

**TECHNIQUES USED IN TEACHING ENGLISH IN MIXED
ABILITY CLASSROOM**

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

**Submitted by
Padam Bahadur Jhedi**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2018**

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**T. U. Regd. No. 9-2-241-443-2007
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**Date of Approval of the Thesis
Proposal Approval: 09/04/2074
Thesis Submission: 13/04/2018**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr Padam Bahadur Jhedi** has prepared this thesis entitled “**Techniques used in teaching english in mixed ability classroom**” under my guidance and supervision.

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DECLARATION

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

Date: 10 /04/2018

Padam Bahadur Jhedi

DEDICATION

Dedicated
to
my parents, who contributed directly to bring me
where I am today.

ACKNOWLEDGEMENTS

First of all, I would like to extend my sincere gratitude and appreciation to my thesis supervisor **Mr. Bhim Prasad Wasti (Reader)**, Department of English Education, Tribhuvan University, Kirtipur for his invaluable guidance, support, inspiration and encouragement throughout the work. It would be difficult for me to imagine reaching this point without his guidance and support at the right moment. I have been extremely fortunate enough to have him as my supervisor who gave me invaluable support both academically and personally.

I am profoundly indebted to my respected Guru **Dr. Prem Bdr. Phyak** , and Head, Department of English Education, Tribhuvan University, Kirtipur for his invaluable suggestion, encouragement and guidance for which I have no words to express my sincere gratitude. I owe a great debt of thanks to my Guruma, **Dr. Anjana Bhattraï**, Professor of English and Chairperson, English and Other Foreign Language Education Subject Committee, T.U., Kirtipur, Kathmandu for her constructive suggestions and encouragement during the completion of the work. Similarly, I would like to extend my sincere gratitude to **Mr. Resham Acharya**, Teaching Assistant, Department of English Education, Tribhuvan University, Kirtipur for his invaluable comments and suggestions.

I am equally indebted to **Prof. Dr. Bal Mukunda Bhandari**, **Prof. Dr. Anjana Bhattraï**, **Prof. Dr. Laxmi Bahadur Maharjan**, **Prof. Dr. Govinda Raj Bhattarai**, **Mr. Raj Narayan Yadav**, **Dr Ram Ekwal Singh**, **Ms. Madhu Neupane**, **Ms. Saraswati Dawadi**, **Mr. Bhesh Raj Pokharel**, **Ms. Hima Rawal**, **Mr. Laxmi Prasad Ojha**, **Mr. Ashok Sapkota**, **Mr. Resham Acharya**, and **Mr. Guru Prasad Poudel**, **Khem Raj Joshi** for their invaluable academic supports.

Padam Bahadur Jhedi

ABSTRACT

This study entitled **Techniques used in teaching English in mixed ability classroom** ' was carried to find out techniques used by English teachers in teaching mixed ability classroom and to compare teaching techniques used by English teachers in community and institutional schools at secondary level. I purposively selected 30 English teachers who have been teaching English at secondary level of Kathmandu district from 30 secondary level school of Kathmandu district. The sample of the study consist 30 English teachers from which 15 teachers from community school and 15 teachers from institutional school of Kathmandu. The researcher observed 60 classes whereas 2 classes had observed from each teacher's class.

Non random judgmental sampling procedure was used to select schools and teachers. Questionnaires and classroom observation checklist were used to collect the data for the study. The findings of the study showed that group work, pair work, assignment task, interaction in class, discovery techniques, role play, dramatization, etc techniques were used in mixed ability class. Comparatively community schools students were a bit poor in English language because of exposure and lack of English environment.

This thesis has been divided into five different chapters. The first chapter deals with general background of the study, statement of the problem, rationale of the study, objectives of the study, significance of the study and operational definitions of the key terms. Similarly, the second chapter consists of the review of the theoretical literature, review of the empirical literature, implication of the review of the study and conceptual framework for the study. The third chapter deals with the methodological aspect under which design of the study population and sample, sampling procedure, tools of data collection and data analysis and interpretation procedure have been included. The fourth chapter focuses on the analysis and interpretation of results. And the fifth chapter of the study consists of conclusion and recommendation, the implication of the study in policy making level, practice level, and further research level. References and appendices are included at the end of the study.

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ACRONYMS AND ABBREVIATIONS

B.Ed.	:	Bachelor in Education
B.S.	:	Bikram Sambat
CUP	:	Cambridge University Press
Eds	:	editors
ELT	:	English Language Teaching
ESL	:	English as Second Language
FGD	:	Focused Group Discussion
LTD	:	Limited
M.Ed.	:	Master's in Education
MAC	:	Mixed Ability Class
NELTA	:	Nepal English Language Teachers' Association
NESP	:	National Education System Plan
Regd.	:	Registration
S.N.	:	Serial Number
T.U.	:	Tribhuvan University
Vol.	:	Volume
www	:	World Wide Web
%	:	Percentage