STRATEGIES USED BY ENGLISH TEACHERS FOR TEACHING STUDENTS IN HETEROGENEOUS CLASSES

A Thesis Submitted to the Department of English Education

In Partial Fulfilment for the Master of Education in English

Submitted by

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Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu

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CHAPTER ONE

INTRODUCTION

This study is based on the strategies used by English teachers for teaching students in heterogeneous classes. This is the first chapter of this study which consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

The practice of English language teaching is a complex as well as demanding task as it evaluates one's theoretical, practical and contextual knowledge. It is intellectually challenging as well as a matter of having dynamic personality to execute and implement teaching activities as the classroom situation demands. In the context of Nepal, English is taught and learnt as a foreign language.

English is a global language as well as a lingua franca of the world. Due to the rapid development of science, technology and commerce; the entire world is being globalized. In this globalized world, the status of English is not limited only as a lingua franca; it is also the international language of the world. The contemporary scenario of the world reflects that it is not only the official language of the United States of America (USA) and the United Kingdom (UK) but it has also become the official language of many other countries of the world. Therefore, English language is an inseparable part of the present day world since it is a principal language for global communication and a gateway to the world body of knowledge. The use of English in academics, media, administration, international communication, information technology, human rights and development has become indispensable. Today English is no longer confined to understanding and creating the literature of foreign country. In this context, Awasthi, Bhattarai and Khaniya. (2009, p. iii) say "English is a widely

used medium of communication for different purposes, not only the vehicle of writing or reading British or American literature". Similarly, Harmer (2008) states:

> English is also, of course, a mother tongue for many people in the world, though, as we shall see, such native speakers are increasingly out-numbered by people who have English as a second or third language and use it for international communication (p. 13).

Thus, English is now a language of mass not only of a few elites. It is now used more often as a lingua franca than as native language, and the majority of competent English speakers are not native speakers, but second language users. The increasing requirements for the people to use English for various purposes have accelerated the teaching and learning of English in every nook and corner of the world. Today, English is the most widely studied foreign language in the world. It can be clearly observed in the words of Richards and Rodgers (2010, p.3) "Whereas today English is the world's most widely studied foreign language, 500 years ago it was Latin for it was the dominant language of education, commerce, religion and government in the western world".

English language teaching at present is not a simple phenomenon. The issues of linguistic as well as cultural imperialism, political and cultural identity and methodological diversity have made the teaching and learning of English more complexes. In the classroom, we can see different types of students who are different from one another in terms of racial, cultural, language, age and ethnic diversity. Sometimes, such differences of students in the classroom can make the teachers' task more challenging. Therefore, to get better results from their teaching, teachers should realize that each student in the classroom is special and unique. They should also recognize their students' hidden gifts, strengths, weaknesses and use appropriate teaching strategies to teach them.

1.2   Statement of the Problem

Teaching in heterogeneous classroom is one of the major issues of English language teaching. The majority of the classroom in our context consists of multilevel groups where students have different needs and learning styles. In ELT classrooms, students are individually unique and they are different from others due to the factors including language, culture, age, race and ethnicity.

In other words, all classes have students with various language abilities and language level. Hence, classroom represents the people of the society who have different social, educational, cultural and political background. Therefore, teaching and learning English in such diverse classroom providing equal access in materials resources and opportunities in classroom activities and ensuring success of all students are really the complex issues for the language teachers. Besides, different challenges of heterogeneous classroom, it has also some positive aspects. For example, heterogeneous classroom may enrich the variety of social interaction, more life experiences and knowledge, more options, interests and ideas but it also creates situations that challenge teachers' resourcefulness while trying to give each student an opportunity to learn English language. The common challenges in heterogeneous classes are, how to cope with the discipline, how to change heterogeneous students' attitude and develop motivation, what methods and techniques to be chosen to teach them. Moreover, what strategies can be used to teach the students of such nature if they do not want to talk, if classes are big, if students keep using their own language?

Having the above mentioned issues in consideration and curiosity of finding the strategies used for teaching such types of students, this study is going to be carried out in the title "Strategies used by English teachers for teaching students in heterogeneous classes".

1.3 Objectives of the Study

The objectives of the study were as follows:

(i) To find out the secondary level English teachers' strategies used for teaching students in heterogeneous classes, and

(ii) To suggest some pedagogical implications from this study.

1.4 Research Questions

The research questions of my study were as follows:

(i) What types of strategies were used for teaching students in heterogeneous ELT classrooms?

(ii) What are the current practices of teaching students in heterogeneous classrooms?

(iii) How do the teachers teach if students keep using their own language in heterogeneous classrooms?

(iv) What do the teachers do if students do not want to talk in heterogeneous classrooms?

1.5 Significance of the Study

The study will be of great significance for those who are involved in teaching and learning process. Especially, teachers, students, curriculum designers will be more benefited from this study. They will be familiar with the heterogeneous students, heterogeneous classrooms and strategies for teaching students with different nature. Teachers would know about the possible causes of poor performance of students in English in heterogeneous classrooms and accordingly they would improve their strategies of coping with such students. Moreover, teachers will update themselves with the findings of this study that help them to manage different types of learners to perform better in the classroom. Likewise, curriculum designers will update themselves with the findings and results of the study. Similarly, this study will be very significant

for the students who want to know the causes i.e. why the performance of student is poor in heterogeneous classroom. In the same way, this study will be equally important for the researchers who want to carry out further action and experimental research. To sum up, this study will be beneficial for those who are directly or indirectly involved in teaching and learning activities, like teachers, school management, subject experts and policy makers.

1.6   Delimitations of the Study

This study was delimited to the following areas:

(i)   This study was based on the strategies used by secondary level English teachers for teaching students in heterogeneous classrooms.

(ii)   Likewise, this study was limited to the thirty secondary level English teachers, teaching at the secondary level schools of Chitwan district.

(iii)   Similarly, this study was limited to the thirty secondary level schools of the same district.

(iv)   This study was based on the data collected through questionnaire and classroom observation checklist.

1.7   Operational Definition of the Key Terms

Heterogeneous class - Heterogeneous classes are the kinds of class where students differ in language acquisition ability along with age, motivation, intelligence, self-discipline, literary skills, attitudes and interests**.** In this research, heterogeneous classes refer to the class in which there are multilingual, multicultural, multiethnic, multilevel learning ability students and so on.

Learning strategy –Learning strategies, in this study, refer to the behaviours or actions which learners adopt to make language learning more successful, self-directed and enjoyable.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This is the second chapter of this study under this, related theoretical literature, empirical literature; implications of the reviewed literature and conceptual framework of the study are included.

2.1 Review of Related Theoretical Literature

This sub-section deals with the different theoretical literatures related to the present research work.

2.1.1   English Language Teaching

Human beings acquire their mother tongue as they grow naturally. In case of second or foreign language learning, they need a kind of training or classroom teaching. Language teaching is the process of facilitating student' learning. Regarding language teaching, Richards and Rodgers (2010, p. 1) write, "Language teaching came into its own as a profession in the twentieth century". Due to its increasing popularity, English language teaching has been established as a popular job.

English is taught in Nepal as a foreign language. It is taught as a compulsory subject from school level to the college level. The development of science and technology added the importance of English language teaching in the context of Nepal. English language is mostly used language in the present world. Due to its strong economic, cultural and political backup, it is existed as a powerful language. In this present globalized world, the knowledge of English is an inevitable to survive. English is one of the languages of United Nations (UN) and mostly used lingua franca for international communication. Most of the valuable information is available in English. Now, it is taken as a prerequisite

to enter in an international business and communication. So, sound knowledge in written as well as in spoken English is necessary in order to sustain oneself in the age of information and technology.

English has occupied a very significant place in Nepal, particularly in the academic, professional and technological fields. Regarding the historical development of English language in Nepal, Bhattarai (2006) writes, "In Nepal, English was introduced formally in the school level education system about one hundred fifty years ago that was in 1854 A.D". In order to systematize the education of the nation different commissions were formed. In this context, Awasthi (2003, p. 22) writes, "ELT in Nepal started in 1971 with the implementation of National Education System Plan (NESP) and the same year Tribhuvan University started B.Ed. program in English Education". English language is taken as a medium of instruction in teaching subjects like medicine, engineering, science and professional courses like Bachelor of Business Administration (BBA), Bachelor of Public Health (BPH), nursing and so on. In this context, it is necessary to make our learner competent in English language.

Many researches in the field of language teaching proved the effectiveness of learner-centered teaching. The more the learners involved in learning, the more they learn language effectively. So, as a language teacher we have to maximize the learners' participation in the process of learning a language.

2.1.2 Factors Affecting Language Learning and Teaching

Various numbers of factors that affect language learning process and teaching procedures have been identified by the authors and researchers of SLA. According to Hedge (2010, pp.7-10), "Language learning is affected by various factors i.e. learners related, teachers related and teaching methodology related factors". Here, I would like to integrate the different ideas of Ellis (1985) and Hedge (2010) regarding the factors that affect language learning process.

Broadly, there are two types of factors. They are linguistic factors and non-linguistic factors.

(a) Linguistic Factors

All languages are absolutely equal in worth so long as they fulfill their basic functions, and they deserve the same level of respect. Moreover, linguistically, no language is inherently superior or inferior to others. Likewise, no language teaching learning is inherently easy or difficult in itself. It indicates that due to the mother tongue interference of the teachers and students, teaching and learning of some language areas or aspects, which are more difficult to teach and learn due to the gap between the first and second language, affect the rate of the language learning and teaching. Simply linguistic factors refer to inter-linguistic factors. For examples, Nepali learners of English have difficulty in learning labiodentals consonants (/f/ and /v/) and diphthongs. Similarly, a structure that is commonly used and heard in L2 will probably be easier than other used structures. Thus, these are some of the factors related to the first and second language that foster or hinder the language learning.

(b) Non-linguistic factors

Non-linguistic factors refer to any factors beyond the linguistic factors. Non-linguistic factor is also known as non-language factor. There are different non-language factors such as motivation, anxiety, age, language aptitude and learning ability that cause differences between two individuals. Broadly, non-language factors can be put under following three headings. They are individual (learners) factors, social factors and educational or institutional factors. These factors are briefly discussed below:

(i) Individual factors

Individual factors refer to those learner related internal factors, which affect the language learning process, For example, aptitude, affect-language

shock/cultural shock/anxiety, social and psychological distance, age, motivation, personality and learning style, and previous knowledge or experiences. Aptitude is the capacity, which enhances the rate and ease of learning. Students, who have low aptitude, may not perform well in comparison those who have high level of language aptitude. Similarly, those who have high motivation, high self-confidence and low anxiety can perform better than those who have low motivation, low self-confidence and high anxiety. Likewise, language and cultural shock also play vital role in language learning process. According to Gass and Selinker (2008, p.425), "Language shock refers to the realization that one seems comical to the speakers of the target language" whereas "Cultural shock refers to the psychological variable that appears when the learner experiences disorientation, stress, fear, etc. because of differences between native and target language culture" (Ellis, 1985, p. 34). The students who have language shock i.e. frustration or disorientation towards target language and cultural cannot learn language effectively and quickly. Moreover, other learner related internal factors i.e. previous learning experiences, age and personality also affects the language learning process.

(ii)   Social factors

Social factors are other affecting factors of language learning. Regarding the social factors, Hedge (2010), states:

> The presence of English in the community will immediately facilitate practice opportunities such as writing review of English films and TV programmes, keeping a diary of extra-curricular activities, outside visit, or encounter projects. Its absents creates greater but not insuperable challenges for teachers, who will need to think about sources of authentic input , about manageable out of class practice, and about

creating a balance of skills work to make the most productive use of

class and out of class time (p.25).

From this view, we know that several social factors like social attitudes, social or outside exposure and social resources affect language learning process. If a society has positive attitude towards L2 culture, learning and teaching, obviously students of that society are more interested/ motivated to learn the language than the students of society, which has negative attitude. Likewise, exposure and the resources available in the society also play the vital role in the language learning process in the sense that if a society has sufficient and effective input or exposure and resources, students of that society can learn language more effectively and meaningfully.

(iii)   Educational factors

 Many educational factors or institutional factors also determine the rate and degree of language learning of the students. For examples: class size, scientific and innovative technology, materials, methods and techniques, cultural notion of authority, courses, status of teachers and their professional development activities, institutional policies and examination system, and so on.

2.1.3 Learning Styles and Strategies

Simply, learning styles indicate that every student learns differently. Technically, an individual's learning style refers to the preferential way in which the students absorbs, processes, comprehend and retains information. According to Gass and Selinker (2008, p.432), "The term learning style refers in broad terms to the preferences that an individual has of obtaining, processing and retaining information". The term learning style is often used interchangeably with personality, although the former is undoubtedly more variable, whereas the latter refers to a stable trait of an individual.

Personality refers to a trait of an individual. It has been explored in terms of a number of personal traits such as extroversion/introversion, risk-taking, empathy, inhibition, self-esteem, etc. On the other hands, learning style refers to the characteristic ways in which individual orientate to problem solving. In other words, it refers to learners' preferences of learning new knowledge. The methodologist Tony Wright (1987, as cited in Harmer, 2008, p. 88)) described four different learner styles:

(1) **The 'Enthusiast'** : the enthusiast looks to the teacher as a point of reference and is concerned with the goals of the learning group

(2) **The 'Oracular'**: The oracular also focuses on the teacher but is more oriented towards the satisfaction of personal goals.

(3) **The 'Participator'** : The participator tends to concentrate on group goals and group solidarity

(4) **The 'Rebel'**: The rebel refers to the learning group for his or her point of reference, is mainly concerned with the satisfaction of his or her own goals.

More specifically, there are two types of learners. They are extrovert and introvert. Extrovert learners are those who are sociable, lively, active and risk takers. They like parties, have many friends, like practical jokes and need excitement. In other words, they are much happier with people than with a book. Introverted learners are those who are quiet and prefer non-social activities. They have few but close friends and usually avoid excitement. Such learners are much happier with a book than with other people.

The term 'language learning strategy' has been defined by many researchers. Oxford (1999, as cited in Gass and Selinker 2008, p. 439) defines learning strategies as "Specific actions, behaviours, steps, or techniques that students use to improve their own progress in developing skills in a second or foreign language''. In other words, learning strategies can be defined as behaviours or

actions which learners use to make language learning more successful, self-directed and enjoyable.

O'Malley and Chamot's (1990, as cited in cook, 1991, p.80) has classified learning strategy into following types:

(1) Cognitive Strategies: They refer to the steps or operations used in problem-solving that require direct analysis, transformation or synthesis of learning materials. They have an operative or cognitive processing function. For example, inferencing, rehearsal, deducing.

(2) Metacognitive Strategies: They constitute an attempt to regulate language learning by means of planning, monitoring and evaluating. They have an executive function. For example, selective attention, planning, evaluation.

(3) Social/ Affective Strategies: They concern the ways in which learners interact with other learners and NSs For example, co-operation and question for clarification.

While talking about learning strategy, it is also essential to know about the role of learning theories in language teaching and learning classes. Similarly, it is also equally important to get idea about how the language teaching and learning activities are guided by principles of L2 learning.

Learning theories are the organized set of principles explaining how individual learn or acquire, retain and recall knowledge. Basically, there are four major learning theories including behaviorism, mentalism, constructivism and social constructivism. The principles of learning theories can be used as guidelines to help select relevant and suitable teaching techniques, materials and assessment activities. Furthermore, the knowledge of learning theories provide curriculum developers, text book writers, trainers and learning professionals to select, design and implement learning documents like curriculum, textbooks and classroom activities.

Teaching by principles, here, is concerned with SLA principles from three different perspectives: cognitive, affective and linguistic. Brown (2001) proposes 'Principled pedagogy' that means that a second or foreign language can be practically and particularly taught and learnt being guided by a set of principles that include automaticity, meaningful learning, intrinsic motivation, and language ego. It is assumed that various approaches, methods and techniques for teaching and learning second or foreign language can be derived from the insights of these principles.

As each individual is different, they use different strategies to learn language. Thus, language learning strategies, being specific actions, behaviours, tactics, or techniques, facilitate the learning of the target language. Factors like age, gender, personality, motivation, self-concept, life-experience, learning style, excitement, anxiety, etc affect the way in which language learner learn the target language.

2.1.4 An Introduction to Heterogeneous Classes

The word 'heterogeneous' refers to diversified, different and varied from others. An example of heterogeneous is a classroom made up of students from all different backgrounds. A heterogeneous class is one that has different kinds of learners in it, as opposed to homogeneous class, where learners are similar.

Ur (1996) defines heterogeneous class as, "classes whose members are particularly or unusually heterogeneous" (p.302). Another definition sometimes applied to such classes is 'mix ability'. In mix ability classes there are gifted children and non gifted children.

Likewise, Shrun and Glisan (2000) clearly say:

> In any given language classroom there may be students who differ from
>
> each other in motivation, goals for learning, aptitude, Zone of proximal

development, ethnic or national origin, gender, socio-economic status and linguistics or cultural heritage. Even in the classes in which students are appear to be relatively homogeneous in background and goals; they may differ along some other dimension (p.255).

A heterogeneous class is natural as in the society. Therefore, it is self explanatory that each student in the class is a different individual. In the similar way, Ur (1996, p. 304) mentions, the differences between learners in heterogeneous classes that include language learning ability, cultural background, attitude to the language, intelligence, learning experience, age or maturity, personality, motivation, independence, educational level, language knowledge, learning style, mother tongue, knowledge of the other language, confidence, interest and self discipline.

Thus, after analyzing the above mentioned views we can say that heterogeneous classroom is one that reflects the rich diversity of the students. Where students are different with each other, they have individual differences. They are different in terms of language, culture, attitude, age and intelligence.

2.1.5 Teaching in Heterogeneous Classes

Teaching for understanding is a complex endeavor. Teachers should think on how to organize the classroom and how to support students as they engage in intellectually rigorous and linguistically rich learning task in heterogeneous classrooms. Here, heterogeneous classroom is understood as classrooms in which students have a wide range of previous academic achievement and varying levels of oral and written proficiency in the language instruction. Teaching in heterogeneous classroom is very difficult for teacher. To teach such types of class he/she should use different strategies like group work, pair work and task adaptation. Cohen (1931, p. 34) believes that group work is the best strategies to teach heterogeneous class. The interest in individual student is

the key to a heterogeneous class satisfaction. Students come to the school with different ideas, expectation and needs. Therefore, they should look at as individuals and not as a whole class. Skehan (1998, p.65) says, "A heterogeneous class consisting of successful and unsuccessful learners is a challenge for teachers". So, to teach such class teachers face technical difficulties like: level of instruction, language, culture and how different groups relate to with each other.

In the case of Nepal, there is a great difficulty to teach the heterogeneous students. How a teacher teaches to such types of class and student is of curiosity for us. What types of strategies they use to teach students in heterogeneous classroom will be the focus of this study.

2.1.6 An Introduction to Multilingualism

Language is the expression of all things evolved through communication among members of the community and the culture it represents. Language, like culture, is community specific and is intricately interwoven with the culture it represents. Language helps members of the community to establish, assert and develop their identity as an individual and up a group, bringing among them a sense of solidarity. So, the situation where people come up with more than two languages is multilingualism.

Simply, multilingualism refers to the condition in which more than two languages are used in the same setting for similar purposes. So, multilingual refers to the possession of more than two languages by a person or a community. A community is multilingual when the members of that community can communicate more than two languages or more than two languages spoken in that community. According to Wardhaugh (2002):

> Multilingualism involving balanced native like command of all the
>
> languages in the repertoire is rather common. Typically, multilingual

have varying degree of command of the different repertoires. The difference in competence in the various languages might range from command of few lexical items formulaic expressions such as greeting, and rudimentary conversational skills all the way to excellent command of grammar and vocabulary and specialized register and styles (p.95).

Similarly, Poudel (2010, p.121) says, many linguists define bilingualism / multilingualism as 'Mastery over two/more languages...', but they are not clear on what level of mastery makes competence in grammar, vocabulary and communicative function.

From the above mentioned definitions we can say that the multilingual does not necessarily have the exactly the same ability in the languages they have known. They have varying degrees of competence in different languages mainly in terms of ability to use the languages. On the other hand, as regards to monolinguals, Spolsky (1998, p.51) says "Monolingual speech community are rare; monolingual countries are even rarer".

Nepal is a multilingual, multicultural and multiethnic nation where more than hundreds of languages are being spoken by different ethnic communities. There are 123 languages spoken by125 ethnic communities as mother tongue in Nepal, identified by 2011 census (Central Bureau of statistics, 2011). Such figures highlight the ethnic and linguistic diversities that contribute towards the cultural mosaic of Nepal. Moreover, this figure shows that Nepal is the heritage of languages, culture and different ethnic groups. Therefore, we cannot imagine monolingual classroom at present. In the classroom, we can see different types of students. For example, introvert, extrovert, weak, intelligent and dull students. Moreover, students come in the classroom with different mother tongue, culture and family background. Therefore, the linguistic background of the students makes the classroom multilingual in nature. In such multilingual

situation of learning, English as foreign language is difficult and there arise some sorts of problems and challenges in both teaching and learning process. So, to handle such situation, English language teacher should be more trained and well informed about different sensitive issues like ethnicity, caste and language. Otherwise, such issues certainly hamper and create some kind of silent conflict among the students from different linguistic background.

Similar kind of problems can be seen in the classroom of Nepal where English is taught and learnt as a foreign language. Chitwan is one of the districts of Nepal. The major caste and ethnicity living in Chitwan district are Tharu, Majhi, Magar, Chepang and Musalman. These castes represent different culture and languages in the classroom. These castes have different languages as mother tongue. Moreover, students from such community may have different perceptions towards English language, teachers and medium of instruction. Therefore, the major interest behind carrying out this research work is to find out how the teachers address individual differences, language learning ability, mother tongue of students and their diverse interest and characteristics.

2.2   Review of Related Empirical Literature

Some of the past related theses carried out in the department of education have been reviewed here:

Ghimire (2011) carried out a research work on the title "Managing multilevel diversity in ELT classes". The objectives of his study were to identify English teachers' awareness of diversity ELT classes, to explore the challenges of diverse ELT classes, the strategies for coping with those challenges and the students view on such classes. He selected twenty secondary level schools from Kathmandu valley as the sample and from each school two teachers and two students were selected. Altogether he selected forty secondary level English teachers and forty students of the same level. He used purposive non-random sampling procedure to select the sample of this study. Questionnaire was used

in order to collect the data for this study. The findings of his study showed that secondary level English teachers were aware of diversity in ELT classes. They were aware of the fact that the notion of diversity goes beyond certain ethnic and racial background of the students, and diversity in ELT classes is as common as in the society. Similarly, findings showed that a diverse ELT class poses different challenges to the teachers. For most of the teachers, it is very difficult to decide what kind of instruction and task is appropriate for the students. When the students have varied language proficiency, their understanding level also differs. In such a situation, the same learning task and instruction are not useful for all the students.

Dhakal (2012) carried out a research work on the title "Teachers' skills at managing disruptive classroom behaviour in ELT classroom". The objective of his study was to analyse teachers' skills at managing disruptive behaviour in terms of procedures and rules, classroom organization, lesson movement and communication. He selected eight teachers and twelve students from four higher secondary schools of Kaski district by using non-random sampling procedure. He used questionnaire, classroom observation checklist and interview as tools for data collection. The findings of the study showed that effective communication was the key to success and there was a gap between teacher' knowledge and their practice in the classroom. He added that student behaviours were influenced by teacher characteristics. He mentioned that the teachers' techniques of responding students' behaviours in the classroom of one teacher to another were not identical.

Mandal (2012) carried out a research work on the title "Techniques used in teaching mixed ability EFL classroom". The main objective of his study was to find out techniques used by English teachers in teaching mixed ability EFL classroom. He selected forty teachers altogether as sample; twenty from secondary and twenty from higher secondary level from Dhanusha district. He used purposive non-random sampling procedure in order to select the sample of this study and questionnaire as a research tool in order to collect the data for

this study. The findings of his study showed that teaching meaning in context was highly used technique by both secondary and higher secondary school teachers. Out of 40 teachers, 60.5% of them used it while teaching mixed ability EFL classroom. Similarly, pair work and group work techniques were found most used techniques by both secondary and higher secondary school teachers while teaching speaking in the mixed EFL classroom. Similarly, it was also found that 75% teachers used student-centered techniques in mixed ability EFL classroom.

Joshi (2013) carried out a research work on the title "Perceptions and challenges of English language teachers teaching in mixed-ability classroom". The objectives of his study were to identify English language teachers' perceptions toward mixed-ability classrooms and to explore the challenges faced by EFL teachers in mixed-ability classroom. He selected 40 secondary level English teachers from Kanchanpur district as sample of this study. Similarly, he used purposive non-random sampling procedure to select the sample and questionnaire in order to collect the sample and data for this study respectively. The findings of his study showed that the secondary level English teachers were familiar with the concept of mixed-ability classroom and they took their classes as mixed-ability group. Likewise, it was found that mixed-ability classrooms were more complex and time consuming as teacher faced challenge of spending too much time with the slow learners.

Bhatt (2015) carried out a research work on the title "Classroom culture in heterogeneous English classes". The objective of his study was to find out the teachers' perception towards classroom culture in heterogeneous English classes. He selected 50 higher secondary level English teachers from Kathmandu valley as sample. Purposive non-random sampling procedure was used to select the sample of this study. Similarly, he used questionnaire as research tool in order to collect data for this study. The findings of his study showed that higher secondary level English teachers were aware of classroom culture. They believed on the fact that trust and acceptance of the classroom

culture made the good environment in the class. Similarly, it was found that teachers were very conscious about the heterogeneous classroom and believed on the fact that every classroom has a culture. It means they thought that without classroom culture language teaching would not be possible.
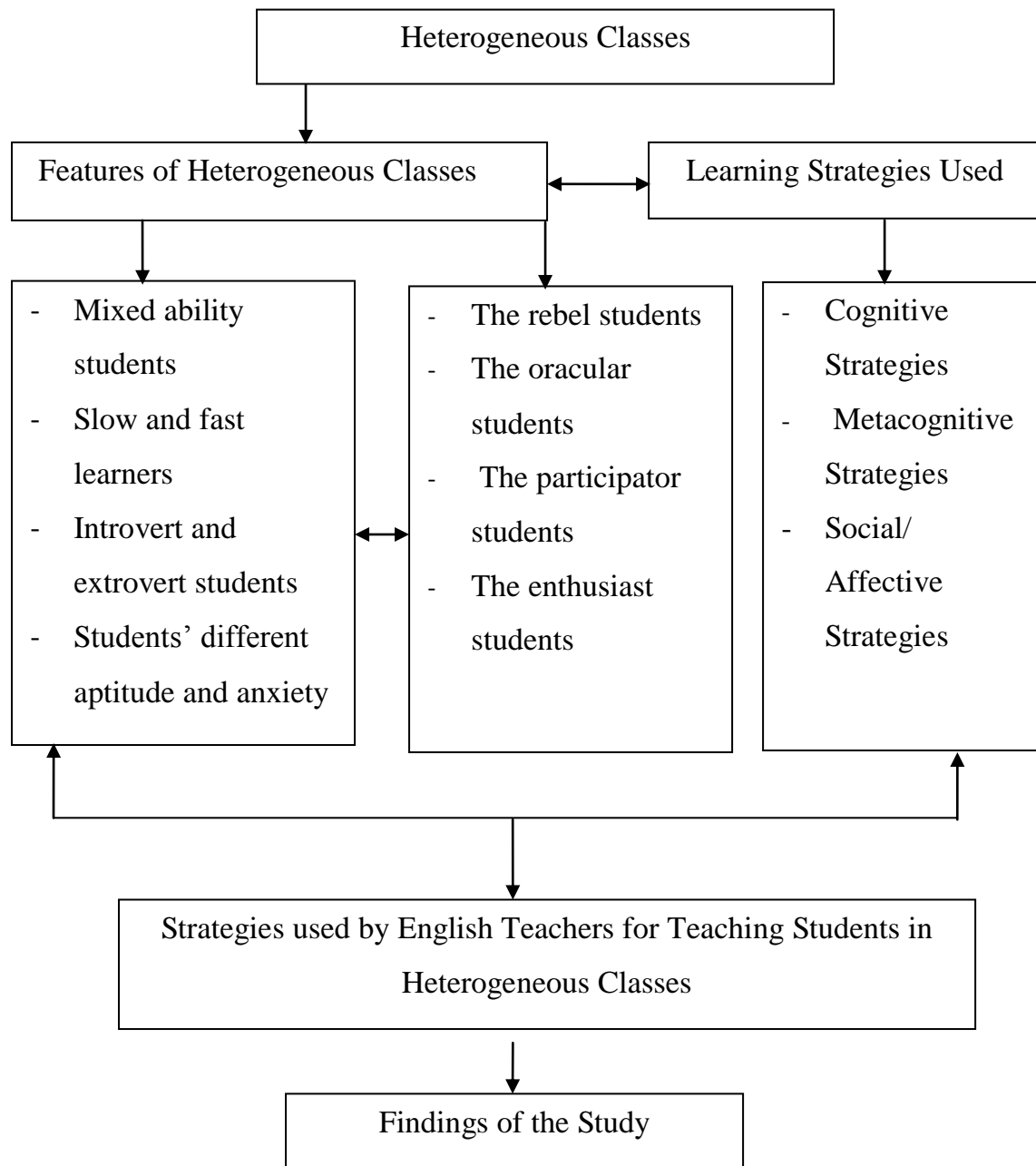
2.3 Implications of the Review for the Study

Although reviewing literature is a time consuming, daunting and frustrating, it has many advantages as it provides theoretical background to our topic, refine our research methodology and contextualize our findings. Therefore, determining and reviewing the past literature is the central and most important task for researcher in any research work. It helps to bring the clarity and focus on research problems.

In the process of this research work, I have gone through different existing literatures like past theses, books and ELT journals. For example, Ghimire's (2011) survey research work, Joshi's (2013) and Bhatt's (2015) survey research works gave me sufficient ideas on survey research design as the they have used it in their research work. Therefore, after reviewing those research works, I got information about the process of survey research design. Those research works have been carried out with different objectives, methodology and research questions and in different situation. So, after reviewing all those research works, I updated myself with research process and methodological tools which are very beneficial to my present research work. As above researchers used classroom observation check-list and questionnaire as tool of data collection, these works have direct implication in my research study because I will also use questionnaire as tool for the data collection. Specially, Ghimire's (2011) research work gave me idea to frame the title of this present research work. Moreover, this research work provided me information about survey research tools and the process of data collection.

2.4   Conceptual Framework

The present research study was based on the following conceptual framework which is given below:

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                    ┌─────────────────────────────────┐
                    │      Heterogeneous Classes       │
                    └─────────────────────────────────┘
                                    │
          ┌─────────────────────────────────┐        ┌─────────────────────────────┐
          │ Features of Heterogeneous Classes│ ◄────► │   Learning Strategies Used   │
          └─────────────────────────────────┘        └─────────────────────────────┘
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Features of Heterogeneous Classes		Learning Strategies Used
- Mixed ability students - Slow and fast learners - Introvert and extrovert students - Students' different aptitude and anxiety	- The rebel students - The oracular students - The participator students - The enthusiast students	- Cognitive Strategies - Metacognitive Strategies - Social/ Affective Strategies

Strategies used by English Teachers for Teaching Students in Heterogeneous Classes

Findings of the Study

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

Under this chapter, design and method of the study, population, sample and sampling strategy, study area, data collection tools and techniques, data collection procedure and data analysis and interpretation procedure are included.

3.1 Design and Method of the Study

A research design is a plan, structure and strategy of investigation to obtain answers of the research questions. It tells the researcher within which framework the research activity will be conducted in order to collect required information. It also suggests how the collected information will be gathered and analyzed. There are different research designs, such as experimental, quasi-experimental, survey, historical, ethnographic, case study, action research and so on. Among them, this research study was based on survey research design.

Survey research is the most commonly used method of investigation in social and educational research. Survey research in education involves the collection of information from members of group of students, teachers or other persons associated with educational process. It is a superficial study of an issue or phenomenon. Therefore, survey research design is considered most reliable to the present topic of this study. To define the survey research, various scholars have put forward their unique views. According to Kidder (1981, p.81) "Survey is the best research design carried out in order to find out public operation, and the behaviours and attitudes of different professional to access certain activities and to study certain trends almost at a single point of time". Similarly, according to Cohen and Manion (1985 as cited in Nunan, 2010, p. 140):

Survey is the most commonly used descriptive method in educational research and may vary in scope from large scale government investigations through small scale studies carried out by a single researcher. The purpose of survey research is generally to obtain a snapshot of condition, attitudes and /or events at a single point of time.

Survey research is always carried out in the natural setting. So, I had selected this research design because it provided me an authentic and reliable data to procede my research work. It helped me to find out the secondary level English teachers 'strategies used for teaching students in heterogeneous classroom. Nunan (2010, p. 141) suggests the following eight-step procedures of survey research design:

Step 1: Defining objectives

To determine the objective is the first and most important thing in any research design. Therefore, the first task of any researcher is to define objectives of the study .What does he/she want to find out should be clearly written in their research work. If they carry out research work without defining objectives it will lead them nowhere.

Step 2: Identify target population

Under this second step, target population of the study should be mentioned.

Step 3: Literature review

Under this third step, related literature should be reviewed. It helps to know about what others said / discovered about the issues.

Step 4: Determine sample

Under this fourth step, we have to be clear about the total population that we are going to survey. At the same time what kinds of sampling procedure we are going to use to select those study population, e.g. random sampling, non-random sampling, or mixed sampling are also important.

Step 5: Identify survey instruments

Under this fifth step, we have to be clear about the instruments for data collection, e.g. questionnaire, interview and observation checklist.

Step 6: Design survey procedures

After preparing appropriate tool for data collection the process/ways of data collection should be mentioned. Thus, in this step we need to be clear regarding the systematic process of data collection.

Step 7: Identify analytical procedures

After collecting raw data it should be analysed using appropriate statistical and descriptive tools like mean, mode, median and so on.

Step 8: Determine reporting procedure

Finally, after analysing the data we have to prepare the report of our research. It can be written in narrative way with description.

Thus, survey research is a systematic process of investigating ideas, concepts and views of respondents that cannot be conducted haphazardly. Therefore, in order to conduct survey research, researchers have to follow the above systematic processes.

3.2   Population, Sample and Sampling Strategy

The total population for this study was all the secondary level English teachers of Chitwan district. As survey is a small study, it was difficult to collect the data from each and every member of the population. Therefore, the required sample consisted of 30 secondary level English teachers and 30 schools of the same level. One secondary level English teacher was selected from each sample school. Purposive non-random sampling procedure was used to select the schools and teachers as sample for this study.

3.3   Study Areas/ Field

Chitwan district, secondary level schools and English teachers of the same place as well as heterogeneous class were research areas and field of this study.

3.4   Data Collection Tools and Techniques

The tools of data collection for this study were questionnaire and classroom observation checklist. I used different types of open- ended and closed ended questions in order to find out secondary level English teachers strategies adopted for teaching students in heterogeneous classroom. Similarly, I used classroom observation checklist in order to find out their classroom practice.

3.5   Data Collection Procedure

In order to collect the authentic data after the determination of prerequisites, I visited the selected thirty secondary level schools of Chitwan district and established rapport with the head teachers. After clarifying of the purpose and getting approval, I visited the selected English teachers and handed over questionnaire. I requested them to fill it up and returned as soon as possible. Similarly, I observed 90 classes of those teachers (three classes of each teacher) in order to find out their classroom practice adopted for teaching students in heterogeneous classroom. Then, I used the collected data for further purpose.

3.6 Data Analysis and Interpretation Procedure

Data analysis can be seen as the process of bringing order, structure and meaning of the mass of collected data. In this research study, data analysis involved breaking the collected data into manageable themes, patterns and relationship to understand the various elements of the raw data collected in course of the research study. Two types of research tools were used viz. questionnaire and classroom observation checklist. Thus, the collected data were put under different headings and then analysed and interpreted descriptively.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

Under this chapter, the data which were collected from questionnaire and classroom observation checklist are analysed and interpreted in order to derive the results of this study.

4.1 Analysis of Data and Interpretation of Results

This section is concerned with the presentation, analysis and interpretation of the results. This has been used separately on the basis of tools employed.

4.1.1 Analysis of Data Collected through Questionnaire

All the 30 sample secondary level English teachers were given a set of questionnaire in order to find out the strategies adopted for teaching students in heterogeneous classroom. And then, those collected data were analysed and interpreted. Therefore, the following section deals with the analysis of the data that I found in my study.

4.1.1.1 Students in the Classrooms

This section is concerned with the types of students that the secondary level English teachers find in their classroom. For this, teachers were asked a question in order to find out their responses towards the types of students in the classrooms. The question that was asked to them was '*What types of students do you find in your classroom?*' In response to this question, I got different answers from the secondary level English teachers which are given in the table 1.

Table 1

Students in the Classroom

Question aspect	No. of the teachers	Percentage	Responses
What types of students do you find in your classroom?	16	53.33%	Introvert, extrovert, intelligent, weak, talkative, shyness, reluctant and slow learners
	10	33.33%	Intelligent, talkative and weak
	4	13.34%	Introvert, extrovert, weak and anxious

The table 1 shows that out of 30 secondary level English teachers, 16 (53.33%) teachers find introvert, extrovert, intelligent, weak, talkative, shy, reluctant and slow learners in their classroom. Similarly, 10 (33.33%) teachers find intelligent, talkative and weak whereas 4 (13.4%) teachers find introvert, extrovert, weak and anxious students in their classroom. Thus, we can conclude that introvert, extrovert, weak and intelligent are common types of students in the classroom.

4.1.1.2 Heterogeneity of the Students in the Classrooms

This section is concerned with the secondary level English teachers' perceptions towards the heterogeneous students in ELT classroom. For this, teachers were given a statement. The statement was '*Heterogeneous students in ELT classes are as common as in the society*'. In response to this question, I got the similar answers from those English teachers. It means all the teachers agreed with the statement. Therefore, I came to the conclusion that heterogeneity is very common in ELT classroom as students come from different corner of the society and country with differences in language, culture, race, identity, learning experiences and so on.

4.1.1.3 Strategies Used for Teaching in Heterogeneous Classes

This section is concerned with the strategies that are useful for teaching different types of students in the heterogeneous classrooms. For this, secondary level English teachers were asked a question. The question that was asked to them was '*How do you teach different types of students in your heterogeneous classroom? For example some have good command over subject matter while others have just started to learn?*' In response to this question, I got different answers from the teachers which are given in the table 2.

Table 2

Strategies Used for Teaching in Heterogeneous Classes

Question aspect	No. of the teachers	Percentage	Responses
How do you teach different types of students in your heterogeneous classroom? For example, some have good command over subject matter while others have just started to learn?	18	60%	- Using language games - Using teaching materials like realia, pictures, cutouts and matchstick figures, and - Involving students in group/pair works,
	7	23.33%	- Using games - Involving students in group works, and - Using pictures, short stories and jokes
	5	16.67%	- Using role play, lecture technique, project work, songs and group work

The table 2 shows that out of 30 secondary level English teachers, 18 (60%) teachers use language games, teaching materials like realia, pictures, cutouts and matchstick figures, and group/pair works to teach their students in heterogeneous classroom. Likewise, 7 (23.33%) teachers use games, group works, pictures, short stories and jokes whereas 5 (16.67%) teachers use role play, lecture technique, project work, songs and group work to teach the students in heterogeneous classroom. Thus, I came to the conclusion that language games, realia, picture, pair/group work and songs are the strategies to teach the students in heterogeneous classroom.

4.1.1.4 Strategies Used to Address Poor, Weak and Introvert Students in the Classes

This section is concerned with the secondary level English teachers' use of strategies that address poor, weak and introvert students in the heterogeneous classrooms. For this, teachers were asked three questions. The first question was '*How do you teach poor and introvert students in your heterogeneous classroom?*' Similarly, the second question that was asked was '*Do you use any special strategy to address poor and weak students in your heterogeneous classroom?*' Likewise the third question that was asked was '*What types of strategies do you use if you find some students always reluctant to speak in the classroom?*' The main purposes of asking above questions were to find out strategies that are useful to address poor, weak, introvert and the students who always reluctant to speak in the heterogeneous classrooms. Hence, in response to those questions, I got similar types of answers from the secondary level English teachers which are given in the table 3.

Table 3

Strategies Used to Address Poor, weak and Introvert Students in the Classes

The main aspect of question	No. of the teachers	Percentage	Responses
How do you address poor, weak, and introvert students who always reluctant to speak in the heterogeneous classrooms.	12	40%	- Giving individual works - Providing pair/group works, - Asking oral questions from the taught lessons, and - Giving extra time to the poor and introvert students - Encouraging the reluctant students to speak in the classroom
	10	33.33%	- Giving classwork, - Starting lesson on the basis of students' interest and giving rewards to the talents students - Involving reluctant students in conversation with their classmates
	8	26.67%	- Motivating the introvert and reluctant students - Using simple, short and comprehensive words with the reluctant and introvert students - Behaving with the students in a friendly way

The table 3 shows that out of 30 secondary level English teachers, 12 (40%) teachers use individual works, provide pair/group works, ask oral questions from the taught lessons, give extra time to the poor and introvert students and encourage the reluctant students to speak in the heterogeneous classroom. Similarly, 10 (33.33%) teachers address poor, weak and introvert students giving classwork, starting lesson on the basis of students' interest and giving rewards to the talents students and involving reluctant students in conversation with their classmates. Likewise, 8 (26.67%) teachers motivate the introvert and reluctant students, use simple, short and comprehensive words with the reluctant and introvert students and behave with the students in a friendly way while addressing poor, weak and introvert students in the heterogeneous classroom. Thus, it can be concluded that teachers should address poor, weak and introvert students through the help of individual works, pair/group works, oral questions from the taught lessons, giving extra time to the poor and introvert students and encouraging and motivating the reluctant students to speak in the heterogeneous classroom.

4.1.1.5 Strategies Used when Students Keep Using their Own Languages in the Heterogeneous Classes

This section is concerned with the secondary level English teachers' strategies that are used when students keep using their own languages in heterogeneous classroom. For this, teachers were asked a question. The question was '*What do you do if students keep using their own languages in ELT classroom?'* In response to this question I got different answers from the teachers. I found out of 30 secondary level English teachers, 25 (83.33%) teachers stated that they simply encourage and motivate the students to speak in English in the classroom. Similarly, they said that they use simple words and sentences in the classroom so that students will understand and response in English. At the same time, teachers said that students use their own language in the classroom for asking some difficult questions, sharing personal views with the classmates and for asking certain troubles that occur in the classroom. In the same way, I

found 5 (16.67%) teachers had different opinions. They stated that they will formulate strict rules and punish the students whenever they use their own languages in English classroom.

4.1.1.6 Strategies Used when Students are uncooperative and Making Noise in the Heterogeneous Classes

This section is concerned with the secondary level English teachers' strategies that are used when students are uncooperative and making noise in the classroom. For this, teachers were asked a question. The question was '*What do you do if you find your students uncooperative and making noise in the classroom?*' In response to this question I got different answers from the teachers which are given in the table 4.

Table 4

Strategies Used when Students are uncooperative and Making Noise in the Heterogeneous Classes

Question aspect	No. of the teachers	Percentage	Responses
What do you do if you find your students uncooperative and making noise in the classroom?	21	70%	- Involve students in debate - Involve students in group discussions - Ask questions to the students who make noise in the classroom - Ask the reasons of making noise in the classroom - Make continuous contact with the noisy and uncooperative students
	9	30%	- Ask the noisy and uncooperative

			students for extracurricular activities like telling stories, giving speech, participating in oratory context and reporting public news
			- Start lessons on the basis of students' interest
			- Ask and ordering students to be cooperative and friendly
			- Motivate and counsel the students for not making noise in the classroom

The table 4 shows that out of 30 secondary level English teachers, 21 (70%) teachers involve students in debate, group discussions, ask questions and reasons to the students who make noise in the classroom and make continuous contact with the noisy and uncooperative students in the classroom. Similarly, 9 (30%) teachers ask the noisy and uncooperative students for extracurricular activities like telling stories, giving speech, participating in oratory context and reporting public news, start lessons on the basis of students' interest, ask and order the students to be cooperative and friendly to motivate and counsel the students for not making noise in the classroom. Thus, it can be concluded that debate, group discussions, asking questions and reasons to the students who make noise in the classroom and continuous contact with the students are the strategies to handle uncooperative and noisy students in the classroom.

4.1.1.7 Encouraging Students in Heterogeneous Classes

This section is concerned with the frequency of encouragements made by the teachers for using English language appropriately in heterogeneous classes. For this, secondary level English teachers were given a statement. The statement

was '*How often do you encourage students to use English language appropriately in the ELT classrooms?*' In response to this statement, I got similar answers from the secondary level English teachers. All the teachers stated that they always encourage their students to use English language in appropriately in the heterogeneous classrooms.

4.1.1.8 Group and Pair Works are the Strategies to Handle Students in the Heterogeneous Classes

This section is concerned with the secondary level English teachers' perceptions towards the group and pair works as the strategies to handle students in the heterogeneous classrooms. For this, teachers were given a statement. The statement was '*Group work and pair work are the best strategies to handle different types of students in heterogeneous classroom.*' In response to this statement, I got different answers from the secondary level English teachers which are given in the table 5.

Table 5

Group and Pair Works are the Strategies to Handle Students Heterogeneous Classes

Statement	No. of the teachers	Percentage	Responses
Group work and pair work are the best strategies to handle different types of students in heterogeneous classroom.	15	50%	- Agree
	9	30%	- Undecided
	6	20%	- Disagree

The table 5 shows that out of 30 secondary level English teachers, 15 (50%) teachers agree, 9 (30%) teachers are undecided and 6 (20%) teachers disagree

with the statement that group work and pair work are the best strategies to handle different types of students in heterogeneous classroom.

4.1.1.9 Need of Exposure to Use English in the Heterogeneous Classes

This section is concerned with the secondary level English teachers' perceptions towards the need of exposure in the heterogeneous classroom. For this, teachers were given a statement. The statement was '*Teachers should remind their students to use English and for that purpose they should move and provide different exposures in the classroom.*' In response to this statement, I got different answers from the secondary level English teachers which are given in the table 6.

Table 6

Need of Exposure to Use English in the Heterogeneous Classes

Question aspect	No. of the teachers	Percentage	Responses
Teachers should remind their students to use English and for that purpose they should move and provide different exposures in the classroom.	17	56.66%	- Agree
	8	26.67%	- Undecided
	5	16.67%	- Disagree

The table 6 shows that out of 30 secondary level English teachers, 17 (56.66%) teachers agree, 8 (26.67%) teachers are undecided and 5 (16.67%) teachers disagree with the statement that teachers should remind their students to use English and for that purpose they should move and provide different exposures in the classroom.

4.1.1.10 Creating English Environment in the Heterogeneous Classes

This section is concerned with the secondary level English teachers' perceptions towards the environment of creating English in the classroom. For this, teachers were given a statement. The statement was *'Teachers should create English environment in the classroom and for that purpose they should speak themselves for the majority of time.'* In response to this statement, I got different answers from the secondary level English teachers which are given in the table 7.

Table 7

Creating English Environment in the Heterogeneous Classes

Question aspect	No. of the teachers	Percentage	Responses
Teachers should create English environment in the classroom and for that purpose they should speak themselves for the majority of time.	20	66.67%	- Agree
	10	33.33%	- Undecided

The table 7 shows that out of 30 secondary level English teachers, 20 (66.66%) teachers agree whereas10 (33.33%) teachers are undecided with the statement that teachers should create English environment in the classroom and for that purpose they should speak themselves for the majority of time.

4.1.1.11 Consideration Taken into Account while Teaching Heterogeneous Students

This section is concerned with the secondary level English teachers' responses towards the special consideration taken into account while teaching heterogeneous students. For this, teachers were given a question. The question was *'What special consideration needs to be taken into account while teaching heterogeneous students?* In response to this statement, I got different answers from the secondary level English teachers which are given in the table 8.

Table 8

Consideration Taken into Account while Teaching Heterogeneous Students

Question aspect	No. of the teachers	Percentage	Responses
What special consideration needs to be taken into account while teaching heterogeneous students?	19	63.33%	- Teachers' voice - Teachers' place and movement in the class - Teachers' eye contact - Teachers' command over subject matter
	11	36.67%	- Teachers' roles like motivator, facilitator and prompter - Knowing and calling students by their name - Using praise appropriately and making classroom interesting by cracking jokes, singing songs.

The table 8 shows that out of 30 secondary level English teachers, 19 (63.33%) teachers response that they should take consideration on their voice, place and movement in the class, eye contact and command over subject matter while teaching heterogeneous students. Similarly, 11 (36.67%) teachers state that they should consider on their roles like motivator, facilitator and prompter, students' names, praise, jokes and songs while teaching heterogeneous students.

4.1.1.12 Difficulty in Eye Contact in Heterogeneous Students

This section is concerned with the secondary level English teachers' perceptions towards the difficulty of eye contact with heterogeneous students. For this, teachers were given a statement. The statement was *'In heterogeneous classroom, it is difficult for the teachers to make eye contact with the students at the back and it is difficult for the students to ask for and receive individual attention.'* In response to this statement, I got different answers from the secondary level English teachers which are given in the table 9.

Table: 9 Difficulties in Eye Contact with Heterogeneous Students

Question aspect	No. of the teachers	Percentage	Responses
In heterogeneous classroom, it is difficult for the teachers to make eye contact with the students at the back and it is difficult for the students to ask for and receive individual attention.	25	83.33%	- Agree
	5	16.67%	- Undecided

The table 9 shows that out of 30 secondary level English teachers, 25 (83.33%) teachers agree whereas 5 (16.67%) teachers are undecided with the statement that in heterogeneous classroom, it is difficult for the teachers to make eye

contact with the students at the back and it is difficult for the students to ask for and receive individual attention.

4.1.2 Analysis of Data Collected through Classroom Observation Checklist

This section is concerned with analysis and interpretation of data that I collected from classroom observation checklist. In this study, 30 secondary level English teachers were sampled. Three classes of each sample teacher were observed. Altogether 90 classes were observed. Hence, the data that I found with the help of this tool are given in table 10.

Table: 10 Holistic Presentations of the Data

S. N.	Types of students	Strategies used to teach	No. of classes	Percentage
1.	Shy, introvert, reluctant, poor and weak students	- Motivating students by telling we each are different and unique in our own ways - Giving introverts time to process information and response latter - Giving the introverts privacy by telling them keep the results of their private - Continuous contact with the students - Giving interests in students responses - Encouraging students' interaction and responses in the classroom	50	55.55%

		- admiring students' responses		
2.	Extrovert students	- Giving extra classwork - Addressing their responses and motivating them to respect their classmates' answers - Involving them in projects works - Motivating students not to disturb class	30	33.33%
3.	Mother tongue users and noisy students	- Speaking in simple English - Asking simple questions - Facilitating students' responses - Praising students' English - Motivating students not to use mother tongue in the classroom - Checking and cross checking students' classroom behaviours	60	66.67%
4.	Selfish students	- Telling students to be conscious of what others like or want - Suggesting students to listen others students' responses and queries - Motivating students to work in pair and group - Telling students for developing empathy for other students and making aware of the feelings of others and imagine how	63	70%

		they would feel in someone else' place		
5.	Students who have good command over subject matter	- Giving project works - Giving individual works - Asking students to teach their classmates - Making leader of the classmates	25	27.78%
6.	Students who are weak and just started to learn any new topic	- Making small talks with the students - Passing a smile on a daily basis to make students feel that they are included in the classes - Encouraging students interactions - Listening students' needs and interests towards the topic	57	63.33%

The table 10 shows that out of 90 observed secondary level English teachers' classes, in 50 (55.55%) classes, teachers motivate students by telling we each are different and unique in our own ways. Similarly, they give introverts students time to process information and response later. Likewise, they give the introverts privacy by telling them they will keep the results of their private. In the same way, they make continuous contact with the students and give interest in students' responses. Similarly, they encourage students' interaction and responses in the classroom and admire students' responses.

Similarly, the table 10 shows that out of 90 observed secondary level English teachers' classes, in 30 (33.33%) classes, teachers teach the extrovert students

giving extra class work, addressing their' responses and motivating them to respect their classmates' answers. Similarly, they teach them involving in projects works and motivating them not to disturb class.

Likewise, the table 10 shows that out of 90 observed secondary level English teachers' classes, in 60 (66.67%) classes, teachers use the following strategies to teach the mother tongue users and noisy students. Strategies like speaking in simple English, asking simple questions, facilitating students' responses, praising students' English, motivating students not to use mother tongue in the classroom, checking and cross checking students' classroom behaviours.

In the same way, the table 10 shows that out of 90 observed secondary level English teachers' classes, in 63 (70%) classes, teachers teach the selfish students in the following ways: They are telling students to be conscious of what others like or want, suggesting students to listen others students' responses and queries, motivating students to work in pair and group, telling students for developing empathy for other students and making aware of the feelings of others and imagine how they would feel in someone else' place.

Likewise, the table 10 shows that out of 90 observed secondary level English teachers' classes, in 25 (27. 78%) classes, teachers teach the students who have good command over subject matter giving project works, individual works, asking students to teach their classmates and making students leader of the classmates.

Similarly, the table 10 shows that out of 90 observed secondary level English teachers' classes, in 57 (63. 33%) classes, teachers teach the students who are weak and just started to learn any new topic through making small talks with the students, passing a smile on a daily basis to make students feel that they are included in the classes, encouraging students interactions and listening students' needs and interests towards the topic.

4.2   Summary of Findings

This section is concerned with the major findings of this study. Hence, the summary of findings is separately given below:

4.2.1 Summary of Findings Collected from Questionnaire

This section deals with the summary of findings collected from questionnaire.

- It was found that out of 30 secondary level English teachers, 16 (53.33%) teachers found introvert, extrovert, intelligent, weak, talkative, shyness, reluctant and slow learners in their classroom.
- Similarly, it was found that all the secondary level English teachers agreed with the statement that heterogeneous students in ELT classes are as common as in the society.
- Likewise, it was found that 18 (60%) teachers used language games, teaching materials like realia, pictures, cutouts and matchstick figures, and group/pair works to teach their students in heterogeneous classroom.
- In the same way, it was found that 12 (40%) secondary level English teachers addressed the poor, weak and introvert students using individual works, providing pair/group works, asking oral questions from the taught lessons, giving extra time to the poor and introvert students and encouraging the reluctant students to speak in the heterogeneous classroom.
- Similarly, it was found that out of 30 secondary level English teachers, 25 (83.33%) teachers stated that they simply encouraged and motivated the students to speak in English in the classroom when the students kept using their own language.
- Likewise, it was found that 21 (70%) teachers involved students in debate, group discussions, ask questions and reasons to the students and make continuous contact with them whenever there were noisy and uncooperative in the classroom.

- In the same way, all the teachers stated that they always encouraged their students to use English language in appropriately in the heterogeneous classrooms.

- Similarly, 15 (50%) secondary level English teachers agreed with the statement that group work and pair work were the best strategies to handle different types of students in heterogeneous classroom.

- Likewise, 17 (56.66%) secondary level English teachers agreed with the statement that teachers should remind their students to use English and for that purpose they should move and provide different exposures in the classroom.

- In the same way, it was found that 20 (66.66%) secondary level English teachers agreed with the statement that teachers should create English environment in the classroom and for that purpose they should speak themselves for the majority of time.

- Similarly, it was found that19 (63.33%) secondary level English teachers responded teachers should take consideration on their voice, place and movement in the class, eye contact and command over subject matter while teaching heterogeneous students.

- Likewise, 25 (83.33%) secondary level English teachers agreed with the statement that in heterogeneous classroom, it is difficult for the teachers to make eye contact with the students at the back and it is difficult for the students to ask for and receive individual attention.

4.2.2 Summary of Findings Collected from Classroom Observation Checklist

This section deals with the summary of findings collected from classroom observation checklist.

- It was found that out of 90 observed secondary level English teachers' classes, in 50 (55.55%) classes, teachers motivated students by telling we each are different and unique in our own ways, giving introverts students time to process information and response latter, giving them privacy by

telling them keep the results of their private, making continuous contact with them, giving interest in their responses, encouraging their interaction and responses in the classroom and admiring their responses while dealing with the shy, introvert, reluctant, poor and weak students in the heterogeneous classroom.

- Similarly, it was found that in 30 (33.33%) classes, teachers taught the extrovert students through the strategies like giving extra classwork, addressing their' responses and motivating them to respect their classmates' answers, involving students in projects works and motivating them not to disturb class.

- Likewise, it was found that in 60 (66.67%) classes, teachers used the strategies like speaking in simple English, asking simple questions, facilitating students' responses, praising students' English, motivating students not to use mother tongue in the classroom, checking and cross checking their classroom behaviours while dealing with mother tongue users and noisy students.

- In the same way, it was found that in 63 (70%) classes, teachers taught the extrovert students telling them to be conscious of what others like or want, suggesting them to listen others students' responses and queries, motivating them to work in pair and group, telling them for developing empathy for other students and making aware of the feelings of others and imagine how they would feel in someone else' place.

- Similarly, it was found that in 25 (27.78%) classes, teachers taught the students who have good command over subject matter giving project works, individual works, asking students to teach their classmates and making them leader of the classmates.

- Likewise, it was found that in 57 (63.33%) classes, teachers taught the students who were weak and just started to learn any new topic through making small talks with them, passing a smile on a daily basis to make them felt that they were included in the classes, encouraging their interactions and listening their needs and interests towards the topic.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and findings of the study drawn from the close analysis of the collected data and its recommendation on the different levels.

5.1 Conclusions

The present study has found out the teachers' strategies used for teaching students in heterogeneous classroom. The objective of this study was to find out the secondary level English teachers' strategies used for teaching students in heterogeneous classroom. In this study, 30 secondary level schools and 30 English teachers of the same level from Chitwan district were sampled. Purposive non-random sampling procedure was used to select the sample like schools and teachers. Similarly, in order to collect the data for this study two types of research tools were used. They were questionnaire and classroom observation checklist. Hence, after the analysis of the collected data, it was found that heterogeneous students in ELT classes are as common as in the society. Similarly, it was found that language games, teaching materials like realia, pictures, cutouts and matchstick figures, and group/pair works were the strategies to teach students in heterogeneous classroom as 18 (60%) teachers used those strategies. In the same way, it was found that 12 (40%) secondary level English teachers addressed the poor, weak and introvert students using individual works, providing pair/group works, asking oral questions from the taught lessons, giving extra time to the poor and introvert students and encouraging the reluctant students to speak in the heterogeneous classroom. Likewise, it was found that 21 (70%) teachers involved students in debate, group discussions, ask questions and reasons to the students and make continuous contact with them whenever there were noisy and uncooperative in the classroom. Similarly, it was found that group work and pair work were the

best strategies to handle different types of students like weak, poor, intelligent and reluctant students in heterogeneous classroom as 15 (50%) secondary level English teachers agreed with that strategies. Likewise, it was found that out of 90 observed secondary level English teachers' classes, in 50 (55.55%) classes, teachers motivated their shy students by telling them we each are different and unique in our own ways. Similarly, they gave introverts students time to process information and response latter. Likewise, they gave the introverts privacy by telling them they would keep the results of their private. In the same way, they made continuous contact with the students like shy, poor and reluctant and gave interest in students' responses. Similarly, they encouraged students' interaction and responses in the classroom and admire students' responses.

5.2   Recommendations

Every research study should have its recommendations in one way or another. So, this research work has also some recommendations. It is hoped that the findings as summary and the gist as conclusions will be utilized in the following mentioned levels. The recommendations in these areas have been presented separately below:

5.2.1 Policy Related

The following policy related recommendations can be made:

- There should be regular provision of practical and skill-based training, seminar and workshop to all the ELT teachers that help the teachers to adapt their teaching strategies in heterogeneous classroom.
- Similarly, secondary level English teachers should be trained and encouraged by the concerned authority or government regarding the usefulness of pair/group work, debate, group discussion, language games and motivation for teaching heterogeneous students.

- There should be frequent observation and monitoring programme in ELT classrooms from the authorized agencies for the teachers that help them to teach weak, poor, introvert, extrovert and reluctant students.

5.2.2 Practice Related

The following practice related recommendations can be made:

- Rewards and punishment should be maintained among the teachers who perform best delivery of subject matter and up to date with the new innovations of teaching heterogeneous students.
- Teachers should encourage shy and introvert students praising their responses and use language games, simple English, pair/group work in the classrooms.
- Teachers can carry out an action research in order to find out the usefulness of pair/group work, language games and group discussion for teaching students in heterogeneous classroom.

5.2.3 Further Research Related

The following further research related recommendations can be made:

- The further researcher can conduct research work on other related issues of heterogeneous students and classroom. For example, challenges and issues of teaching heterogeneous students.
- This research study is based on the teachers of secondary level so other researchers can conduct research work at other levels like primary, lower secondary, bachelor and master.

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Appendix I

Questionnaire for the Teachers

Dear Respondents,

As a part of my Master of Education in English, I am carrying out a research work on **Strategies used by English Teachers for Teaching Students in Heterogeneous Classes** under the supervision of **Dr. Ram Ekwal Singh**, Reader, Department of English Education, T.U., Kirtipur. I have designed this questionnaire in order to find out secondary level English teachers strategies used for teaching different students in heterogeneous classrooms. Therefore, it is very important that you answer all the questions sincerely. At the same time, I assure you that your identity and individual responses will be kept confidential, and the findings of the survey will be used only for research purpose.

Thank you for participation and cooperation.

Thank You

Researcher

Shiv Raj Paudel

T.U., Kirtipur, Kathmandu

Name of the teacher: **Date:**

Name of the school: **Class:**

Please, go through the following questions and give true as well as appropriate answers.

(i)   What types of students do you find in your classroom?

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(ii)   Do you find shy and introvert students in your classroom?

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(iii)   Heterogeneous students in the classroom are as common as in the society.

        (a) Agree
        (b) Disagree
        (c) Undecided

(iv)   How do you teach different types of students in your heterogeneous classroom? For example some have good command over subject matter while others have just started to learn.

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(v)   How do you teach poor and introvert students in your heterogeneous classroom?

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(vi)   Do you use any special strategy to address poor and weak students in your heterogeneous classroom?

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(vii)   What types of strategies do you use if you find some students always reluctant to speak in the classroom?

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(viii)   In heterogeneous classroom, it is difficult for the teachers to make eye contact with the students at the back and it is difficult for the students to ask for and receive individual attention.

(a) Agree

(b) Disagree

(c) Undecided

(ix)   Group work and pair work are the best strategies to handle different types of students in heterogeneous classroom.

(a) Agree

(b) Disagree

(c) Undecided

(x)   What do you do if students keep using their own language in ELT classroom?

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(xi)   How often do you encourage students to use English language appropriately in ELT classroom?

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(xii)   Teachers should remind their students to use English and for that purpose they should move and provide different exposures in the classroom.

(a) Agree

(b) Disagree

(c) Undecided

(xiii) Teachers should create English environment in the classroom and for that purpose they should speak themselves for the majority of time.

(a) Agree

(b) Disagree

(c) Undecided

(xiv) What do you do if you find your students uncooperative in the classroom?

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(xv) What activities do you use when students make noise in the heterogeneous classroom?

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(xvi) What special consideration needs to be taken into account while teaching heterogeneous students?

(a) The teachers' voice

(b) The teachers' place in the class

(c) The teachers' eye contact, and

(d) Any others……………………