

**EXPLORING COMMON EXPECTATIONS OF STUDENTS
IN LARGE MIXED ABILITY ELT CLASSES**

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

**Submitted by
Hasta Bahadur Bhandari**

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

2011

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Date of Submission: 2068/04/20**

DECLARATION

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

Date: 2068/04/19

Hasta Bahadur Bhandari

RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr. Hasta Bahadur Bhandari has prepared this thesis entitled **Exploring Common Expectations of Students in Large Mixed Ability ELT Classes** under my guidance and supervision.

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DEDICATION

Dedicated to

my parents, uncle, all Gurus and Gurumas and my brothers and sisters

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ABSTRACT

This present study entitled 'Exploring Common Expectations of Students in Large Mixed Ability ELT Classes' was intended to find out the common expectations of students in large mixed ability ELT classes. In order to fulfill the objectives of the study, 100 secondary level students, i.e. Grade 10 students were selected from the five schools of the Kathmandu valley through purposive non-random sampling procedure. A set of questionnaire was the research tool for eliciting the required information for the study. The findings of the study showed that in every large mixed ability ELT classes, there are students of different abilities and they have their different expectations in the classroom. It was found that majority of the students are in favour of small class and they expect different sections for poor and bright students. It was also found that most of the students expect varieties in teaching strategies and they expect to get an opportunity to speak in the classroom. Similarly, it was found that judicious use of English with limited use of mother tongue can be significantly helpful in large mixed ability ELT classroom. It was also found that mixed ability classes facilitate collaborative learning and helps the teacher to be a real teacher.

This thesis is organized in four chapters along with references and appendix at the end. The first chapter presents the general background, the concept of large classes, challenges and opportunities of a large mixed ability ELT class. It also includes strategies for coping with the challenges. The second chapter is concerned with the methodology used in the study, under which sources of data, sampling procedure, tools for data collection, process of data collection and limitations of the study are described. The third chapter provides the comprehensive picture of the analysis and interpretation of the data. The data are analyzed and interpreted under the five headings. Finally, chapter four includes findings and recommendations based on the analysis and interpretation of the study.

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LIST OF SYMBOLS AND ABBREVIATIONS

CPH	:	Critical Period Hypothesis
CUP	:	Cambridge University Press
EFL	:	English as a Foreign Language
ELT	:	English Language Teaching
ESL	:	English as a Second Language
etc	:	etcetera
et al.	:	And other people or thing
FD	:	Field Dependent
FI	:	Field Independent
i.e.	:	That is
IQ	:	Intelligent Quotient
IT	:	Information Technology
L ₂	:	Second Language
NELTA	:	Nepal English Language Teachers' Association
NESP	:	National Education System Plan
OUP	:	Oxford University Press
p	:	page
pp	:	pages
SLA	:	Second Language Acquisition
S.N.	:	Serial Number
TESL	:	Teaching English as a Second Language
%	:	Percentage
UK	:	United Kingdom