

# CHAPTER ONE

## INTRODUCTION

This study is entitled "**Techniques Used in Teaching English in Mixed Ability Classroom**". This chapter includes general background, statement of the problem, objectives, significance, the delimitations of the study and operational definitions of the key terms.

### 1.1 Background of the Study

Mixed ability refers to any person who has a different 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 history. Mixed ability contemporaries the label placed on those who have a different or medically documented physical or mental abilities and attempts to relieve any social stigma (Deniz, 2015,p.p.33-39).

Mixed ability classes are problematic for the teachers, students, curriculum developers, syllabus designers as well as government to make affective policy about education. Regarding this, (Harmer, 2008, p.127) states that there is a variety of learning options designed around student's different abilities and interests. If we follow those options of learning, we will be successful to handle the mixed ability EFL classes.

Among the many challenges facing teaching instructors today is the mixed-ability class. According to Chapman and King (2003), a mixed-ability classroom consists of a group of students with differing levels of learning abilities, interest, and skills. EFL teachers have grown to identify this as one of the greatest aspects that invariably determines the level of teaching and understanding of what the students undergo in the long run. In support of this, Hedge (2014) noted that teaching a classroom of mixed-ability students is a vital and genuine issue that instructors experienced daily. He also went on to

reckon that the mixed-ability problem demanded serious attention from experts in the educational field. While each learner has their own unique way of learning English coupled with different linguistic knowledge and the individual pace of learning; there seems to be an overarching need for the instructor to apply methods that would engage all the students in the same measure.

Mixed-ability classes generally refer to classes where learners have a broad range of levels in their achievement and learning. The students in these classes differ in strengths and weaknesses and have different approaches to learning. Different scholars have defined this topic in many ways using the different perspectives gained from different learning environments. Ansari (2013) for instance describes a mixed-ability class as comprising of not only learners with various capacities but also those that have a broad range of preferences and learning styles. They can also be referred to as a variation of students in their abilities in grammatical knowledge, fluency and accuracy, size of mixed ability class , receptive and productive skills (Valentic, 2005)

Pedersen and Kronborg, (2014, p.188) points out that all classes have children with different abilities and characteristics. Teachers need to find different ways to cope with this variety. Teachers frequently complain that some students do not participate in class activities class but they disturb the class. Students complain that the lessons are too challenging. Furthermore, some teachers state that there are great differences in levels of English competence among students in their classes; for example, some students do not know the alphabet, while others are able to read the Harry Potter books. Chen (2013) point out that many students in Taiwan have extra English lessons after school and this situation causes students to have starkly divergent levels of English competence. Consequently, teachers face great difficulties in their work. Some teachers know that their students have quite different abilities in English, but they usually use the same worksheets and activities in teaching. They may seldom design different levels of worksheets for students. As a result, the ablest and the weakest students are prone to feeling bored and neglected in class.

No two humans are the same in the universe as they have multiple intelligences but a teacher will have to teach in such classes. Therefore, teachers use various techniques to handle the mixed ability classes. Teaching a class of mixed levels can be problematic for both instructors and students. The disparate levels of ability often mean that some students are not challenged enough while others struggle to keep pace.

## **1.2 Statement of the Problem**

Mixed-ability classes are very common in schools and universities throughout the world. These classes consist of students with varying levels of English from pure beginner to upper-intermediate. Furthermore, students in mixed-ability classes usually come from different learning backgrounds. As a teacher, there are strategies teachers can use to overcome the challenges this type of class poses.

Students benefit in many ways from mixed-ability classes. Advanced students receive satisfaction from helping lower-level students, and students in a mixed-ability class develop strong ties with their classmates. Students can also learn how to become independent learners by learning at their own pace.

Furthermore, students learn how to communicate within a group to achieve the tasks set in class. Having a class that is diverse is interesting not only for the students but also for the teachers can get golden opportunity to handle the class according to students' ability.

The biggest challenge for teachers is definitely finding the appropriate teaching materials and activities. The teacher needs to find the right balance of materials that are both interesting and challenging for the students. This can be difficult due to the varying abilities of the students and their different backgrounds.

Researcher might find that advanced students start to underachieve if the tasks set in class are inappropriate for their level. Other students may even intimidate them, if they are more introspective. Weaker students may also feel pressured in the classroom as the tasks may be beyond their capability. It can also take

time to determine the needs of each student in the class. Being aware of the problems mixed-ability classes face helps the teacher tackle any problems quickly.

### **1.3 Objectives of the Study**

The objectives of the study are as follows:

- a) To find out techniques used by English teachers in teaching mixed ability classroom.
- b) To compare the teaching techniques used by English teachers in community and institutional school at secondary level.
- c) To list some recommendations for pedagogical implications.

### **1.4 Research Questions**

This study oriented to find out the answers to the following research questions.

- a) What are the techniques used by English teachers in teaching English in mixed ability classroom?
- b) What are the similarities and differences teaching techniques used by English teacher in community and institutional school at secondary level?

### **1.5 Significance of the Study**

In the educational context, formally or informally learning English at the outset of one's educational career is essential. With globalization, countries in both the East and the West are endeavoring to form economic unions in order to compete, demanding an investment in human resources so that they are equipped with essential English language skills. English language teaching has been challenging because of mixed ability composition classes, learning goals, motivation, learning styles, age, learning strategies, cultural and educational background and so on. Among those various factors, managing mixed ability classes creates problems executing various activities during the lesson. Among the many challenges facing teaching instructors today is the mixed-ability class. A mixed-ability classroom consists of a group of students with differing levels of learning abilities, interest, and skills. Teachers have grown to identify

this as one of the greatest aspects that invariably determines the level of teaching and understanding of what the students undergo in the long run. In support of this,

Hence, this study is significant to all the English language teachers in general. It would be useful to the teachers, students, researchers and educationists as well as curriculum designers. It becomes a guideline for language teachers and new researchers. The findings and recommendations of this study would be helpful to the real classroom teaching. This study is helpful for coming generation who will come in the field of teaching and learning.

### **1. 6 Delimitations of the Study**

This is the first research in this particular field for the specific purpose.

Researcher carried out taking the following delimitations and considerations to make the study precise and systematic. The purposed study had the following delimitations:

- (i) This study was limited to the techniques used in teaching English in mixed ability classroom.
- (ii) It was limited to the selected schools of Kathmandu district.
- (iii) This study was limited 30 schools of Kathmandu valley.
- (iv) This study was limited to 30 English teachers only.
- (v) Likewise, it has been limited to the use of questionnaire and observation check list as a research tool.
- (vi) The researcher observed 60 classes from the 30 teachers observed 2 classes from each teacher.
- (vii) Only listed techniques had studied under the research.

## **1.7 Operational Definition of the Key Terms**

**Mixed Ability class:** Teaching system is one in which pupils of different abilities are taught together in the same class.

**Task:** In this research, a task is a piece of work or an activity usually given to the students to practice the language either home assignment and class work.

**Techniques:** Techniques refer to the activities which are used in the classroom in order to achieve the immediate goals.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

As this chapter is review of all available related literatures of the study, this chapter consists of the detail of reviewed literatures, their implications on the study and the conceptual framework. In the same way, the theoretical literatures by various scholars regarding defining mix ability, advantages of mix ability and techniques of mix ability were dealt in detail under the same chapter. The empirical literature is also discussed and implication of the review for the study and conceptual framework is also presented under this section.

#### **2.1 Review of Theoretical Literature**

This sub-heading deal with different theoretical perspectives related to the factors that directly or indirectly associated with the mixed ability teaching, teachers mixed ability techniques of teaching in class room etc were presented.

##### **2.1.1 Definition of Mixed Ability**

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. According to Barker (2003), everyone is different and unique in the world. Fisher (2001) also notes that human society was born in a mixed-ability world and that there are differences among people. Furthermore, Ainslie (1994) claims that mixed abilities between different individuals is not confined to differences in the capacity to learn but also in a number of separate areas. Some of these variations are related specifically to the potential for language learning, but many are much broader and have greater significance for classroom activity. Ainslie (1994) further points out that these areas include motivation, interest, needs, linguistic ability, general educational background, learning style, age, external pressures, and the time available to study, and anxiety.

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.

### **2.1.2 Advantages of Mixed Ability**

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. There are many advantages to the mixed ability approach in teaching; these advantages are presented below.

#### **2.1.2.1 Avoids Labelling and Offers Educational Justice**

Mix ability class helps avoid labelling students and can also benefit teachers. As for students, the major advantage is that it allows students to gain an equal learning opportunity, and this can improve their motivation and self-evaluation, and avoid a sense of failure (Hallam & Ireson, 2005). With regard to teachers, they state that teachers can also avoid being labelled as less able teachers if they teach to the lowest level. Furthermore, educational justice can be promoted by this approach. Kelly (1978) and Bremner (2008) emphasizes that education is not a kind of competitive game or a race with a limited number of prizes; therefore, every child should be treated equally and every child's achievement should be accepted equally.

#### **2.1.2.2 Fosters Personal and Social Development**

Education does not only aim to teach students, but also to help them to identify and develop their personality. Mixed ability classes can foster personal and social development in students (Tomlinson, 2001). This approach gives students security, confidence, a sense of individual responsibility, and can also encourage self-sufficiency that will not only, benefit students but the whole of society. Furthermore, if all students work together well, this can lead them to

respect each other's individual differences, and to learn to tolerate others. The mixed ability approach provides strong support to what is called humanism, which, Williams and Burden (1997) emphasize that it develops a person totally and not only his cognitive skills.

### **2.1.2.3 Caters to Different Needs Effectively**

Another advantage of mixed ability education is that teachers can effectively cater for individual needs (Boaler, 2008). In MAT (mixed ability teaching), teachers are more engaged with the idea that students have different learning styles and intelligences, and so they design a variety of activities to cater to their needs. In his Multiple Intelligence Theory, Gardner (1984) states that everyone has eight different potential intelligences: linguistic intelligence, visual spatial intelligence, logical-mathematical intelligence, bodily- inaeesthetic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalist intelligence.

### **2.1.2.4 Creates a Better Classroom Atmosphere**

MAT (Mixed Ability Teaching) offers a better classroom atmosphere. MAT (mixed ability teaching) provides a happy atmosphere as it prompts a feeling of security, prevents students from being prejudged, and respects those with different talents, achievements and backgrounds (Tomlinson, 2001). They also point out that co-operation and high levels of motivation can be fostered in a good classroom atmosphere, both of which are real advantages for students.

### **2.1.3 Teaching in Mixed Ability**

Every class is made up of a group of individuals, each of them different in knowledge and ability. Ridley (1982, p. 37) claims that: 'All teaching in schools is mixed ability teaching.' When a teacher has responsibility for teaching more than one child at a time, he or she is faced with the problem of designing learning activities that take account of individual differences within the group. Bailey (1976) and Prodromou (1996) believe that the teacher who is involved in MAT (mixed ability teaching) pays more attention to individuals and works more with individuals rather than with a class or group. Collier (1982, p. 25) comments that mixed ability education is a necessary step in the

direction of greater educational justice and that it also enriches the education of students and improves educational attainment. The mixed ability approach is adopted widely by many education systems

#### **2.1.4 Techniques Used in Mixed Ability EFL Classes**

Teaching is an essential part of education. Its special function is to impart knowledge, develop understanding and skills. Regarding teaching, Amidon and Hunter (1967, as cited in Aggrawal, 2009, p.16) say, "Teaching is an interactive process, primarily involving classroom talk, which takes place between teachers and pupils, and occurs during certain definable activities." This view states that teaching is the involvement of many students in a work but teaching in mixed ability EFL classes is more problematic and challenging for the EFL teachers. So, teachers should move in systematic way using various techniques in mixed ability EFL classroom.

Anthony (1963, as cited in Richards and Rodgers, 2001, p.19) states:

A technique is implementation that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method and therefore in harmony with an approach as well.

Technique is an implementation of a particular trick for an immediate objective. There are two types of teaching learning techniques. They are teacher-centered techniques and student-centered techniques.

##### **1.1.6.1 Teacher-Centered Techniques**

Teacher-centered techniques are the techniques used by teachers in teaching learning process. In these techniques, teachers are more active and students become passive listeners. It gives emphasis on the teacher. Generally, teachers want to apply these techniques in mixed ability classes because of the hybridity of the students. Some of the teacher-centered techniques are:

## **I. Lecture**

Lecture technique is the teaching procedure involved in the clarification or explanation to the students of some major idea. According to Lee (as cited in Aggrawal, 2009, p.116), "The lecture is a pedagogical method whereby the teacher formally delivers a carefully planned expository address on some particular topic or problem."

In this technique, teacher is more active and students are passive but he/she uses questions answer to keep them attentive in the class. Teacher shows his/her facial expressions, gestures and tones the exact shade of meaning that s/he wishes to convey. The main objectives of using this technique in teaching learning process are:

- a) To clarify matters.
- b) To review significant details of the lesson.
- c) To expand contents.

## **II. Explanation**

Explanation is an explicit description or definition of concepts or process. Explanation is greatly influenced by factors like continuity, fluency and simplicity.

According to Panton (as cited in Aggrawal, 2009, p.111), "Explanation forms a kind of bridge between telling and revealing knowledge of the lesson, and it involves a number of other techniques as well as narration and descriptions." Further, he advises that throughout the process of explanation, the teacher must keep in close touch with the minds of his pupils suggesting lines of thought through questioning them, answering their question, setting them on practical work, examining the results obtained, discussing significant problems, etc.

The main objectives of using explanation in teaching learning process are:

- a) to enable the children to take an intelligent interest in the lesson.

b) to grasp the purpose of what is being done.

c) to develop their insight and understanding of how to do it.

### **III. Illustration**

The term illustration implies the use of aids which make ideas clear to children and help them to acquire correct knowledge and understanding. They illuminate what is presented or taught to children. Illustrations are usually categorized under two main categories (Aggrawal, 2009, p.114) :

#### **(a) Concrete Illustration**

This type of illustration is also called non-verbal or objective illustration. This includes subjects, apparatus, blackboards, charts, demonstrations, diagrams, films, garden, graphs, models, pictures, radio and televisions, etc. It is useful at lower level.

#### **(b) Verbal Illustration**

This type of illustration includes hearing and understanding activities such as story, analogies, anecdotes, comparison, dramatization, similes and metaphor etc. It is useful at higher level.

The relative importance of these two types of illustrations depends upon:

- (i) the nature of the topic
- (ii) the stage of education
- (iii) the level of pupil's development

Illustration creates curiosity and interest among students and help to provide clarity and vividness to the subject matters.

## **IV. Demonstration**

Demonstration implies the presentation of a pre-arranged series of events or equipment to a group of students for their observation. This is commonly used in science and fine arts. It can also be used in giving information, knowledge and training. To explain it, Allen and Vallette (1997, p.5) state:

Teacher aptitude is particularly crucial in the case of EFL students when students are from another culture and/or linguistic groups. An American school, their integration is definitely enhanced if teachers demonstrate a supportive and understanding attitude.

It brings a close relationship between theory and practice. It helps in fixing facts and principles. It also fosters creative thinking.

## **V. Exposition**

To expose means to open, to exhibit, to display, to describe, to uncover and to bring or to light. It is an act of explanation and making clear the subject matter. The main aim of this technique is to enable the students to grasp the meaning of the subject matters presented to them in an intelligible manner. An effective teaching is based on clear exposition. Hurried exposition results in faulty assimilation of knowledge.

### **2.1.6.2 Learner-Centered Techniques**

Learner-centered techniques are techniques in which students are more active than teachers. Students become self-dependent in doing their works or tasks and teacher functions as a facilitator or a guide. It is more psychological than logical. It gives emphasis on the process rather than the product. Individual work, group work, project work, role play, discovery techniques and strip story are some of the learner-centered techniques in language teaching. Further, songs and rhymes, games, self-evaluation, gesture, oral exercise, communicative exercises, imaginary context body movement and drills are also

included under the learner-centered techniques. The brief descriptions of some learner-centered techniques are as follows:

### **(I) Individual Work**

It is a type of technique in which all students learn something using same materials. This technique is opposed to the concept of whole class teaching. Certain students enjoy finding out information for themselves. Other students prefer being spoon-fed. Teachers can use contracts-in contract teaching. Students receive a written list of the behavior. They must demonstrate in order to prove that they have mastered a particular unit of study - to break the 'lock step' and free students to work at their own rates and in their own ways.

In this technique, the teacher can provide different supplementary books, tapes, cassettes and the students should be allowed to choose the way they prefer to achieve mastery of the material of the unit. Individual learning fosters learners' autonomy.

### **(II) Pair-Works**

Pair-work is a technique in which two students work together to solve a problem. It is often used in a communicative classroom. It is a management of tasks for developing communicative ability. Pair works make students engaged in interaction to each other. In pair work, the teacher has two roles, a monitor and a resource person.

According to Cross (1992, p.53), the following are the steps to conduct effective pair work:

- J Preparation: Prepare carefully, by means of presentation and practice, so that everyone is confident in using the language.
- J Teacher student model: Select one student and take one part yourself and go through the whole task. Ensure them all know what they have to do.



- J Public pairs: Select two students who are sitting well apart, this makes them speak loudly enough for all to hear. Get them to repeat the task, as a second model.
- J Timing: Tell the class how long the activity will last, typically only two or three minutes.
- J Private pairs: Tell everyone to begin. This is sometimes called simultaneous pair work. While it is going on, go around the classroom to monitor and assist.
- J Public check: If you see that most of the classes have completed the task, stop the activity. After that, choose one pair at random to stand and does the task again, publicly choose a second and a third pair to do the same.

Pair work helps to develop the self confidence in the students and also develops curiosity to participate in the activity.

#### **(IV) Group Works**

Group work is another important learner-centered technique. It is useful for teaching students in an interactive way. In this type of technique, a task is solved in groups. This includes initiation, monitoring, facilitation, promoting, giving feedback and so on. Group work is one of the important techniques to develop communicative aspect of language in students. The main goals of using group works in teaching learning process are:

##### **(a) Negotiation of input**

Group work provides an ample chance for learners to get exposure to language that they can understand. Group work contains unknown items for the learners to learn.

### **(b) New language items**

It provides more opportunities for the use of the new items compared to the opportunities in teacher-centered classes.

### **(c) Fluency**

Group work allows learners to develop fluency in the use of language features that they have already learned. Group work helps in learning new language items. It also develops proficiency in the use of these items.

### **(d) Communication strategies**

Group work gives learners the opportunities to learn communication strategies. These strategies include negotiation strategies to control input (seeking clarification, seeking confirmation, checking comprehension, repetition), strategies to keep a conversation going, strategies to make up for a lack of language items and strategies for managing long turns in speaking.

### **(e) Content**

Group work may be useful for the mastery of the content of the curriculum. It can be used to teach any subject to impart knowledge related to the content. In addition, a teacher may expect the learners to achieve one or more of the language learning goals.

## **(IV) Project Work**

This technique was developed and given a concrete shape by William Head Kilpatrick of the University of Columbia. It is a revolt against the traditional environment of the school which is usually marked by listlessness and passivity and which lacks active involvement of the students. Aggrawal (2009, p. 233) says:

The project method is the expression of the widespread dissatisfaction against the bookish, encyclopedia method which makes children passive in which children are drilled and spoon-fed with information which mostly is unconnected with real life situations.

Most organized language learning takes place in the classroom. What is taught in the classroom may in theory be useful, but the usefulness does not always extend to practice. Often, there is a gap between the language that the students are taught and the language that they in fact require. It is this gap that project work can help to bridge.

It is the one of the student-centered techniques than teacher-centered, the teacher may need to develop a more flexible attitude towards the students' work. Project work also provides one solution to the problem of learner autonomy of making the learner responsible for his/her own learning. Thus, it places the responsibility on the students, both as individuals and as members of a co-operative learning group. Autonomy becomes a fact of life. Ur (1996, p.232) says that project work fosters learners responsibility and independence, improves motivation and contributes to a feeling of co-operation and warmth in the class.

Project has to be carefully planned through a process of teacher-learner collaboration. The success of the project depends upon availability of time, access to authentic material, receptiveness of learners and flexibility of time table. Thus, the students generally go through the following four stages:

#### **(a) Setting goals**

The goals of project work are determined in collaboration with students and teachers. The goals depend upon the nature of the project. If the project is longer the goal should be long-term, and if it is shorter, the goal should be short-term.

## **(b) Planning**

It is the second stage of conducting the perfect project work. It includes selecting population, areas, discussion on the content and scope of the project, duration, materials needed and developing tools and so on.

## **(c) Collecting information**

It is the third stage in which students go to the field to collect information related to the project. For this, they take interview, read the related literature, listen to others, observe the activity, classroom, discuss and display the information collected.

## **(d) Reporting**

It is the last stage in which students present their finding of the project. They can do it by organizing a seminar/workshop or in the classroom. The teachers and other students provide feedback with constructive comments on his presentation.

## **(V) Role play**

Role play is a classroom activity in which students are actively participated. It gives the students an opportunity to practice the language, the aspects of role behaviour, and the actual roles they may need outside the classroom. Role play is an ideal vehicle for developing fluency and it also offers a focal point in lessons integrating the four skills, listening, speaking, reading and writing. It is useful for any level of teaching. Its main goal is not only to put the learners' knowledge into 'live' practice, but also to improve their confidence and self-assurance in a very effective way.

Role play makes classroom interactive. A variety of language functions, structures, games can be practiced in the classroom through it. It is also useful for teaching prose, essay, etc.

## **(VI) Discovery Technique**

Discovery technique is one of the most important learner-centered techniques in which students are given examples of language and are told to find out the grammatical rule. Harmer (1987, p.29) defines it as follows:

Discovery technique is the technique in which students are given the examples of language and told to find out grammar rules by requiring them to organize the strips proper sequence allowing them to discuss the materials of the strip as to make it known to the other member of the group to compare.

Discovery technique aims to give students a chance to take charge earlier. It is useful for teaching mixed ability class materials which allow students to activate their previous knowledge and to share what they know.

According to Richards et al. (1985, p.297), there are the following principles of discovery technique:

- ) Learners develop process associated with discovery and inquiry by observing, inferring, formulating hypothesis, predicting and communicating.
- ) Teachers use a teaching style which supports the process of discovery and inquiry.
- ) Textbooks are not the sole sources of learning.
- ) Conclusions are considered tentative and not final.
- ) Learners are involved in planning, conducting and evaluating their own learning with the teacher playing a supportive role.

## **(VII) Dramatization**

Drama has a great social value. It is a co-operative enterprise and develops qualities of co-operation and social understanding. It helps in fostering 'esprit de corps' among the students. Drama is doing or action. Drama is being. Drama

is a normal thing. It encourages genuine communication and involves real emotions and use of body language. Drama consists of six elements: situations, problem and solution: surface reality and background, emotions, planning: underlying reality/foundation. Agrawal (2009, p.110) mentions:

Dramatization is a synthetic art, involving the purposive co-ordination and control of the delicate organs of speech and muscles of the body combined with a sense of rhythm, with a view to free and intelligent expression of emotions and ideas.

Drama is not like a communicative language teaching, a new theory of language teaching but rather a technique which can be used to develop certain language skills to the students. It can be used for:

- ) Teaching the course book
- ) Teaching the four language skills
- ) Teaching spoken communication
- ) The drama projects.

Drama is a direct involvement of students that leads them to be autonomy. There is a Chinese proverb: I hear and I forget, I listen and I remember, I do and I understand ... So, doing is the top of acquisition.

### **2.1.6.3 Problem Solving Technique**

Problem solving is an instructional technique where by the teacher and pupils attempt in a conscious, planned and purposeful effort to arrive at some explanation to some educationally significant difficulty (Aggrawal, 2009, p.245). Likewise, Yoakam and Simpson (1992, in *ibid*) point out:

A problem occurs in a situation in which a felt difficulty to act is realized. It is a difficulty that is clearly presented and recognized by the thinker. It may be purely mental difficulty or it may be physical and

involve the manipulation of data. The individual recognizes it as a challenge.

Problem solving is not merely a method of teaching. It is more than a method of organization of subject matter in such a way that it can be dealt with through the study of problems. Problem solving involves reflective thinking. According to Dewey (as cited in Aggrawal, 2009, p.246) reflective thinking is "An active, persistent and careful consideration of any belief or supposed fact of knowledge in the light of the grounds that support it and further conclusions to which it tends, constitutes reflective thinking."

Benjamin Franklin (as cited in Richards and Rodgers, 2001, p.82) says:

Tell me and I forget

Teach me and I remember

Involve me and I learn

This reveals that learning takes place when students are involved in doing something. So, active participation leads the pupils to the top of the success.

### **(a) Steps in Problem Solving**

The steps of problem solving technique are given below:

- ) Formation and appreciation of the problem
- ) Collection of Relevant Data and information
- ) Organization of Data
- ) Drawing of Conclusions
- ) Testing Conclusions

## **2.2 Review of Related Empirical Literature**

Numbers of studies have been done on the techniques but this study is based on the types of techniques that are used by teachers in mixed ability EFL classroom. Some of researches are reviewed as follows:

Christine and Zan (2011) has conducted a research on "Teaching Oral English in Higher Education: Challenges to EFL". This paper investigates difficulties that teachers encounter in teaching oral English in higher education in the English as a foreign language (EFL) context. Open-ended question surveys and semi-structured interviews were used to elicit data. There were 331 EFL teachers from 44 universities in 22 cities across China that responded to the survey questions. Thirty teachers were interviewed. The findings showed that apart from external constraints such as large class sizes and a lack of teaching resources, EFL teachers are frustrated by their low self-efficacy with regard to oral English proficiency and inadequate pedagogical knowledge. Most teachers expressed eagerness to receive training in how to design and implement effective tasks to motivate students' engagement in oral English activities. The implications of these concerns for teacher education are highlighted in the call for training programmes that strengthen teachers' knowledge base for effective oral English instruction in the EFL context.

Bhandari (2012) carried out a research on "Exploring Common Expectations of Students in Large Mixed Ability ELT Classes", the main objective of the research was to explore the common expectations of students in large mixed ability ELT classes. The design of the research was survey. He selected five community level school from the Kathmandu Valley in which three were government aided school and two were private ones. The selection was done through purposive non-random sampling procedure. He employed questionnaire as a tool for data collection. The result of this study showed that same learning tasks and activities were not beneficial for all the learners, 97 per cent teachers were in favor of correcting their mistakes / errors immediately



and learners expected that all individual were to be given priority to take part equally

Zhou, Jiang and Yao (2014) has study on "The Investigation on Critical Thinking Ability in EFL Reading Class."The present mixed-method study aims to find out the status quo of critical thinking ability of university non-English majors by investigating 224 non-English majors from a university in China (105 male and 119 female students, 114 art and 110 science majors, 109 freshmen and 115 sophomores were included respectively) through questionnaires and interviews. Specifically, it compares critical thinking ability in English reading between students of different genders, majors as well as grades. The result shows that the critical thinking ability of university non-English majors in English reading is weak, namely, most students lack critical thinking ability in English as a Foreign Language reading class, which requires relevant training urgently. Also, differences of English critical thinking ability lie in gender, major, and grade. Teachers are well-advised to improve their teaching method and put more emphasis on arousing students' awareness of critical thinking. Also, they need to teach students according to their characteristics so as to promote students' critical thinking ability in English reading fully and harmoniously.

Adhikari (2015) has studied on "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, fortycommunitylevel (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. The study 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.

Gordon (2015) has conducted a study on " Idea Sharing: How to Maximize Participation in a Mixed-Level English Class". Teaching a class of mixed EFL/ESL levels can be problematic for both instructors and students. The disparate levels of ability often mean that some students are not challenged enough while others struggle to keep pace. Drawing on experience in the university classroom in Japan, this practice promotes good preparation, self-reliance, inclusiveness, and maximum class participation. In two parts, this paper demonstrates how independent learning can be used to bring out the best in classes of this sort. The first part of the paper explains the method students use to create a self-learning portfolio. It will explain how students construct their portfolios to formulate questions and reach tentative conclusions before they arrive in class. The second part highlights the benefits of this system, presenting evidence that this approach engages students in mixed-level classes by fostering communication and inclusiveness. Examples are presented on how this mechanism boosts participation and motivation among even the most reluctant students. While bolstering engagement, this process at the same time offers opportunities for group consensus and strong student leaders to emerge. Finally, this paper concludes with a reinforcement of the merits of this system and how this effective technique creates a student-centered class.

Amini and Haddad (2016).has a study on "A Study of Students' Attitude toward Teachers' Affective Factors in EFL Classrooms". In any teaching-learning situation, teacher plays a significant role in the classroom. This study aimed at investigating the students' attitude toward teachers' affective factors in EFL classrooms. In this study, the students' population was 300 pre-intermediate (based on the institutes' placement test) female EFL students (10 to 25 years old) in four English language institutes located in Rafsanjan. The results revealed that teachers' self-confidence, attitude toward English culture,

attitude toward English language, attitude toward English people, lack of anxiety (class management), lack of anxiety(topic management), integrative motivation, and instrumental motivation were the affective factors that could affect students' English language learning. The most important factor to affect the students' achievement was teachers' integrative motivation and the least important factor was teachers' lack of anxiety.

Salwa (2017) has conducted a study on "The Implementation of the Mixed Techniques in Teaching English in Public Elementary Schools". This qualitative investigation of the opinions and teaching practices of twelve first grade teachers found that certain communicative techniques were seen by many of the teachers to contribute to slow academic progress and motivational problems: not translating mixed ability class , not overtly correcting errors, not teaching reading and writing, and not giving formal tests. In spite of the important functions of the English language in Kuwait, it appeared that most of these first graders were not hearing English outside the classroom, which appears to be important for the success of the communicative method. Most teachers and some parents were concerned that the children were not being prepared for formal examinations in their future. The conversational frame of the drills and recitations probably contributed importantly to students' understanding of English as a functional language. However, the communicative aim of encouraging students to absorb English through hearing it conversationally was undercut when the non-native-speaking teachers modeled English mistakes.

Subaiei and Muneerah (2017) has conducted a study on "Challenges in Mixed Ability Classes and Strategies Utilized by ELI Teachers to Cope with Them". Mixed-ability classes have been found to be one of the greatest detriments to students learning at English language institutions (ELIs). There has been a growing concern over the impacts of the mixed-ability classes calling for a study aimed at suggesting solutions for this situation. This study involves thirty-three female EFL teachers who work in an English language institute

(ELI) and their feedback was obtained via questionnaires which were distributed online. The questionnaires addressed this issue on various levels following categories such as teaching and learning, materials, motivation and class management practices. The results indicated that the frequency of the cases of challenges in the teaching of mixed-ability classes was high and thus requiring appropriate solutions. Class management and differentiation strategies were found to be the most effective in mitigating the adverse effects which mixed-learning abilities have on learning successes. The effectiveness of the strategies used had no relation whatsoever to the level of experience of the teachers. Strategies that seem to work best were those that focused on the students or what is referred to as student-centered approach.

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. None of them are related to the **Techniques Used in Teaching English in Mixed Ability Classroom in Kathmandu district**. Particularly, in mixed ability classes teachers face various problems related to techniques so that this study may provide some helps to the English teachers.

### **2.3 Implications of the Review for the Study**

Firstly, the literatures developed by different scholars. Bakar (2003) unique in the world. Fisher (2001) also notes that human society was born in a mixed ability world and that there are differences among people. Likewise, Richard (2004), every class we should ever teach is mix ability. Moreover, we can say that education is not a kind of competitive game or a race with a limited number of prizes. Therefore, every child should be treated equally and every child's achievement should be accepted equally. This approach gives students security confidence, responsibility respect each other's individual difference.

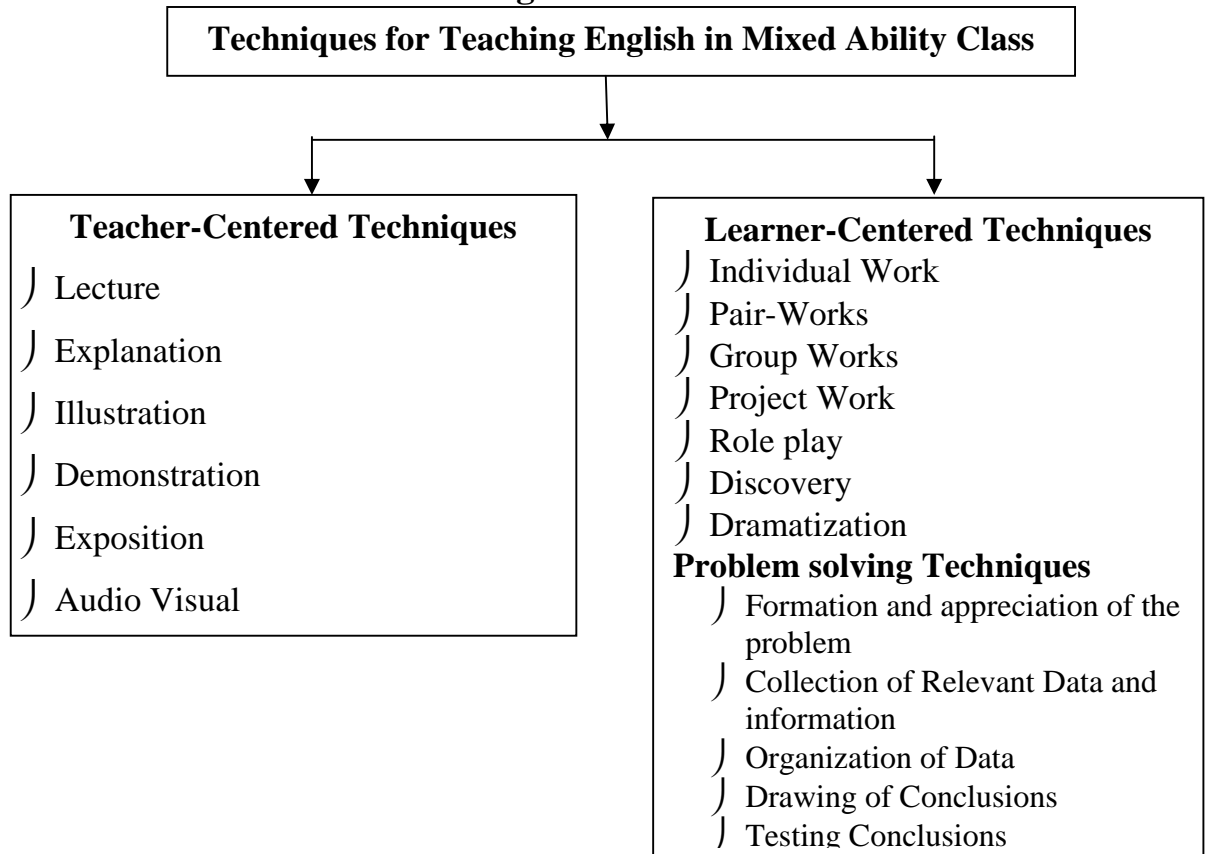
I have also known that co-operation and high levels of motivation can be fostered in a good classroom atmosphere. I have also studied that the teacher who is involved in mixed ability teaching pays more attention to individuals and works more with individuals rather than with a class or group which has been prescribed by Bailey (1976) and Prodromou (1996). I had also read about Ridley (1982, p.37) that all teaching in schools is mixed ability teaching when a teacher has responsibility for teaching more than one child at a time, he/she is faced with the problem of designing learning activities that take account of individual differences within the group.

The reviewed studies were conducted regarding mixed ability. These are, to some extent, related to my study. After reviewing these works, I have got lots of ideas regarding the techniques of teaching in an EFL classroom. I have reviewed some research related to my study. These reviews provide me the solutions to the problems of mixed ability classes. From those reviews, I got the point about the teacher's tasks to manage the large classes where students are of different abilities. I came to know about the challenges, opportunities, and teaching strategies of mixed ability large classes. 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 tasks can be developed and carried out on the part of the students.

## 2.4 Conceptual Framework

The study on " **Techniques Used in Teaching English in Mixed Ability Classroom** " is based on the following conceptual framework.

**Figure: 1**



## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

This chapter is about the methodological aspects of the study. It includes the methods and design of the study, population, sample and sampling procedures, study of area/field, data collection tools/techniques, data collection procedure and data analysis and interpretation procedure. The following methodology was adopted to fulfill the objectives of this research work.

#### **3.1 Design of the Study**

Similarly, Nunan (2010, p.140) defines survey research as "Surveys are widely used for collecting data in most areas of social inquiry, from politics to sociology, from education to linguistics. Surveys of community attitude, opinion and practices in many subjects, from current voting intentions...". From the above mentioned definitions, we can conclude that survey research can be carried out in educational sector, which can be conducted in large scale to find out the phenomenon, attitude and events in a particular time. Furthermore, the purpose is to generalize the findings from which samples are drawn. This research can be carried out either by a group of researcher or by an individual. It is cross-sectional study of a phenomenon and hypothetico- deductive in nature. The mostly used tools for collecting data in this research are questionnaire, interview, observation and test.

Research is a systematic process of investigation facts. One could not conduct research haphazardly. In every research design, certain process is involved. There is certain process of conducting survey research. According to Cohen et al. (2010, p. 209) the following processes are involved in survey research:

There are many research designs for carrying out the research. The research design is based on the topic, selected objectives to be met and problems to be addressed. This study had survey research design. Survey research is the most commonly used research in education and other social sciences. It is a type of

research which tries to study both large and small population by selecting and studying samples in order to find the present situation or present activities. Selection of sample that is representative to the whole group is done and data was collected from the sample. The data is analyzed, interpreted and generalized to the whole group. It is one of the cross section studies, i.e. data has been collected at a single time. Mostly structured tools has been used to collect data.

### **3.2 Population, Sample and Sampling Strategies**

The population of the study was consisted of all the ELT teachers 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 observed from each teacher's .

### **3.3 Study Areas/ Fields**

Purposively 30communityschools of Kathmandu district were choose as the focus area of this study.

### **3.4 Data Collection Tools /Techniques**

Research tools are the key elements of any research work. Observation checklist and questionnaire were used as chief tool of this study for data collection was used to measure what types of techniques teacher were used and how they managed them in the class by using different techniques. It can be said valid in the sense that they are primarily based upon the logical link between the items/questions in my research tools and objectives of my study. Questionnaire and Observation checklist are the research tools for eliciting information about mixed ability class.



### **3.5 Data Collection Procedures**

To obtain the valued and reliable data the researcher followed the following procedures:

- i. The researcher prepared questionnaires and observation check list.
- ii. The researcher selected the schools and sample population.
- iii. The researcher visited the selected schools and sample population.
- iv. The researcher took permission from Principal/ head teacher and authorities.
- v. The researcher introduced himself tell the objectives of the study.
- vi. The researcher had built rapport with the selected population.
- vii. The researcher observed the classes of the English teachers and records the information with the help of questionnaires and observation check list.
- viii. The researcher observed 60 classes whereas 2 classes observed from each teacher's.
- ix. At last, researcher had collected all the information and data.

### **3.6 Data Analysis and Interpretation of Data**

For the analysis and interpretation of the collected data, the researcher has choose quantitative and qualitative data. The quantities data was analyzed and interpreted descriptively with the help of simple statically tools like tables and illustration and qualitative data was analyzed and interpret ion the narrative and descriptive form the researcher has collected data through observation check list. The collected data through observation was analyzed interpreted and presented separately.

### **3.7 Ethical Consideration**

The researcher was carried out this study after the acceptance letter from my department. The researcher was completed this research by going in the school without disturbing the student's regular study and schools academic calendar. There is no any effect in the teachers that I was selected for my sampling.

## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF DATA**

In this section, the analysis and interpretation of the data collected from the primary sources. The main objectives of this study were to find out the teaching techniques used by English teachers. The collected data from the informants will be analyzed and interpreted both quantitatively and qualitatively. The qualitative data interpreted in the descriptive and narrative form where quantitative data analyzed by using simple statistical tools percentage and after analyzing the data result was interpreted.

For this, I used a set of questionnaire consisting of open-ended and closed-ended questions as a research tool. The only one set of questionnaire was prepared for both English teachers of community and institutional schools. The answers of respondents have been presented and described in this chapter.

#### **4.1 Analysis and Interpretation of the Results**

I used more closed-ended questions than open-ended because these were the main basis to find the techniques. Closed-ended questions were in the form of multiple choices. 28 questions were asked where as 18 were multiple choice questions and 10 questions were open-ended. The percentage is the main basis for data analysis. The data are presented analytically by using para orthographic text such as tables, pie-charts or bar diagrams. The data are analyzed under the following sub headings:

1. Analysis of data obtained from close-ended and open ended questions
2. Analysis of data obtained from observation checklist.

### **4.1.1 Analysis of Data Obtained from Closed-Ended Questions**

This section deals with the analysis and interpretations of the data collected from closed-ended questions. There were 18 closed-ended questions among 28 questions. The responses are valued and their frequencies were counted and changed in to percentage. Answers of questions are analyzed and interpreted descriptively and presented summarizing them in paragraph and point.

#### **4.1.1.1 Use of Techniques in Classroom Management**

Mixed ability level teaching is related to working together with students who have different personalities, skills, interests and learning needs. Though most classes are usually multi-level, teachers (especially those with little or no experience), find teaching such classes a very difficult and demanding task as it involves planning lessons which include a rich diversity of tasks corresponding to a variety of learning styles and abilities. The adoption of a flexible methodology is considered a challenge by some teachers as they have to put more effort when designing their lessons, they might need to learn new organizational and / or classroom management skills and that may be something beyond their pedagogical skills.

However, teaching a non-homogeneous group of pupils can be viewed positively because it serves as a trigger for teachers' professional growth and development as it involves the usage of variety of approaches, teaching techniques, interaction patterns, and tasks

Managing the mixed ability classroom is most complicated for the teachers who teach in those classes. So, the aim of this question was to find techniques used by teachers. The responses of the English teachers that were gathered from the question, i.e. "which of the following technique do you use in classroom management?" have been presented in the following table:

**Table 1 : Techniques Used in Classroom Management**

<b>Classroom Management</b>	<b>No. of Teacher</b>	<b>Percent</b>
Teacher's movement in the whole class	6	20
Checking and cross checking	9	30
Use of student's name	12	40
Teacher's control over class	3	10
Total	30	100

As the above table indicates, 20 per cent teachers showed excellent awareness in mixed ability composition of ELT classes, 30 per cent showed good, 40 per cent showed it satisfactory and only 10 per cent teachers had poor awareness. The data showed that majority of the teachers were aware of Mix ability class. .

These data showed that most of the teachers could not manage students' sitting arrangement, use group/pair work, check up home assignments, and provide opportunity of feedback to individual. Likewise, the interaction was not satisfactory in most of the teachers' classroom. It may be the students did not want to speak English because of shyness, lack of exposure and practice, encouragement, etc.

#### **4.1.1.2 Problem of Mixed Ability EFL Class**

There are numerous problems and challenges that EFL teachers will and can face when teaching mixed-ability classes. Many teachers see mixed-ability classes as a delicate situation. However, they can be seen through a more positive perspective. To begin with, we, teachers, have to be aware of the fact that the term mixed-ability does not cover all the aspects involved in these kinds of classes. Teachers should be aware of the varied needs of students so that they can provide a number of teaching approaches that will fulfill these needs in a way that activities are suitably challenged. The EFL teachers in Kathmandu face different challenges in mixed-ability classes. The results of the current study show the levels of challenges teachers face and the application of various strategies. The main problems were presented in the following table :

**Table - 2: Problem of Mixed Ability EFL Class**

<b>Problems</b>	<b>No. of Teacher</b>	<b>Percent</b>
Discipline problems	9	30
Lack of motivation among students	6	20
Lower level of self stem among students	6	20
Higher level of anxiety among students	3	10
Student's negative attitudes towards learning	6	20
Total	30	100

The majority of teacher (30%) has said that there is discipline problems, 20% had agreed lack of motivation among students, Lower level of self stem among students 20% and Student's negative attitudes towards learning 20% and remaining 10 % higher level of anxiety among students learning in mixed ability class.

To deal with discipline problems, teachers can vary tasks and materials making the lesson more interesting since discipline problems can be associated with boredom and lack of challenge;

for all students effective learning, teachers can individualize activities, thus students learn at their own pace and occasionally they choose their own tasks; teachers can encourage compulsory plus optional instructions in which students have to do a minimal part of the task and the rest they do if they want to, have time or wish to do; teachers can also encourage open-ended cues, in which students do not have predetermined right answers, there are a number of acceptable responses;

To find suitable material teachers have to adapt and/or supplement course books to add variation, to include elements of choice and individualization and to get more participation which are important characteristics in heterogeneous classes; • to follow all students' progress teachers should work with

personalization and individualization or monitoring pairs and groups by listening to them and giving feedback later on; • to activate participation teachers should engage students in the tasks by increasing collaborative and individual work using open ended cues

#### **4.1.1.3 Techniques of Teaching Spelling**

In order to find out the techniques used in teaching spelling in mixed ability EFL classroom, the teachers were asked which of the techniques were useful for teaching spelling. The responses obtained from them have been presented in the following table:

**Table No. 3: Techniques of Teaching Spelling**

	<b>Techniques</b>	<b>Grand Total</b>	<b>Percent</b>
	Dictation	15	50
	Spelling game	3	10
	Reading aloud	9	30
	Use of mnemonics	3	10
	<b>Total</b>	<b>30</b>	<b>100</b>

The above table shows that, 50% teachers of community schools used dictation and 10% teachers of community used spelling game whereas 30% teachers of community were found to use reading aloud as a technique. Likewise, 10% teachers used mnemonics. It was found that greater number of teachers of institutional schools used spelling game as technique in comparison of community school one. It is found that the greater number of English teachers used dictation game to teach spelling in the mixed ability EFL classroom.

#### 4.1.1.4 Focus on the Students

In the second section, the teachers focus on the students was observed to find out whether they treated all the students equally or gave more emphasis to different level of students. The following table shows the data:

**Table No. 4 : Focus on the Students**

<b>Teacher focus on</b>	<b>Number of Teachers</b>	<b>Percentage</b>	<b>Remarks</b>
Equal attention to all	18	60	-
Proficient students	3	10	-
Medium students	6	20	-
Less proficient students	3	10	-
Total	30	100	

According to the table, 60 percent teachers tried to maintain equal focus to all the students, 10 percent teachers gave more emphasis to the proficient students, 20 percent teachers gave much attention to the medium level of students and only 10 per cent teachers focused less proficient students too. Describing the teachers focus on the students, the information showed that about 60 per cent teachers tried to give equal focus to all the students. But due to reaction of the students, involvement in the tasks or activities and nature of content, the teachers gave special attention to particular student only.

#### 4.1.1.5 Devising Tasks and Activities

Assigning tasks and activities to practice language learning is mostly dominated by the teachers in their classroom. The following table shows the nature of tasks given to the students:



**Table No. 5 : Devising Tasks and Activities**

<b>Devising tasks and activities</b>	<b>No of teacher</b>	<b>Percentage</b>	<b>Remarks</b>
a. Common task	24	80	-
b. Different task	6	20	-

The table shows that 80 percent teachers devised common tasks for all the students in their classroom while only 20 percent teachers devised different tasks. The data showed that nearly all the teachers devised common task for all the students. It may be because the teachers found it convenient for assessing the students' work on the one hand and giving feedback on the other. Even though it is not justifiable, the students in the class comprised of distinct level of proficiency.

#### **4.1.1.6 Techniques of Teaching Four Skills**

Below mentioned table represents the whole presentations of data obtained from the four questions which were asked differently with their different techniques. 15 teachers were from institutional and 15 from community schools, altogether total number of respondents were 30 that is considered 100%.

**Table No. 6 : Holistic Presentation of Teaching Skills**

	<b>Skills</b>		<b>No. of Res</b>	<b>Percent</b>
	<b>Writing</b>	a. Dictation	6	20
		b. Note writing	12	40
		c. Writing reports and advertisement	9	30
		d. Picture description	3	10
<b>Total</b>			<b>30</b>	
	<b>Speaking</b>	a. Dramatization	3	10
		b. Communication Game	3	10
		c. Drilling	6	20
		d. Pair work and group work	18	60
<b>Total</b>			<b>30</b>	<b>100</b>
	<b>Listening</b>	a. Music listening	15	50
		b. Picture or speech	9	30
		c. Picture less listening	6	20
<b>Total</b>			<b>30</b>	<b>100</b>
	<b>Reading</b>	a. Intensive reading	18	60
		b. Scanning	3	10
		c. Skimming	9	20
		d. Loud reading	3	10
<b>Total</b>			<b>30</b>	<b>100</b>

To find out techniques used in teaching writing skill, the teachers were asked what type of techniques they used in teaching writing, speaking, listening and reading. The responses of each skill are analyzed in following ways:

## **Writing Skill**

The responses of this question showed that 20% teachers of community school used dictation while 40% English teachers of institutional school used note writing. But 30% used writing reports and advertisement to develop the writing skill and only 10% teachers picture description.. It revealed that greater number of the English teachers of community and institutional school used note writing in writing skill.

## **Speaking Skill**

10% used dramatization technique. Similarly, 10% teachers used communication game to develop speaking in the classes. Likewise 20% drilling and pair work and group work were used 60%. It means community school's teachers mainly used pair work and group work as a technique. It proves that most of the English teachers used pair work and group work as a technique of teaching speaking.

## **Listening Skill**

In order to develop listening skill, 50% used music listening. Similarly, 30% of English teachers speech l. While 20% of community schools' teachers used picture less listening i.e. cassette player, voice, etc. while they were teaching listening skill. From this analysis, it was found that greater number of English teachers of institutional schools used music listening i.e. radio, cassette player etc. than community school teachers.

## **Reading Skill**

In the response of the question which technique they used while they were teaching reading skill, 60% English teachers used intensive reading, 10% school teachers used scanning, 20% used skimming whereas 10% of used loud

reading as a technique while they were teaching reading skill. From the above analysis, it was found that most of the English teachers used intensive reading , pair work and group work, picture less listening, i.e. language and intensive reading as a technique for teaching, writing, speaking, listening and reading respectively.

#### **4.1.1.7 Techniques of Teaching Poetry in Mixed Ability EFL**

##### **Classroom**

To get the responses about the techniques of teaching poetry, English teachers were asked what type of techniques they mostly used in teaching poetry. The responses of them have been presented and described in the following table:

**Table No. 7 : Technique of Teaching Poetry**

<b>Techniques</b>	<b>No. of Teacher</b>	<b>Percent</b>
Pair work, Group work	15	50
Prediction	3	10
Explanation	9	30
Discussion	3	10
<b>Grand Total</b>	<b>30</b>	<b>100</b>

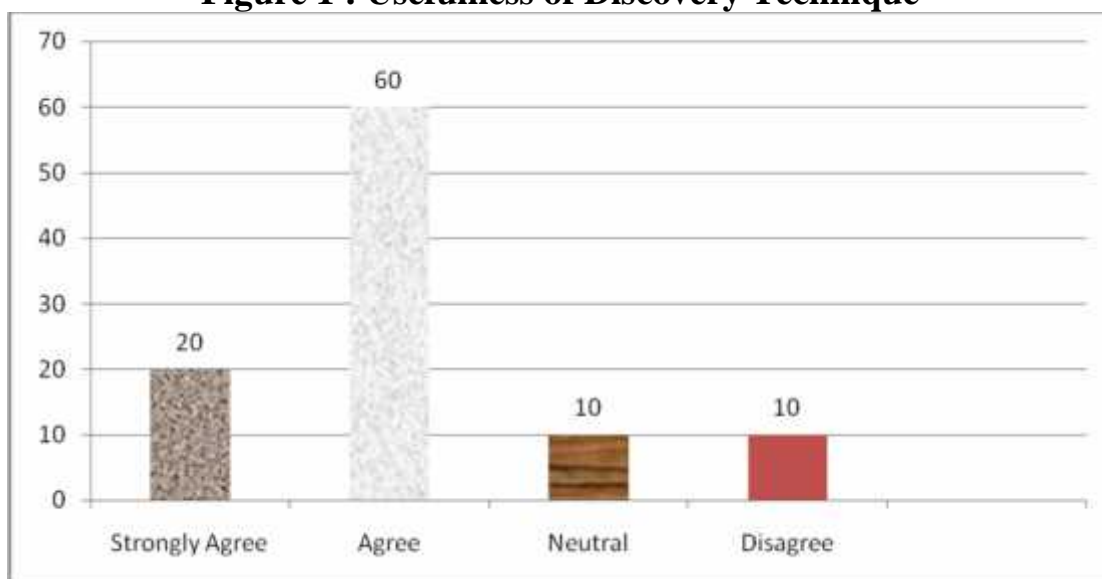
The above table shows that 50% used pair work/group work to teach poetry. Likewise, 10% teachers used prediction technique. Similarly, 10% teachers used discussion on technique. But explanations were used by 30 It means, community school teachers used more explanation technique.

From the above table, it was found that the greater number of teachers of community schools used teacher centered technique, i.e. explanation than institutional schools while they were teaching poetry in the mixed ability classroom.

#### 4.1.1.8 Usefulness of Discovery Technique

To find out teachers' responses towards the discovery technique, they were asked to respond to the statement that teaching grammar through discovery technique was most useful for the students of institutional and community schools. The responses obtained from them have been presented and described as follows:

**Figure 1 : Usefulness of Discovery Technique**



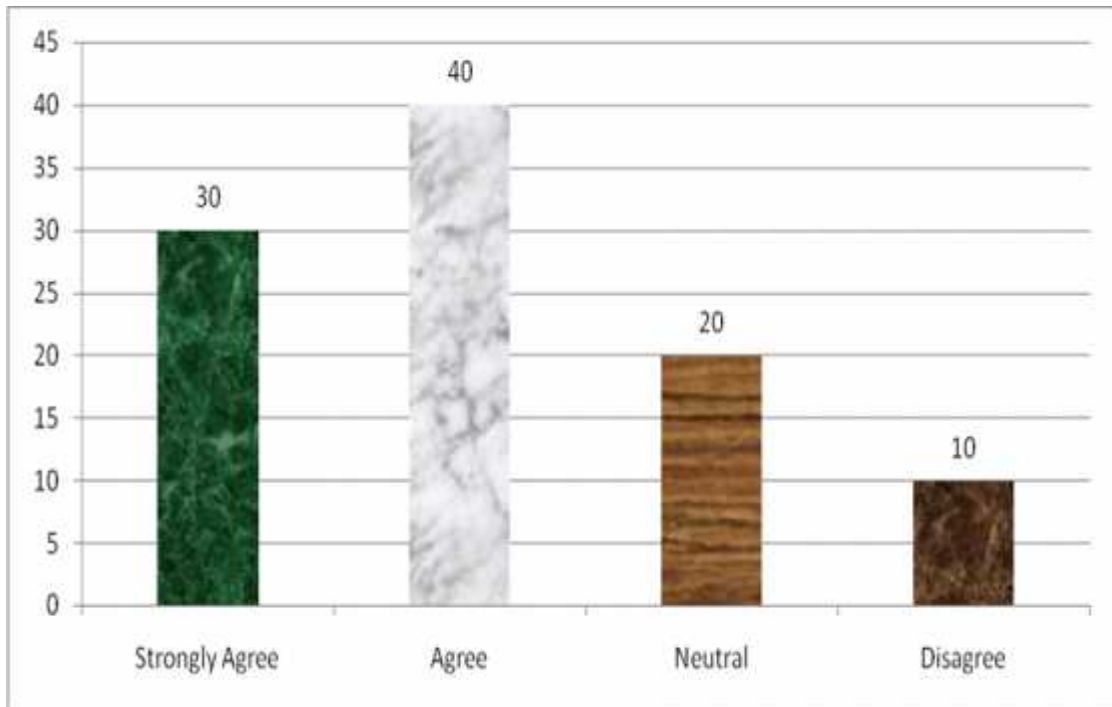
The above figure clearly showed that 20% teachers strongly agreed to the use of discovery technique. Similarly, 60% teachers agreed whereas 10% community school teachers stayed in neutral. But in the same percentage school teachers disagreed to the use of discovery technique in teaching grammar. It reveals that greater numbers of English teachers were using discovery technique while they were teaching grammar.

#### 4.1.1.9 Use of Pair Work and Group Work in the Classroom

To find out teachers' view of community schools to the use of pair work and group work in mixed ability classroom. They were asked to respond

that pair work and group work make mixed ability interesting. The responses obtained from them have been illustrated as follows:

**Figure - 2 : Use of Pair Work and Group Work in the Classroom**

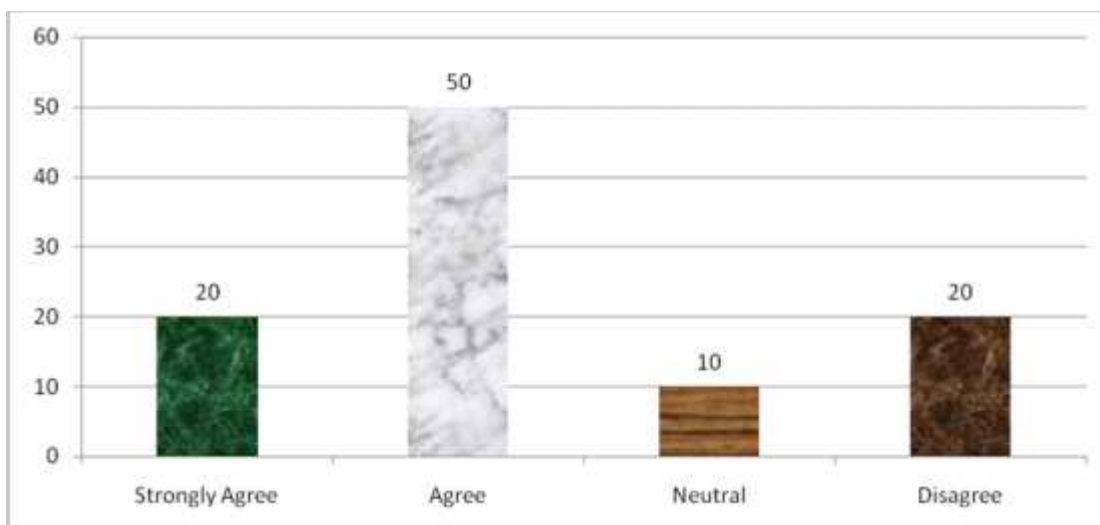


The above mentioned figure shows that 30% community school teachers strongly agreed. Similarly, 40% of community school teachers agreed to the statement whereas 20% of community school teachers neutral and 10% of institutional teachers were disagreed. It proves that community school teachers agreed with the statement. It reveals that greater number of English teachers agreed that pair work and group work make mixed ability classes interesting.

#### **4.1.1.10 Benefits of Learners' Autonomous in Learning**

To find out the views on the autonomous is beneficial in mixed ability classrooms, teachers' responses are presented and analyzed as follows:

**Figure 3 : Benefits of Learners' Independent in Learning**

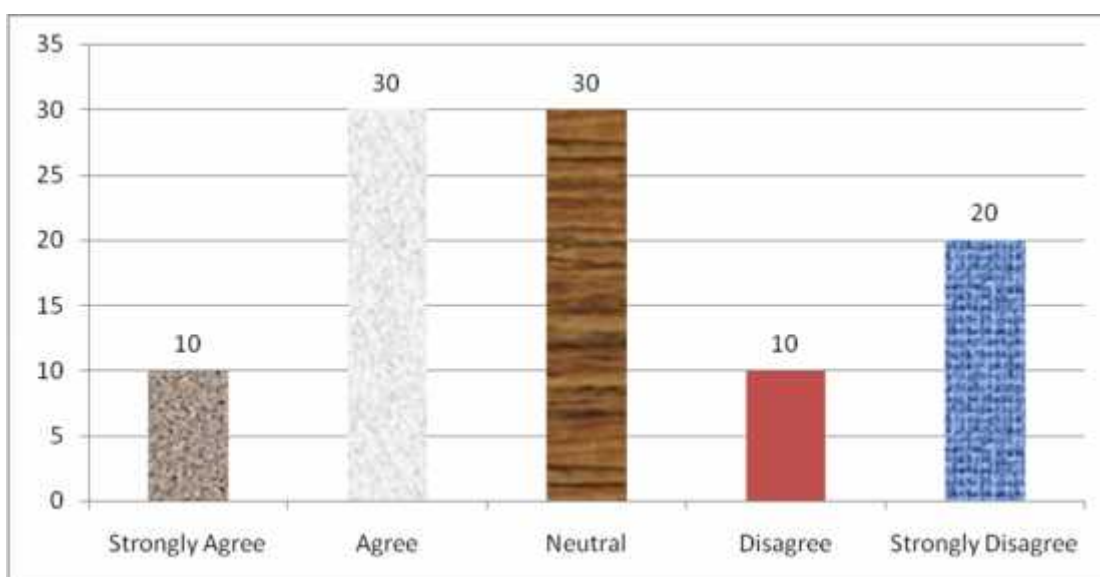


In the above figure in the same number of both schools teachers strongly agreed 20%. Similarly, 50% community English teachers agreed to making learner autonomous is beneficial. On the other hand, 10% of community English teachers stayed in neutral whereas 20% disagreed. It proves that most of English teachers make their learners autonomous. It means that they used student-centered techniques rather than teacher-centered one.

#### **4.1.1.12 Teachers' Responses on Lecture Technique**

To find out the views of teachers towards using lecture technique in mixed ability classrooms, they were asked a statement that giving lecture in the EFL mixed ability classroom was harmful. The responses obtained from them have been presented in the following figure:

**Figure 4 : Teachers' Responses on Lecture Technique**



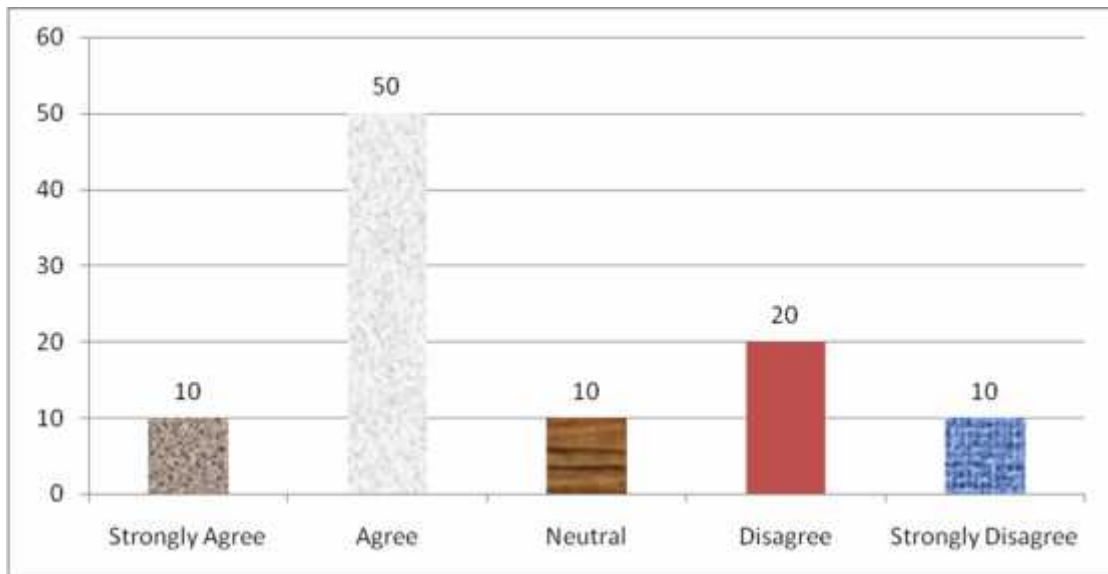
The above figure shows that 10% community English teachers strongly agreed and 30% community English teachers agreed that lecturing in the mixed ability classroom was harmful while 30% community school teachers stayed in neutral but 10% institutional disagreed and 20% institutional English teachers strongly disagreed with the statement. It shows that greater number of English teachers of community schools agreed that giving lecture in the mixed ability classroom is harmful.

#### **4.1.1.13 Usefulness of Explanation Technique**

To find out whether explanation technique is useful in teaching poetry or not, the teachers were asked a statement that explanation technique was the most useful in teaching poetry in mixed ability classroom. The responses obtained from them are presented in the following table:



**Figure 5 : Usefulness of Explanation Technique**

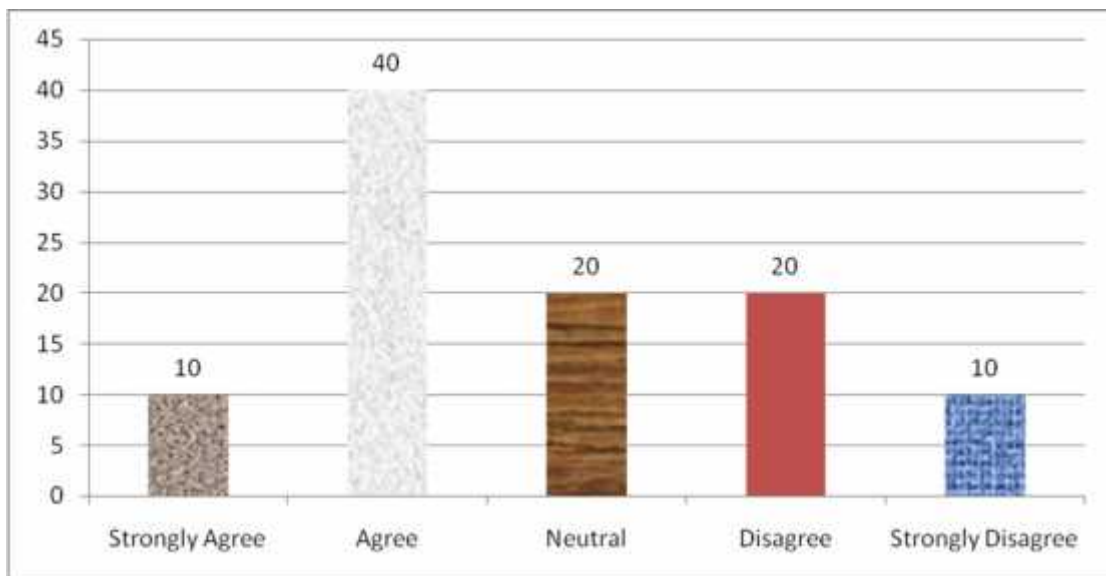


As the above figure clearly showed that 10% community school teachers strongly agreed and 50 % community school teachers agreed with the statement while only 10% institutional school teachers strongly disagreed with the statement. It means, greater number of community school teachers agreed that explanation technique was most useful in teaching poetry. It was found that most of the English teachers used explanation technique for teaching poetry.

#### **4.1.1.14 Teachers' Responses on Illustration Technique**

To find out the teachers' opinion on illustration technique that helps to make the class interesting, understandable and clear, teachers were asked a statement whether illustration technique helped to make the content interesting, understandable and clear to learner in context of mixed ability classroom. The responses of teachers have been presented in the following figures:

**Figure 6 : Teachers' Responses on Illustration Technique**

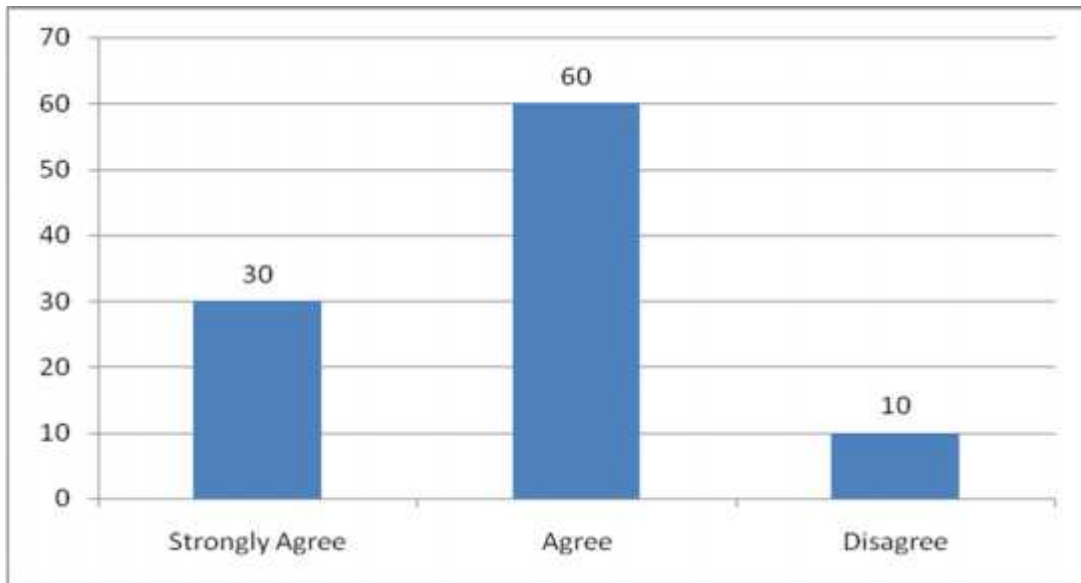


The above figure shows that 10% teachers strongly agreed. Similarly, 40% of community school teachers agreed while 20% teachers were found to be remained neutral whereas 10% of community school strongly disagreed and 20% of institutional school disagreed to the statement. It proves that most of the English teachers of community schools used illustration to make the content interesting, understandable and clear to the learner of mixed ability EFL classroom.

#### **4.1.1.15 Effectiveness of Project Work**

To find out whether project work is an effective technique or not, both community and institutional school teachers were asked whether project work was an effective technique for teaching English in mixed ability classes. Their responses are presented in the following figure :

**Figure .7 : Effectiveness of Project Work**

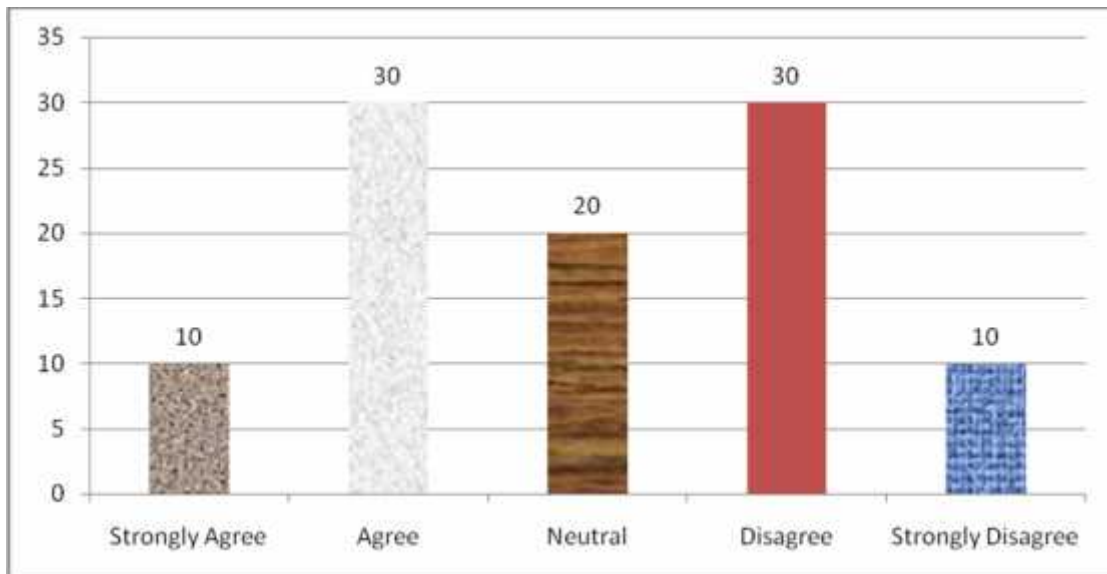


The figure reveals that 30 %community school teachers strongly agreed and 60%communityEnglish teachers were found to be agreed with the statement. It shows that the greater number of institutional school teachers believed that project work was an effective technique for introvert students. Similarly, 10%communityEnglish teachers disagreed. It means greater number of English teachers used project work in their classes to reduce the hesitation and shyness of the students.

#### **4.1.1.16 Usefulness of Dramatization Technique**

To find out whether dramatization is a useful technique or not for introvert students, teachers were asked whether dramatization was a useful technique to develop performance for introvert students or not. Their responses are presented in the following figure :

**Figure 8: Usefulness of Dramatization Technique**



The above figure indicates that 10% teacher strongly agreed ,30% English teachers agreed ,20% neutral, 30% disagree and 10 % strongly disagreed both of them to the statement that dramatization was a useful technique to develop performance. It proved that the greater number of community school teachers agreed that dramatization was a useful technique which helped the introvert students to develop their Most of the English teachers used dramatization in their classes to develop introvert students' performance.

#### **4.1.2 Analysis of Data Obtained from Observation Checklist**

This section is mainly concerned with the analysis, discussion, description and interpretation of the elicited data. Indeed, the data collected from an intensive observation of the ELT class were analyzed and interpreted to find out the techniques used and problems faced by English teachers in teaching in mixed ability class.

For the successful conduction of this study, the data were elicited through the elaborated observation checklist which consist of the various techniques of teaching mixed ability class and its different aspects at community level. In the

same way, all the techniques mentioned in the observation checklist were used to find out whether the ELT teacher employs these techniques in class or not. Moreover, these techniques were also used as parameters to identify how the ELT teacher tended to use them in an instructional process. Mainly, the class observation was done for thirty days. The analysis of the data was carried out as fairly as possible. Furthermore, the analysis and interpretation was conducted descriptively and using statistical tools like frequency and percentage in the tabulated form.

#### **4.1.2.1 Techniques of Teaching Mixed ability class**

This sub-heading is mainly concerned with the analysis and interpretation of the mixed ability class techniques used in ELT class in terms of the pronunciation, spelling and meaning of mixed ability class. From the long intensive class observation, the different techniques of teaching pronunciation, spelling and meaning of the mixed ability class applied in the ELT class were observed and noted down how often those techniques were used by ELT teacher in instructional process. In addition, it was also measured that whether all the techniques mentioned in the observation checklist were employed in the class or not. Moreover, apart from the mixed ability class teaching techniques mentioned in the observation checklist, some additional techniques were also appeared being used in the class were also noted down and the problems seen during the implementation of these techniques in ELT class..

Under this, to find out the views of English teachers towards the benefits of using teacher-centered and student-centered techniques in mixed ability EFL classroom. Each question was analyzed separately. The responses of the English teachers are presented in the following sun headings.

#### 4.1.2.2. Teacher-Centered Techniques

Under this sub-heading, mainly the teacher-centered techniques of mixed ability class were analyzed and interpreted descriptively and using statistical tools like frequency and percentage in the tabulated form.

**Table 8: Teacher-Centered Techniques**

<b>Teacher-Centered Techniques</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
Lecture	15	9	6
Explanation	20	8	2
Illustration	12	10	8
Demonstration	15	10	5
Exposition	5	10	15

Teacher took an active role and presents information to the entire class while the students' main role is to listen to the new information being provided. The classroom interaction follows the specific pattern of teacher initiates a question, student responds and teacher evaluates the response. The teacher helps the child's learning by showing him or her how to use materials and special tools, or how to accomplish a particular task Discussion Conversation designed to stimulate students to respond divergently and at higher cognitive levels to what they have been learning.

The teacher structures an experience or problem for students and provides a series of steps for students to follow to discover the principle, rule or generalization Contracts The teacher and student form a written agreement about what work will be completed and when Role Play Students act out real life dilemmas or decisions to solve problems Projects An investigation is undertaken by a student or group of students to learn more about a topic Inquiry An instructional strategy where the teaching begins with questions and relies on them heavily thereafter as ways to stimulate student exploration, discovery and critical thinking about subject matter Self-assessment The student has responsibility for evaluating his or her own work as a means of learning Student-Centered

It proves that most of the community schools teachers believed that teacher-centered techniques were beneficial for teaching. .

### 4.1.2.3 Student-Centered Techniques

All 30 teachers in this study emphasized student centered instruction, relying heavily on hands-on activities, small group work, projects, and discussion to engage students and encourage active participation. All three were also able to create productive, positive learning environments characterized by minimal misbehavior and supportive, respectful relationships. Undoubtedly, their student-centered instruction itself contributed to their positive learning environments; students who were participating in challenging, meaningful activities have little need or opportunity to be off-task or disruptive. Bethany noted that there are more managerial challenges with student-centered instructional formats than with teacher-centered instruction.

**Table 9: Student-Centered Techniques**

<b>Learner-Centered Techniques</b>	Always	Sometimes	Never
Individual Work	12	9	9
Pair-Works/ Group Works	24	6	-
Project Work	18	9	3
Role play	12	15	3
Discovery	9	18	3

Individual activities seem the most suitable for students in mixed ability classes for several reasons: they allowed students to work in their own pace, students are not stressed by better or worse performance of others during the activity and to complete a task the students have to use their own knowledge, i.e. they have to rely on themselves. The students should be encouraged not to copy from a neighbour, so that they show effort and active thinking – thus strengthening what they have learnt.

It revealed that the greater number of teachers believed that student-centered techniques were beneficial for teaching in mixed ability classroom. It can be concluded that most of the community school teachers were using student-centered techniques than teacher-centered while they were teaching in the mixed ability classroom.

#### **4.1.2.4 Problem Solving Techniques**

Mixed-ability classes means classes where students differ greatly in ability, motivation for learning English, needs, interests, educational background, styles of learning, anxiety, experiences and so on. All teachers have to face the challenge of mixed-ability classes because every class is multileveled. Some classes can be more multileveled than others and therefore more challenging for the teacher, but all classes are mixed-ability classes. I also found that in mixed-ability classes it can be difficult to keep the attention of all students. Their motivation can be poor and the teacher can feel frustrated because he/she does not have enough time to help the weaker students. A mixed-ability class can seem uncooperative, the students can get bored easily and this can cause commotion in the classroom. Planning the lesson and making work-material can take too much time for the teacher and the planned material is often too easy or too difficult for the students.

**Table 10 : Problem Solving Techniques**

<b>Problem Solving Techniques</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
Formation and appreciation of the problem	9	15	6
Collection of Relevant Data and information	6	21	3
Organization of Data	3	6	21
Drawing of Conclusions	21	3	6
Testing Conclusions	24	6	-



I observed English teacher's class. I found different techniques used by English teacher. First teacher should formation and appreciation of the problem. The advice on how to work with these classes is appropriate for students of all ages and abilities. It is important for teachers to create a relaxed, positive atmosphere in the classroom and he also claims that there is a strong connection between a good classroom atmosphere and having good behavior management. This will create a good learning situation.

One of the most important ways to deal with mixed-ability classes is to always give clear information and instructions and to present it in easy, manageable ways. This contributes to making the students feel it is more meaningful and interesting. A teacher should introduce tasks clearly by using different methods. The teacher should give the students the information in the whole class, and showing an overhead or writing on the board. When explaining something to the students it is very useful to show concrete examples and illustrations. Using several methods to inform the students reinforces their understanding. After they have been given clear instructions it is advisable to give them time to think and discuss with their workmate and then ask questions

All 30 teachers were very positive towards ability grouping which had been tried at their school for a number of years, and they all thought it improved the situation for both the weaker students and the faster ones. Each teacher gave different suggestions. The male teacher thought that the most important thing is how the students are spoken to and treated. It is also important to vary the material and not only use the course book. He believed the teacher needs to get the students interested in learning English and appeal to their interests at times.

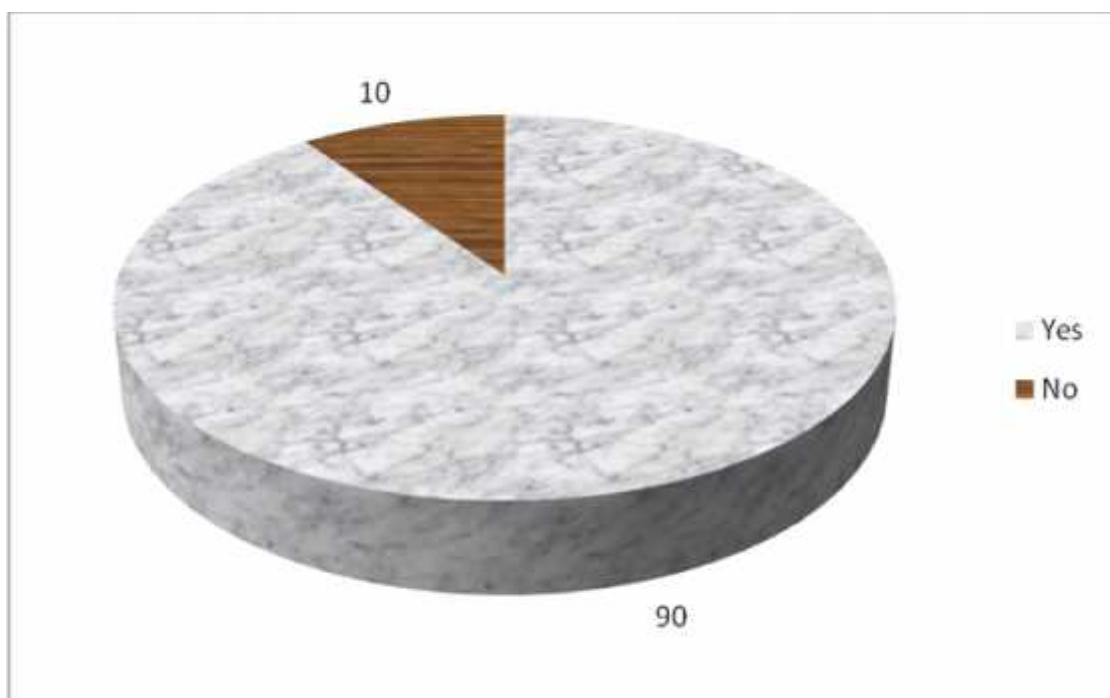
All three teachers thought a quiet and calm atmosphere was important. They all also believed that the teacher needs to use very clear instructions. It is not enough to just say something. The teacher needs to write on the board, repeat, walk around and make sure they know what to do.

#### 4.1.2.5 Other Events of the Classroom

##### i) Involvement of Students in Classroom Activities

To find out whether students are involved in the activities or not, the class were observed by researcher whether it was good to involve students in classroom activities while teaching English in the mixed ability classroom. They were required to give the answer in 'yes' or 'no' with appropriate reasons to support. Their responses were presented in the following bar diagram.

**Figure 9 : Involvement of Students in Classroom Activities**



The above figure reveals that 90% teachers answered to 'yes' whereas 10% community to 'no'. From this, it can be concluded that most of community school teachers were involving the students in the classroom activities. If we gaze to the overall presentations, It means, they mostly used teacher-centered techniques rather than student-centered techniques. To clarify the reason, the responses obtained from them are presented below:

- ) It helps to decrease de-motivating factors emerged in formal classroom setting.
- ) It enhances students' interest in learning of target language.
- ) It provides chance to share their opinion.
- ) It promotes students behaviour aspects.
- ) It makes learning fast.
- ) It decreases the shyness and increase the confidence level in the students.
- ) It makes the students to understand the problem.
- ) Learning becomes more effective and long term memorable.
- ) Students get a clear and strong concept of the subject-matter.

## **ii) Problems of Teaching English in Mixed Ability Classroom**

The respondents were requested to mention the problems that they were facing while they were teaching English in mixed ability classroom. They have mentioned in the following ways:

- ) Noisy Classrooms.
- ) Difficult to check class work.
- ) Difficult to control the students.
- ) Big gap between the students who are high level and low level.
- ) Problem of language.
- ) Higher level of anxiety among students.
- ) Difficult to motivate all the students within a limited time.
- ) Lack of consistency in result reliability.
- ) Weak pronunciation in speaking.
- ) Difficult to study their psychology.
- ) Scarcity of proper exposure to learning materials.
- ) Inconsistency in evaluation.
- ) Problem of multicultural.
- ) Lower level of self steem among students.

) Students negative attitudes towards learning.

The above mentioned points clarify that, many kinds of problem occurs while teachers are teaching in the mixed ability EFL classroom. Therefore, teachers should use appropriate techniques to control the classes.

## **CHAPTER FIVE**

### **FINDINGS, CONCLUSION AND RECOMMENDATIONS**

In this chapter, I have presented the whole finding of the study, conclusions on the basis of findings and provided some recommendations based on the data analysis and interpretation alone in chapter four. The following findings, conclusions and recommendations of the study have been derived based on the analyzed data. I have presented the findings, conclusion and recommendations in the separate headings so that it will be comprehensible for the concerned readers.

#### **5.1 Discussion and Findings Collected from Questionnaire**

On the basis of analysis and interpretation of the data, the major findings of the study are as follows:

- i. The study indicates, 20 per cent teachers showed excellent awareness in mixed ability composition of ELT classes, 30 per cent showed good, 40 per cent showed it satisfactory and only 10 per cent teachers had poor awareness. The data showed that majority of the teachers were aware of Mixed ability class. .
- ii. The majority of teacher (30%) had said that there was discipline problems, 20% had agreed lack of motivation among students, Lower level of self stem among students 20%and Student's anxiety towards learning was 10 % and student's negative attitudes towards learning was 20% in mixed ability class.
- iii. According to the table 50%english teacher used dictation techniques, 30%readind allowed where as spelling game and mnemonics techniques both of them used just 10% English teachers.

- iv. According to the research , 60 percent teachers tried to maintain equal focus to all the students, 10 percent teachers gave more emphasis to the proficient students, 20 percent teachers gave much attention to the medium level of students and only 10 per cent teachers focused less proficient students too.
- v. The study shows that 80 percent teachers devised common tasks for all the students in their classroom while only 20 percent teachers devised different tasks.
- vi. The responses of this question showed that 20% teachers of community school teachers used dictation while 40% English teachers of community 30% used note writing. But 10% used picture discription to develop the writing skill. 10% used dramatization technique. Similarly, 10% teachers used communication game to develop speaking in the classes. Speaking. But pair work and group work were used by 60% of community and 10% of institutional school teachers used to drilling techniques to develop speaking skill. In order to develop listening skill, 50% used music listening. Similarly, 30% of English teachers used picture or speech to develop listening skill. While 20% of community schools' teachers used picture or listening number of both schools teachers used language, i.e. cassette player, voice, etc. while they were teaching listening skill.
- vii. The study shows that 50% used pair work/group work to teach poetry. Likewise, 10% teachers used prediction technique. Similarly, 10% teachers used discussion on technique. But explanations were used by 30 It means, institutional school teachers used more explanation technique. Likewise 60 % teachers used intensive reading 10 % scanning 20 % scheming and 10% teachers used loud reading to develop reading skill.
- viii. As the study clearly showed that 10% community school teachers strongly agreed and 50 % community school teachers agreed with pair work, group work techniques while teaching poetry the statement while

- only 10% institutional school teachers prediction and 30 % teachers explanation and only 10 % teachers discussed while teaching poetry.
- ix. The study clearly showed that 20% teachers strongly agreed to the use of discovery technique. Similarly, 60% teachers agreed whereas 10% secondary school teachers stayed in neutral and only 10% disagree. But in the same percentage school teachers disagreed to the use of discovery technique in teaching grammar.
  - x. The study shows that 30% community school teachers strongly agreed. Similarly, 40% of community school teachers agreed to the statement whereas 20% of community school teachers neutral and only 10 % disagree. It proves that community school teachers agreed with pair work and group work in the classroom.
  - xi. The study shows that 20 % teachers strongly agreed , 50 % teachers agreed 10 % neutral where as 20 % teachers disagreed in benefits of learners independent in learning.
  - xii. Likewise, 10 % strongly agreed, 30 % agreed 30% neutral, 10 % disagreed and 20% teachers were strongly disagreed in teachers response on lecture techniques.
  - xiii. The study shows that most of the teachers agreed in explanation techniques in teaching poetry.
  - xiv. Likewise, the study shows that most of the teachers were agreed illustration techniques while teaching mixed ability classes then other techniques.
  - xv. Most of the teachers liked project work, dramatization, discussion and group work.
  - xvi. Likewise some of the teachers liked lecture explanation demonstration etc.
  - xvii. Likewise, lots of teachers used students centered techniques.
  - xviii. According to the data, lots of the teachers always used drawing of conclusion and testing conclusions some of them used formation and

appreciate of the problem and collection of relevant data and information and a few numbers of teacher never used organization of data drawing of conclusion in problem solving techniques.

## 5.2 Conclusion

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. I interviewed ten teachers, and maybe the results would have been different , I interviewed more teachers. Based on the written sources and the answers from the teachers I interviewed I believe my answer to my question would be to have ability groups again with one basic, one middle and one fast group. I have come to the conclusion that this could be a good solution to the problem. But since this is not available we have to use other methods instead. Then I think my answer to my question is to be structured, set up routines, be very clear, go forward slowly in teaching and bring in students' own interests and ideas and occasionally alter the course book with other resources.

I have selected ten English teachers who have been teaching English at institutional level of Kathmandu district. The main conclusion of this are as follows :

- i. These data showed that most of the teachers could not manage students' sitting arrangement, use group/pair work, check up home assignments, and provide opportunity of feedback to individual. Likewise, the interaction was not satisfactory in most of the teachers' classroom. It may be the students did not want to speak English because of shyness, lack of exposure and practice, encouragement, etc.
- ii. To deal with discipline problems, teachers can vary tasks and materials making the lesson more interesting since discipline problems can be associated with boredom and lack of challenge;



- iii. For all students effective learning, teachers can individualize activities, thus students learn at their own pace and occasionally they choose their own tasks; teachers can encourage compulsory plus optional instructions in which students have to do a minimal part of the task and the rest they do if they want to, have time or wish to do; teachers can also encourage open-ended cues, in which students do not have predetermined right answers, there are a number of acceptable responses;
- iv. To find suitable material teachers have to adapt and/or supplement course books to add variation, to include elements of choice and individualization and to get more participation which are important characteristics in heterogeneous classes. To follow all students' progress teachers should work with personalization and individualization or monitoring pairs and groups by listening to them and giving feedback later on; • to activate participation teachers should engage students in the tasks by increasing collaborative and individual work using open ended cues
- v. It was found that greater number of teachers of community schools used spelling game as technique in comparison of institutional one. It is found that the greater number of English teachers used spelling game to teach spelling in the mixed ability EFL classroom.
- vi. It revealed that greater number of the English teachers of community and institutional school used picture description and note writing for teaching writing skill.
- vii. It proves that greater number of English teachers of community schools used communication game as a technique while they were teaching speaking. But pair work and group work were used by 60% of community and 40% of institutional school teachers.
- viii. From study, it was found that greater number of English teachers of community schools used picture less listening i.e. radio, cassette player etc. than institutional school teachers.

- ix. It was found that most of the English teachers used picture description, pair work and group work, picture less listening, i.e. language and intensive reading as a technique for teaching, writing, speaking, listening and reading respectively.
- x. The study reveals that greater numbers of English teachers were using discovery technique while they were teaching grammar.
- xi. The study reveals that greater number of English teachers agreed that pair work and group work make mixed ability EFL classes interesting.
- xii. The study shows that greater number of English teachers of community schools agreed that giving lecture in the mixed ability classroom is harmful. It was found that most of the English teachers used explanation technique for teaching poetry.
- xiii. It proves that most of the English teachers of community schools used illustration to make the content interesting, understandable and clear to the learner of mixed ability EFL classroom.
- xiv. It proves that the greater number of community school teachers agreed that dramatization was a useful technique which helped the introvert students to develop their Most of the English teachers used dramatization in their classes to develop introvert students' performance.
- xv. The teacher and student form a written agreement about what work would be completed and when Role Play Students act out real life dilemmas or decisions to solve problems Projects An investigation is undertaken by a student or group of students to learn more about a topic Inquiry
- xvi. The student had responsibility for evaluating his or her own work as a means of learning Student-Centered It proved that most of the community schools teachers believed that teacher-centered techniques were beneficial for teaching. .
- xvii. Individual activities seem the most suitable for students in mixed ability classes for several reasons: they allowed students to work in their own pace, students were not stressed by better or worse performance of

others during the activity and to complete a task the students had to use their own knowledge, i.e. they had to rely on themselves.

xviii. They mostly used teacher-centered techniques rather than student-centered techniques. To clarify the reason, the responses obtained from them are presented below:

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The respondents were requested to mention the problems that they were facing while they were teaching in mixed ability EFL classroom. They have mentioned in the following ways:

- ) Noisy Classrooms.
- ) Difficult to check class work.
- ) Difficult to control the students.
- ) Big gap between the students who are high level and low level.
- ) Problem of language.
- ) Higher level of anxiety among students.
- ) Difficult to motivate all the students within a limited time.
- ) Lack of consistency in result reliability.
- ) Weak pronunciation in speaking.
- ) Difficult to study their psychology.

- ) Scarcity of proper exposure to learning materials.
- ) Inconsistency in evaluation.
- ) Problem of multicultural.
- ) Lower level of self steam among students.
- ) Students negative attitudes towards learning.

The above mentioned points clarify that, many kinds of problem occurs while teachers are teaching in the mixed ability EFL classroom. Therefore, teachers should use appropriate techniques to control the classes.

### **5.3 Recommendations**

On the basis of finding and conclusion, the implications of the research work has been recommended. They are listed as below:

#### **5.3.1 Policy Related**

The researcher has recommended the implications of the study in the policy level how it will be applicable.

- ) Educators and curriculum developers should take extra measures to achieve maximum pedagogical benefits in ELT classroom by the proper use of mixed ability class.
- ) Curriculum designers and textbook writers should determine the proper methods and techniques of teaching English language especially with regard to using MAC.
- ) The government as well as the coordinators of both schools should provide the daily needs of materials so that the every teacher can teach without any difficulty.

#### **5.3.2 Practice Related**

The researcher had recommended the implication of the study in the practical way.

- (i) The institutional school teachers should use suitable technique while they are teaching word meaning per the content and students interest.

- (ii) Group and pair work techniques should be emphasized to make teaching and learning process more effective.
- (iii) Effective and appropriate materials should be supplied and used appropriately.
- (iv) The class size should be small and the number of student should be reduced to use different techniques effectively.
- (v) The teachers should involve the students in different social activities like project work, individual work, etc. which helps for mixed ability classroom.
- (vi) Techniques should be based on learners' needs, ability, interest and level as well as the availability of teaching materials that helps all level of students.
- (vii) The English teachers should use learner-centered techniques to improve in mixed ability class.
- (viii) Teachers should use the techniques in these classes by understanding the psychology pattern of the students.

### **5.3.3 Further Research Related**

The implication of the study had recommended to other researchers for their research work. The present study is unable to occupy several areas related to the topic. The findings of the study might not be generalized to all contexts as it has a lot of limitations. It has limitations in terms of study population, sample, and data collection tool and so on. So, further researches can be conducted concerning the limitations of this research. Here, some other related areas are recommended for further research.

1. The research work related to using MAL classroom should be carried out in lower community level.
2. Students ' perceptions on MAC.

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## APPENDIX – I

### Questionnaire for the Teachers

Dear Sir/Madam,

This questionnaire is a research tool to gather information for my research entitled "Techniques Used in Teaching English in Mixed Ability Classroom" under the guidance **Mr. Bhim Prasad Wasti (Reader)** Department of English Education, T.U., Kirtipur. The required information that you provide will be a great help for completing my research. The information you provide will be highly confidential and used only for research purpose. I would appreciate your honest opinion and assure you that your responses will be completely anonymous.

Thank You

Researcher

**Padam Bahadur Jhedi**

M.Ed. Second Year

T.U., Kirtipur, Kathmandu

Name of teachers: ..... Date:.....

Name of School:.....

Types of school: Public  Private

## Close and Open ended Questions

### Part I

Q.N. 1 Which technique do you usually use in teaching English in mixed ability classroom?

- (a) Teacher's movement in the whole class
- (b) Checking and cross checking      (c) Use of student's name
- (d) Teacher's control over class

Q. No. 2 What types of problem do you think is most serious in the mixed ability EFL (English as Foreign Language) classroom in context of Nepal?

- (a) Discipline Problems
- b) Lack of motivation among students
- (c) Lower level of self stem among students
- (d) Higher level of anxiety among students
- (e) Student's negative attitudes towards learning

Q.No.3 What type of techniques do you use in teaching word in mixed ability classroom?

- (a) Teaching meaning in context
- (b) Giving the definition
- (c) Translation in the mother tongue      (d) Realia, action and pictures

Q.No.4 Which techniques do you normally use in the class during teaching word pronunciation in teaching English in mixed ability classroom?

- (a) Minimal pairs      (b) Drilling
- (c) Modeling      (d) Visual representation

Q.No.5 Which of the following techniques are you using for teaching spelling?

- (a) Dictation (b) Spelling game  
(c) Reading aloud (d) Use of mnemonics
- Q.No.6 What type of techniques do you use in teaching writing skill in mixed ability classroom?  
(a) Dictation (b) Note writing  
(c) Writing reports and advertisement (d) Picture description
- Q.No.7 Which technique do you normally use in teaching speaking in mixed ability EFL classroom?  
(a) Dramatization (b) Communication game  
(c) Pair work and group work (d) Drilling
- Q.No.8 What type of techniques do you use in teaching listening skill?  
(a) Picture less listening (sound effects)  
(b) Picture less listening (music)  
(c) Picture or speech (d) Picture less listening (language)
- Q.No.9 Which techniques do you use while you are teaching reading skill in large multilevel classes?  
(a) Intensive reading (b) Scanning  
(c) Skimming (d) Loud reading
- Q.No.10 What type of techniques do you mostly use in teaching poetry in English in mixed ability classroom?  
(a) Pair work/group work  
(b) Prediction (c) Explanation (d) Discussion
- Q.No.11 Teaching grammar through discovery technique is most useful for the students in mixed ability classroom?  
(a) Strongly Agree (b) Agree (c) Neutral  
(d) Strongly Disagree (e) Disagree
- Q.No.12 Pair-work and group-work make mixed ability English language classes interesting?  
(a) Strongly Agree (b) Agree (c) Neutral  
(d) Strongly Disagree (e) Disagree
- Q.No.13 Making learners autonomous is beneficial to mixed ability group?

- (a) Strongly Agree      (b) Agree      (c) Neutral  
(d) Strongly Disagree      (e) Disagree
- Q.No.14 Giving lecture in the EFL mixed ability classroom is harmful?  
(a) Strongly Agree      (b) Agree      (c) Neutral  
(d) Strongly Disagree      (e) Disagree
- Q.No.15 Explanation technique is the most useful in teaching poetry in mixed ability classroom?  
(a) Strongly Agree      (b) Agree  
(c) Neutral      (d) Strongly Disagree      (e) Disagree
- Q.No.16 Illustration technique helps to make the content interesting, understandable and clear to learner in context of mixed ability classroom?  
(a) Strongly Agree      (b) Agree      (c) Neutral  
(d) Strongly Disagree      (e) Disagree
- Q.No.17 Project work is effective technique for teaching English in mixed ability classes?  
(a) Strongly Agree      (b) Agree      (c) Neutral  
(d) Strongly Disagree      (e) Disagree
- Q.No.18 Dramatization is an useful technique to develop performance for introvert students in mixed ability classroom?  
(a) Strongly Agree      (b) Agree      (c) Neutral  
(d) Strongly Disagree      (e) Disagree

**Thanks for your kind help!!!**

**Part : II**

Teacher's Name:

School's Name:

Education Qualification:

Years of teaching experience:

Class:

Address:

Date of Observation:

Answer the following questions:

i. How do you start your English subject in mixed ability classroom?

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ii. What types of techniques do you use in mixed ability class?

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iii. How do you motivate the learners if they are seen to be bored?

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iv. Would u like to write some techniques that best suit secondary level students needs interest and personality?

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v. Do you use Teacher Centered Techniques? Why?

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vi. Do you use Student Centered Techniques ?Why?

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vii. Why do you involve your students in group work in mixed ability classroom?

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viii. What types of role do you perform while students work in pair and group?

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ix. Why do you provide your students individual work?

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x. What kind of responses do you get in your society as an English teacher?

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## Appendix-II

### Teacher's Class Observation Check List

Teacher's Name:

School's Name:

Years of teaching experience:

Class:

Address:

Date of Observation:

	<b>Techniques of Teaching English in Mixed ability class</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Remarks</b>
<b>1.</b>	<p><b>Teacher-Centered Techniques</b></p> <p style="padding-left: 40px;">) Lecture</p> <p style="padding-left: 40px;">) Explanation</p> <p style="padding-left: 40px;">) Illustration</p> <p style="padding-left: 40px;">) Demonstration</p> <p style="padding-left: 40px;">) Exposition</p>				
<b>2.</b>	<p><b>Student-Centered Techniques</b></p> <p style="padding-left: 40px;">) Individual Work</p> <p style="padding-left: 40px;">) Pair-Works</p> <p style="padding-left: 40px;">) Group Works</p> <p style="padding-left: 40px;">) Project Work</p> <p style="padding-left: 40px;">) Role play</p> <p style="padding-left: 40px;">) Discovery</p>				

<p><b>3.</b></p>	<p><b>Problem Solving Techniques</b></p> <ul style="list-style-type: none"> <li>J Formation and appreciation of the problem</li> <li>J Collection of Relevant Data and information</li> <li>J Organization of Data</li> <li>J Drawing of Conclusions</li> <li>J Testing Conclusions</li> </ul>				
<p><b>4.</b></p>	<p><b>Other events of the classroom</b></p> <p>.....</p> <p>.....</p> <p>.....</p>				

**Note:** 1=Always, 2=Sometimes, 3=Never