to present the lesson, when to check assignment, when and how to conduct group work and pair work and many more. Regarding the importance of routines and plans, Hess (2006, p.14) says, "Plans, conventions and routines are used to guide us, not to bind us." In large mixed ability ELT classes, where so many personalities interact and students need the comfort and stability of established routines.

h) Enlarging the circle

In our large mixed ability classes, we want to involve as many students as possible, even during the teacher fronted phases of our lessons. Here, enlarging the circle means involving the students as much as possible in the classroom activities through various ways. We often worry about the fact that only a few students participate, we simply never know whether those quiet listeners are passive participant or day dreamers who soon may exhibit behaviour problems with some modification. We can enlarge the circle of active attention in our classes by adopting the following strategies.

- We should not call on the first student whose hand goes up, but rather wait until many hands are raised and the hands go up encourage greater participants.
- When a student is talking, we have the tendency to walk closer to him/her. It is better if we walk farther away and allow his/her voice to carry across the room to reach more students.
- It is helpful to let shy students know before the lesson that we plan to call on them during the lesson plan.

i) Compulsory plus optional strategy

In compulsory plus optional strategy, students are given materials or tasks and instructed that a certain minimal part of it has to be learned or done by everyone and the rest only by some students.

j) Consideration of mixed ability ELT classes

We have to consider the certain activities in large ELT class. Large class having mixed ability students is really challenged to manage the teaching learning activities. Students may come across with different views, ideas, thought, logic, and beliefs. Therefore, we have to consider their preferences and expectations. So far as possible we have to try to solve their problems.

2.2 Review of Related Empirical Literature

The topic of my research is "Exploring the preferences of Mixed Ability Students On Teaching Learning Activities." While studying sources for this study, I have consulted different materials which are related to my study. To support my research proposal, I have reviewed the literature, prepared notes, the gist, and main points which are significant to my study are hereby presented.

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

Prodromou (1992) has presented some of the solutions to the problems of mixed ability classes. In his study, he has talked about teacher's tasks to manage the large classes where students are of different abilities. He states the major tasks such as managing the classroom environment, differentiating teaching learning activities, addressing the preferences of mixed ability learners etc.

Copur (2005) wrote an article entitled "Coping with the Problems of Mixed Ability Classes" in the internet journal of TESL in this article, he has presented general introduction of mixed ability classes, some problems in the mixed ability classes, how to cope with the problems and applying the solutions. In his article, he has also talked about strategies adopted in the United Kingdom to reduce the mixed abilities in the large classes.

Valentic (2005) wrote an article entitled "ELT in Multilevel Classes". In his article he has talked about the concept of large multilevel classes including challenges, opportunities and teaching strategies. He has concluded that teaching in large multilevel classes is better than that of small size classes though there are challenges in large mixed ability classes.

Hess (2006) in her book entitled "Teaching Large Multilevel Classes" discusses hundreds of practical activities that can be used in mixed ability classes. The activities are concerned with knowing our students, motivating them, reviewing while maintaining interest, dealing with written work, making students responsible for their learning, individualizing and personalizing student work and so on. She also talked about a large multilevel class is, benefits and challenges of the large multilevel class, the challenges and talked about the eleven principles of coping in large multilevel class, the challenges and talked about the eleven principles of coping in large multilevel classes.

Jahn (2008) conducted a research on "Promoting Collaboration in Mixed Ability EFL Classrooms at Tertiary Level in Bangladesh." The purpose of the study were to find out the problems which the Bangladesh: English language teachers are facing in dealing with mixed ability groups at tertiary level and how these problem can be overcome by establishing collaborative environment in the class. The study was done over the hundred Bengali English language learners through questionnaire and checklist methods. Jahn (2008) found out that students still think that competitive environment prevails in the class and is affecting their learning process.

Upadhaya (2006, p.67) wrote an article entitled "Teaching English in Large Classes" in journal of NELTA, in his article, he has presented different aspects of classroom teaching in large ELT classes dealing with classroom promoting active learning. He concludes that only the teacher can develop his/her own way to deal the large class but not others.

Khatai (2010) wrote an article entitled "Teaching English in Large Multilevel Classroom" discusses about the large multilevel class. He has pointed out the challenges of large multi-level classroom with teacher's responses. He has talked about the major challenges of large multilevel classroom. In his article, he presented some possible strategies for this type of classes including some activities for large multilevel classroom.

The very few studies have been carried out in the field of large mixed ability ELT classes and there is no research work carried out in this topic, especially in the Department of English Education. All above-mentioned literature is related to the challenges, opportunities, strategies, techniques, aware nesses in terms of multilevel diversity etc. No research is there regarding this topic in the Department of English Education. So, my study will be new in this field.

2.3 Implication of the Review for the Study

I have reviewed some research related to my study. Moreover; these review has supported me to great extent. Some of the ideas that I have drawn are as follows.

These reviews provide me the solutions to the problems of mixed ability classes. Form those reviews, I got the point about teacher's tasks to manage the large classes where students are of different abilities. I come to know about the challenge, opportunities, and teaching strategies of mixed ability large class. Valentic (2005) concluded that teaching in large mixed ability classes is better than that of small size classes. There are many challenges for teachers in mixed ability classes at the same time but there are many advantages for students. Such as Pair work, group work, collaborative task can be developed and carried out on the part of the students.

Similarly, Prodromou (1992) has presented some of the solutions to the problems of mixed ability classes. In his study, he has talked about teacher's tasks to manage the large classes where students are of different abilities.

Copur (2005) he talked general introduction of mixed ability classes, some problems in the mixed ability classes, how to cope with the problems and applying the solutions.

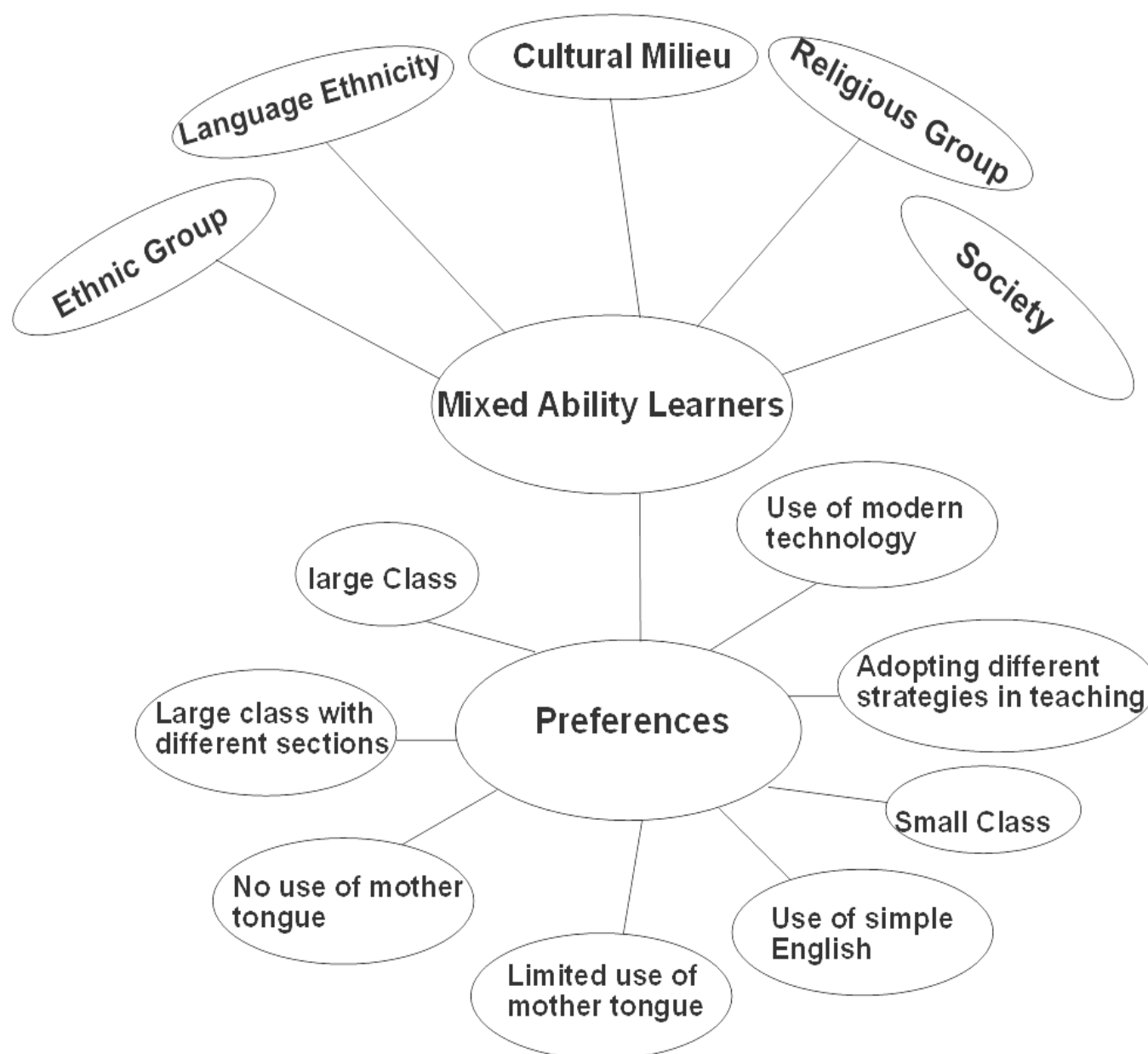
Hess (2006) talked about a large multilevel class is, benefits and challenges of the large multilevel class, the challenges and talked about the eleven principles

of coping in large multilevel class, the challenges and talked about the eleven principles of coping in large multilevel classes.

Jahn (2008) talked about the problems which English language teachers are facing in dealing with mixed ability groups at tertiary level and how these problem can be overcome by establishing collaborative environment in the class.

2.4 Theoretical /Conceptual Framework

The concept of this theory can explicitly be presented in the figure below:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

In this section, the research discussed the design of the study that was followed study population, the sampling procedure, tools and process of data collection, data analysis and interpretation. The researcher adopted the following methodology to carry out this study.

3.1 Design of the Study

Research is an art of scientific investigation. It is scientific because it adopts systematic and scientific procedure of analysis on a specific topic or information. Research design refers to creating and conceptualizing the framework for the study. Research design is important in a sense that it is a backbone of the study being based on study is done. The design of this study was based on survey.

A survey is a data collection tool used to gather information about individuals. Surveys are commonly used in psychology research to collect self-report data from study participants. A survey may focus on factual information about individuals, or it might aim to collect the opinions of the survey takers.

A survey can be administered in a couple of different ways. In one method known as a structured interview, the researcher asks each participant the questions. In the other method known as a questionnaire, the participant fills out the survey on his or her own.

Surveys are generally standardized to ensure that they have reliability and validity. Standardization is also important so that the results can be generalized to the larger population.

Survey research design has following advantages

1. High Representativeness

Surveys provide a high level of general capability in representing a large population. Due to the usual huge number of people who answers survey, the data being gathered possess a better description of the relative characteristics of the general population involved in the study. As compared to other methods of data gathering, surveys are able to extract data that are near to the exact attributes of the larger population.

2. Low Costs

When conducting surveys, you only need to pay for the production of survey questionnaires. If you need a larger sample of the general population, you can allot an incentive in cash or kind, which can be as low as \$2 per person. On the other hand, other data gathering methods such as focus groups and personal interviews require researchers to pay more.

3. Convenient Data Gathering

Surveys can be administered to the participants through a variety of ways. The questionnaires can simply be sent via e-mail or fax, or can be administered through the Internet. Nowadays, the online survey method has been the most popular way of gathering data from target participants. Aside from the convenience of data gathering, researchers are able to collect data from people around the globe.

4. Good Statistical Significance

Because of the high representativeness brought about by the survey method, it is often easier to find statistically significant results than other data gathering methods. Multiple variables can also be effectively analyzed using surveys.

5. Little or No Observer's Subjectivity

Surveys are ideal for scientific research studies because they provide all the participants with a standardized stimulus. With such high reliability obtained, the researcher's own biases are eliminated.

6. Precise Results

As questions in the survey should undergo careful scrutiny and standardization, they provide uniform definitions to all the subjects who are to answer the questionnaires. Thus, there is a greater precision in terms of measuring the data gathered.

Characteristics of Survey Designs

Cost Surveys are relatively inexpensive. Online surveys and mobile surveys, in particular, have a very small cost per respondent. Even if incentives are given to respondents, the cost per response is often far less than the cost of administering a paper survey or phone survey, and the number of potential responses can be in the thousands.

Extensive Surveys are useful in describing the characteristics of a large population. No other research method can provide this broad capability, which ensures a more accurate sample to gather targeted results in which to draw conclusions and make important decisions.

Flexible Surveys can be administered in many modes, including: online surveys, email surveys, social media surveys, paper surveys, mobile surveys, telephone surveys, and face-to-face interview surveys. For remote or hard-to-reach respondents, using a mixed mode of survey research may be necessary (e.g. administer both online surveys and paper surveys to collect responses and compile survey results into one data set, ready for analysis).

Dependable The anonymity of surveys allows respondents to answer with more candid and valid answers. To get the most accurate data, you need respondents to be as open and honest as possible with their answers. Surveys conducted anonymously provide an avenue for more honest and unambiguous responses than other types of research methodologies, especially if it is clearly stated that survey answers will remain completely confidential.

The following steps are followed in a survey

1. Determine what area of information is to be sought.
2. Define the population to be studied.
3. Decide how the survey is to be administered.
4. Construct the first draft of the survey instrument; edit and refine the draft.
5. Pretest it with a sub-sample; refine it further.
6. Develop a sampling frame and draw a representative sample.
7. Administer the final form of the instrument to the sample (to the respondents).
8. Analyze the data, interpret, and communicate the results.

Regarding the process of survey research, first of all a researcher should determine what area of information is to be sought. Information, which has to be included, must be determined first. After that only we need to define the population to be studied. We have to fix the sample population.

We can administer the survey research by two ways: they are interview and questionnaire which of the aforementioned way is to be administered that also has to be decided. After administering the survey, we need to construct the first draft of the survey instrument; edit and refine the draft. After refining the survey draft, we have to develop a sampling frame and needs to draw a representative sample.

Again, we have to administer the final form of the instrument to the respondents to conform the outcomes. At last we have to analyze the data, interpret, and communicate the results.

3.2 Population and Sampling Strategies

The total population of the study were all the students of different schools of secondary level. The selected sample were 40 students from the two government schools and two private schools of Kathmandu Valley. The sample of this study was selected through purposive non random sampling procedure.

3.3 Study Area/Field

The area of this study was the Kathmandu Metropolitan city. The researcher conducted this study on two government schools and two private schools of the same place. The field of this study was related to the learner preferences in an ELT classroom.

3.4 Data Collection Tools/Techniques

The tools for collecting the data were used as a set of questionnaire and checklist for the students. Both close-ended and open-ended questions were included in the questionnaire. The items in questionnaire were directly related to the preferences of mixed ability students on teaching learning activities. The items in the checklist were related to the preferences of mixed ability students on teaching learning activities. Direct classroom activities of the learners was observed and some questions were asked to them.

1. Close ended questions: The questions are close ended in nature where the students are requested to show their preferences by choosing the appropriate alternative for themselves.
2. Open ended questions: The questions are open ended in nature in which the students also have to show their preferences by writing in their own words.

3.5 Data/Information Collection Procedure

I had collected the data from the primary sources through the questionnaire. To take the data, I had followed the following steps:

- I. At first, I went to the selected schools, talk to the authority, built rapport with them, and explain them the purpose of the study.
- II. After getting permission from the authority, I had consulted the students. After this, I had taken class on preference of mixed ability students on teaching learning activities to them. I requested them to take part in responding the questionnaire. After this I had distributed the questionnaire
- III. Finally, I collected the questionnaire thanking the informants and school authority for their co-operation.
- IV. I observed 4 different classes of both government and private schools with the help of checklist.

3.6 Data Analysis and Interpretation Procedure

Systematically collected data had transcribed, coded, analyzed, interpreted, and then presented descriptively using appropriate statistical tools, diagrams and tables.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION

This chapter is mainly concerned with the analysis and interpretation of the data collected from the primary sources. Similarly, the summary of the findings is also included in this chapter.

4.1 Analysis and Interpretation of the Data

In the process of analysis and interpretation of the data forty secondary level students studying in grade 10 in Kalimati-13, Metropolitan city of Kathmandu district were the primary sources of data and a pre-determined set of questionnaire and checklist were used as the tools for data collection. The questionnaire was divided into the following main areas:

1. Questions related to teaching materials.
2. Questions related to techniques
3. Questions related to student strategies
4. Questions related to preferences
5. Questions related to classroom management/setting
6. Indicators in checklist

Under the above mentioned areas most of the questions were close-ended where the students were requested to show their preferences by responding the most appropriate one. A very few number of questions were open-ended in nature in which students also had to show their preferences by responding their own words. The data collected through the questionnaire are analyzed and interpreted under the above five major areas:

4.1.1 Learners Preferable Materials

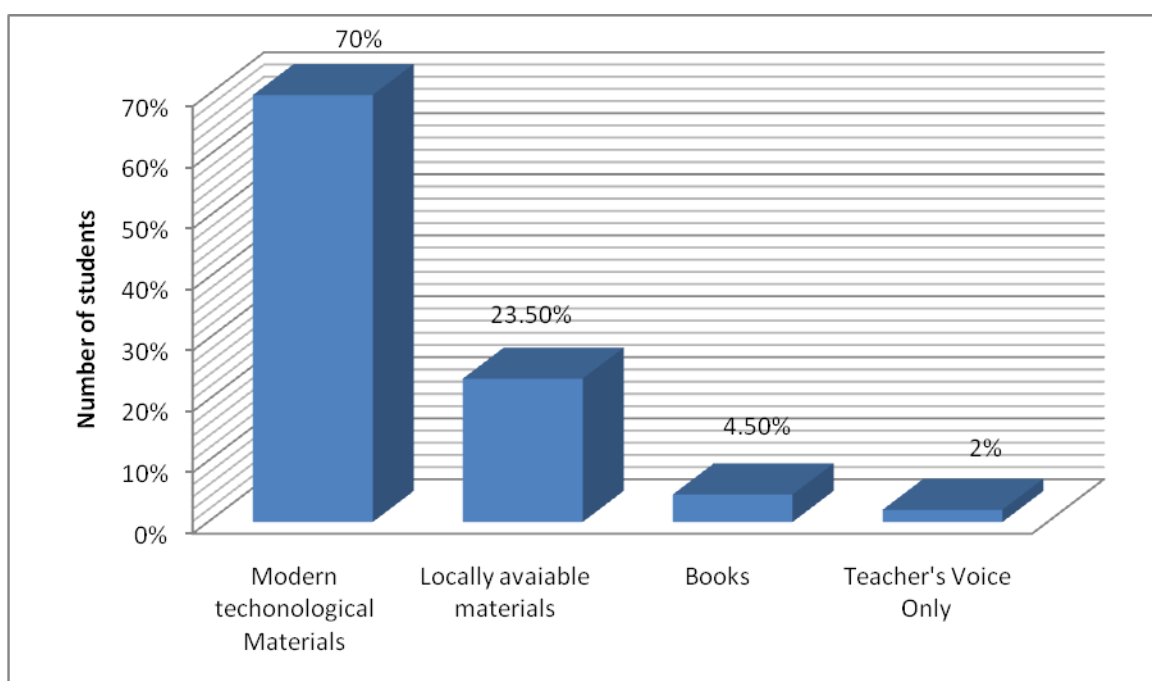
This part is related to the preferences of students in teaching and learning materials. The data obtained from the students are analyzed and interpreted in the different headlines below:

4.1.1.1 Learners Preferable Teaching Materials

The first item in the questionnaire was related to teaching materials. The students were requested to show their responses towards the preferable learning materials. For this, the students were asked "What type of teaching materials do you prefer?" The responses obtained from the students are presented in the figure below.

Figure No.1

Learners Preferable Teaching Materials



The above figure shows that 70 % students preferred to be taught with modern technological teaching materials like projector, computer, laptop, e-mail, internet, etc. 23.5 % of them preferred to be taught with locally available materials like pictures, maps, cards, etc. Similarly, 4.5 % of them preferred with book only and 2 % of them preferred teacher's voice only. This data indicates that as a whole, majority of the students preferred modern technology teaching materials in ELT classroom.

A majority of students who responded with "modern technological materials" supported their views by giving the following points:

1. It motivates us to learn a language stimulating the learning environment in the presence of sight and hearing.
2. It makes the students more disciplined and self-controlled.
3. It helps all level of students to speak and listen activity.
4. It helps to bring the outside world inside the classroom.
5. Students can learn with interaction and fun.

The majority of students who supported with "Modern Technological Materials" concluded that for effective and lively teaching modern technological materials are needed.

The weak students who responded "with book only" supported their views by giving the following points:

1. It helps us to do the comprehensive tasks like answering questions, fill in the blanks and true or false, etc.
2. We have habituated to do the written tasks by using the books.
3. The book has given all the answer to all the questions.
4. The books are excellent teaching aids. They are resources for both teachers and students.
5. It avoids the confusion of the topics which we do not understand.

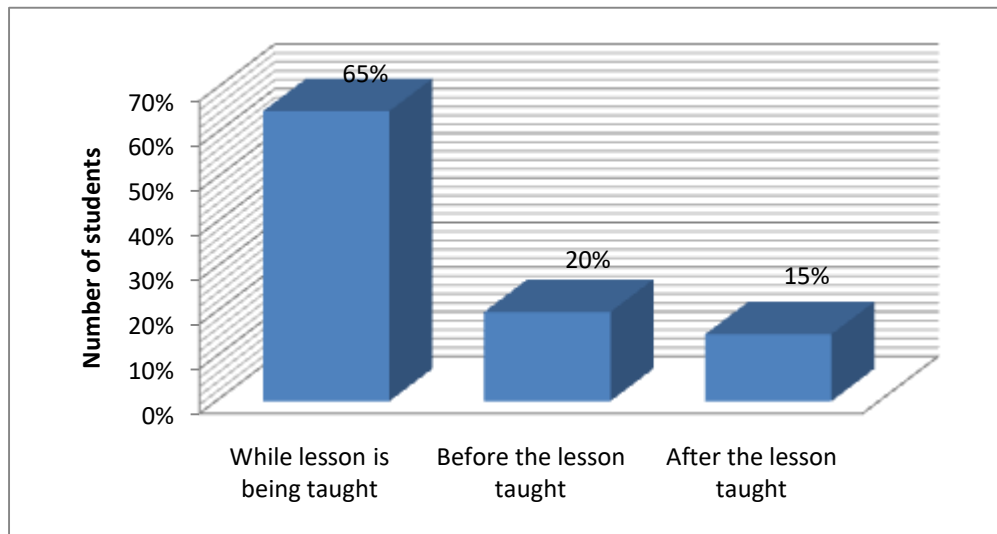
The weak students reported that book was all in all to solve the problems. Books provide clear framework to the students.

4.1.1.2 Learners Preferable way of Presentation of Teaching Materials

Another question was related to find out the preferences of mixed ability students towards the presentation of teaching materials. For this the students were requested to show their responses on a given question. The actual question was "What should be the actual time for material presentation?" The responses obtained from the students are presented in figure below:

Figure No.2

Learners Preferable way of Presentation of Teaching Materials



The above figure states that 65 % of the total students preferred presentation of teaching materials while lesson is being taught, 20 % of them preferred the presentation before the lesson taught. Similarly, 15 % of them preferred after the lesson taught.

20 students or 65 % students who responded with teaching materials should be presented while lesson is being taught. They supported following reasons to do so:

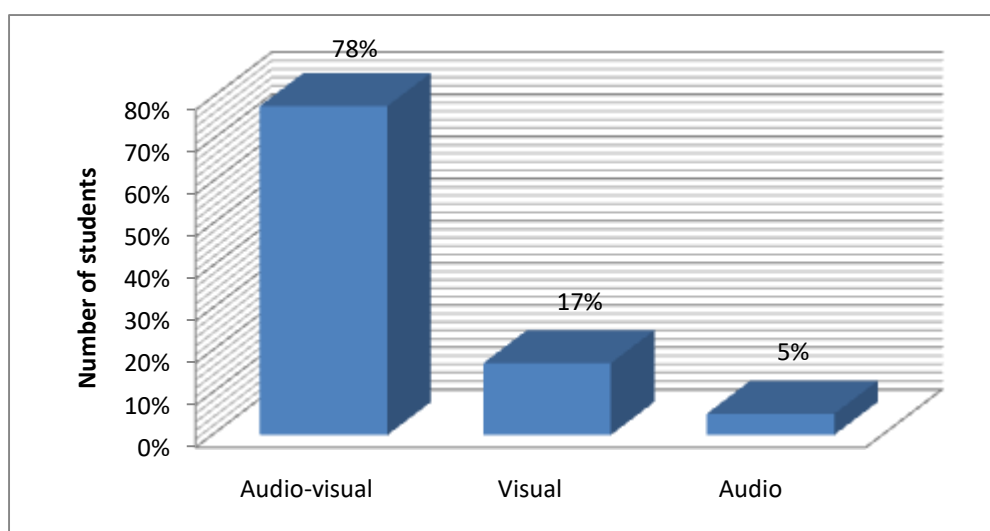
1. It motivates the students in learning language.
2. It helps to negotiate the meaning in context.
3. Teaching learning activity becomes more fruitful.
4. It helps to give the clear vision about the content.
5. It makes the classroom more effective, enjoyable and interactive.

It is found that teaching materials have to be presented together with the lesson to make the classroom context more lively and effective teaching.

4.1.1.3 Learners Preferable Forms of Teaching Materials

The students were also asked a question to show their preferences on forms of teaching materials. The actual question was "What forms of teaching material do you prefer?" The responses obtained from the students are presented in the figure below:

Figure No 3
Learners Preferable Forms of Teaching Materials



The above figure indicates that 78 % of the total student preferred audio-visual teaching materials, 17 % of them preferred visual aids. Only 5 % of them preferred audio teaching materials. This data indicates that most of the students preferred audio-visual teaching aids.

The weak students who responded audio teaching materials supported their views by giving the following points.

1. Learning become realistic
2. Language learning become authentic
3. Language classroom become more effective and interesting.
4. It helps the learners more attentive in the classroom.

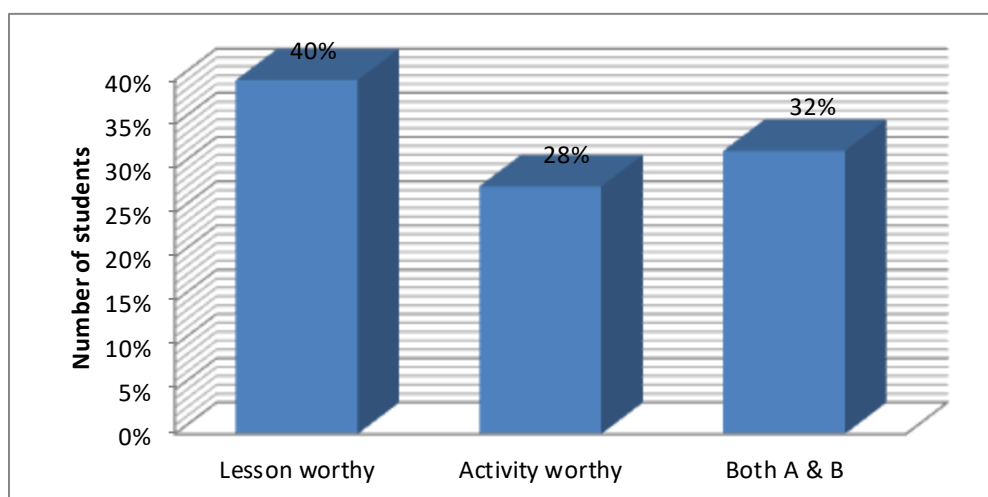
So, it is found that for the effective and interesting language classroom audio-visual teaching aids is a must.

4.1.1.4 Learners Preference on Types of Teaching Materials

The students in this question were requested to show their responses towards the types of teaching materials. The actual question was "What type of teaching materials do you prefer?" The responses obtained from the students are presented in the figure below:

Figure No. 4

Learners Preference on Types of Teaching Materials



The above figure shows that 40 % of the students preferred lesson worthy teaching materials, while 28 % of the total students preferred activity worthy teaching materials and 32 % of them preferred both lesson worthy and activity worthy teaching materials.

A majority of students who responded the " lesson worthy " teaching material, supported their views by giving the following points.

1. It motivates us to learn a language stimulating the learning environment in the presence of sight and sound.
2. It foster the students potentiality of poor students.
3. It helps all levels of students to speak and listen activity.

4. It helps to bring the outside physical world inside the classroom.
5. Students can learn with interaction.

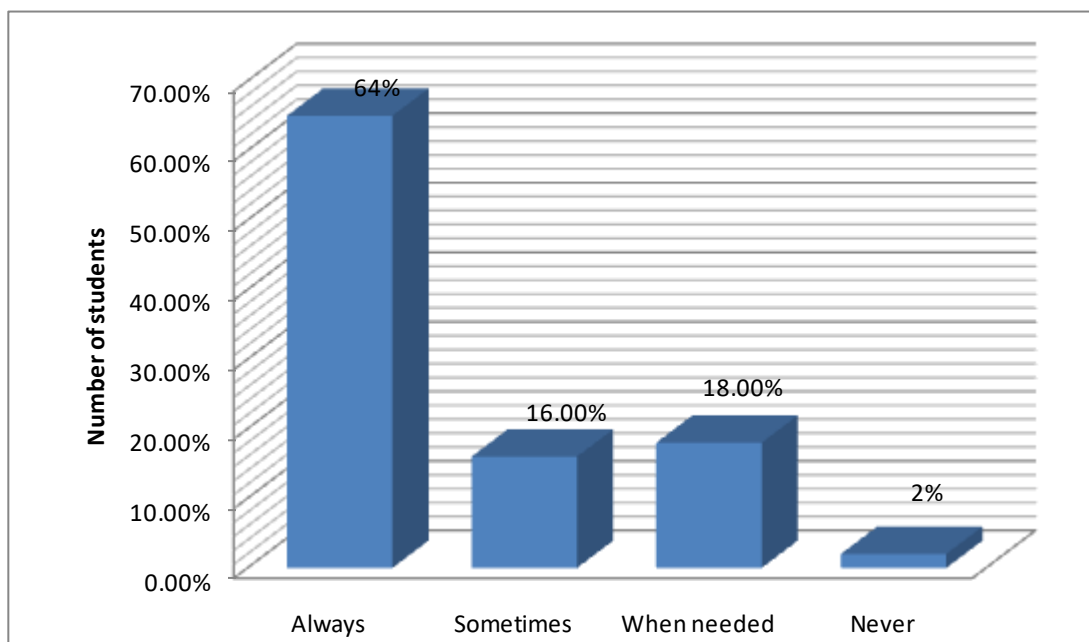
So, it can be concluded that, to learn language effectively, lesson worthy teaching materials should be used.

4.1.1.5 Learners Preference on the Time of Using Teaching Materials

The students were also requested to show their responses towards their preferences on the appropriate time to the use of teaching materials. The actual question was "When should teaching materials be used?" The responses obtained from the students are presented in the figure below:

Figure No.5

Learners Preference on the Time of Using Teaching Materials



The above figure indicates that 65 % of the total student preferred that the materials should always be used. 16 % of them preferred that they should be used sometimes. Similarly, 17 % of them preferred teaching materials should be used when needed and only 2 % of total number of students didn't prefer use of teaching materials in the language teaching.

The majority of the students who responded that the materials should be used "Always" supported their views by giving the following points.

1. They motivate them in learning language.
2. They draw the attention of the learners in learning.
3. They help to understand the lesson.
4. They help to develop the reasoning capacity of the students.
5. Language learning becomes contextual.
6. Language learning becomes more effective and interesting.

So, it is found that the materials should be used always because they to develop the reasoning capacity of the students.

4.1.2 Learners' Preferable Techniques of Teaching

This part is related to the preferences of mixed ability students in teaching techniques and activities of teacher. The data obtained from the students are analyzed and interpreted in the different headings below.

In order to present the facts in more accurate way, the holistic analysis of preferable techniques and methods are presented at first then the subsidiary details of the activities and techniques are presented. The holistic explanation of techniques and activities are given in the table.

Table No. 1

Techniques and Methods of Teaching

S.N.	Preferred Activities	Preferred Methods
1.	Telling Stories	Inductive Method (Giving examples first and ask to find structure)
2.	Language Games	Deductive Methods (Giving structure first and ask to generate examples)
3.	Language Songs`	Lecture, Explanation
4.	Telling Jokes	Demonstration, Paraphrasing

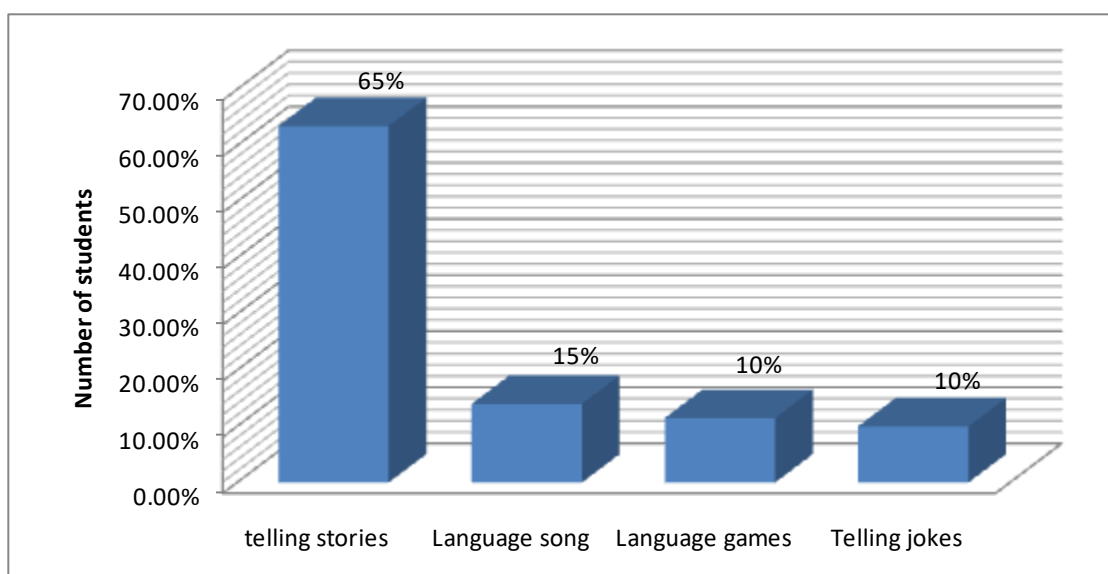
The above table presents the preferable techniques and methods of teaching. Telling Stories, language games, language song, and telling jokes were found as the major preferred activities of mixed ability students. Similarly, inductive, deductive, explanation paraphrasing and demonstration methods were found as the preferable methods by the students.

4.1.2.1 Learners' Preferable Activities in the Classroom

The question in the topic was related to find out the preferences of mixed ability students towards the activities used in teaching. For this, the students were requested to show responses on a given question. The actual question was "What type of activities do you prefer?" The responses obtained from the students are presented in figure below:

Figure No.6

Learners' Preferable Activities in the Classroom



The above figure states that 65 % of total students preferred telling stories, 15 % of them preferred language songs. Similarly 10 % of them preferred language games and 10 % of them preferred telling jokes. As a whole majority of the students preferred telling stories in the classroom.

The average and weak students who responded with "Language games and telling jokes" supported their views by giving the following points:

1. Games and Jokes motivate the students in learning language.
2. They develop the collaborative works and creativity works with talent students in the classroom.
3. They help to learn the new vocabulary through the language games.
4. They help weak vocabulary students for understanding of language by playing verbal language games and telling stories.
5. They make the classroom more effective and enjoyable.

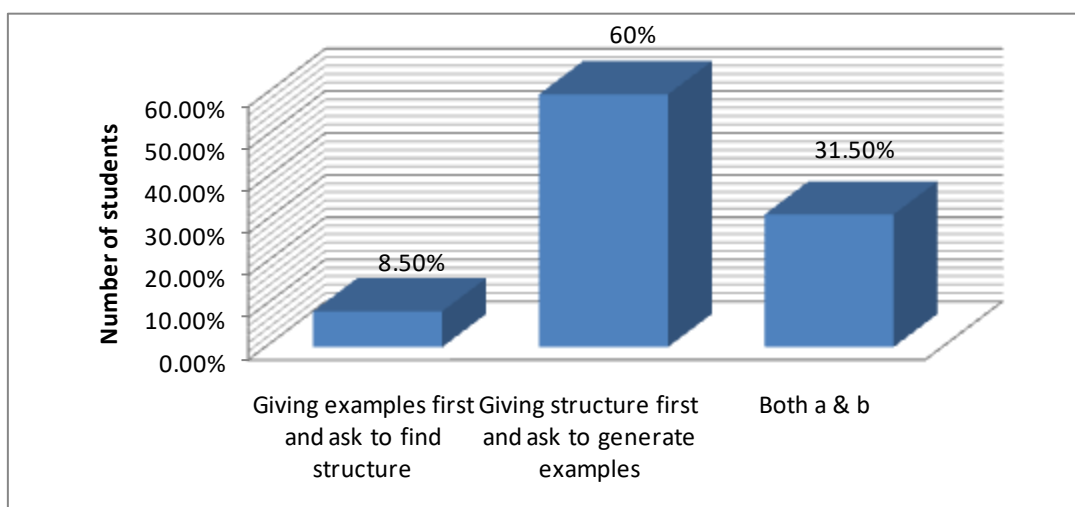
It can be concluded that language classroom will be more effective if it is accompanied with different classroom activities.

4.1.2.2 Learners' Preferable Methods of Teaching

The students were requested to show their responses towards the preferences in teaching methods of teacher. The actual question was "What types of teaching strategies do you prefer?" The responses obtained from the students are presented in the below figure:

Figure No. 7

Learners' Preferable Methods of Teaching



The above figure shows that 60 % of the total students were in favor of giving examples at first and ask to find structure, 31.5 % of them preferred both methods and 8.5 % students were in favor of giving structure first and ask to generate examples and 31.50 % of them preferred both strategies. This data indicates that most of the students prefer grammar translation method, it means structure has to be given first.

The students who responded with "Giving structure first and ask to generate examples" supported their views by giving the following points:

1. Students participate in the formation of grammatical sentences
2. They help the students to involve in learning.
3. Students can develop writing skill and oral skill by using the specific pattern.
4. Teacher makes the students utter the same structure with objects other than book.
5. They develop the creativity of students.

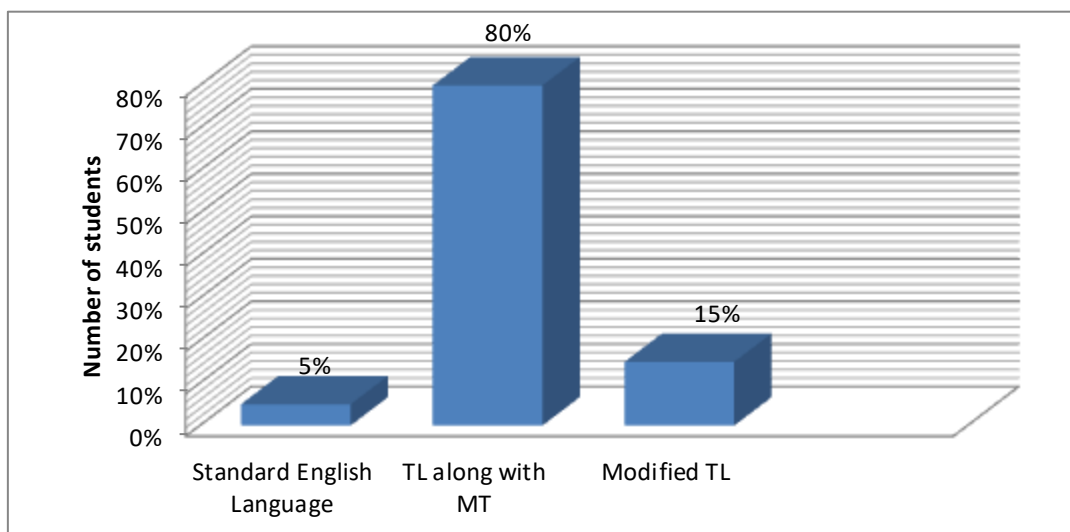
It can be concluded that students preferred structure at first so as to develop creativity on them.

4.1.2.3 Learners' Preferable Language to be Used in the Classroom

This item was intended to find out the preferences of students regarding the use of language in the classroom. The data obtained from the students are presented in the figure below:

Figure No. 8

Learners' Preferable Language to be Used in the Classroom



The above table shows that 5 % students preferred use of standard English language (English language only in the classroom), 15 % of them preferred the use of modified English language and 80 % students preferred English along with mother tongue in the classroom. The data indicates that most of the students preferred use of English along with mother tongue in the ELT classroom.

The talent students who responded with "Standard English Language" supported their views by giving the following arguments:

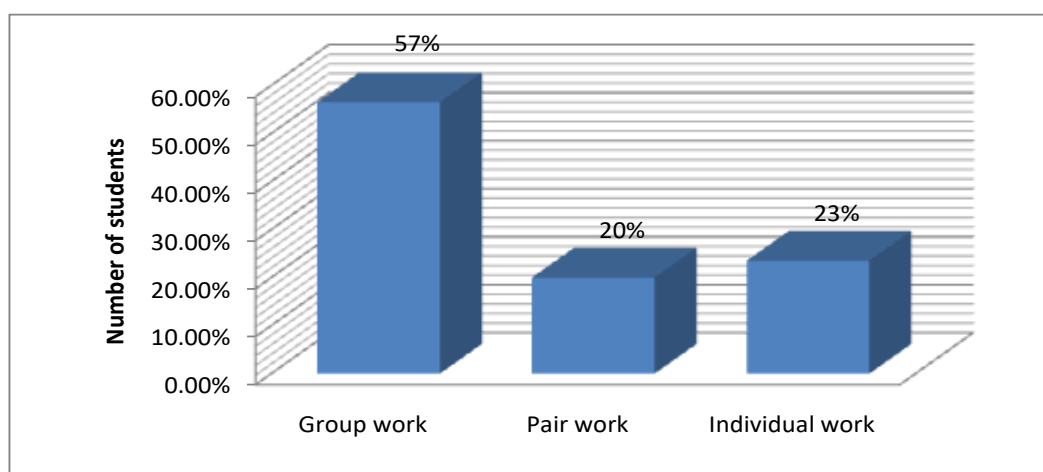
1. It helps us to learn English language.
2. It helps us to learn the pronunciation of English language
3. It makes the class interesting.
4. It helps the students to practice both accuracy and fluency.
5. It helps us to build our career and advance professional lives.
6. It helps us to improve the English language.
7. It leads us to communicate with our friends in English language.

So, it is found that standard use of English language is important to foster both accuracy and fluency on them.

4.1.2.4 Learners' Preferable Use of Language Tasks

This question was related to find out students responses towards the references regarding the varieties of language tasks. The actual question was " What types of tasks do you prefer?" The data obtained from the students were presented in the figure below:

Figure No. 9
Learners' Preferable Use of Language Tasks



The above figure shows that 20 % of the students responded that they preferred pair work in the classroom, 23 % of them preferred individual tasks and 57 % preferred group work in the classroom. The data indicates that most of the students prefer to use chorus drill in the classroom.

The average students who responded with "Individual work" supported their views by giving the following points:

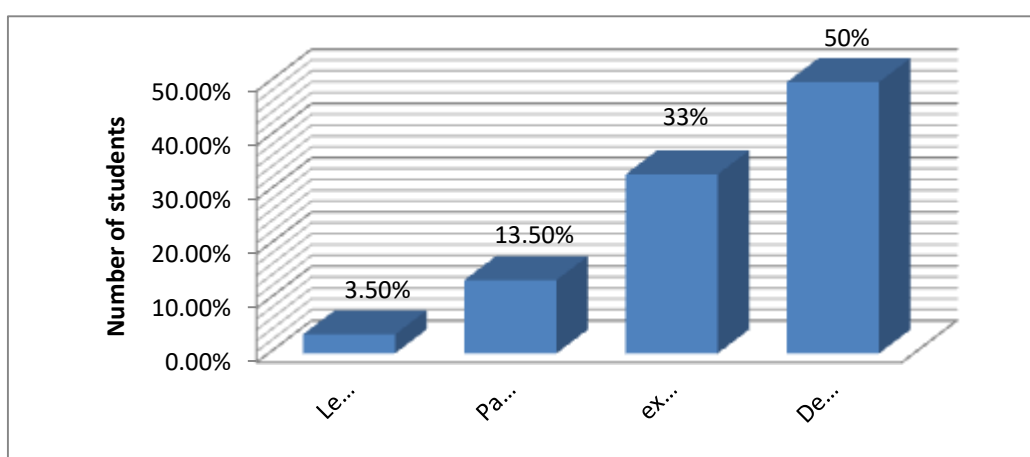
1. We are actively engaged in repeating the patterns.
2. We correct the errors immediately.
3. We get opportunity to develop good pronunciation.
4. It is very useful for the younger learners.

It can be concluded in a way that in individual work students can do their tasks in their own speed but in group work they have to follow their group members.

4.1.2.5 Learners Preferable Teaching Techniques of Teacher

The question in this topic was related to find out the students responses towards the preferences in teaching techniques of the teacher. The actual question was 'What types of teaching technique used by your teacher do you prefer?' The responses obtained from the students are presented in the given figure.

Figure No. 10
Learners Preferable Teaching Techniques of the Teachers



The above figure shows that 50 % of the total students preferred demonstration technique, 33 % of them preferred explanation technique, 13.5 % preferred paraphrasing technique and 3.5 % students were in favor of lecture technique. This data indicates that most of the students preferred demonstration technique in the classroom.

The weak students who responded with "lecture" technique supported their views by giving the following points:

1. It helps students learn to think about the key concepts of a particular subject.
2. It encourages the students to take active and immediate part in learning language.
3. They are able to ask questions as they arise during the lectures.

4. Teachers provide us with note taking skills.
5. It helps students to understand the verbal clues and learn methods of organizing.
6. Students are expected to take notes while listening.

From the aforementioned points, it can be concluded that teacher talk is very important to weak students to understand the lesson.

4.1.3 Analysis and Interpretation of Student Strategies

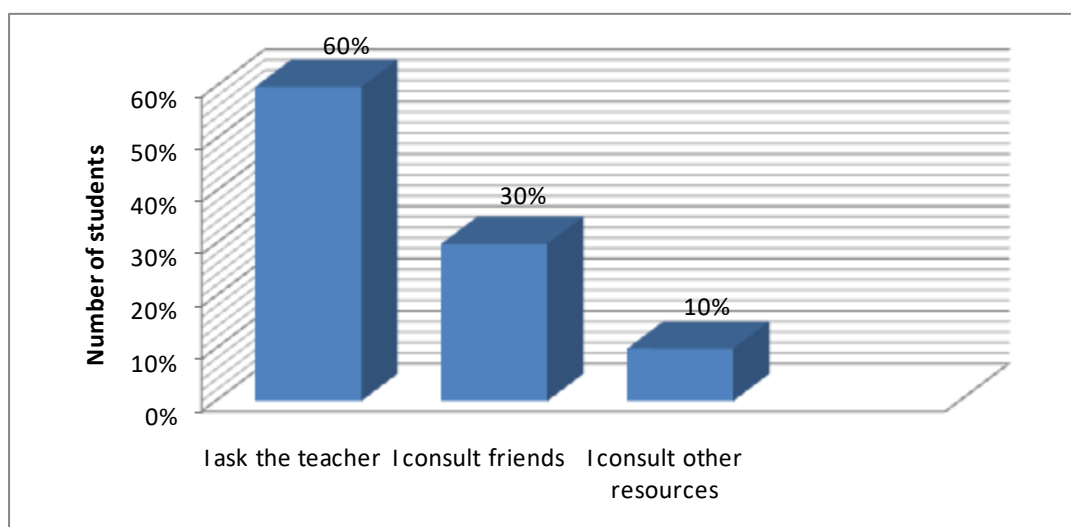
This part is related to the preferences of mixed ability student's strategies in learning activities. The data obtained from the students are analyzed and interpreted in the different headings below:

4.1.3.1 Learners Preferable Strategies to Find Out the Solution of the Problems

The students sometimes face various problems in the classroom. So, they were asked what did they do when they did not find the solution of problems. The responses obtained from the students are presented in the figure below:

Figure No 11

Learners Preferable Strategies to Find Out the Solution of the Problems



The above figure shows that 60 % of the total students said that they asked their teachers when they did not find the solution of problems. Similarly, 30 % responded that they consult friends when they did not solve the problems, 10 % responded that they consult other resources and none of them responded that they left the problems when they didn't find the solution of problems. This data shows that most of the students preferred to ask the teacher when they did not find the solution of problems.

The average level of students who responded with " I consult other resources" supported their views by giving the following points:

1. They help us to solve their problems.
2. Resources are the easy way to solve the problems by consulting the other resources.
3. They develop the creativity of students.
4. They also develop the habit of searching/ solving the problems by ourselves.

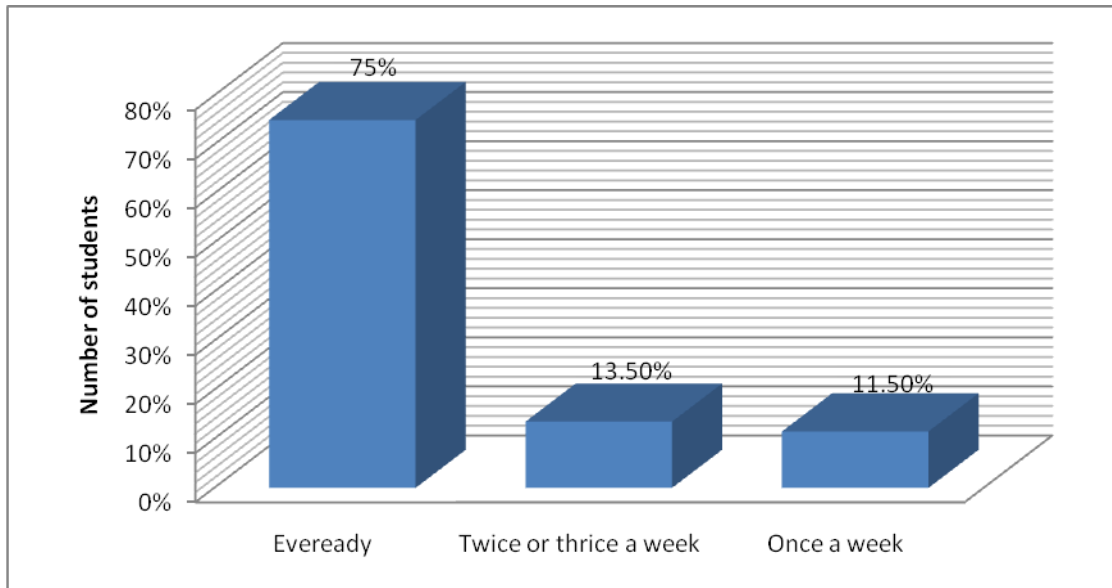
It is found that text book, note copy and other resources are all in all to solve the problems. Average students are in favour of consultation of resource materials.

4.1.3.2 Learners Preferable Strategies for Correction of Home Assignment

The students were asked whether they prefer their homework assignment to be checked regularly. The aim of this topic was to find out students preferences regarding the correction of homework assignment. The responses obtained from the students are presented in the figure below:

Figure No.12

Learners Preferable Strategies for Correction of Homework Assignment



The above table shows that 75 % of the total students responded that they preferred their homework assignment to be checked every day , 13 % of them preferred their homework assignment to be checked twice or thrice a week and 11.5 % of them preferred their homework assignment to be checked once a week. This data indicates that majority of the students preferred that their homework to be checked regularly.

The week students who responded with "Once a week" supported their views by giving the following points:

1. We get enough time to complete the homework.
2. We should not do the homework in hurriedly at home.
3. It develops the thinking power of students at the time of doing the homework.
4. The teachers do not scold us every day.
5. We can get enough time to ask with talent students to solve the problems.

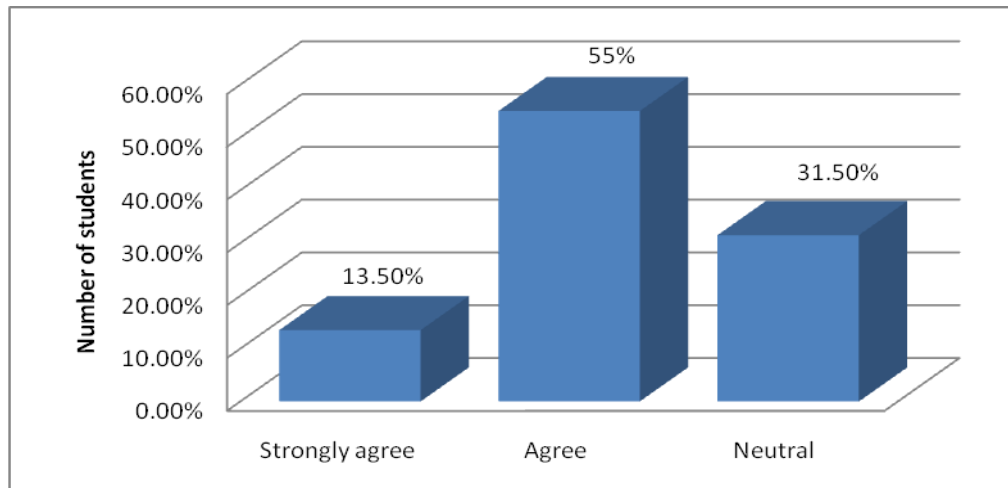
It is found that weak students did not prefer their homework to be checked daily because they said that teacher would not scold daily if it is checked once in a week

4.1.3.3 Learners Preferable Strategies to Interact with Teachers

The students were asked a statement which was related to their preferences towards the interaction with teachers. The actual statement was "I like to learn through interaction with teachers." The responses obtained from the students are presented in the figure below:

Figure No. 13

Learners Preferable Strategies to Interact with Teachers



The above figure shows that 55 % of the total students agreed with the statement, 31.5 % of them strongly agreed with the statement and 13.5 % of them didn't agree with the statement. As a whole, the majority of the students agreed with the statement that they prefer to learn something through interaction with teachers.

A majority of the students who responded with "Agree" supported their views by giving the following points:

1. Interaction plays important role to develop a learner's ability in language learning.

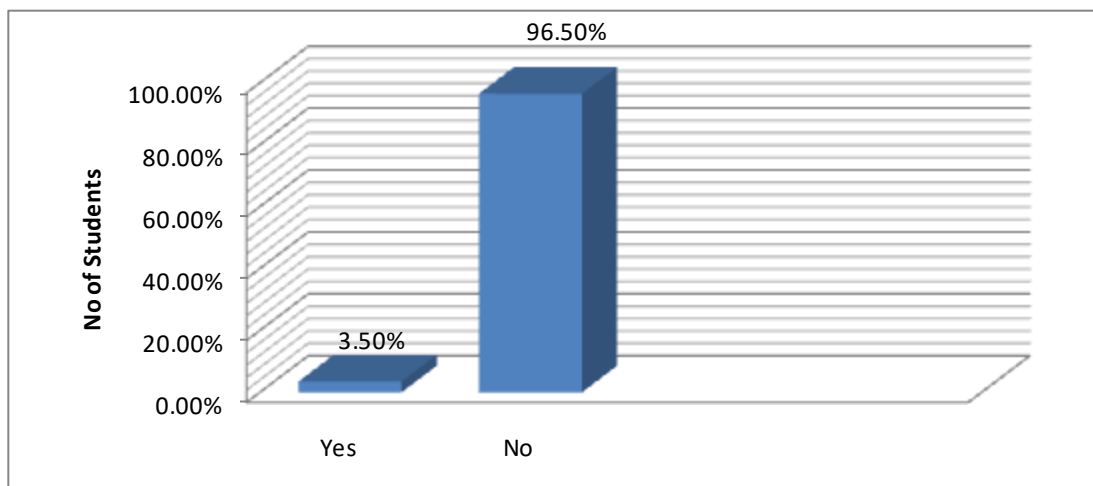
2. It promotes learners to be succeeded in language learning.
3. Interaction helps learners develop language learning and social skill.
4. It brings close relation between teacher and students.
5. We felt very comfortable speaking in the class and asking the teacher question.
6. They encourage us to do the work effectively in the classroom.

So, it is found that interaction of students with teacher is a must to develop language learning and social skills on the part of the learners.

4.1.3.4 Strategies to Focus the Intelligent Students

To find out the preferences of students regarding the teacher's more focus to the intelligent students in the classroom. The students were asked to show whether they prefer their teacher's focus to the intelligent students or not. The actual question was " Do you prefer your teacher focusing the intelligent students only in the classroom?" The responses obtained from the students are presented in the figure below:

Figure No. 14
Strategies to Focus the Intelligent Students



The data in the above figure shows that 3.5 % of the total students preferred their teacher's focus to the intelligent students in the classroom and 96.5 % of

them did not prefer their teacher's more focus to the more the intelligent students. This data shows that teacher should not focus more to the intelligent students only in the classroom.

The weak students who responded with "No" supported their views by giving the following arguments:

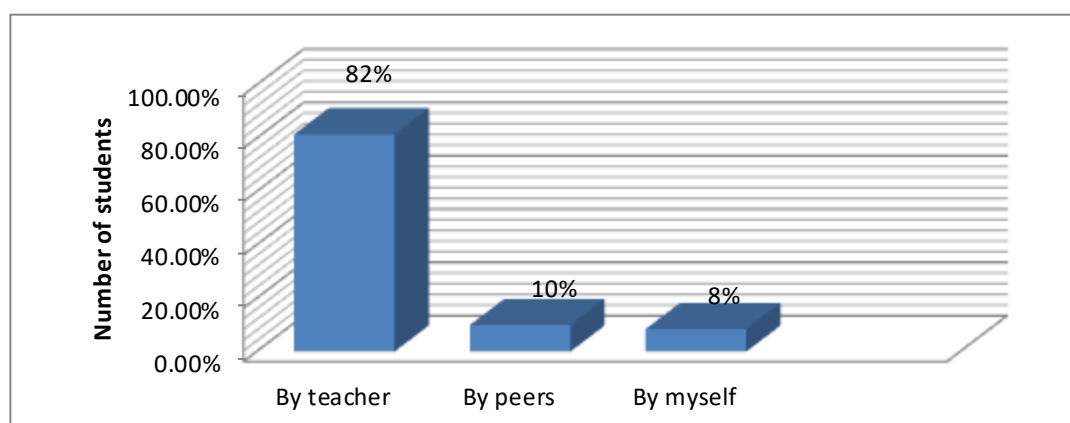
1. Poor students do not get chance to learn more if only teacher focuses on intelligent students.
2. They could not progress in their study and became weak in their study.
3. There should not be discriminated between talent and weak students in the classroom which declines self-confidence of students.

So, it is found that poor student did not prefer their teacher only focus to the intelligent students.

4.1.3.5 Strategies for Checking Spoken/Written Tasks

The students were asked whether they enjoy their spoken/written tasks to be checked by their by their teachers, peers and myself. The aim of this item was to find out the preferences of students towards checking spoken/written tasks. The responses obtained from the students are presented in the table below:

Figure No. 15
Strategies for Checking Spoken/Written Tasks



The above table shows that 82 % of the total students preferred their spoken/written tasks to be checked by their teacher, 10 % of them preferred their spoken/written tasks to be checked by their peers and 8 % of them preferred their spoken/written tasks to be checked by themselves. The data indicates that majority of the students responded that they prefer their spoken/written tasks to be checked by their teachers.

The weak students who responded "By myself" supported their views by giving the following points:

1. We found our mistakes ourselves and lead us to correct the mistakes in right time.
2. It enhances the creativity of learners.
3. It helps us to improve the spoken tasks.
4. It develops the self-confidence to speak with teachers.
5. Other students do not find out mistakes.

So, it is found that weak student were in favour of checking their written and spoken tasks by themselves because it develops the self confidence to speak with their teacher.

4.1.4 Analysis and Interpretation of Students Preference on Classroom Mechanics

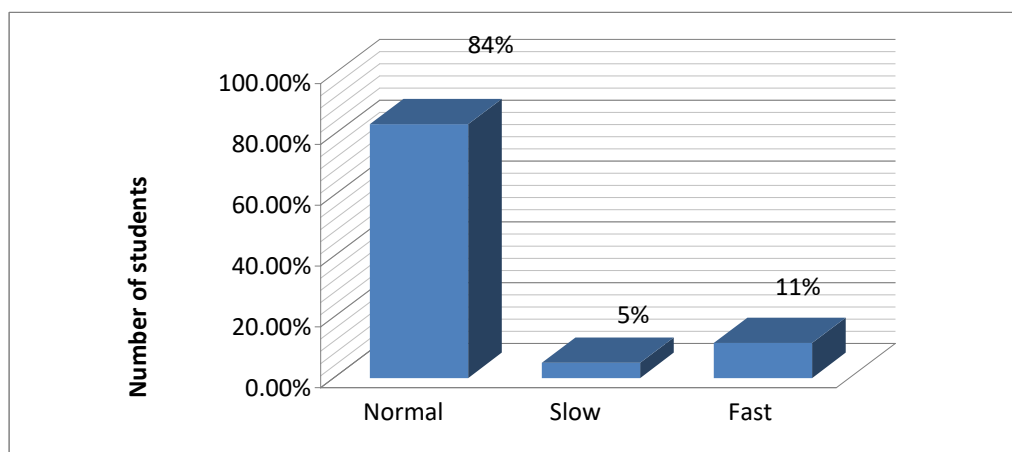
This part is related to the preferences of students under different headlines, such as, speed of speech of English teacher, opportunity to speak with teacher in the classroom, closeness to the teacher, standing position of teacher in the classroom, asking question at the beginning of the lesson etc. The data obtained from the students are presented in the different heading below:

4.1.4.1 Preference of Learners to the Speed of Speaking

The students in this question were requested to show their responses towards the students' speed of English in the ELT classroom. The actual question was

"What speed of your English speaking do you prefer?" The responses obtained from the students are presented in the figure below:

Figure No. 16
Preference of Learners to the Speed of Speaking



The above figure shows that 84 % of the total students preferred normal speed of speaking, 11 % of them preferred fast speed of speaking, 5 % preferred slow speed of speaking and none of them response very slow. The obtained data shows that most of the students preferred normal speed of speaking when they involved in ELT class.

The weak students who responded with "slow" supported their views by giving the following points:

1. We learn the language the way he/she speaks if our speed is slow.
2. It helps us to understand the topic easily what he/she tells us.
3. It is benefited for us to write the answer of questions from our students' speech.
4. The other students can understand our views clearly.

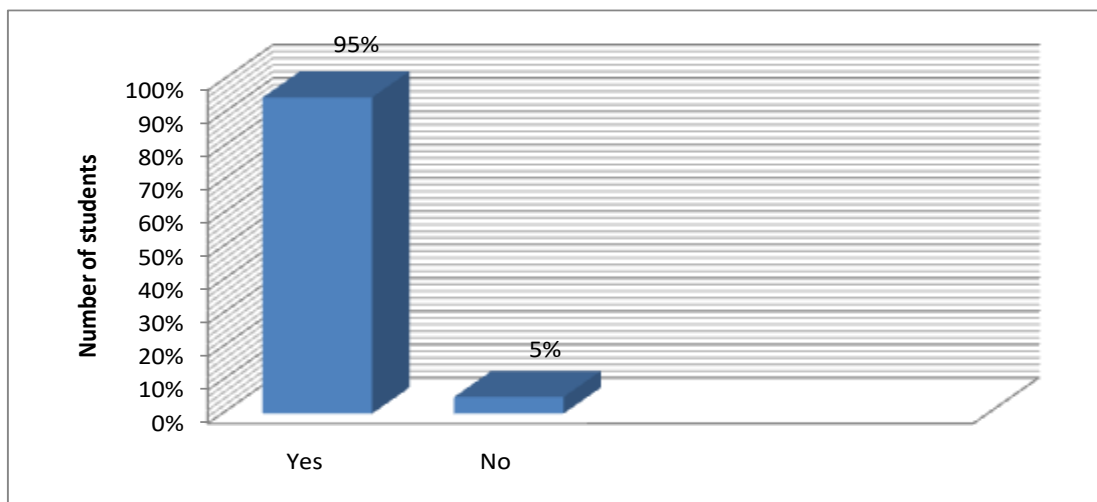
So, it becomes clear that weak students are in favour of slow speed of English language speaking. They said that if students speak in slow speed they will comprehend the lesson.

4.1.4.2 Preference on an Opportunity to Speak with Teacher

The students were administered another item which was related to find out students responses towards the preferences regarding an opportunity to speak with teacher in the classroom or not. The actual question was "Do you prefer to get an opportunity to speak with teacher in the classroom?" The responses obtained from the students are presented in the figure below:

Figure No. 17

Preference on an Opportunity to Speak with Teacher



The above figure shows that 95 % of the total students preferred to get an opportunity to speak with teacher in classroom and 5 % of them did not prefer to get an opportunity to speak with teacher. Those students who responded ' Yes ' supported their views by giving the following points.

1. Opportunity to speak helps us to improve our speaking skills.
2. Our English would be fluent.
3. Our confidence of speaking would be raised.
4. We want to improve our ability to speak in front of other students or mass.
5. It helps us to be self-dependent and remove our confusion.
6. It helps us to enhance our confidence and enable us to spread of our knowledge.

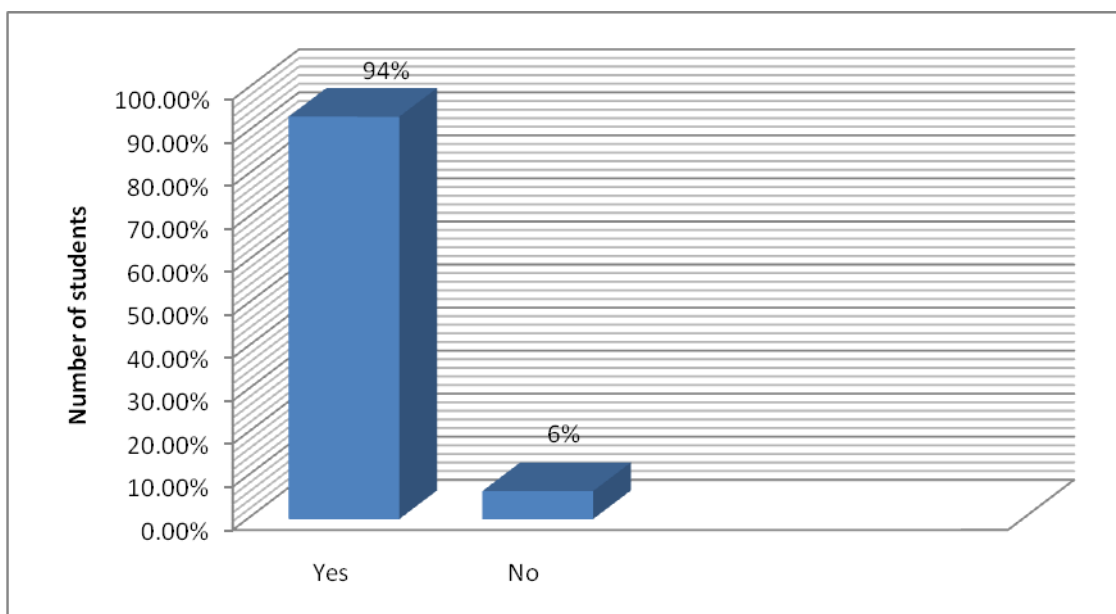
It is found that all student wanted an opportunity to speak with teacher.

4.1.4.3 Preference on Relationship between Students and Teacher

The students were requested to show their responses towards the relationship between students and teacher in the classroom. The question under this topic was aimed to find out whether the students prefer their teachers to be closed with them or not. The actual question was " Do you prefer your teachers to be closed to you?" The responses obtained from the students are presented in the figure below:

Figure No. 18

Preference on Relationship between Students and Teacher



The above figure shows that 94 % of the total students preferred their teachers to be closed with them and 6 % of them did not prefer their teachers to be closed with them. This data indicates that majority of the students responded that they prefer their teachers to be closed with them.

The weak students who responded with "No" supported their views by giving the following points:

1. We feel very ashamed to talk with teacher.

2. He/she beats us when we did not solve the problems.
3. He/she does not encourage us in solving any problems.
4. He/she scolded us when we made mistakes.

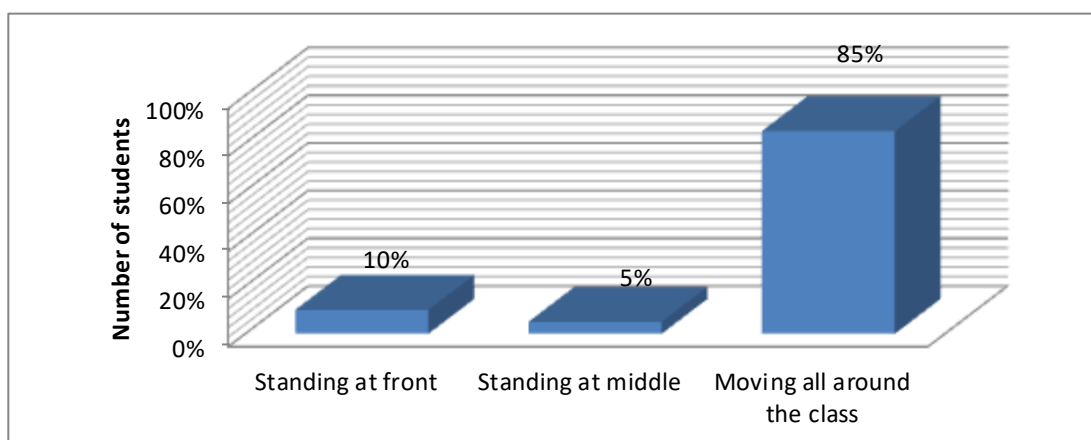
It is found that only introvert student wanted to be apart from their teacher.

4.1.4.4 Preference on Standing Position of Teacher in the Classroom

The aim of this item was related to find out the preferences of students regarding the position of teacher in the classroom. The students were asked to show their responses on whether they prefer their teacher standing at front, standing at middle and moving all around the class. The responses obtained from the students are presented in the figure below.

Figure No. 19

Preference on Standing Position of Teacher in the Classroom



The above table shows that 85 % of the total students responded that they preferred their teacher moving all around the classroom, 10 % of them preferred their teacher standing at front in the classroom and 5 % of them preferred their teacher standing at middle. This data indicates that majority of the students prefer their teacher to move all around the classroom while he/she is teaching.

The weak students who responded with "Standing at front" supported their views by giving the following points:

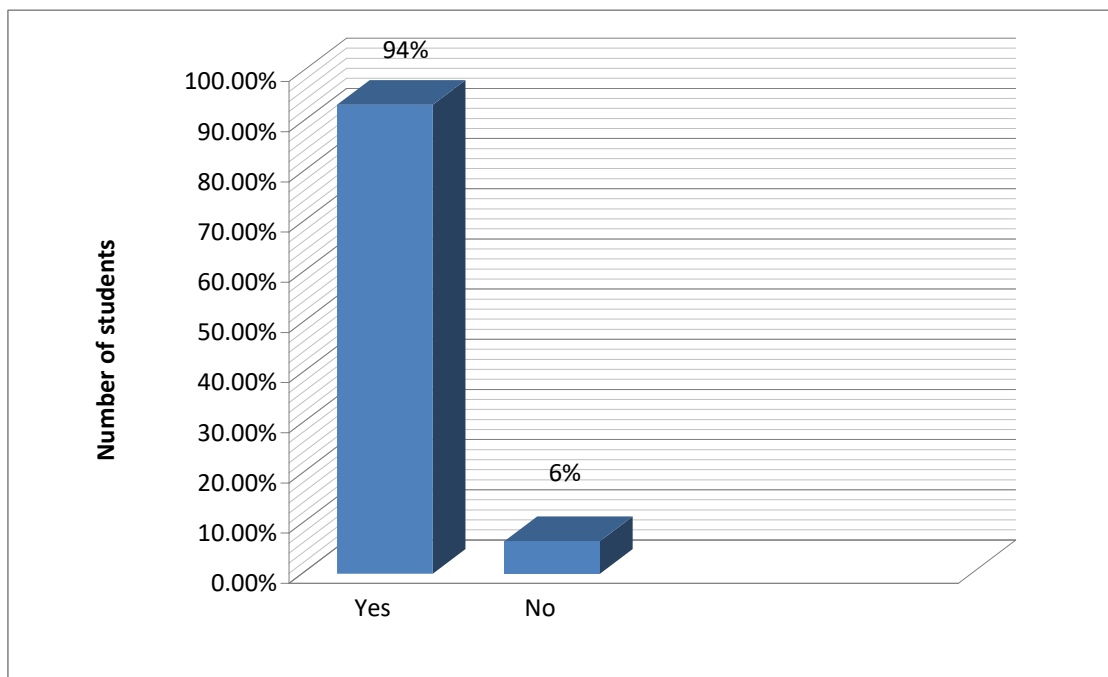
1. We can get chance to do the homework of other subjects.
2. We should not have to concentrate in the reading/writing.
3. We get opportunity to talk with friends in any topics.
4. He/she cannot see the activities of back side sitting students.

It is found that the weak students preferred their teacher standing at front because all most all the weak students sit at last row of the classroom. If the teacher stands in front of the classroom they get an opportunity to chat with their friends.

4.1.4.5 Preference on Asking Questions

This item was used to find out students' responses towards the preferences of students asking question at the beginning of the lesson. The actual question was "Do you prefer your teacher ask question at the beginning of the lesson?" The responses obtained from the students are presented in the figure below:

Figure No. 20
Preferences on Asking Questions



The data in the above figure shows that 94 % of the total students preferred asking question at the beginning of the lesson, 6 % preferred no question at first.

The majority of the students responded that they prefer teacher's asking questions at the beginning of the lesson supported their views by giving the following points.

1. Students become eager to learn something more from the teacher.
2. We can get some hints about the lesson to be taught from the question asked.
3. Asking question at first arouse the interest on the part of learning.
4. Asking question at the beginning of the lesson creates warming up environment.

So, it is found that all students were in favour of asking questions at the beginning of the lesson.

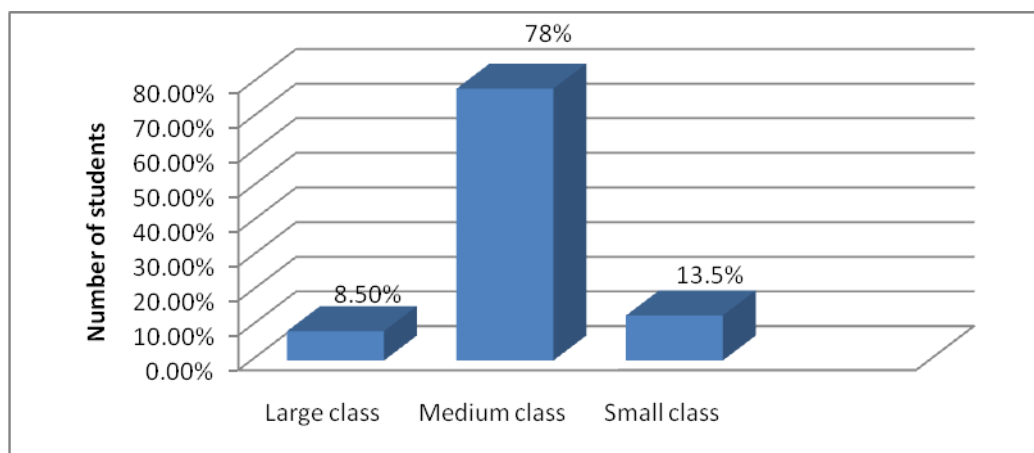
4.1.5 Preference on Setting/Management of Classroom

This part is related to the preferences of mixed ability students in classroom setting/management. The data obtained from the students are analyzed and interpreted in the different headings below:

4.1.5.1 Setting of Class Size

The students were asked a question to find out their preferences of class size in ELT classroom. It was used to find out whether the students prefer large, medium or small class. The actual question was "What types of class size do you prefer?" The data obtained from the students are presented in the figure below:

Figure No.21
Setting of Class Size



The above figure shows that 78 % of the total students preferred medium class, 13.5 % of them preferred small class and 8.5 % of them preferred large class size. This data indicates that most of the students prefer to learn in the medium class.

The weak students who responded with “small class” supported their views by giving the following points :

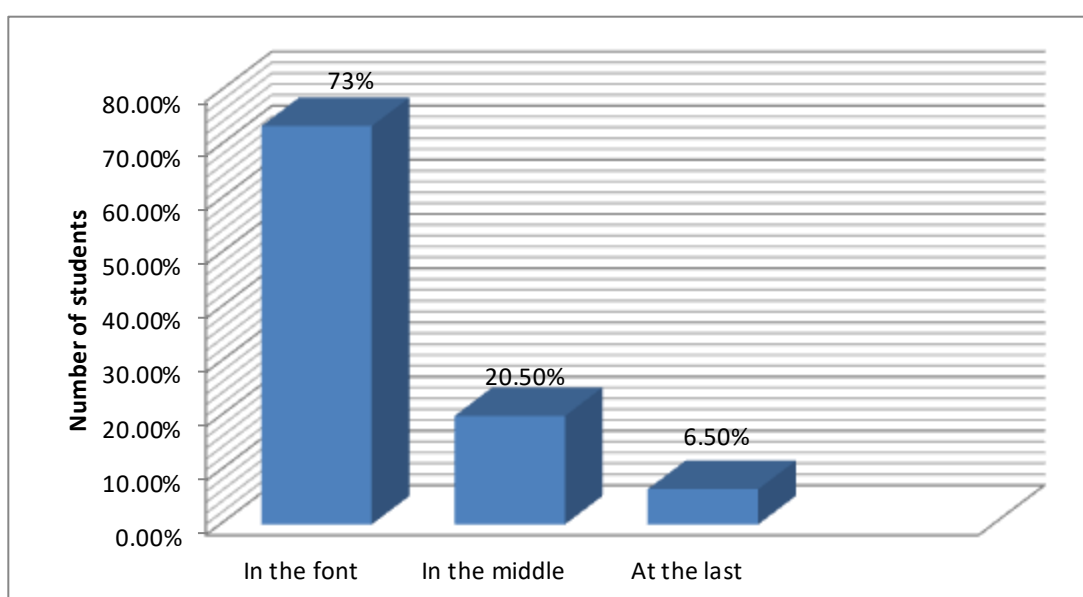
1. Small class surrounds students with attention and encouragement.
2. Students quickly develop confidence to express their ideas and opinions without fear from their peers and teacher.
3. Small class allows teacher to be closed with the students.
4. Students learn more in a small class because the teacher can do more teaching and can assess the effectiveness of his teaching better.
5. Students can learn in peace and quiet environment.
6. It is easier to get students to speak up in discussion in front of small class.

So, it is found that small class helps to maintain the close relationship between students and teacher. The focus of teacher is much in small class.

4.1.5.2 Setting of Sitting Position of Teacher in the Classroom

This item was related to find out students' responses towards the preferences of students sitting in the classroom. The actual question was "Where do you prefer to sit in the classroom?" The responses obtained from the students are presented in the figure below:

Figure No. 22
Setting of Sitting Position of Teacher in the Classroom



The above table shows that 73 % of the students preferred to sit in front of the class, 20.50 % preferred to sit in the middle of the classroom and 6.50 % of them preferred to sit at the last of classroom. This data indicates that most of the students prefer to sit in front of the classroom.

A majority of the students who responded with "in the front" supported their views by giving the following points :

1. They become eager to learn something more from the teachers.
2. They listen teacher's voice clearly.
3. They can do much better in the class rather than sitting at the back.
4. They cannot get chance to make a noise in the classroom.

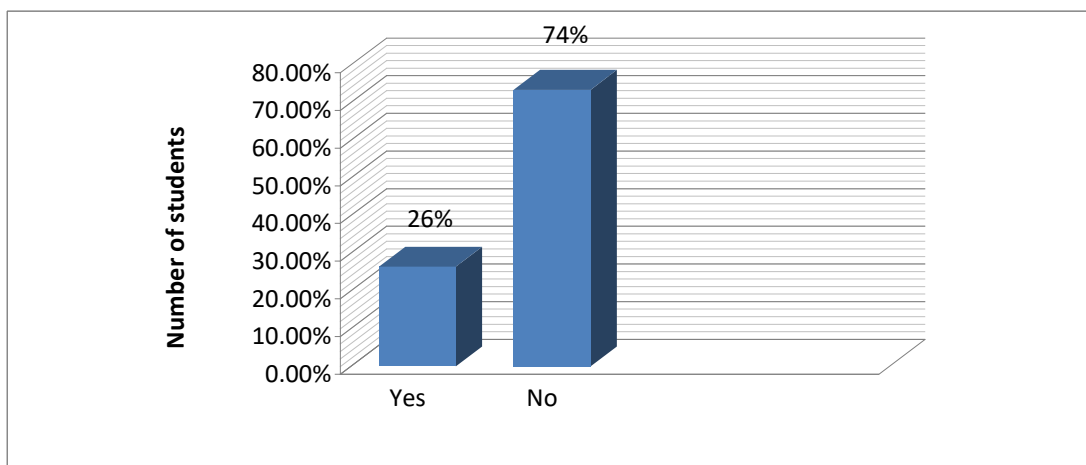
5. Whatever they make mistakes in doing the exercise the teacher's eyes can go on their copy.
6. There is better eye contact with the teacher when we sit in the front.

It is found that majority of the students responded on front standing position of teacher because there will be better eye contact with all the students.

4.1.5.3 Setting of Different Sections of Poor and Bright Students

The question was intended to find out whether the students prefer the different sections of poor and bright students or not. The actual question was "Do you like that there should be the different sections poor and bright students?" The responses obtained from the students are presented in the figure below:

Figure No.23
Setting of Different Sections of Poor and Bright Students



The above figure shows that 74 % of the total students do not prefer the different sections and 26 % of them preferred there should be different sections of poor and bright students. This data indicates that most of the students did not prefer there should be different sections of poor and bright students in the classroom.

The weak students who responded with "No" supported their views by giving the following points:

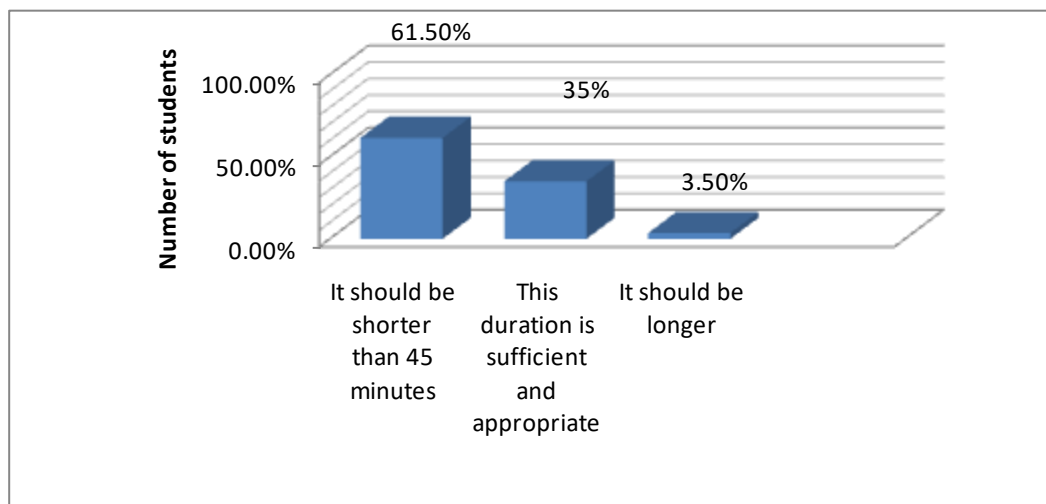
1. There should not be discrimination between poor and bright students.
2. We can consult with bright ones to solve the problems.
3. We can get chance to share our questions which we do not understand from the teacher's side.
4. We can solve the difficult problems in the absence of the teacher in classroom.
5. Both students get equal opportunity/behavior in the classroom.
6. There should not be separate classes of poor and bright students which doesn't bring the learning effective.

It is found that if there are different sections of poor and bright students, the weak students will get chance of combine study with the bright students.

4.1.5.4 Setting of Class Teaching Time

The students were asked another question to find out their preferences on class time. The actual question was " What do you think about your class time?" The responses obtained from the students are presented in the below figure:

Figure No.24
Setting of Class Teaching Time



The above figure shows that 61.5 % of the total students preferred 45 minutes class time, 35 % preferred shorter than 45 minutes class time and 3.5 % of them preferred longer class time.

The weak students who responded with " It should be longer" supported their views by giving the following points.

1. The teacher can handle all level of students.
2. The teacher can bring varieties of learning activities for the students.
3. There is sufficient time for revising the topic.
4. The teacher can revise the topic at the end of lesson.
5. The teacher can ask the questions How much we understand the topic or not.

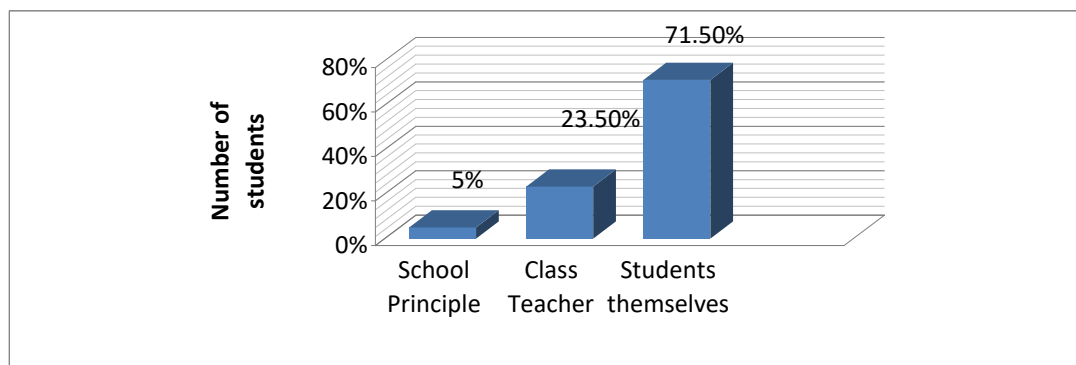
It is found that class time should be longer than 45 minutes for better revision of the topic.

4.1.5.5 Management of the Classroom

This item was related to find out students responses towards the preferences in the management of the classroom. The actual question was " Who should manage the classroom?" The responses obtained from the students are presented in the table below:

Figure No. 25

Management of the Classroom



The above table shows that 5 % of the total students preferred that school principal should be responsible to manage the classroom, 23.5 % preferred that class teacher should be responsible to manage the classroom and 71.5 % preferred that students themselves should be responsible to manage the classroom.

The weak students who responded with "School principal" supported their views by giving the following points:

1. Teaching learning can be effective.
2. It helps the teachers to keep the classroom peace and silent.
3. They learn how to respect to the teachers and their friends.

It is found that majority of the students opined that students themselves should be responsible to manage their classroom.

4.1.6 Analysis and Interpretation of the Data Obtained from Checklist

Regarding the tools for data collection, I applied questionnaire and checklist. The Checklist included certain questions which help to elicit the preferences of mixed ability learners in the large ELT context. The data obtained from this tool are analyzed and interpreted below:

4.1.6.1 Preference of Learners on Correction of Errors

The item was related to teaching correction of errors. The students were checked in regards of the preferences on correction of errors. The actual statement was "Correcting errors immediately by teachers".

As per their view 90 % of total students preferred immediate correction of their errors but 10 % of them weren't in favour of immediate correction of errors.

It is found that errors should be corrected immediately to prevent from the erroneous input.

4.1.6.2 Preferences of Learners on Responding to Questions

In this item, it was intended to find out the preferences of students regarding responding to questions. The actual statement was "The teacher should answer all the questions". 55 % students responded that teacher should answer all the questions raised but 45 % of them weren't in favour of this statement. They meant to say that teacher is not all in all. Students also have to try to find solution.

It is found that teacher is not everything. He is just path finder, students themselves are creator of such paths.

4.2 Summary of the Findings

After the systematic analysis and interpretation of the data, I came up with the following summary of the findings.

- Sixty-seven percent students preferred to be taught using the modern technology-based materials eg. Computer, Laptop, E-mail, Internet, projector, etc in a mixed ability ELT classroom.
- Seventy-eight percent students preferred audio-visual and lesson worthy teaching materials.
- Sixty-five percent students preferred always/regular use of teaching materials.
- Eighty percent of the students preferred English along with mother tongue in the classroom.
- Fifty-seven percent of the total students preferred group work and demonstration technique in the classroom.
- Sixty percent of total students preferred to ask their teachers when they didn't find the solution to the problems.
- Seventy -five percent of the total students preferred their home assignment to be checked every day.
- Eighty percent of the total students preferred their spoken/written tasks to be checked by their teachers.

- Ninety-five percent of the total students preferred to get an opportunity to speak with teacher in the classroom.
- Ninety-four percent of the total students preferred their teachers to be closed with them.
- Ninety-four percent of the total student preferred asking question at the beginning of the lesson.
- Seventy-eight percent of the total students preferred medium class.
- Seventy-three percent of the total student preferred to sit in front of the class.
- Seventy-four percent of the total students do not preferred the different sections.
- Seventy-one point five percent responded that students themselves are responsible to manage the classroom.
- Ninety percent of the total students preferred immediate correction of the errors.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

Mixed ability is proposed as a new term to be used in place of the terms disabled, handicapped, abnormal, and crippled. Mixed ability refers to any person who has a different or mixed physical ability. It can also refer to anyone who has a different emotional or learning ability. Words like disabled, crippled, and handicapped have negative connotations throughout the history. Mixed ability contemporizes the label placed on those who have a different or medically conversational stigma. It is important to make a clear distinction between mixed ability teaching and mixed ability classes. Most teachers have to teach mixed ability groups but they might not be using mixed ability teaching strategies. Many teachers see a mixed ability class as consisting of a group of average and able children with a subset of children who have learning problems.

My major concern is to explore the preferences of mixed ability learners in large ELT classroom. So, this study aims to bridge the gap between tendency and attitude of teachers in past and present. Obviously, this study is different from other studies.

From this study, I expect the preferences of mixed ability learners would be addressed. There won't be much variable among the mixed ability learners. Their preferences and expectation would be fostered. This study would bring some new insights on teaching learning activities in large ELT classroom. Thus, it will be rationale in the field of English language teaching and learning.

This thesis contains four chapters. The first chapter introduces the general background, statement of the problem, rationale of the study, objectives of the

study, research questions, significance of the study, delimitations of the study, and operational definition of the key terms.

The second chapter introduces the review of related literature with components of mixed ability, the concept of large classes and factors causing the beliefs in mixed ability ELT classes. It also includes strategies with the challenges. In literature review different words of the different scholars are included.

The third chapter is concerned with the methodology used in the study under which sources of data, sample population, sampling procedure, tools for data collection, process of data collection and limitations of the study are described. In the process of data collection I used questionnaire and checklist as tools for data collection. I went to different four school of Kathmandu Metropolitan -13, Kathmandu; Two government schools and two private schools.

The fourth chapter provides a comprehensive picture of the analysis and interpretation of the data. The data was analyzed using statistical tool in a percentile form.

The data are analyzed and interpreted under five headings. The last or the fifth chapter comprises the conclusion and recommendation of the study.

The finding can be concluded in a way that teaching should be done using modern technological equipment with different strategies. We should used learners preferable teaching techniques while teaching which are too much lesson worthy.

It can be concluded that teaching learning activities should be mixed ability learners friendly. Another striking point is that students should be exposed with new trends of syllabus and curriculum which is directly applicable in their life. Another thing to be stated that there should be appropriate teaching approach to face the challenge of mixed ability classroom.

5.2 Recommendation

On the basis of the finding of the research I would like to suggest the following recommendation for the pedagogical implications.

5.2.1 Policy Related Recommendation

- I. There should be the appropriate policy of the government to make to address the preferences of mixed ability learners.
- II. Syllabus has to be designed targeting the mixed ability learners.
- III. Curriculum Development Center (CDC) has to design the course as per the wills and aspiration of the mixed ability learners.
- IV. Concern authority has to implement the mixed ability learners related teaching strategies in the classroom teaching
- V. Teaching materials should be developed which incorporate the preferences of mixed ability learners.
- VI. Teachers have to be exposed with the new trends of teaching to gear up the level of mixed ability learners in the large class.

5.2.2 Practice Related Recommendation

- I. It was found that in every large ELT classroom, there are the students with mixed ability. The teachers' should use modern technology-based teaching materials e.g. computer, lap-top, email, internet, projector, etc. which increases motivation to the students as well as more effective to all level of students in this time.
- II. Since students enjoy medium-size class for learning, it would be better to manage medium classes for teaching in a mixed ability ELT classroom.
- III. The teachers should allow the students to do the tasks in the group.
- IV. Opportunity is one of the important part for improving learning. So, it is better to provide enough opportunity for the students to take part in

speaking activities in the classroom by asking question, giving topic to speak, etc.

- V. The close relationship between students and teachers develop the teaching learning more effective. Therefore, student-teacher relationship should be close.
- VI. Since students prefer the inductive way of teaching method in the classroom, it is better to follow this approach which can create interest among the students. It is also more communicative and humanistic in nature where thinking power and creativity are fostered.
- VII. Teachers play an important role in the lives and development of students specially in the mixed ability ELT class. Teachers should play the role of entertainer, role model, trainer and facilitator.
- VIII. Mixed ability classroom is a natural phenomenon. Teacher should not focus only the intelligent students neglecting the poor students. He/ She should behave all the students equally in the classroom.

5.2.3 Further Research Related Recommendation

- I. The further research has to address the problems of mixed ability learners.
- II. The preference of mixed ability learners have to be taken into consideration in the research to be done in future.
- III. Further researches have to pressurize to concern authority to implement the policy made in policy level.
- IV. Further research has to focus on the mixed ability teaching strategies in the large mixed ability class.
- V. Further research has to be carried out in regards of the preference of mixed ability learners.

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APPENDIX-I

Questionnaire for Survey

Preferred Teaching Learning Activities of Mixed Ability Students in Large ELT Classroom

Name:

Name of the School:

Address:

Grade:

Level:

School: a. Government aided []

b. Private []

The students are requested to choose the option that best indicates your respond.

PART : ONE

Questions related to teaching materials

1. I like to be taught

- a. With modern technology like projector, computer, laptop, e-mail, internet etc
- b. With teacher's voice only
- c. With locally available material's like pictures, maps, cards etc
- d. With book only

2. While teaching, I expect the teaching materials should be presented

- a. Before the lesson taught
- b. While lesson is being taught
- c. After the lesson taught

3. Teaching materials should be in the form of

- a. Audio
- b. Video/Visual
- c. Audio-Visual

4. I like the teaching material which are

- a. Lesson worthy
- b. Activity worthy
- c. Both A and B

5. Teaching material should be used

- a. Always
- b. Sometimes
- c. When needed
- d. Never

PART : TWO

Questions related to teaching technique

1. What types of activities do you like?

- a. Language games
- b. Language songs
- c. Telling jokes
- d. Telling stories

2. What types of teaching strategies do you prefer?

- a. Giving examples first and ask to find structure.
- b. Giving structure first and ask to generate examples.
- c. Both a and b

3. I prefer teacher using

- a. Standard English language
- b. English along with mother tongue
- b. Simplified English language

4. What type of tasks do you prefer?

- a. Group work
- b. Pair work
- c. Individual work

5. What type of teaching technique do you prefer?

- a. Lecture
- b. Paraphrasing
- c. Explanation
- d. Demonstration

PART : THREE

Questions related to student strategies

1. If I don't find answer of some problems.

- a. I ask the teacher
- b. I consult with friends
- c. I consult other resources
- d. I leave it

2. I like my homework checked

- a. Everyday
- b. Twice or thrice week
- c. Once a week

3. I like to learn through interaction with teachers.

- a. Agree
- b. Neutral
- c. Strongly agree
- d. Strongly disagree

4. Do you like your teacher focusing more only the intelligent students in the classroom?

- a. Yes
- b. No
- c. If Yes, why?

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- d. If No, why?

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.....

5. I enjoy my spoken/written tasks to be checked:

- a. By teacher
- b. By peer
- c. By myself

PART : FOUR

Questions related to preferences

1. What speed of your English speech do you prefer?

- a. Normal
- b. Slow
- c. Fast
- d. Very slow

2. Do you prefer to get an opportunity to speak with teacher in the classroom?

- a. Yes
- b. No
- c. Undecided

3. Do you prefer your teacher to be close to you?

- a. Yes
- b. No
- c. If Yes, why?

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d. If No, why?

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4. I prefer my teacher while teaching in the classroom.

- a. Standing at front
- b. Standing at middle
- c. Moving all around the class

5. Do you prefer your teacher ask question at the beginning of the lesson?

- a. Yes
- b. No
- c. If Yes, why?

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- d. If No, why?

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PART : FIVE

Questions related to classroom setting/management

1. What types of class size do you prefer?

- a. Large class
- b. Medium class
- c. Small class

2. Where do you prefer to sit in the classroom?

- a. In the front
- b. In the middle
- c. At the last

3. Do you like there should be the different sections of poor and bright students?

- a. Yes
- b. No
- c. If Yes, why?

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.....

- d. If No, why?

.....
.....

4. What do you think about your class time?

- a. It should be shorter than 45 minutes.
- b. This duration is sufficient and appropriate.
- c. It should be longer

5. Who should manage the classroom?

- a. School principal
- b. Class teacher
- c. Students themselves

APPENDIX-II

Check List

S.N.	Questions	Responses	
		Yes	No
1.	Questions at first from teacher's side.		
2.	Correcting errors immediately by teachers.		
3.	The teacher should answer all the questions.		
4.	Expect your teacher bringing varieties in his teaching strategies.		
5.	Expect your teacher should always speak English at classroom.		
6.	Teacher should know everything about language.		
7.	Teacher should always check homework.		
8.	Expect daily homework from your teachers		
9.	Expect more questions to be asked in the classroom.		
10.	Judicious use of mother tongue in the classroom.		

APPENDIX-III

Questionnaire for Survey

Preferred Teaching Learning Activities of Mixed Ability Students in Large ELT Classroom

Name:

Name of the School:

Address:

Grade:

Level:

School: a. Government aided []

b. Private []

The students are requested to choose the option that best indicates your respond.

PART : ONE

Questions related to teaching materials

1. I like to be taught

- a. With modern technology like projector, computer, laptop, e-mail, internet etc
- b. With teacher's voice only
- c. With locally available material's like pictures, maps, cards etc
- d. With book only

2. While teaching, I expect the teaching materials should be presented

- a. Before the lesson taught
- b. While lesson is being taught
- c. After the lesson taught

3. Teaching materials should be in the form of

- a. Audio
- b. Video/Visual
- c. Audio-Visual

4. I like the teaching material which are

- a. Lesson worthy b. Activity worthy c. Both A and B

5. Teaching material should be used

- a. Always b. Sometimes
c. When needed d. Never

PART : TWO

Questions related to teaching technique

1. What types of activities do you like?

- a. Language games b. Language songs
c. Telling jokes d. Telling stories

2. What types of teaching strategies do you prefer?

- a. Giving examples first and ask to find structure.
b. Giving structure first and ask to generate examples.
c. Both a and b

3. I prefer teacher using

- a. Standard English language b. English along with mother tongue
c. Simplified English language

4. What type of tasks do you prefer?

- a. Group work b. Pair work c. Individual work

5. What type of teaching technique do you prefer?

- a. Lecture b. Paraphrasing c. Explanation d. Demonstration

PART : THREE

Questions related to student strategies

1. If I don't find answer of some problems.

- a. I ask the teacher
- b. I consult with friends
- c. I consult other resources
- d. I leave it

2. I like my homework checked

- a. Everyday
- b. Twice or thrice week
- c. Once a week

3. I like to learn through interaction with teachers.

- a. Agree
- b. Neutral
- c. Strongly agree
- d. Strongly disagree

4. Do you like your teacher focusing more only the intelligent students in the classroom?

- a. Yes
- b. No
- c. If Yes, why?

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- d. If No, why?

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5. I enjoy my spoken/written tasks to be checked:

- a. By teacher
- b. By peer
- c. By myself

PART : FOUR

Questions related to preferences

1. What speed of your English speech do you prefer?

- a. Normal
- b. Slow
- c. Fast
- d. Very slow

2. Do you prefer to get an opportunity to speak with teacher in the classroom?

- a. Yes
- b. No
- c. Undecided

3. Do you prefer your teacher to be close to you?

- a. Yes
- b. No
- c. If Yes, why?

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d. If No, why?

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4. I prefer my teacher while teaching in the classroom.

- a. Standing at front
- b. Standing at middle
- c. Moving all around the class

5. Do you prefer your teacher ask question at the beginning of the lesson?

- a. Yes
- b. No
- c. If Yes, why?

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- d. If No, why?

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PART : FIVE

Questions related to classroom setting/management

1. What types of class size do you prefer?

- a. Large class
- b. Medium class
- c. Small class

2. Where do you prefer to sit in the classroom?

- a. In the front
- b. In the middle
- c. At the last

3. Do you like there should be the different sections of poor and bright students?

- a. Yes
- b. No
- c. If Yes, why?

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- d. If No, why?

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4. What do you think about your class time?

- a. It should be shorter than 45 minutes.
- b. This duration is sufficient and appropriate.
- c. It should be longer

5. Who should manage the classroom?

- a. School principal
- b. Class teacher
- c. Students themselves