

CHAPTER - ONE

INTRODUCTION

This study is entitled "Techniques Used in Teaching Mixed Ability EFL Classroom". The aim of this study was to find out what kinds of techniques the language teachers are using while they are teaching in the classroom. And, another aim of this study was to compare the use of techniques between English teachers of secondary and higher secondary schools. Teaching is not simple activities because a teacher has to teach the varieties of mind within a limited time, i.e. 40 or 45 minutes. Even though, all the teachers want their best of pupils and try to use suitable technique while they are teaching in the class.

1.1 General Background

Most of the EFL classes at secondary and higher secondary schools in our country consist of mixed ability groups which vary significantly in terms of their communicative competence. Communicative competence refers to the ability to apply and to use grammatical rules, knowledge of forming correct utterances and using those utterances appropriately in different contexts. Because of the mixed ability groups, there is heterogeneity in the classes. Heterogeneity is found in the large classes where uniformity in knowledge can be impossible. Therefore, "It creates a situation that challenges teacher's teaching materials and techniques" (John, 2008, p.49).

Of course, 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 (2003, p.160) states that mixed ability classes are major pre-occupation for most of us because they appear to make planning and the execution of plans in lessons extremely difficult. Tomlison (1995, as cited in Harmer, 2008, p.127) states that there are 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.

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.

1.1.1 English Language Teaching Situation in Nepal

Nepali statesmen like Prithvi Narayan Sah and Bhimsen Thapa tried their best not to let English flourish in Nepal and their resistance to English remained unsettled for years. However, after the unification of Nepal, English slowly became widespread with different twists and directions.

English language teaching started after the Prime Minister Jung Bahadur Rana returned from Europe in 1854. He managed two of the English teachers from Britain to teach his family members on the ground floor of Thapathali Durbar. English language teaching was limited only to the members of royal family but slowly and gradually, it was formally opened for general people after the opening of Trichandra College in 1918 A.D.

Whatever situation was there in Nepal about English language teaching, now, there are many more institutes and schools opened where English language is taught. English has been used in every sectors of the government as well as in other private oriented sectors.

1.1.2 Teacher Education in Context of Nepal

The history of teacher education in context of Nepal started from the establishment of the Basic Education Teacher Training Centre in Kathmandu in 1948 for the purpose of giving training to the primary school teachers. After that, NNEPC (Nepal National Education Planning Commission) was recommended in 1954 for the establishment of the college of education in 1956 to provide two year and four year teacher education programme to the prospective of lower secondary/secondary level teachers of Nepal.

As stated in Awasthi (2003, p.191), "The institutions such as, The College of Education, National Vocational Training Centre and Primary School Teacher Training Centres came under the single umbrella of the institute of Education under the Tribhuvan University". This institute slowly conducted both pre-services and in-service teacher education including the very short term packages. Apart from the regular degree oriented teacher education programmes, there are many programmes such as women teacher training programme, remote area teacher training programme, on-the-spot teacher training programme, teacher training through distance learning and vocational teacher training programme etc. which have been providing training for the English teachers to stay in their job. Likewise, there are some non-government organizations helping to develop English language teacher. Some of them are:

- NELTA - Nepal English Language Teacher Association
- LSN - Linguistic Society of Nepal
- LAN - Literary Association of Nepal

"Among these non-governmental institutes, NELTA is providing help through its many branches" (Awasthi, 2003, p.201).

1.1.3 Large Multilevel Classes

Large multilevel classes are the kinds of classes where students not only differ in language acquisition ability but also in age, motivation, intelligence, self-discipline, literary skills, attitudes and interests. Further, they are of different genders, maturity, occupations, ethnicities, cultural and economic background as well as personalities. Teaching in multilevel English classes is more challenging and demanding for the English teachers. Regarding this, Hess (2001, p. 2) states that "teaching in these classes is more exhausting and infinitely more demanding."

There are some ups and downs in teaching large multilevel classes (Hess, 2001, p.2). They are:

Ups (Benefits)

-) There are always enough students for interaction.
-) There is availability of a rich variety of human resources.
-) The teacher is not the only pedagogue.
-) The professional development occurs naturally.

Downs (Challenges)

-) We often feel out of control.
-) We feel trapped in the problems of management.
-) We feel frustrated by the huge amount of written work.

) It is difficult to provide time for individual learning styles.

) Activating the quiet student is difficult.

1.1.3.1 Principles of Coping Large Multilevel Classes

According to Hess (2001, pp.1-7), there are following principles that help in coping large multi-level classes:

A. Variety

Variety is not only challenging but also important in all teaching. A variety of activities and techniques is important in all learning situations but particularly relevant in the large multilevel classes because variety of tasks can accommodate different levels in our classes.

B. Pace

Doing an activity too fast or too slowly can ruin the process. So, a teacher has to give sometime to the students to think.

C. Interest

Interest is particularly important because as soon as a group of students lose interest, they are likely to either cause trouble or create the kind of destruction that will focus on them rather than on the lesson.

There are three fundamental characteristic aspects of topics that bring interests in students (Hess, 2001, pp.1-7):

) arouse student curiosity

) tap in to meaningful existential questions

) touch students' life

D. Collaboration

Collaboration means working together and co-operating in groups . "The main aims of collaborative learning are to enhance learner motivation and reduce learner stress and to create a positive affective classroom climate" (Richards and Rodgers, 1986, p.93).

Some of the strategies that help students to collaborate are:

-) Group work in which students complete a task together.
-) Pair works in which students share ideas or quiz and drill each other.
-) Peer review in which students analyze and comment on one another's work.
-) Brain storming in which students contribute ideas on a single topic.
-) Jigsaw activities in which students contribute different aspects of knowledge to create a whole.
-) Collaborative writing in which a group of students collaborate to create a piece of writing like a letter of advice.
-) Collaborative community projects in which groups of students investigate an aspect of the community and later report on it.
-) Group poster presentation in which groups of students create a poster that demonstrates a topic on an issue or a problem.

E. Individualization

It is important that students feel they are individual in themselves and are not simply numbers on a list of school register. In large classes, students

may share opinions, relate to their own future plans, explore their ideas on important issues, take stands on controversial topics, and apply their special knowledge to have a current concern.

F. Choice and Open-endedness

Open-ended exercises allow students many possibilities for choosing appropriate language items and geering the exercise to their own levels of competence. Open-ended exercises are infinitely more success oriented. "They are truly a boon in the large multilevel class as they put everyone to work with the new language" (Hess, 2001, p.4).

G. Setting up Routines

Setting up routines is also important for the teachers as well as students to understand the lessons. The class operates much more smoothly if early in the term certain conventions are established.

The following can be the classroom procedures:

-) The way attendance is checked.
-) The way students sign up for special projects.
-) The way students are notified of test dates, deadlines and special events.

H. Enlarging the Circle

In large multilevel classes, a teacher wants to involve as many students as possible, even during the teacher- fronted phases of lessons. So, the ways of enlarging the circle of active attention in our classes are:

-) Teachers should involve as many students as possible by not calling the name of first student and second but should involve them in their wishes.
-) When a student is talking, we have tendency to walk closer to him/her. It is better if we talk from away and allow his/her voice to carry across the room to reach more students.
-) We should not call on students in a predictable order because this will reduce involvement of many students.

By this, we can avoid many of the problems connected to classroom management in the mixed ability EFL classroom.

I. The Kind of Questioning we Use in the Classroom

We generally use questioning as a true method of classroom instruction during the part of teacher fronted lessons. It is important to ask the kinds of questions that arouse interest and create maximum students' involvement in the large multilevel classes. Therefore, the following questions can be asked to bring about the liveliest responses and keep the entire class awake.

-) Questions that begin with "why".
-) Requests that begin with "could someone explain me now....."
-) Questions that ask for clarification and elaboration and start with "could you clarify what you mean.....?"
-) Questions initiated by students and move on to whole class by the teachers.

1.1.4 Language Teaching Methods and Techniques

Everything is successfully completed when someone uses certain methods and techniques properly because these two instruments make the works systematic. Approach, method and technique are most frequently used terms in the field of language teaching. These are practised in the language classroom according to time, situations, levels, interests and demand of the students.

Anthony (1963, pp.63-67, as cited in Richards and Rodgers, 2001, p.19) defines these three terms in the following ways:

The arrangement is hierarchical. The organizational key is that techniques carry out a method which is consistent with an approach. An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approaches. An approach is axiomatic while a method is procedural. A technique is implementational - that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well.

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

Approach is the level at which assumption and beliefs about language and language learning are specified, method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught and the order in which the content will be presented; technique is the level at which classroom procedures are described.

Any language teaching methods can be described in terms of the issues identified at the levels of approach, design and procedure. Anthony mentions that method is theoretically related to an organizationally determined by a design and it is practically realized in procedure.

Approach, method and technique are interrelated to each other because an approach includes many methods and a method includes many techniques. Without using methods and techniques in the English language teaching classroom, teaching becomes useless.

1.1.4.1 Methods of Teaching

Method is a systematic way of doing something. Cook (2008, p.9) says that teaching methods usually incorporate a view of second language learning, whether implicitly or explicitly. No work can be successfully performed if we do not apply a method. So, a method is necessary in every field. It is equally important in the field of the English language teaching and learning. According to Harmer (2008, p.62), "A method is

the practical realisation of an approach. Method includes various procedures and techniques as a part of their standard fare."

Teachers use various types of methods while they are teaching in the mixed ability EFL classroom. They use different methods differently because of the heterogeneity in ability, interest, linguistic background, demography etc. Some of the methods that English language teachers use in teaching learning process are:

I. Grammar-Translation Method

Grammar-Translation method is the method of teaching by translating a language in the learner's first language and vice-versa. It was called the classical method since it was first used in teaching of the classical language, Latin and Greek (Chastain, 1988, as cited in Larsen-Freeman, 2010, p.11). Earlier, this method was used for the purpose of helping students to read and appreciate foreign language literature. Grammar translation method cannot be useful method for mixed ability students because students come from different language background.

Grammar translation method is a method of teaching language deductively. In this regard, Harmer (2008, p.63) states that students are given explanations of individual points of grammar, and then they are given sentences which exemplify these points features.

Some of the features of GT method are:

- (I) Language was treated at the level of sentence only, with little study, certainly at the early stage of longer texts.
- (II) There was little attempt about the consideration of the spoken language.

(III) Accuracy was considered to be necessity.

II. Direct Method

Direct method is a method of teaching language. It came into existence in the reaction of the GT method. It was introduced around the end of the 19th century which was the product of a reform movement which was reacting to the restrictions of Grammar translation.

The direct method has one very basic rule: No translation is allowed. In fact, the direct method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students' native language (Diller, 1978, as cited in Larsen-Freeman, 2010, p.23). Thus, direct method is method of using target language directly to the students.

Some of the techniques used in this method are:

- (I) Reading aloud
- (II) Questions and answer exercise
- (III) Getting students to self-correct
- (IV) Conversation practice
- (V) Fill in the blanks exercise
- (VI) Dictation
- (VII) Map drawing
- (VIII) Paragraph writing

III. Audio-lingual Method

The term audio-lingualism was proposed by Brooks (1964, as cited in Stern, 1983, p.263). This method was also called new key, audio-lingual

habit theory, functional theory, etc. This method was introduced in the USA as an army method during World War II.

Darian (1972, as cited in Richards and Rodgers, 2010, p.50) says, "Those involved in the teaching of English as a second language in the United States between the two world wars used either a modified direct method approach, a reading based approach or a reading oral approach." They require drill, drill, and more drill, and only enough vocabulary to make such drills possible. In audio-lingual approach, four skills are taught separately and dialogue is highly used in teaching. The techniques used in this method are:

- (I) Dialogue memorization
- (II) Backward build up (expansion) drill
- (III) Repetition drill
- (IV) Chain drill
- (V) Single-slot substitution drill
- (VI) Multiple-slot substitution drill
- (VII) Transformation drill
- (VIII) Question and answer drill
- (IX) Use of minimal pairs
- (X) Complete the dialogue
- (XI) Grammar game

IV. Communicative Method

Communicative method came into existence in reaction to audio-lingual method. This method is the recently developed method which is widely used in the field of teaching and learning.

Hymes (1972, p.27) says that this method gives emphasis to "the rule of use without which the rules of grammar would be useless". Christopher Candlin, Widdowson, John Firth, Halliday, Dell Hymes and Gumperz Labov have contributed more in the development of this method.

Similarly, Wilkins (1972) contributor of 'notional' syllabus is also an important foundation for designing communicative syllabus on language teaching.

This method gives emphasis to the development of fluency rather than accuracy, use of authentic language and communication in the target language. Larsen-Freeman (2010, pp.132-134) presents the following techniques used in teaching English in the classroom:

-) Authentic material
-) Scramble sentence
-) Language games
-) Picture strip story
-) Role play

Thus, communicative method is a method of developing communicative competence rather than linguistic competence. It is the most effective method in teaching English in mixed ability EFL classes.

1.1.4.2 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 implementational 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.

1.1.4.2.1 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. Ducanay and Brown (1967, p.392) say, "Teacher reads the paragraph dialogue in which the words are used, she next asks a question to explain the word in the dialogue". 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.

1.1.4.2.2 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 behaviour. 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:

-) Preparation: Prepare carefully, by means of presentation and practice, so that everyone is confident in using the language.
-) 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.
-) 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.
-) Timing: Tell the class how long the activity will last, typically only two or three minutes.
-) 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.
-) 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, respectiveness 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' practise, 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 practised 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 vocabulary 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.

(VIII) 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 (Agrawal, 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

(IX) The Heuristic Technique

The word 'heuristic' is derived from a Greek word "heurisken" which means 'I discover' or 'I find' (Aggrawal, 2009, p.262). Hence, heuristic technique is the one in which children discover the things for themselves and are placed in the position of discoverers or inventors. This method was first used by Professor Henry Edward Armstrong of the Imperial College London, in the teaching of science.

Pupils who are taught in this way learn to be observant, exact and to think for themselves. This technique aims to develop a scientific and critical attitude and spirit in the students. This technique requires direct involvement of students in doing work. Because of direct involvement, the students' hesitation and shyness is reduced.

This technique is based on the following psychological principles:

) Principle of activity or learning by doing

) Principle of experience

) Principle of freedom

) Principle of play-way

) Principle of purpose

Students may collect a number of examples of a rule in grammar and then state the rule for themselves:

Essay writing can be taken up through questions. Pictures may be shown where possible and the matter developed through questions.

1.1.5 Differences between the Teacher and Student-Centered Techniques

Technique is an activity that a teacher does in the classroom while they are teaching. Techniques are not same as other teachers use in the classroom. I mean, different teachers may adopt different techniques to teach different subjects. It is said that a successful teacher uses a number of techniques to teach his/her subject matter on the basis of situation, need, interest and the level of the students. Teachers use two types of techniques while they are teaching. Sometimes, they use teacher-centered techniques and sometimes they use student-centered techniques. These two techniques are differentiated as below:

Table No. 1

Differences between Teacher-Centered and Student-Centered Techniques

Teacher-centered techniques	Student-centered techniques
Teacher plays an active role.	Student plays an active role in learning
It emphasizes on product.	It emphasizes on process.
It is more logical than psychological.	It is more psychological than logical.
Teacher is the authority in the	Students learn by doing themselves.

classroom.	
The teacher presents the contents.	Student prepares tasks and presents before his/her peers.

In teacher-centered techniques, there is a very little scope of pupil's activity. Explanation and demonstration play a vital role. But learner-centered techniques students themselves prepare tasks and present the content. Discovery, project work and individual works make the learners laborious, dutiful and active in learning.

The learner-centered techniques are more live and useful rather than teacher-centered techniques.

1.1.6 The Role of Teacher and Learner-Centered Techniques

In the teacher-centered techniques, the teacher plays an active role. The teacher presents the lesson actively where the role of students is passive in language learning. On the other hand, in student-centered techniques, students play an active role in language learning classroom. The role of a teacher is as a facilitator or a guide. Students learn by doing themselves. This technique focuses on students need, interest and activities.

1.1.7 A to Z of Effective Teaching

Aggrawal, (2009, pp.26-29) explains A to Z of effective teaching in following way:

A: 'A' is for alertness on the part of the teacher to the multifarious needs of the learners. Alertness is very helpful in taking appropriate decisions and timely corrective measures.

'A' is also for adaptability in handling several situations.

B: 'B' is for business like attitude. It is to be ensured that every learner in the class, remains busy in realizing the goals set.

'B' is for balanced behaviour.

C: 'C' stands for co-operative teaching-learning. The learners must be made active partners.

'C' is for clarity of purpose. The teacher and the learners must be clear about the goals for the achievement of which they are working.

'C' is for clarity of the subject matter taught. A teacher must make all possible efforts to make his lesson clear. Difficulties of the learners must be appreciated and clarified.

D: 'D' stands for democratic classroom environment.

'D' is for discovery. Children should be guided to find out new facts, ideas and principles. It helps children in becoming independent and resourceful learners.

'D' stands for democratic discipline.

E: 'E' stands for experiences. Each learner should be expected to learn. No learner should be considered without any potential.

'E' stands for enthusiasm. The teacher himself must demonstrate enthusiasm for his work.

'E' stands for appropriate etiquettes.

F: 'F' is for feedback. Feedback helps the teacher and the learners to take timely corrective measures for the completion of the task.

'F' stands for faith of the teacher in himself.

G: 'G' is for goal-setting. Appropriate goals should be set for the learners. They should also be made clear about the suitability of goals. Efforts may be made to associate the learners with the setting of goals.

H: 'H' is for hard work on the part of the students as well as teachers.

'H' is for humour. Humour on the part of the teacher releases fatigue and tension.

'H' stands for human touch.

I: 'I' stands for involvement of all the learners in classroom activities and experiences.

'I' stands for impartial attitude.

'I' stands for inspirational teaching-learning.

J: 'J' stands for just attitude.

'J' stands for judicious rewards and punishments.

K: 'K' stands for knowing children's abilities, aptitudes and interests.

'K' stands for the knowledge of the sub-matter.

L: 'L' stands for linking present past and future knowledge.

'L' stands for leadership qualities.

M: 'M' stands for motivation.

'M' stands for management of the class.

- N: 'N' stands for needs of the learners and their satisfaction.
- O: 'O' stands for open-mindedness.
- 'O' stands for out of class activities.
- 'O' stands for objectivity in approach.
- P: 'P' stands for praise. Verbal and non-verbal praise of children can motivate them to hard work.
- 'P' stands for personal contact with every learner.
- Q: 'Q' is for quiz. From time to time, quiz competitions may be arranged in the class.
- 'Q' stands for quality teaching.
- 'Q' stands for question-answers.
- R: 'R' stands for review of the lesson.
- 'R' stands for relationships.
- 'R' stands for resourcefulness.
- S: 'S' stands for scientific temper.
- 'S' stands for self-analysis and self-control.
- T: 'T' stands for technology of teaching.
- 'T' stands for tutoring which involves removing difficulties individually or in small groups.
- U: 'U' stands for undivided attention to teaching.

'U' stands for unbiased attitude to the treatment of controversial issues.

V: 'V' stands for visual aids.

'V' stands for variety of experiences.

'V' stands for voice-modulated.

'V' stands for variation in the presentation.

W: 'W' stands for welcoming attitude.

'W' stands for warmth towards students.

X: 'X' stands for x-ray of the teaching process. It implies finding out of the difficulties and potentials of the students.

Y: 'Y' stands for yardstick i.e. same standard basis of making a judgement on the performance of the students.

'Y' stands for you, implying that you (student) are the most important element in the teaching learning process.

'Y' stands for yearning for improvement.

Z: 'Z' stands for zeal and zest for work.

'Z' stands for zenith or excellence.

1.1.8 Seven Wonders of Teaching

Swenson in 'The Teachers' Letter (1952, as cited in Aggrawal, 2009, pp.29-30) states that each of the following seven wonders brings a new challenge to the classroom teacher:

1. First Wonder: The first wonder is related with the ability of children that they already know before they came to school. They bring with them rich resources of knowledge, skill and understandings which are mostly self-learned.

2. Second Wonder: The second wonder is related to the children's eagerness to learn something. It is natural for children to inquire, to discover about the fact. It is unnatural for them to be passive, disinterested.

3. Third Wonder: This is related to the ever-ending process of learning. Every hour of the day, no matter where he is, with whomever or whatever he works, the child learns.

4. Fourth Wonder: The fourth wonder is related to the infinite variety of abilities, personalities, needs, and interests of pupils. He who says, "I know children" has not taken time to study the marvels of their growth.

5. Fifth Wonder: The fifth wonder is the concomity of learning. Simultaneously, children learn subject matters, traits of personality, habits of working, attitudes and appreciations - many of them are permanently achieved.

6. Sixth Wonder: The sixth wonder is related with the faith, respect, loyalty and tolerance of children. When a teacher treats them well-sometimes even when he does not they will respond with respect and understanding.

7. Seventh Wonder: The seventh wonder is related with the ability of children to teach. Each child learns from the other, and even the teacher can learn much from children.

1.2 Review of the Related 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:

Bhatta (2011) studied "The Techniques Employed by English Teachers while Teaching Reading Skills". The main aim of this study was to find out the techniques employed by the teachers while teaching reading skills and to identify the opinion of the teachers towards the techniques used in the reading skills. The findings of this study showed that majority of teachers were conducting sensitizing and scanning techniques.

Rana's (2011) study was based on the "Techniques Used by Primary Level English Teachers in Teaching Vocabulary". He had done this study to find out the teaching techniques used by primary level of English teachers in teaching vocabulary in terms of teaching meaning of new word, teaching pronunciation and teaching speaking. His study showed that most of the teachers used mother tongue translation, modeling and reading aloud as their techniques to teach word meaning, word pronunciation and word spelling respectively.

Silwal (2011) studied on "The Techniques Used by Trained and Untrained Teachers in Teaching Reading Comprehension". The main objective of this study was to find the techniques used by trained and untrained teachers in teaching reading comprehension in grade seven. The finding showed that, trained teachers were rather students-centered and skill oriented whereas untrained teachers were teacher-centered and knowledge oriented.

Likewise, Bhattarai (2010) carried out a research on "Techniques Used in Teaching English in Rural Areas". The main objective of this study was to explore the techniques used to teach English in rural area. He found that the majority of the rural teachers were using descriptive types of techniques in their teaching like translation, guessing questions answer technique, text reading technique very few teachers were found using other learner centered or activity based techniques in their classes.

Last, but not the least, Sharma (2010) studied on "The Techniques Used by the Teachers while Teaching Writing Skills". The main goal of this study was to find out the techniques of developing writing skills used by the teachers while teaching English at lower level. The finding of this study revealed that writing exercises such as pre-writing exercises e.g. introduction to superscription, solution, opening, body, ending and subscription in writing letters and free-writing exercises e.g. essay writing and letter of application to the class teacher have been used by the majority of the teachers.

All the aforementioned studies show the techniques used in teaching different aspects. None of them are related to the techniques used in teaching mixed ability EFL classroom. Particularly, in mixed ability classes teachers face various problems related to techniques so that this study may provide some helps to the English teachers.

1.3 Objectives of the Study

The objectives of the study were as follows:

- a) To find out techniques used by English teachers in teaching mixed ability EFL classroom.

- b) To compare the teaching techniques used by English teachers in teaching secondary and higher secondary schools.
- c) To list some recommendations for pedagogical implications.

1.4 Significance of the Study

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.

CHAPTER - TWO

METHODOLOGY

To fulfill the objectives of the study, I adopted the following methodology:

2.1 Sources of Data

I used both primary and secondary sources for the data collection.

2.1.1 Primary Sources

The populations of the study were the English language teachers who were teaching at secondary and higher secondary schools. The field of study would be private as well as government aided secondary and higher secondary schools of Dhanusha district.

2.1.2 Secondary Sources

Regarding secondary sources of data collection, detailed information is presented in reference. However, the following books were consulted: Allen and Vallette (1997), Larsen-Freeman (2001), Hess (2001), Richards and Rodgers (2001), Harmer (2008), Aggrawal (2009), Larsen-Freeman (2010), Khati (2010). Apart from these, several articles, thesis, journals like: Journals of NELTA, Journal of TESOL etc. were consulted.

2.2 Population of the Study

The population of the study consisted 40 English teachers from which 20 teachers (10 public and 10 private secondary schools) were from secondary and 20 teachers from 10 higher secondary schools of Dhanusha district. The English language teachers were selected from government

aided and private secondary and higher secondary schools representing as rural and urban areas of Dhanusha district.

2.3 Sampling Procedure

I visited the District Education Office of Dhanusha district and collected the names of secondary and higher secondary schools. Then, I used purposive non-random sampling procedure to select ten higher secondary and twenty secondary schools for the study. Two teachers were selected from each higher secondary school and twenty teachers were from secondary school. In total, 40 teachers were selected for the study.

2.4 Tools for Data Collection

A preset questionnaire was used as the tools for data collection. Only one set of questionnaire was structured for teachers of schools of Dhanusha district. The questions were related to the techniques used in teaching mixed ability EFL classroom. Close-ended and open-ended questions were included in the questionnaire.

2.5 Process of Data Collection

After preparing a set of questionnaire, I visited the field for data collection. I adopted following process to collect the data:

- (i) At first, I visited secondary and higher secondary schools of both government and private schools.
- (ii) Then, I talked to the authority and explained the purpose and process of the research to get their permission to carry out the research.

- (iii) After getting permission from the authority, I consulted with the English teachers and explained them the purpose of research and requested them to help in it.
- (iv) Then, I distributed the questionnaires.
- (v) Finally, I collected the questionnaires and thanked the informants and school authority for the kind co-operation.
- (vi) The process was repeated until the designated numbers of questionnaires were administered to fulfill the purpose of research.

2.6 Limitations of the Study

This is the first research in this particular field for the specific purpose. I carried it out taking the following limitations and considerations to make the study precise and systematic. The proposed study had the following limitations:

- (i) This study was limited to the techniques used in teaching mixed ability EFL classroom.
- (ii) It was also limited to the selected schools of Dhanusha district.
- (iii) This study was limited to 40 English teachers only.
- (iv) Likewise, it was limited only to the use of questionnaire as a research tools.
- (v) Only listed techniques were studied under the research.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

This chapter provides the analysis and interpretation of the data collected from the primary sources. The main objectives of this study was to find out the teaching techniques used by English teachers and also to compare the teaching techniques used by them in teaching secondary and higher secondary school.

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 secondary and higher secondary schools. The answers of respondents have been presented and described in this chapter.

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. Twenty (10 -10) questions were asked with their four and five points scale and five 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 questions
2. Analysis of data obtained from open-ended questions

3.1 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 are 20 closed-ended questions among 25 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.

3.1.1 Use of Techniques in Classroom Management

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 No. 2

Techniques Used in Classroom Management

	School Level Secondary			Higher Secondary			
Q.N.	Techniques	F	%	F	%	Grand Total	Total %
1	Teacher's movement in whole class	14	70	9	45	23	57.5
	Checking and cross checking	5	25	5	25	10	25
	Use of student's name	-	-	2	10	2	5
	Teacher's control over class	1	5	4	20	5	12.5
	Grand Total					40	100

The above table shows that, 70% teachers of secondary and 45% of higher secondary schools used teacher's movement technique while

managing the mixed ability EFL classroom. It is found that secondary school teachers used teacher's movement technique than higher secondary ones. Similarly, checking and cross checking techniques were used by 25% teachers of secondary and 25% of higher secondary schools. It shows that both secondary and higher secondary school teachers were using checking and cross checking techniques as tools of classroom management.

Only 10% of higher secondary school teachers used the students' name to manage the class. Similarly, 5% teachers of secondary and 20% of higher secondary level answered teacher's control over class. In totality, 57.5% of English teachers of secondary and higher secondary used movement in the whole class to manage the mixed ability EFL classroom.

3.1.2 Teachers' Responses on Teaching Word Meaning

To find out the techniques used by the English teachers of secondary as well as higher secondary schools, they were asked the type of techniques they mostly used in teaching word meaning. Their responses obtained are presented and described in the following table:

Table No. 3

Teachers' Responses on Teaching Word Meaning

	School Level Secondary			Higher Secondary			
Q.N.	Techniques	F	%	F	%	Grand Total	Total %
3	Teaching meaning in context	13	65	12	60	25	62.5
	Giving the definition	2	10	-	-	2	5
	Translation in the	1	5	3	15	4	10

	mother tongue						
	Realia, action and pictures	4	20	5	25	9	22.5
	Grand Total					40	100

The above table showed that, 65% teachers of secondary and 60% of higher secondary schools taught word meaning in context. Similarly, 10% of secondary and none of the higher secondary school's teachers taught the word meaning by giving the definition. It shows that greater number of secondary school teachers used definition to teach word meaning than higher one.

Five percent teachers of secondary and 15% teachers of higher secondary school used mother tongue to teach word meaning while 20% teachers of secondary and 25% teachers of higher secondary school used realia, action and pictures to teach word meaning.

3.1.3 Techniques of Teaching Word Pronunciation

To find out the techniques used in teaching word pronunciation in mixed ability EFL classroom, they were asked which techniques they used in the class during teaching word pronunciation. Their responses are presented in the following table:

Table No. 4

Techniques of Teaching Word Pronunciation

	School Level Secondary			Higher Secondary			
Q.N.	Techniques	F	%	F	%	Grand Total	Total %
4	Minimal pairs	2	10	-	-	2	5

	Drilling	11	55	14	70	25	62.5
	Modeling	3	15	4	20	7	17.5
	Visual representation	4	20	2	10	6	15
	Grand Total					40	100

In response to the above question, 10% teachers of secondary but none of the teachers of higher secondary school used minimal pair technique to teach word pronunciation. Similarly, 55% teachers of secondary and 70% teachers of higher secondary school used drilling. It shows that the greater number of teachers of higher secondary school used drilling as a technique to teach word pronunciation.

In the same way, 15% teachers of secondary and 20% teachers of higher secondary school used modeling while 20% teachers of secondary and 10% teachers of higher secondary school used visual representation while they were teaching in the mixed ability EFL classroom.

In totality, 62.5% English teachers used drilling, 5% used minimal pairs, 17.5% used modelling and 15% used visual representation for teaching word pronunciation. From this, it was found that most of the English teachers used drilling as a technique to teach word pronunciation in the mixed ability EFL classroom.

3.1.4 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. 5
Techniques of Teaching Spelling

Q.N.	School Level Secondary			Higher Secondary			
	Techniques	F	%	F	%	Grand Total	Total %
5	Dictation	7	35	5	25	12	30
	Spelling game	12	60	9	45	21	52.5
	Reading aloud	1	5	6	30	7	17.5
	Use of mnemonics	-	-	-	-	-	-
	Grand Total					40	100

The above table shows that, 35% teachers of secondary and 25% of higher secondary schools used dictation and 60% teachers of secondary and 45% of higher secondary used spelling game whereas 5% teachers of secondary and 30% of higher secondary were found to use reading aloud as a technique. It was found that greater number of teachers of secondary schools used spelling game as technique in comparison of higher secondary one.

As whole, 52.5% teachers used spelling game, 30% dictation and 17.5% reading aloud. It is found that the greater number of English teachers used spelling game to teach spelling in the mixed ability EFL classroom.

3.1.5 Holistic Presentation of 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. In this table, question number 6, 7, 8 and 9 are

analyzed separately. Twenty teachers were from secondary and 20 from higher secondary schools, altogether total number of respondents were 40 that is considered 100%.

Table No. 6
Holistic Presentation of Teaching Skills

Q.N.	Skills	School Level Secondary			Higher Secondary			
		Distracters	F	%	F	%	Grand Total	Total %
4	Writing	a.	1	5	1	5	2	5
		b.	5	25	8	40	13	32.5
		c.	6	30	5	25	11	27.5
		d.	8	40	6	30	14	35
Grand Total							40	100
7	Speaking	a.	3	15	5	25	8	20
		b.	6	30	5	25	11	27.5
		c.	10	50	9	45	19	47.5
		d.	1	5	1	5	2	5
Grand Total							40	100
8	Listening	a.	7	35	3	15	10	25
		b.	3	15	3	15	6	15
		c.	2	10	6	30	8	20
		d.	8	40	8	40	16	40
Grand Total							40	100
9	Reading	a.	13	65	9	45	22	55
		b.	1	5	2	10	3	7.5
		c.	1	5	1	5	2	5
		d.	5	25	8	40	13	32.5
Grand Total							40	100

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 5% teachers of secondary and the same percentage of higher secondary school teachers used dictation while 25% English teachers of secondary and 40% of higher secondary school teachers used note writing. But 30% of secondary, 25% of higher secondary teachers used writing reports and advertisement to develop the writing skill.

In totality, 35% teachers used picture description, 32% used note writing, 27.5% used writing reports and advertisement and 5% of English teachers used dictation in the classes. It revealed that greater number of the English teachers of secondary and higher secondary school used picture description and note writing for teaching writing skill.

Speaking Skill

Fifteen percent teachers of secondary and 25% of higher secondary schools used dramatization technique. Similarly, 30% teachers of secondary and 25% of higher secondary schools used communication game to develop speaking in the classes. It proves that greater number of English teachers of secondary schools used communication game as a technique while they were teaching speaking. But pair work and group work were used by 50% of secondary and 45% of higher secondary school teachers. It means secondary school's teachers mainly used pair work and group work as a technique.

In totality, 47.5% English teachers used pair work and group work while 27.5% of teachers used communication game as a technique of teaching

speaking. 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, 35% of English teachers of secondary and 15% of higher secondary used sound effects. Similarly, 15% of secondary and the same percentage of English teachers used music to develop listening skill. While 10% of secondary and 30% of higher secondary schools' teachers used picture or speech and equally number of both schools teachers used language, 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 secondary schools used pictureless listening i.e. radio, cassette player etc. than higher secondary school teachers.

Reading Skill

In the response of the question which technique they used while they were teaching reading skill, 65% English teachers of secondary and 45% of higher secondary schools used intensive reading, 5% of secondary and 10% of higher secondary school teachers used scanning, 5% of secondary as well as higher secondary schools teachers used skimming whereas 25% of secondary and 40% teachers of higher secondary schools used loud reading as a technique while they were teaching reading skill.

In whole, 55% of teachers used intensive reading whereas 32.5% teachers of secondary and higher secondary schools used loud reading to develop reading skill to the students.

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

3.1.6 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

Q.N.	School Level Secondary				Higher Secondary			
	Techniques	F	%	F	%	Grand Total	Total %	
10	Pair work, Group work	5	25	1	5	6	15	
	Prediction	1	5	1	5	2	5	
	Explanation	13	65	17	85	30	75	
	Discussion	1	5	1	5	2	5	
	Grand Total					40	100	

The above table shows that 25% secondary and 5% higher secondary teachers used pair work/group work to teach poetry. Likewise, 5% teachers of both secondary and higher secondary schools used prediction technique. Similarly, 5% teachers of both secondary and higher secondary schools used discussion on technique. But explanations were used by 65% secondary and 85% higher secondary schools. It means,

higher secondary school teachers used more explanation technique than that of secondary school.

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

In sum, 75% English teachers of secondary and higher secondary schools used explanation technique to teach poetry in mixed ability EFL classroom.

3.1.7 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 secondary and higher secondary schools. The responses obtained from them have been presented and described as follows:

Table No. 8
Usefulness of Discovery Technique

Q.N.	School Level Secondary			Higher Secondary			
	Distracters	F	%	F	%	Grand Total	Total %
11	Strongly Agree	5	25	7	35	12	30
	Agree	10	50	9	45	19	47.5
	Neutral	4	20	2	10	6	15
	Strongly Disagree	-	-	1	5	1	2.5
	Disagree	1	5	1	5	2	5

Grand Total	40	100.0
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The above table clearly showed that 25% of secondary and 35% of higher secondary teachers strongly agreed to the use of discovery technique.

Similarly, 50% of secondary and 45% of higher secondary school teachers agreed whereas 20% of secondary and 10% of higher secondary school teachers stayed in neutral. But in the same percentage of secondary and higher secondary school teachers disagreed to the use of discovery technique in teaching grammar.

In totality, 30% of teachers strongly agreed and 47.5% of teachers agreed whereas 15% neutral, 2.5% strongly disagreed and 5% disagreed about teaching grammar through discovery technique. It reveals that greater numbers of English teachers were using discovery technique while they were teaching grammar.

3.1.8 Use of Pair Work and Group Work in the Classroom

To find out teachers' view of secondary and higher secondary schools to the use of pair work and group work in mixed ability EFL classroom. They were asked to respond that pair work and group work make mixed ability EFL interesting. The responses obtained from them have been tabulated as follows:

Table No. 9

Use of Pair Work and Group Work in the Classroom

Q.N.	School Level Secondary			Higher Secondary			
	Distracters	F	%	F	%	Grand Total	Total %
11	Strongly Agree	3	15	9	45	12	30
	Agree	16	80	8	40	24	60
	Neutral	-	-	3	15	3	7.5
	Strongly Disagree	-	-	-	-	-	-
	Disagree	1	5	-	-	1	2.5
Grand Total						40	100.0

The above mentioned table shows that 15% of secondary and 45% of higher secondary school teachers strongly agreed. Similarly, 80% of secondary and 40% higher secondary school teachers agreed to the statement whereas 5% of secondary school teachers disagreed. It proves that secondary school teachers agreed with the statement.

In totality, 60% teachers strongly agreed, 60% teachers agreed, 2.5% teachers disagreed. It reveals that greater number of English teachers agreed that pair work and group work make mixed ability EFL classes interesting.

3.1.9 Benefits of Learners' Autonomous in Learning

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

Table No. 10

Benefits of Learners' Autonomous in Learning

Q.N.	School Level Secondary			Higher Secondary			
	Distracters	F	%	F	%	Grand Total	Total %
11	Strongly Agree	4	20	4	20	8	20
	Agree	8	40	5	25	13	32.5
	Neutral	5	25	6	30	11	27.5
	Strongly Disagree	1	5	2	10	3	7.5
	Disagree	2	10	3	15	5	12.5
Grand Total						40	100.0

In the above table, in the same number of both schools teachers strongly agreed. Similarly, 40% of secondary and 25% of higher secondary English teachers agreed to making learner autonomous is beneficial. On the other hand, 25% of secondary and 30% of higher secondary English teachers stayed in neutral whereas 5% of secondary, 10% of higher secondary strongly disagreed and 10% of secondary and 15% of higher secondary school teachers did not make their pupil autonomous.

In totality, 20% strongly agreed, 32.5% agreed, 27.5% remained neutral, 7.5% strongly disagreed and 12.5% of English teachers 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.

3.1.10 Teacher-Centered and Student-Centered Techniques

Under this, two questions, i.e. question number 14 and 15 are presented in a table 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 table:

Table No. 11

Benefits of Teacher-Centered and Student-Centered Techniques

Q.N.	Distracters	School Level Secondary		Higher Secondary			
		F	%	F	%	Grand Total	Total %
14	Strongly Agree	1	5	5	25	6	15
	Agree	4	20	3	15	7	17.5
	Neutral	5	25	6	30	11	27.5
	Strongly Disagree	3	15	3	15	6	15
	Disagree	7	35	3	15	10	25
Grand Total						40	100.0
15	Strongly Agree	6	30	6	30	12	30
	Agree	9	45	10	50	19	47.5
	Neutral	1	5	3	15	4	10
	Strongly Disagree	2	10	-	-	2	5
	Disagree	2	10	1	5	3	7.5

Grand Total	40	100.0
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Teacher-Centered Techniques

The above table shows that 5% of secondary and 25% of higher secondary school teachers strongly agreed, 20% secondary and 15% higher secondary agreed while 25% secondary and 30% higher secondary school teachers stayed neutral to the statement, i.e. teacher centered techniques are beneficial for teaching English in mixed ability classes whereas in the same percentage of secondary and higher secondary school teachers were found to strongly disagreed and 35% secondary and 15% higher secondary schools teachers were disagreed. It proves that most of the secondary schools teachers did not believe that teacher-centered techniques were beneficial for teaching than higher secondary one.

In totality, 27.5% of English teachers did not determine teacher-centered techniques were beneficial for teaching.

Student-Centered Techniques

Equally number of secondary and higher secondary school teachers strongly disagreed and 45% secondary and 50% higher secondary teachers agreed with the statement while 5% secondary and 15% higher secondary English teachers stayed in neutral. Whereas, 10% secondary school teachers strongly disagreed and 10% secondary and 5% higher secondary school teachers were found to be disagreed on the statement that student-centered techniques were not beneficial to the students. It reveals that the greater number of higher secondary schools teachers

believed that student-centered techniques were beneficial for teaching in mixed ability EFL classroom.

It can be concluded that most of the secondary and higher secondary school teachers were using student-centered techniques than teacher-centered while they were teaching in the mixed ability EFL classroom.

3.1.11 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 table:

Table No. 12
Teachers' Responses on Lecture Technique

Q.N.	Distracters	School Level Secondary		Higher Secondary			
		F	%	F	%	Grand Total	Total %
16	Strongly Agree	3	15	4	20	7	17.5
	Agree	7	35	5	25	12	30
	Neutral	8	40	5	25	13	32.5
	Strongly Disagree	-	-	1	5	1	2.5
	Disagree	2	10	5	25	7	17.5
Grand Total						40	100.0

The above table shows that 15% secondary and 20% higher secondary English teachers strongly agreed and 35% secondary and 25% higher secondary English teachers agreed that lecturing in the mixed ability

classroom was harmful while 40% secondary and 25% higher secondary school teachers stayed in neutral but 5% higher secondary disagreed and 10% secondary and 25% higher secondary English teachers disagreed with the statement. It shows that greater number of English teachers of secondary schools agreed that giving lecture in the mixed ability classroom is harmful.

3.1.12 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 EFL classroom. The responses obtained from them are presented in the following table:

Table No. 13
Usefulness of Explanation Technique

Q.N.	School Level Secondary			Higher Secondary			
	Distracters	F	%	F	%	Grand Total	Total %
17	Strongly Agree	2	10	7	35	9	22.5
	Agree	17	85	8	40	25	62.5
	Neutral	1	5	3	15	4	10
	Strongly Disagree	-	-	-	-	-	-
	Disagree	-	-	2	5	2	5
Grand Total						40	100.0

As the above table clearly showed that 10% secondary and 35% higher secondary school teachers strongly agreed and 85% secondary and 40%

higher secondary school teachers agreed with the statement while only 5% higher secondary school teachers disagreed with the statement. This showed that, 85% of secondary school teachers and 40% higher secondary school teachers agreed with the statement. It means, greater number of secondary school teachers agreed that explanation technique was most useful in teaching poetry.

As whole, 22.5% strongly agreed, 62.5% agreed, 20% remained neutral whereas 5% disagreed with the statement. It was found that most of the English teachers used explanation technique for teaching poetry.

3.1.13 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 EFL classroom. The responses of teachers have been presented in the following tables:

Table No. 14

Teachers' Responses on Illustration Technique

Q.N.	School Level Secondary			Higher Secondary			
	Distracters	F	%	F	%	Grand Total	Total %
18	Strongly Agree	9	45	11	55	20	50
	Agree	8	40	4	20	12	30
	Neutral	2	10	3	15	5	12.5
	Strongly Disagree	1	5	-	-	1	2.5

	Disagree	-	-	2	10	2	5
Grand Total						40	100.0

The above table shows that 45% of secondary and 55% of higher secondary school teachers strongly agreed. Similarly, 40% of secondary and 20% of higher secondary school teachers agreed while 10% of secondary and 15% of higher secondary school teachers were found to be remained neutral whereas 5% of secondary school strongly disagreed and 5% of higher secondary school disagreed to the statement. It proves that most of the English teachers of secondary schools used illustration to make the content interesting, understandable and clear to the learner of mixed ability EFL classroom.

3.1.14 Effectiveness of Project Work

To find out whether project work is an effective technique or not, both secondary and higher secondary 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 table:

Table No. 15
Effectiveness of Project Work

Q.N.	Distracters	School Level Secondary		Higher Secondary			
		F	%	F	%	Grand Total	Total %
19	Strongly Agree	3	15	4	20	7	17.5
	Agree	10	50	12	60	22	55
	Neutral	4	20	3	15	7	17.5
	Strongly Disagree	-	-	-	-	-	-

	Disagree	3	15	1	5	6	10
Grand Total						40	100.0

The above table reveals that 15% secondary and 20% higher secondary school teachers strongly agreed and 50% secondary and 60% higher secondary English teachers were found to be agreed with the statement. It shows that the greater number of higher secondary school teachers believed that project work was an effective technique for introvert students. Similarly, 20% secondary and 15% higher secondary school teachers stayed in neutral whereas 15% secondary and 5% higher secondary English teachers disagreed.

As a whole, 17.5% teachers strongly agreed, 55% teachers agreed, 17.5% teachers stayed in neutral and 10% teachers disagreed. It means greater number of English teachers used project work in their classes to reduce the hesitation and shyness of the students.

3.1.15 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 table:

Table No. 16

Usefulness of Dramatization Technique

	School Level Secondary			Higher Secondary			
Q.N.	Distracters	F	%	F	%	Grand Total	Total %
17	Strongly Agree	8	40	6	30	14	35

Agree	9	45	7	35	16	40
Neutral	2	10	2	10	4	10
Strongly Disagree	1	5	3	15	4	10
Disagree	-	-	2	10	2	5
Grand Total					40	100.0

The above table indicates that 40% secondary 30% higher secondary strongly agreed and 45% secondary and 35% higher secondary English teachers agreed to the statement that dramatization was a useful technique to develop performance. It proves that the greater number of secondary school teachers agreed that dramatization was a useful technique which helped the introvert students to develop their performance whereas 5% secondary and 15% higher secondary strongly disagreed. Likewise, only 10% English teachers of higher secondary school disagreed with the statement.

In totality, most of the English teachers used dramatization in their classes to develop introvert students' performance.

3.2 Analysis of Data Obtained from Open-Ended Questions

Under this heading, data obtained from open-ended questions are analyzed and interpreted. There were 25 questions, among them only five questions were open-ended. Four questions were asked to response either 'yes' or 'no' with appropriate reasons and one question which was related to the problem that English teachers faced while they were teaching in the mixed ability EFL classroom. The answers of four questions are analyzed and interpreted descriptively representing them in the bar diagram and rest one is analyzed descriptively only. The responses of both i.e.

secondary and higher secondary school teachers are analyzed in the same diagram. Descriptive analysis is done in separately as secondary, higher secondary and holistic.

3.2.1 Frequency of Discovery Technique

To find out teachers' responses about the use of discovery technique, they were asked to reply the question whether they agreed that discovery technique was frequently used technique in teaching mixed ability EFL classroom. The responses are presented and described as follows:

Figure No. 1: Frequency of Discovery Technique

The above bar diagram shows that 65% English teachers of secondary schools answered to 'yes' and 35% answered 'no'. Similarly, 80% English teachers of higher secondary school teachers answered to 'yes' and 20% teachers answered to 'no'. It means, greater numbers of English teachers of higher secondary school were agreed that discovery technique was frequently used technique.

In totality, 72.5% of English teachers responded that discovery technique frequently used technique in the mixed ability EFL classroom. In support of it, the teachers' responses are presented as follows:

- (I) It helps to develop creative thinking.
- (II) Students become active.

- (III) They do task themselves.
- (IV) Students can achieve durable knowledge.
- (V) It makes the students hesitant free.
- (VI) It helps to improve the ability of students.
- (VII) It creates interactive environment in the context where teaching learning of English has to take place.
- (VIII) It enhances degree of motivation on the part of students.
- (IX) It avails support in learning of TL implicitly.
- (X) It arouses students' curiosity to know about new fact.

Similarly, in opposition to this statement they mentioned following reasons:

- (I) Lower academic level of students
- (II) Teacher is not interested to guide the students.
- (III) Lack of co-operation from guardians and school management committee.
- (IV) Low level of curiosity among students.
- (V) In our context many of the teachers do not know about this.

3.2.2 Preference of Student and Teacher-Centered Techniques

In order to find out whether English teachers prefer to use teacher-centered techniques or student-centered techniques, they were asked what type of techniques they preferred if they taught in mixed ability EFL

classroom with appropriate reasons. The responses obtained from them are presented in the following figure.

Figure No. 2: Preference of Student and Teacher-Centered Techniques

The above figure shows that 15% of secondary and 5% of higher secondary school teachers used teacher-centered techniques while 85% of secondary and 95% of higher secondary school teachers preferred to use the learner-centered techniques in mixed ability EFL classroom. From this, it was found that greater number of English teachers of higher secondary schools preferred to use the student-centered techniques than secondary one.

In totality, 10% teachers preferred to use the teacher-centered techniques whereas 90% of English teachers preferred to use the student-centered techniques.

The supporting ideas of the teachers are presented as follows:

- (I) It helps students interact naturally.

- (II) It promotes communication.
- (III) It enables language teacher to bring balance in the amount of T.T.T. and S.T.T.
- (IV) It naturalizes the learning process.
- (V) It supports language ability oriented.
- (VI) They become curios to learn.
- (VII) Students become active.
- (VIII) It arouses students' curiosity and makes them more creative.
- (IX) It helps to develop their consign power.
- (X) Students can freely express their opinion.
- (XI) Teaching learning activity becomes effective.
- (XII) It helps to develop the inner capacity of students.

The above mentioned information indicates that most of the teachers of secondary and higher secondary schools used student-centered techniques while they were teaching in the mixed ability EFL classroom.

3.2.3 Involvement of Students in Classroom Activities

To find out whether students are involved in the activities or not, the teachers of secondary and higher secondary schools were asked whether it was good to involve students in classroom activities while teaching English in the mixed ability EFL classroom. They were required to give

the answer in 'yes' or 'no' with appropriate reasons to support. Their responses are presented in the following bar diagram.

Figure No. 3: Involvement of Students in Classroom Activities

The above figure reveals that 95% teachers of secondary and 100% teachers of higher secondary schools answered to 'yes' whereas 5% secondary to 'no'. From this, it can be concluded that most of higher secondary school teachers were involving the students in the classroom activities. If we gaze to the overall presentations, it was found that 97.5% English teachers used to involve the students in activities whereas only 2.5% teachers didn't use to involve the students in classroom activities while they were teaching in mixed ability EFL classroom. 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:

- (I) It promotes students behaviour aspects.
- (II) It makes learning fast.
- (III) It decreases the shyness and increase the confidence level in the students.
- (IV) It makes the students to understand the problem.
- (V) Learning becomes more effective and long term memorable.
- (VI) It helps to decrease demotivating factors emerged in formal classroom setting.
- (VII) It enhances students' interest in learning of target language.
- (VIII) It provides chance to share their opinion.
- (IX) Students get a clear and strong concept of the subject-matter.
- (X) Students can implement their knowledge practically.
- (XI) It helps teachers to find out strength and weakness of the students.

3.2.4 Teachers' Satisfaction with the Practices/Exercises of Teaching

The respondents were provided with an opportunity to put their views about the practices/exercises of teaching in mixed ability of EFL classroom. They were also provided chance to clarify their thought for both positive and negative. To find out whether they were satisfied with the practices or exercises of teaching or not, they were asked whether they were satisfied with the practices/exercises of teaching in the mixed

ability EFL classroom. The responses obtained from them are presented in the following figure:

Figure No. 4: Teachers' Satisfaction with the Practices/Exercises of Teaching

It was found that 65% secondary and 45% higher secondary school teachers were satisfied with the practices or exercises of teaching in mixed ability EFL classroom whereas 55% of secondary and 35% of higher secondary school teachers were found not to be satisfied with the trend of teaching in mixed ability EFL classroom. It proves that greater number of secondary school teachers satisfied with the trend of teaching in the mixed ability EFL classroom.

In totality, 55% English teachers were satisfied with the trend of teaching whereas 45% of them did not satisfy. It means, most of the teachers satisfied with the trend of teaching in mixed ability EFL classroom. The

teachers who were in favour of the exercises of teaching were asked to clarify their responses. These are presented below:

- (I) Students are getting progress gradually.
- (II) Numbers of students are increasing.
- (III) Girls were not found to join in the school but now, most of the girls are studying.
- (IV) There is availability of materials, equipments.
- (V) Students can share their ideas freely and without feeling any hesitation.

3.2.5 Problems of Teaching in Mixed Ability EFL Classroom

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 esteem 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 - FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the major findings of the research. It also deals with some recommendations and pedagogical implications which are presented on the basis of analysis and interpretation of the collected data.

4.1 Findings

The main objectives of this study were to identify and compare the language teaching techniques used by English teachers of secondary and higher secondary schools. On the basis of analysis and interpretation, the following findings have been listed:

- (i) Secondary school teachers highly used movement as a technique in the whole class to manage it.
- (ii) Teaching meaning in context was highly used by both secondary and higher secondary school teachers. About 60.2% teachers used it.
- (iii) Most of higher secondary school teachers used drilling technique while they were teaching word pronunciation.
- (iv) The secondary school teachers give higher emphasis to the use of spelling game for teaching spelling.

- (v) Reports and advertisements were used to great extent by both secondary and higher secondary school teachers for teaching writing.
- (vi) Pair work and group work techniques were used by both secondary and higher secondary school teachers while they were teaching speaking in the EFL classroom.
- (vii) Pictureless listening, i.e. tape recorder, cassette player etc. were used by both secondary and higher secondary school teachers.
- (viii) The greater number of secondary school teachers used intensive reading in teaching reading skill.
- (ix) Explanation technique was used by 75% teachers of both secondary and higher secondary school.
- (x) It was also found that 75% teachers of both schools used student-centered techniques in mixed ability EFL classroom.
- (xi) Almost from all teachers' perspectives, it was found that involving students in classroom activities while teaching English in the EFL classroom was the good way to improve the quality of education.
- (xii) It was also found that 55% teachers were satisfied with the present practices of teaching in the classroom.
- (xiii) Secondary school teachers used drilling technique more than higher secondary school.

4.2 Recommendations

The pedagogical implications have been recommended on the basis of findings of study. They are listed as below:

- (i) The higher secondary 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.
- (vi) Techniques should be based on learners' needs, ability, interest and level as well as the availability of teaching materials.
- (vii) The English teachers should use learner-centered techniques to improve the quality of education.
- (viii) Teachers should use the techniques in these classes by understanding the psychology pattern of the students.
- (ix) 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.

- (x) Teachers should provide a lot of time to involve the students in activities to deprive from monotonous class.
- (xi) Teachers should teach the word meaning in context.

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APPENDIX - I

Dear respondents,

This questionnaire is a research tool to gather information for my research entitled "Techniques Used in Teaching Mixed Ability EFL Classroom" under the guidance of Mr. Khem Raj Joshi, Teaching Assistant, 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.

Researcher

Mr. Sunil Kumar Mandal

M.Ed. Second Year

Name: Qualification:

Name of School/College:

School types, Public

Private

Level, Secondary

Higher Secondary

Tick () the following answer.

Q.N. 1 Which technique do you usually use in classroom management?

- (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) Lack of motivation among students
 - (b) Lower level of self esteem among students
 - (c) Higher level of anxiety among students
 - (d) Student's negative attitudes towards learning
- Q.No.3 What type of techniques do you use in teaching word meaning?
- (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?
- (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?

- (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) Pictureless listening (sound effects)
- (b) Pictureless listening (music)
- (c) Picture or speech
- (d) Pictureless 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?

- (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.

- (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 Teacher-centered techniques are beneficial for teaching English in mixed ability classes.

(a) Strongly Agree

(b) Agree

(c) Neutral

(d) Strongly Disagree

(e) Disagree

Q.No.15 Student-centered techniques are beneficial for teaching in mixed ability EFL classroom.

(a) Strongly Agree

(b) Agree

(c) Neutral

(d) Strongly Disagree

(e) Disagree

Q.No.16 Giving lecture in the EFL mixed ability classroom is harmful.

(a) Strongly Agree

(b) Agree

(c) Neutral

(d) Strongly Disagree

(e) Disagree

Q.No.17 Explanation technique is the most useful in teaching poetry in mixed ability EFL classroom.

(a) Strongly Agree

(b) Agree

- (c) Neutral
- (d) Strongly Disagree
- (e) Disagree

Q.No.18 Illustration technique helps to make the content interesting, understandable and clear to learner in context of mixed ability EFL classroom.

- (a) Strongly Agree
- (b) Agree
- (c) Neutral
- (d) Strongly Disagree
- (e) Disagree

Q.No.19 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.20 Dramatization is an useful technique to develop performance for introvert students.

- (a) Strongly Agree
- (b) Agree
- (c) Neutral
- (d) Strongly Disagree
- (e) Disagree

Q.No.21(i) Do you agree that discovery technique is frequently used technique in teaching mixed ability EFL classroom?

(a) Yes

(b) No

(ii) Give your opinion with appropriate reasons.

1.

2.

3.

Q.No.22 What type of techniques do you prefer if you teach in mixed ability EFL classroom?

(a) Teacher-centered? Give your opinion.

1.

2.

3.

4.

5.

(b) Student-centered? Give your opinion.

1.

2.

3.

4.

5.

Q.No.23 a) Is it good to involve students in classroom activities while teaching English in the mixed ability EFL classroom?

(i) Yes

(ii) No

b) Support your answer by giving reason.

.....
.....
.....

Q.No.24 a) Are you satisfied with the practices/exercises of teaching in the mixed ability EFL classroom?

(i) Yes

(ii) No

b) Give your opinion with appropriate reasons.

.....

Q.No.25 What kinds of problem occur while you are teaching in the mixed ability EFL classroom?

1.
2.
3.
4.
5.

Thanks for your kind help !!!