

# CHAPTER ONE

## INTRODUCTION

### 1.1 General Background

There are many languages in the world, among them, English is the most widely used international language. It is an inseparable part of the present day world since it is a principal language for global communication through which one can get world body of knowledge. In this regard, Bhattarai (1996, p.226) says, "English is a passport through which one can visit the whole world and one who knows English can enjoy the advantages of the world citizen."

In the past, English was considered only to understanding and creating the literature of foreign country but today it is not only constrained within it but it has great value in various sector. This view is clearly expressed by Awasthi et al. (2009, p. iii) "English is a widely used medium of communication for different purposes, not only the vehicle of writing and reading British or American literature" (as cited in Ghimire, 2011, p. 1).

Today English is not only a subject in academic institution but also in every field like media, administration, literature, information technology (IT), human rights, business, governmental and non-governmental organization and so on. Therefore, the value of English is increasing day by day. As a result, the non-native speakers of English are more than its native speakers. Furthermore, Karn (2006, p.73) says, "Native speakers of English may feel that English language belongs to them, but it has truly become more the property of those who use it as a second or foreign language."

The latest statistics shows one in every four human beings can speak English to some degree of competency. In this regard, Harmer (2008, p.13) says, "A quarter of the world population speaks English, in other words, and native speakers are in proportionally ever decreasing minority." The English language is taken as the richest language in the world because it has the richest vocabulary in comparison to other languages. Today about a third of world's newspapers

are published in English. More than half of the books are published in English, some sixty percent of the radio broadcasts are beamed in English and it is the medium of some eighty percent of information stored in the world's computers.

English is also used as a lingua franca because it is used to communicate with the people who are of different linguistic background. English is also considered as a prestigious language. Those who are able to communicate in English are deemed to be well educated, intelligent and so on whereas those who lack the ability to use English consider themselves to be educationally underprivileged and yearn to learn it in order to grow academically and professionally. Due to the significance of English language a large mass has been attracted towards it.

Today English is the most widely studied foreign language in the world. It can be clearly observed in the words of Richards and Rodgers (2005, p.3). When they say, "Whereas today English is the world's most widely studied foreign language, 500 years ago it was Latin for it was the dominant language of education, commerce, religion and government in the western world."

Realizing the significance of the English language, people in the world including Nepal, are eagerly motivated towards learning English rather than any other languages. There is the flow of students in English language learning, but the lack of good plan and resources the class sizes are large and there are the students of different levels. Therefore, the majority of classrooms consist of mixed ability groups where the students have different needs and expectations. There are many large classes where the students differ in their language learning abilities, language competence, learning styles, cultural background, attitudes towards language, mother tongue, intelligence, world knowledge, learning experience, knowledge of other languages, age, gender, personality, confidence, motivation, interest etc.

Due to the large mixed ability classes they arouse problems in teaching learning. This type of mixed ability classes where class sizes are large and

students are in different abilities i.e. mixed abilities, the students may have different expectations which the teacher has to find out.

English language teaching, henceforth (ELT), in the present context has become more challenging because of large classes and different abilities of students. The larger the classes the more diversity i.e. students with mixed ability is found and more the diversity, existed the more the challenges and opportunities a teacher has to face while teaching language in general and ELT in the particular in the classroom. The common problems in large mixed ability ELT classes are, how to cope with the discipline, how to change students' attitudes and develop motivation, what methods and techniques to be chosen and teaching all students focusing their common expectations giving equal opportunity to the students. Regarding the mixed ability students and their expectations Valentic (2005) states:

Children come to school with different experience and expectations. Their expectations about learning and classroom behaviour are different. That is why, even from the beginning, there will be the difference in their approach, self-discipline, attitude and ability in the classroom. The more students we have in the class, the greater difference among them may appear. Taking these differences into consideration we cannot expect all the students to be able to do the same tasks in the same way at the same time and with the same interest (p.1).

Teaching English in large mixed ability classes is one of the major challenges in ELT setting, but we should not be depressed in such a situation because this type of heterogeneity may enrich the variety of social interaction, more life experiences and knowledge, collaboration and co-operation, more opinions and interest. Therefore, teaching in large mixed ability ELT classes is not completely impossible one but this is the matter of handling.

The large class itself is not a problem. The better we explore the common expectations of students in large mixed ability ELT classes, the better they will behave us. If the teacher is aware of the common expectations of students then there is no problem of having large mixed ability classes.

### **1.1.1 English Language Teaching (ELT) in Nepal**

English is an international language, teaching of English takes place all around the world. In bird's eye view, at the history of language teaching in general and English language teaching in particular we find that language teaching came into its own as a profession in the twentieth century, but has undergone several changes in some decades. Regarding this, Richards and Rodgers (2005, p.1) say, "Language teaching in the twentieth century was characterized by frequent change and innovation and by the development of sometimes competing language teaching ideologies."

The English language is the most dominant language in the present day world. More than 60 countries of the world use the English language as an official language. It is mostly used as lingua franca in the world. Undoubtly, it can be said that the English language itself has become a part of human life which is being taught and learnt as a foreign language in many countries like Nepal.

Though, English language teaching has a long history in itself but in our context of Nepal, the English language was introduced formally in the school level education system with the establishment of Darbar High School after Junga Bahadur Rana returned Nepal from Europe. Regarding the position of English in Nepalese educational system Awasthi (2003) opines:

English entered in the Nepalese education in 1954 when the prime minister Junga Bahadur Rana opened a high school in Kathmandu. The introduction of English language teaching (ELT) in Nepalese education started only in 1971 with the implementation of National Education System Plan (NESP) and still continues (p.22).

So far as the question of ELT in Nepal is concerned, nowadays, it is taught and learnt as a foreign language it is taught as a compulsory subject from Grade one to Bachelor level and as a subject of specialization upto master's level. The emergence of English as a global language has attracted a large mass towards it and there is a flow of students in schools and colleges to learn English. Consequently, the number of students in the schools and colleges are multiplied every year hence the institutions are enrolling students than they can endure.

ELT in Nepal has a wide scope for endless days in the future. There is no alternative to the English language of global importance in every sector. Private schools and language institutes are also promoting ELT in Nepal. Similarly, Nepal English Language Teachers' Association (NELTA) has been playing a vital role to develop teacher training and professional development of English teachers in Nepal for nearly two decades now. The new horizons of English in Nepal is expanding more and more every years.

### **1.1.2 The Concept of Large classes**

Large class generally means a class having a large number of students. In fact, it is really a complex task to define what large class is because people have different opinions on how large number of students should be in a so called large class. About the size of a perfect class, the views differ from one person to another, one country to another. Regarding this, Ur (1996) states:

Large of course a relative term, and what a large class is will vary from place to place. In some private language schools a group of twenty students may be considered large, in my teaching situation 40-45; in some places numbers go up to the hundreds. A study done by the team of the Lancaster-Leeds Language Learning in Large Classes Research Project (Project Report No. 4 Coleman et al., 1989) indicates that an perception of the large class may be around 50 students (302).

Similarly, Hess (2006, p.2) opines that sixty to seventy five students are not so exceptional around the world but she defines large classes as a class of thirty or more students in elementary, secondary and adult in the tertiary setting.

Thus, a large class has many students and students are of different levels. There are many learner's difference in the large classes such as differences on language learning, ability, their cultural background, learning style, age, attitude to language, motivational orientation, etc.

Many commentators talk about large classes as a problem, and it is certainly true that they present challenges that smaller classes do not. How, for example, can we give students personal attention ? How can we get students interacting with each other ? What can we do to make organization smooth and effective ? However, there are many benefits to teaching large classes. As Hess (2006, p.2) points out, "In large classes there are always enough students to get interaction going, and there is a rich variety of human resources."

In a large class all students may not be similar regarding their ability or they may not be homogenous in ability. The students may be of different genders, maturity, occupations, ethnic groups, cultural and economic background, as well as personalities. There are differences among students which teacher should be fully aware of.

Although teaching in large classes is far from easy, nevertheless, one could hardly believe that there are some advantages of it. In small classes students lack individual attention and interactive class atmosphere is missing too. In large classes the teacher is faced with different cultural values, experiences and learning styles. The dissimilarity can help the teachers in creating student centered work and a stimulating classroom climate thanks to variety of human resources he has in the class.

Generally, it is believed that small classes achieve more desirable results than large ones. Studies have also brought into clearer focus the reasons why smaller classes led to improved student out come, Upadhyaya (2000) states:

Large classes are not necessarily less effective than smaller ones but they do not require more conscious effort and learning. The exact number does not really matter; what matters is how the teacher sees the class size in his/her on specific situation and how effectively he/she applies the suitable methods of getting all the students to participate in the class activities uniformly (p.67).

Large classes work best when students take an active interest in the subject and when teachers personalize their presentation and respect their students. In large classes, it is difficult for the teacher to make contact with the students at the back and it is difficult for the students to ask for and receive individual attention. It may seem impossible to organize dynamic and creative teaching learning sessions. Frequently, large classes mean that it is not easy to have students walking around or changing pairs, etc. Most importantly, large classes can be quite intimidating for inexperienced teachers. Despite the problems of large classes Harmer (2008, pp.125) suggests the following key elements in successful large group teaching:

- Be organized
- Establish routines
- Use a different pace for different activities
- Use the size of the group to your advantage
- Maximize individual work
- Use students
- Use work sheets
- Use pair work and group work
- Use chorus reaction
- Take account and vision and acoustics

It is said that there is no right way to teach a large class. One can develop his/her own way to deal with it. But generally it is believed that teaching a small group of students is easier than teaching a large group. But unfortunately due to budget and space constraints, many ESL (English as a second language) schools only offer large classes that may consist of 50 or more students. No matter what the size of your class is, an ESL teacher has to come up with ideas and activities that interest and engage his/her students.

The large class phenomenon is complex to explain because of the tendency to impose much importance to class size. Class size also matters in respect of physical facilities, cultural norms, and number of activities within a short class time. In terms of class-size, what is defined as a large class varies from one teacher to another and one country to another. In spite of this, large classes are a wide spread phenomenon... large classes are the norm rather than the exception. In addition to the large number of students, teachers have also had to cope with problems such as lack of basic facilities, including books and teaching equipments, poorly motivated students, and inadequate classroom environments.

### **1.1.3 Mixed Ability in Large ELT Classes**

Mixed ability in large ELT classes is a norm rather than exception. Since no two individuals can be the same in terms of learning ability, educational and cultural background and so on. In a large class all students may not be similar regarding their ability or they may not be homogenous in ability. The students may be of different genders, maturity, occupations, ethnic groups, cultural and economic backgrounds, as well as personalities such a class is defined as a class of mixed ability class. It is a poor view to think that our classes could be homogeneous. Therefore, there is mixed ability in large ELT classes in one or another way. Shurm and Glisan (2000, p.255) clearly say:



In any given language classroom there may be students who differ from each other in motivation, goals for learning, aptitude, zone of proximal development, ethnic or national origin, socio-economic status and linguistic or cultural heritage. Even in classes in which students appear to be relatively homogeneous in background and goals, they may differ along some other dimension (as cited in Ghimire, 2011, p.8).

There are many classes in our schools which are large and have mixed ability. Mixed ability in large ELT classes is as natural as in the society. The classroom is a miniature society in which we have the students of different age, cognitive style, culture, education, ethnicity, language proficiency, gender identity, geographical background and so on. Therefore, it is redundant that each student in the class is a different individual. In this regard Richards (2004) says, "Every class we should ever teach is mixed ability" (as cited in Valentic 2005, p.1).

Today, schools are witnessing an increased number of students in terms of racial, cultural, and ethnic diversity. The classrooms are receiving a large number of students with different expectations. The mixed ability composition of students in classroom has brought about many challenges and opportunities to teachers. Good teachers should be able to consider the individual expectations of their students, formulate the necessary alternations, and tackle those expectations.

Mixed ability classes are a fact of not only language classes but of all courses. Since no two students can be the same in terms of language background, learning speed, learning ability and motivation. In this regard, Khati (2010, p.98) mentions some facts:

- No two humans are the same.
- Human beings have multiple intelligences.
- There is no point in teaching everybody in the same way.
- There is no such thing as 'homogenous' class.
- By nature large classes are multilevel or heterogeneous.

Similarly, Ur (1996) says:

The differences which cause problems in large heterogeneous classes are in language learning ability, language knowledge, cultural background, learning style, attitude towards language, mother tongue, intelligence, world knowledge, learning experience, knowledge of the languages, age, gender, personality, confidence, motivation, interests and/or educational level (p. 304).

However, these variations may occur in different degrees in different classes. Because of such a diverse composition of the classroom, the teachers' responsibilities have been multiplied. The challenge to the language teacher is to explore the common expectations of students and help them. The teachers need to create safe and comfortable learning environment in the class so that they have a place and a voice in the classroom. But exploring common expectations and creating such environment is really challenging for the teachers.

It is impossible to find homogenous classes, no matter where we live or at which school we teach. For this Kelly (1979) states:

In the middle of 1930's some schools in the United Kingdom (UK) decided to divide students according to their IQ tests. However, it was seen that the new groups still had variations among students, and it is not feasible to change these groups and the curricula every time (as cited in Copur, 2005, p.1).

Furthermore, Prodromou (1989, p.2) indicates "Even when students are grouped according to their test scores, their progress rates will always be at different levels due to the teaching methods, materials and/or learning style differences." Hence, the teacher is the key factor in exploring common expectations of every students in the class. It is important for teachers to be aware of the problems resulting from mixed abilities in their classes and to decide on techniques and strategies that could be used to solve such problems.

### **1.1.3.1 Common Expectations of Students in Large Mixed Ability ELT Classes**

Exploring common expectations of students in large mixed ability ELT classes is a challenging job. No matter how much we admit the advantages of teaching in large mixed ability classes, many problems and obstacles the teacher is faced which make it difficult. It is difficult for both the teacher and the student. The teacher should overcome the obstacle called classroom management. The teacher should never let things in the classroom get out of control. In order to have good control he/she should take care of good organization. In this regard, Valentic (2005, p.2) says, "It is very important for students to know what is expected from them."

As a teacher, our aim is to reach all of our students. However, it is well known that every student has a different way of learning, and learns and progresses at different speeds. In large mixed ability ELT classes there are different varieties of students. It is crystal clear that where the students are in different abilities certainly they have their different expectations in the classroom which teachers have faced the possibilities and difficulties. It is very difficult to explore the common expectations of students in large mixed ability ELT classes because students in many of our classes are of different genders, maturity ethnicities, cultural and educational backgrounds as well as personalities. In the same class also the reason for learning may different which determines learning styles as well.

Thus, while some students may find learning task very easy to deal with, others may find it difficult to understand. Besides, learning also depends on what students have brought with them into the classroom. Since each comes from a different family, a different environment large mixed ability class may be an challenge for the teachers in exploring the common expectations of the students, which eventually results in ineffective learning. Moreover, although it is quite difficult for the teachers to know about each student and to follow what each one does during the lessons even in small classes, it is important for teachers to monitor each and every students and to explore their common expectations in a variety of ways to achieve effective learning.

In fact, there is no such hard and fast rule to handling the large mixed ability classes but only the teacher can handle such a class where students are with different expectations. Therefore, teacher is only one who can explore the students' common expectation in large mixed ability ELT classes and treat them accordingly.

One of the biggest problems teachers face is ELT classes where the students have their different abilities-some with quite competent English, some whose English is not very good, and some whose English is only just getting started. Such type of students may have their different learning expectations, which the teacher has to cope in large mixed ability ELT classes. In this regard, Harmer (2008, p.176) gives some possible ways of dealing with the situation: use different material/technology, do different tasks with the same materials/technology, ignore the problem and use the students.

Thus, most, if not all, large classes contain students of mixed abilities. This happens for the number of reasons, but mainly because of different language styles, different learning speeds, variation in motivation and very frequently, as a result of logistic decisions. No doubt in such large mixed ability ELT classes varieties of students have varieties of expectations. Very often the teacher is faced with a class with two or more distinct levels of ability and has to tackle with the problem of how to meet the expectations of everyone in the class.

Naturally, this is not an easy problem to solve and it would be wrong to suggest that there are any simple solutions. A fundamental step, however, is to talk to the class about the situation and to present it to them as a normal situation and one that the class as a whole has to deal with. As most of the solutions to the problem depend on co-operation between the members of the class, it is essential to stress the need for teamwork and for the class to use English whenever possible in the classroom communication.

### **1.1.3.2 Components of Mixed Ability**

Mixed ability in ELT is natural. In fact, it is very difficult to identify the components which make ELT classes as mixed ability. Students in many of our classes are of different levels i.e. beginner, intermediate or advanced. In this regard, Ur (1996) states:

Learner population differ according to various parameters: whether the learners are beginner, intermediate or advanced, whether they are young children, adolescent or adult, their objectives in learning the language, and how they are motivated; whether their environment outside the classroom is target language or mother tongue, how heterogeneous or homogeneous class is, the size of the group and many more (p.273).

Almost all classes contain students of mixed abilities. It is clear that the notion of mixed ability in ELT classes is very broad and which incorporates any types of noticeable heterogeneity in a group. However, many people think that it embraces only a certain ethnic and racial background of our students. In any large ELT classes contain students of mixed abilities. There are number of reasons to be a mixed ability class but mainly because of different learning styles, different learning speeds, variation in motivation and many more. Ur (1996, p.304) mentions the following differences between learner in heterogeneous classes:

- language learning ability
- language knowledge
- cultural background
- learning style
- attitude to the language
- mother tongue
- intelligence
- world knowledge
- learning experience
- knowledge of other language
- age or maturity
- gender
- personality
- confidence
- motivation
- interests
- independence
- self-discipline
- educational level

Similarly, Harmer (2008, p.21) describes the following components under learner differences:

- age
- learning styles
- levels
- educational and cultural background
- motivation
- responsibility for learning

After considering the above mentioned views, it is obvious that the mixed ability in large ELT class is very broad, and which involves any type of learner differences that can be noticed in the classroom. It is impossible to provide a

final list of the components of mixed ability. However, students language level, i.e. proficiency in the target language is one major component of mixed ability in ELT classes and mixed ability in students' proficiency will be major focus of research. The term mixed ability in this research refers to the students' proficiency in the target language.

### **1.1.3.3 Factors Causing Common Expectations in Mixed Ability ELT Classes**

All L<sub>2</sub> learners do not progress in the same rate of development because of various personal, social and linguistic factors which affect their language learning. Copur (2015, p.1) says, "No two students can be the same in terms of language background, learning speed, learning ability and motivation." There are various factors causing expectations in mixed ability classes. Some of them are described below:

#### **a) Age**

Age is one of the most responsible factors affecting language learning. It is commonly believed that children are more successful L<sub>2</sub> learners than adults in the sense that younger children can get mastery of a second language, whereas adults cannot. Regarding this Ur (1996, p.286) gives some assumptions about the age and language learning. The assumptions are give below:

- Younger children learn language better than older ones: children learn better than adults.
- Foreign language learning in school should be started at as early an age as possible.
- Children and adults learn language basically in the same way.
- Adults have a longer concentration span than children.
- It is easier to interest and motivate children than adults.

The effect of age on L<sub>2</sub> learning can be described on the basis of what is known as the critical period hypothesis (CPH), which states that there is a period when

language acquisition can take place naturally and effortlessly, but after certain age the brain is no longer able to process language input in this way. According to this hypothesis, the earlier one starts acquiring a language the better s/he will do i.e. sooner the better. Yule (1985) says, "Until puberty there is a period when the human brain is most ready to acquire a language." Different aspects of language are affected at different stages in the process.

### **b) Motivation**

One of the most important aspects that the way the speed people learn language is motivation. Harmer (2008, p.98) defined motivation as "Some kind of internal drive which pushes someone to do things in order to achieve something." According to Ur (1986, p.274) "Willing or even eager to invest effort in learning is motivation." The abstract term motivation on its own rather difficult to define but there are different definitions and views that can be found regarding motivation. For this Gardner (1985) defines "Motivation includes four aspects, a goal, effortful behaviour, a desire to attain the goal and favourable attitudes towards the activity in questions" (as cited in Gass and Selinker, 2008, p.426).

Thus, motivation is the wheel that moves the whole teaching and learning process and as such deserves a full attention to be paid to it. It influences teaching dynamics and somehow determines what can be achieved in the class. It also affects the effectiveness of teaching and learning.

### **c) Aptitude**

Aptitude is one of the most important factors which affects the language learning. Aptitude is typically defined as the natural ability to learn a language, not including any other factors like intelligence, motivation, interest etc. The actual effects of aptitude are not clear cut in language learning i.e. second language learning (SLA). However, it has been found that aptitude can influence the rate of development, particularly where formal classroom learning is concerned.



Aptitude is hypothesized to be separate from the general ability to master academic skills, which is referred to as intelligence. It is thought to be a combination of various abilities.

Thus, it can be said that a person with high language aptitude can learn more quickly and easily than a person with low language aptitude, all other factors being equal.

#### **d) Cognitive style**

Cognitive style refers to the manner in which people perceive, conceptualize, and recall information. Ellis (1985, p.114) defines it as "The manner in which people perceive, conceptualize, organize and recall information." Various dimensions of cognitive style have been identified which are usually presented as dichotomies. The field-dependent/field-independent (FD/FI) dimension is most frequently referred to in SLA research. FD learners are thought to be more global and holistic in processing new information, whereas FI learners are considered more particularistic and analytic. There is not a remarkable influence of cognitive style on second language acquisition, where the route and the success are concerned.

#### **e) Personality**

Personality includes a number of personal traits such as cool/warm, frank/shy, neurotic/stable etc. Richards et al (1999, p.277) define personality as, "Those aspects of an individual's behaviour, attitudes, beliefs, thought, actions and feelings which are seen as typical and distinctive of that person and recognized as such by that person and others." In general psychology, personality has been explored in terms of a number of personal traits, which in aggregate are said to constitute the personality of an individual. However, there is two fold distinction in overall personality: extroversion/introversion.

Generally, extroverted learners will find it easier to make contact with other users of the L<sub>2</sub> and therefore will obtain more input.

**f) Learning strategies**

Learning strategies that learners use in SLA also play very vital role in the rate and success of SLA. Learning strategies is specific actions, behaviours, steps or techniques such as seeking out conversation partners or going oneself encouragement to tackle a difficult language task used by students to enhance their own learning.

O' Malley and Chamot (1983, 1985a, 1990) have studied the use of strategies by learners of English as a second language (ESL) in the United States.

Broadly speaking, there are three types of strategies: meta-cognitive strategies, cognitive strategies and socio-affective strategies (as cited in Pokhrel and Guragai, 2005, p.82).

Research findings show that strategies can be taught, though not all strategies are useful for all people in all institutions. It depends upon the context in which learning takes place.

**g) Memory**

Memory refers to the mental activity to store information, either for short or long periods. Short term memory capacity develops with age and that one's memory in second language is more limited than in one's native language.

Some observations have indicated that it is easier for young children to memorize long poem, songs and stories in their entirety than it is for older children and adults.

The researches have found that learning of grammatical rules by inductions, long term memory is essential. The language data which a learner receives must be stored i.e. memorized so that other similar data can be compared and analyzed. Therefore, memory is an essential factor in classroom for L<sub>2</sub> learning since unless a number of words, phrases and sentences are stored in their entirety along with their situational contexts.

## **h) Input and interaction**

Input and interaction are the social factors affecting to L<sub>2</sub> learning. They are concerned with what happens outside the learner. Input refers to the language to which the learner is exposed to. Ellis (1985, p.127) says, "Input is used to refer to the language that is addressed to the L<sub>2</sub> learner either by native speaker or by another L<sub>2</sub> learner."

Input, in second language learning, is essential, but it is not everything. For language learning to take place, learners need opportunity to take part in interaction in addition to input. Ellis (1985, p.127) says, "Interaction consists of the discourse jointly constructed by the learners and his interlocutors, input therefore, is the result of interaction." Thus, input and interaction is essential for language learning.

### **1.1.3.4 Different Terms for Mixed Ability Class**

In this research, I have used the term mixed ability class in its broad sense to refer to the class in which students differ not only in their language level but in their several dimensions e.g. age, sex, motivation, personality etc. Various scholars and ELT methodologists have used different terms to refer to such classes. Hess (2006) uses the term multilevel class, whereas Harmer (2008) Prodromou (1992) and Kerry (1981) use the term mixed ability class. Ghimire (2011) uses the term multilevel diversity, for example. In this regard, it is worth mentioning that scholars are inconsistent not only in the use of these terms but also in their senses. Some scholars use the term mixed ability class to refer to the class in which students are at different levels of proficiency. For example, Harmer (2008) use the term in this sense. But some scholars use the term to refer to the classes where students differ not only in their language proficiency but in several other dimensions including age, sex, motivation and personality. Ur (1996) proposes a term heterogeneous class, because she thinks that the term 'mixed-ability' is misleading. She argues that the term deals only with the marked differences in the level of performance in the foreign language.

However, the implication of the term 'ability' includes not just the immediate observable 'ability to perform' of the learner but also their potential 'learning ability.'

Similar is the case with the term multilevel class. Whereas some scholars use the term multilevel class to refer to the class in which students are at different language level, others use this term in a broader sense to refer to the class in which students differ not only in the language level but also in other several respects such as motivation, learning style, cultural and educational background and intelligence.

Though various scholars and ELT methodologists have used different terms for such classes but I have used the term mixed ability class throughout this work except in direct quotations. When I use the term mixed ability class, my focus of attention would be in students' different levels of language proficiency.

#### **1.1.4 Large Mixed Ability ELT Classes: Some Challenges**

Majority of the large classrooms are made up of mixed ability groups where students have different needs and learning styles. This type of mixed ability class may enrich the variety of social interaction, more life experiences and knowledge, more varied opinions, more interests and ideas but it also creates situations that challenge teachers' resourcefulness while trying to give each student an opportunity to learn, explore the common expectations, and successes in English language learning.

Rinvoluceri (1986) argues that challenges in large mixed ability classes are natural. He says, "We do not teach a group, but thirty separate people. Because of this problem of mixed abilities in the same room seems absolutely natural, and it is the idea of teaching a unitary lesson that seems odd." (as cited in Prodromou, 1992, p.7). Because of different levels in mixed ability groups, it is very difficult to keep the attention of all the students at the same time in such a condition teachers face challenges. Where the class is large and students are of

different levels there is challenges in class preparation and classroom management. Harmer (2008) also expresses the similar view:

Many teachers are extremely worried about the fact that they have students in their classes who are at different levels of proficiency.

Indeed, mixed-ability classes are a major preoccupation for most of us because they appear to make planning and the execution of plans in lesson-extremely difficult (p. 127).

Hence, large mixed ability classes bring about many challenges to teachers. The most crucial challenges of such classes are to explore the common expectations of the students and deciding appropriate level of instruction and ensuring effective learning for all. Some of the major challenges of mixed ability classes are described briefly based on Ur (1996), Hess (2006) Nolasco (1991), Copur (2005), Valentic (2005), Khati (2010) and Ghimire (2011).

**a) Effective learning for all**

In a large mixed ability ELT classes, it is challenging for a teacher ensuring effective learning for all. The tasks the teacher provides to the students may be either too difficult or too easy for some students. Hess (2006, p.6) says, "We would like to allow each of our students to find his/her preferred and unique way of learning." In such condition, there will always be learners who would get nothing from some tasks and activities.

**b) Selecting appropriate tasks and materials**

It is really a challenge for a teacher to select tasks and materials which can be appropriate for all types of students. Devising differentiated tasks and selecting with different materials is not easy one. In this regard, Copur (2005) says:

Since most language textbooks are designed for an ideal homogeneous classroom environment, teachers always have to deal with the problem that students react to the textbook differently due to their individual differences. First of all, some students may find the textbook boring and very hard, whereas some find interesting or very easy (p.2).

**c) Participation**

Another major challenge in large mixed ability class is ensuring the equal participation of all types of students. Ur (1996, p.303) says, "I can't activate them all : only a few students- the more proficient and confident ones- seem to respond actively to my questions." Where the students are of different levels some students may be extrovert and some introvert or quite in nature.

Activating the latter types of students is very difficult in such classes. In this regard, Hess (2006, p.6) says, "We often feel discouraged when only a few students participate and we can not manage activating a great many others who look and out bored." Only a few students, the more proficient and confident ones, seem to respond actively to the teacher's questions.

**d) Discipline**

One of the most frequently discussed challenges in large mixed ability class is discipline. When the class is large and students are in different abilities at that time the teacher can not pay attention to each and every individual, the students, usually weaker ones start uneven behaviour and start discussing which are not related to the lesson. Same problem is faced by Ur (1996, p.303) and states, "I have discipline problems in these classes; I find them difficult to control." Similarly, Hess (2006, p.4) says, "Because the class is so large, we often feel that we have lost authority." Generally, quicker students finish the tasks given before the slower students. As a result, they may misbehave while waiting for the others to finish. The weaker students, on the other hand, cannot

finish the tasks as quickly as the strong ones and may lose their confidence and /or show ill-disciplined behaviour for a variety of reasons related to that, consequently, mixed abilities may result in classroom management problems.

**e) Interest**

Interest refers to the feeling of wanting to know about something or someone. Bringing all the students interested in the classroom is another challenge in a large mixed ability ELT classes. Ur (1996, p.303) says, "They get bored: I can't find topics and activities that keep them interested." Some of the students may be interested in one topic and activities but others may not be. In this regard, Copur (2005) states:

Interest problems may arise due to the differences among students in terms of their attitude towards the subject matter and/or the teacher, their knowledge of language, and their personality. For instance, some students may find lessons boring, as the topic has no familiarity with their own life or their interest (p.2).

**f) Individual awareness**

In any large mixed ability class, it is challenging to treat all the students at the same time. There are too many things which the teacher needs to take into consideration. Ur (1996, p.303) says, "I can't get to know and follow the progress of all the individuals in my class: there are too many of them, and they're all so different."

**g) Correcting written assignment**

Correcting all the written assignments is another challenge in large mixed ability classes. Within a limited period of time the teacher has to teach the new lessons and move the course in a proper speed. In this regard, Hess (2006, p.5) says, "In our large multilevel classes, the amount of paper work, however, is so

enormous that we often feel completely overwhelmed and not up to the task." When the teacher ensured in such class he is in dilemma whether to teach the lesson and involve the students in activities or correct the large number of students' written assignments. If s/he corrects the written assignments s/he does not have time to teach and move the course in proper speed, if s/he does not give time in correcting assignment, then they ignore and do not do assignments. Similar view is expressed by Ur (1996, p.303) and says, "I can't keep up with the marking load."

Thus, the problems related to effective learning for all, selecting appropriate tasks and materials, participation, discipline, interest, individual awareness and correcting written assignment are the most but not least challenges of large mixed ability ELT classes. Except the above mentioned challenges (Nolasco 1991, p.108) states some of the problems a teacher frequently mentions in relation to mixed ability classes include how to:

- prevent bright students from getting bored or the weak ones from being left behind.
- avoid aiming at the average students to the exclusion of the others who also need stimulus and help.
- control students who want to disrupt the lesson.

It is important not to forget that these problems or challenges probably exist in most classrooms because students are individuals, although the difficulties of catering for different learning styles, interests and needs are more acute and may be more difficult to solve in a large mixed ability classes.

### **1.1.5 Large Mixed Ability ELT Classes: Some Opportunities**

Although teaching in large mixed ability ELT classes is far from easy, nevertheless, one could hardly believe that there are some opportunities of it. It is said that where there is problem there is solution at the same time, where there is challenge there is obviously opportunity. Moreover, teaching English in a large mixed ability class is more beneficial because language is a means of



communication, sharing of ideas between and among the people. The systematic interaction and discussion in the target language among mixed ability groups having varying ability, culture, age group, ethnical group and mother tongue enhances language learning through co-operation which lacks in small class. Regarding the small class in language learning Valentic (2005) questions as:

How would you feel as a teacher in a small class of students whose knowledge of English is poor, they lack motivation, and show no interest in learning the language ? How to achieve student-centered approach with student as a subject of teaching ? Difficult, of course. In small classes students lack individual attention and interactive class atmosphere is missing, too (p.1).

Some of the opportunities in large mixed ability classes are briefly explained below based on Ur (1996), Dewan (2003), Hess (2006), Khati (2010) and Ghimire (2011).

**a) Rich pool of human sources**

A large mixed ability class is a miniature society. There are many opinions, points of views, cultural backgrounds, different experiences and expectations, learning styles and so on. In such a situation a teacher can use varied meaningful activities and student centered lessons to create a positive classroom environment. In this type of class, students can learn from each other, help and interact between themselves. In this regard, Ur (2006) says:

Such classes provide a much richer pool of human resources than do smaller or less mixed classes. The individuals have between them far more life experience and knowledge, more varied opinions, more interests and ideas all of which can be used in classroom interactions (p.305).

**b) Fostering collaboration**

Since there are students of different abilities in large mixed ability ELT classes, group work and peer work are the key techniques of teaching. In such classes, students can learn as much from one another as they learn from the teacher. Ur (1996, p.3) says, "Peer teaching and collaboration are likely to be fairly common, in such classes, fostering an atmosphere of co-operation."

**c) Professional development**

Though, teaching and learning in large mixed ability classes is challenging and interesting, but there is also a greater opportunity for creativity and innovation. Regarding this Hess (2006) states:

Although experience in any classroom helps us to develop our technique, work in the large multilevel class truly forces us to invent and develop new ways of organizing materials. These are the classes that compel us to find better ways of setting up routine. These are the classes that make us think, create and grow as teachers (p.4).

Because of the large class with different abilities in students we search for better and innovative teaching methods and strategies where teachers' professional development occurs naturally.

**d) Enhancing learner autonomy**

In large mixed ability classes, there is almost impossible to pay attention to every individual in the class. This demands the students helping each other and working together, which enhances learners autonomy.

**e) More challenging and interesting to teach**

Large mixed ability classes are equally challenging and interesting to teach. According to Hess (1996, p.1) "We must constantly be aware of many simultaneous activities and processes as well as a variety of incoming stimuli, working with such classes provides us with a steady challenge." Working in large mixed ability classes provides us with a regular challenge and we are never bored.

Regarding the opportunities of large mixed ability classes, some of the points are presented with slight modification as stated by Khati (2010, p.2), based on the responses of some teachers:

- There are more comments, more personal experiences, more opinions and ideas shared.
- These classes provide more changes to enhance mutual learning (forming class-ability groups).
- Students are exposed to more changes to interact with new people, the large mixed ability class itself is an opportunity for interaction.
- It increases the knowledge of others and their values and personalities.
- Large mixed ability class could be a greater opportunity for creativity.

**1.1.6 Large Mixed Ability ELT Classes: Some Strategies**

As we know that there are opportunities and challenges in large mixed ability ELT classes due to the different varieties of the students with different expectations. There are some strategies for handling large mixed ability ELT classes. The strategy in this context can be defined as the techniques, methods, activities, procedures and tricks making all the students take part actively and interestingly in teaching learning process to fulfill different expectations of the students.

Regarding the strategies used in large mixed ability ELT classes, various scholars and ELT methodologists have said that there is no one way to teach

large mixed ability class. One can develop his/her own way to deal with it. The effectiveness of teaching English in large mixed ability ELT classes depends on the teacher how s/he creates interest, manages classroom, conducts group and pair work, selects appropriate methods and techniques, maintains discipline problems and involves all the students in teaching learning activity focusing the individual differences and treating them with the view that every individual is specific.

Definitely teaching in large mixed ability class is difficult but it is not impossible for effective teaching learning process. Various scholars and methodologists have suggested different teaching ideas and strategies for coping the challenges of large mixed ability ELT classes and addressing the common expectations of the students. Hess (2006, p.7) says, "There are ways of coping, as well as functional approach and strategies that can turn a struggle in a challenging trail."

The challenges of large mixed ELT ability classes can be turned into opportunities by handling through appropriate principles and strategies. Some of the major principles and strategies for handling with the challenges of large mixed ability classes are explained below based on Ur (2000), Hess (2006) and Ghimire (2011).

**a) Variety in topics, methods and texts**

Variety is one of the inseparable principle to be taken into consideration while working in large mixed ability ELT classes. Hess (2006) says:

A variety is important in all teaching. It is particularly relevant in multilevel classes because we have so many styles of learning and attention spans to relate to. A variety of activities and techniques is important in large multilevel class because varieties of tasks can accommodate different levels in our class (p.8).

Similarly, Ur (1996, p.306) says, "Thus, if one day the materials is not of the right level for, or does not interest certain members of the class, may be the next day it will (be)."

**b) Make activities interesting**

In large mixed ability ELT classes where students are of different abilities creating interest in teaching learning is to be another significant solution to face the challenges of large mixed ability ELT classes. Once the class loses interest, it will result into lack of attention, de-motivation, use of mother tongue, and so on. It reduces the endless monotony of boring lessons principal of interest is very significant for ensuring and solving disciplinary problems, focusing this, Hess (2006) states:

In large class, interest is particularly important because as soon as a group of students loses interest, they are likely to either cause trouble or create the kind of distraction that will focus on them rather than on the lesson on (p. 9).

There are various ways of making the class interesting like selecting the materials and topics which touches students' interest and expectations, appropriate methods and techniques, etc. Ur (1996, p.306) opines "If we make activities interesting, the content will hold interest and keep everyone participating even if the language is not challenging for some of the learners."

**c) Encourage collaboration and co-operation**

Collaboration is another fundamental principal of a large mixed ability ELT class. Collaboration means working together and co-operating. No one in this world is absolutely competent in any subject but it is the matter of degree. One very competent in one aspect may be weaker in another. In this case, exchange of knowledge through collaboration and co-operation certainly benefits others. In this regard, Hess (2006) says:

In large multilevel classes collaboration is a must. In the large class, a teacher simply cannot be everywhere at the same time, and cannot service the immediate needs of all students. Students therefore must soon learn to use one another as language resources (p.10).

Regarding encouraging collaboration in large mixed ability ELT classes Ur (1996, p.6) says, "Get learners to work co-operatively and peer teach, so as to maintain engagement with the language material even when you cannot directly interact with every individual yourself."

Regarding the collaboration and co-operation in large mixed ability ELT classes Valentic (2005) states:

Collaboration and co-operation push students to participate in teaching process no matter what level their knowledge is of. It helps students to learn to accept somebody else's opinion, to take a risk to speak, to develop self confidence. The teacher cannot have the control over all students, so it is that they help each others. Some students take the role of a teacher which makes them responsible. More progressive students realize that they learn even more when they explain something to the others. Popular strategies that help to develop collaboration are : group work, pair work, peer review, brain storming, projects, poster presentations, peer correction etc (p.5).

#### **d) Individualization**

Individualization is another significant strategy to be used in large mixed ability ELT classes. When the teacher wants to find out a particular student in a group s/he can apply the strategy of individualization in his/her teaching. It is

necessary to provide opportunities for students to work at their own pace, in their own style, and on topic of their own choosing. Ur (1996, p. 306) says, "Allow learners choice in what tasks or materials they use and how."

Individualizing student work helps us to deal with the problem of finding the person in the crowd. It also helps to keep everyone challenged, interested, and occupied with tasks that are either too difficult or too easy. There are several ways of promoting individualization. Hess (2006, p.12) gives the following ways:

- portfolio project
- poster reports
- self access centres
- individual writing such as book reviews, article reviews, advertisements or diaries.
- personalized dictionaries
- student-created web pages on which students present themselves to the world

Similarly, Nolasco (1991, p.109) provides individualization in a different variety of ways. Where students can :

- work on different tasks according to their level, needs and interests.
- work on different aspects of the same task.
- work on tasks that can be carried out at a variety of levels.

#### **e) Pace**

Pace is another principle to be considered while teaching in large mixed ability ELT classes. This is important in large mixed ability ELT classes because without correct pacing, we can lose control and make our students either bored or frusted. In this regard, Hess (2006, p.9) says, "Doing an activity too fast or too slowly can ruin the process." Each class has different demands for pacing, and only careful observation can teach us what kind of pace to set for our students.

**f) Personalization**

It is important for teachers to give students the opportunity to express their ideas, feelings and experiences, though they may lack confidence or enough language knowledge. Copur (2005, p.3) says, "By personalizing the tasks all students can participate voluntarily." It deals with allowing for different individual responses, based on learners' own experience, opinions or imagination. In this regard, Ur (1996, p.306) says, "Whenever possible design or adopt tasks in order to allow for different individual responses, based on learners own experience opinions or imagination." In large mixed ability ELT classes, students quickly begin to feel that they do not count and that there is really no point in expressing their opinion, since their point of view is of no interest to anyone. For this Hess (2006) emphasizes:

It is doubly important, in large classes, to provide opportunities in which students may share opinions, relate to their own future plans, explore their ideas on important issues, take stands on controversial topic, and apply their special knowledge to current concerns (p.23).

**g) Open-endedness**

Open-endedness is another important strategy in large mixed ability ELT classes. It allows students many possibilities for choosing appropriate language items and gearing the exercise to their own level of competence. Ur (1996, p.306) says, "Invite the class to respond to stimulus tasks or questions that have a range of possible acceptable answers rather than a single right solution."

In open-endedness environment students work so well in large mixed ability classes. Since open-ended exercises are infinitely more success-oriented, they really work well in all classes but Hess (2006, p.13) says, "Open-ended exercises are truly a boon in the large multilevel class as they put everyone to



work with the new language." In large mixed ability ELT classes, some of students may be very good at understanding but might be weak in expressing themselves orally or in written work, thus, open-endedness gives them the chance to express themselves without trying to find out the one and the only correct answer.

#### **h) Setting up routines**

In large mixed ability ELT classes, teacher should be very tactic to handle the class properly. So far as the question of setting up routines in large mixed ability ELT classes is concerned, the teacher should decide when to take class attendance, when to present the lesson, when to check assignment, when and how to conduct group work and pair work and many more. Regarding the importance of routines and plans Hess (2006, p.14) says, "Plans, conventions and routines are used to guide us, not to bind us." In large mixed ability ELT classes, where so many personalities interact and so much human energy is expended, both teacher and students need the comfort and stability of established routines.

#### **i) Enlarging the circle**

In our large mixed ability ELT classes, we want to involve as many students as possible, even during the teacher fronted phases of our lessons. Here, enlarging the circle means involving the students as much as possible in the classroom activities through various ways. We often worry about the fact that only a few students participate, we simply never know whether those quiet listeners are passive participants or day dreamers who soon may exhibit behaviour problems. According to Hess (2006) with some modification we can enlarge the circle of active attention in our classes through several ways:

- a) We should not call on the first student whose hand goes up, but rather, wait until many hands are raised, and as the hands go up encourage greater participants.
- b) When a student is talking, we have the tendency to walk closer to him/her. It is better if we walk farther away and allow his/her voice to carry across the room to reach more students.
- c) We should not call on students in a predictable order, for that certainly will cut down on student involvement.
- d) It is helpful to let shy students know before the lesson that we plan to call on them during the lesson.
- e) It is good to listen carefully to our students and allow student-initiated topics to interrupt our lesson plan.
  
- j) Compulsory plus optional strategy**

In compulsory plus optional strategy, students are given materials or tasks and instructed that a certain minimal part of it has to be learned or done by every one and the rest only by some students. Ur (1996, p.306) further suggests, "Tell the class that everyone has to do a certain minimal part of the task, the rest is optional, that is, available to those who understand/can do it/ wish to do more." In this strategy some typical phrases are used, like, 'do at least', 'if you have time', 'do as much you can of...', etc.

## **1.2 Review of Related Literature**

The topic of my research is "Exploring Common Expectations of Students in Large Mixed Ability ELT Classes." While writing a research proposal, I consulted different materials which were related to my research proposal. To support my research proposal, I reviewed the literature, prepared notes, the gist and main points which were significant to my study.

Actually, there are not so many researches related to my topic, I have attempted to review the researches related to the large mixed ability ELT classes. They are as follows:

Prodromou (1992) in his book entitled "Mixed Ability Classes" has presented some of the solutions to the problems of mixed ability classes. In his book, he has talk about teacher's tasks to manage the large classes where students are of different abilities.

Dewan (2003, p.158) wrote an article entitled "Teaching Large Multilevel Classes" in journal of NELTA. In her article, she presented general introduction to large multilevel class, different challenges faced by teachers in everyday teaching, advantages of the large multilevel classes and ways to cope with large multilevel classes. She has also talked about the problems of large multilevel classes in the context of Nepal.

Valentic (2005) wrote an article entitled "ELT in Multilevel Classes". In his article, he has talked about the concept of large multilevel classes including challenges, opportunities and teaching strategies. He has concluded that teaching in large multilevel classes is better than that of small size classes though there are challenges in large mixed ability classes.

Copur (2005) wrote an article entitled "Coping with the Problems of Mixed Ability Classes" in the internet journal of TESL. In this article, he has presented general introduction of mixed ability classes, some problems in the mixed ability classes, how to cope with the problems and applying the solutions. In his article, he has also talked about strategies adopted in the United Kingdom to reduce the mixed abilities in the large classes.

Hess (2006) in her book entitled "Teaching Large Multilevel Classes" discusses hundreds of practical activities that can be used in large mixed ability classes. The activities are concerned with knowing our students, motivating them, reviewing while maintaining interest, dealing with written work, making

students responsible for their own learning, individualizing and personalizing student work and so on. She has also talked about what a large multilevel class is, benefits and challenges of the large multilevel class and talked about the eleven principles of coping in large multilevel classes.

Upadhaya (2006, p.67) wrote an article entitled "Teaching English in Large Classes" in journal of NELTA. In his article, he has presented different aspects of classroom teaching in large ELT classes dealing with classroom environment, class participation, individual differences and resources for promoting active learning. He concludes that only the teacher can develop his/her own way to deal the large class but not others.

Jahn (2008) conducted research on "Promoting Collaboration in Mixed Ability EFL Classrooms at Tertiary Level in Bangladesh." The purpose of the study was to find out the problems which the Bangladesh: English language teachers are facing in dealing with mixed ability groups at tertiary level and how these problems can be overcome by establishing collaborative environment in the class. From the study Jahn found out that students still think that competitive environment prevails in the class and is affecting their learning process.

Khatai (2010) wrote an article entitled "Teaching English in Large Multilevel Classroom" discusses about the large multilevel class. He has pointed out the challenges of large multi-level classroom with teachers' responses. He has talked about the major challenges of large multilevel classrooms and has talked some benefits of large multilevel classroom. In his article, he presented some possible strategies for this type of classes including some activities for large multilevel classroom.

Ghimire (2011) carried out a research on "Managing Multilevel Diversity in ELT Classes", the main objectives of the study were to identify the secondary level English teachers' awareness of diversity in ELT classes, to explore the challenges of diverse ELT classes and the strategies for coping with those challenges, the students' view on the challenges faced by the teachers and

opportunities of diverse ELT classes. He conducted survey research and concluded that the secondary level English teachers were aware of the fact on the diversity in ELT classes but they did not devise different levels of activities for addressing the diverse expectations of students.

A very few studies have been carried out in the field of large mixed ability ELT classes and there is no research work carried out in this topic, especially in the Department of English Education, T.U. All above mentioned literature are related to the challenges, opportunities, strategies, techniques, awarenesses in terms of multilevel diversity etc. No research work deals with the common expectations of students in large mixed ability ELT classes. Therefore, the present work is attempt in exploration of common expectations of students in large mixed ability ELT classes.

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

The objectives of this study were as follows:

- i) To explore the common expectations of students in large mixed ability ELT classes.
- ii) To suggest some pedagogical implications based on the findings of study.

### **1.4 Significance of the Study**

Teaching itself is a difficult and challenging job. In the context of Nepal, it is more difficult and challenging since there are a large number of students in a small and less facilitated classroom with mixed abilities. Especially in the government aided schools and colleges the teachers and students are facing so many problems due to the large number of students where they have different expectations. It does not mean that private schools are with well facilities and there are no problems having large number of students.

In this context, my study will be focused on exploring the common expectations of the students in large mixed ability ELT classes since in large ELT classes there are different abilities of students and teachers who are facing challenges, it will be important for them. It makes teacher aware of the fact that in the same classroom there will be students of different expectations, abilities, learning styles, educational and cultural background, linguistic background and so on and not behaving all types of students in the same way is the symbol of failure in teaching. My research will be significant those who are related in the field of ELT and are teaching in larger mixed ability classes.

## **CHAPTER TWO**

### **METHODOLOGY**

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

#### **2.1 Sources of Data**

Both primary and secondary sources of data were used to meet the objectives of the study. The primary sources were used for collecting data, and secondary sources were used to facilitate the research.

##### **2.1.1 Primary Sources of Data**

This study was primarily based on primary sources of data. The primary sources of data in this study were the secondary level students studying in Kathmandu valley. The data from primary sources were collected by administering a questionnaire.

##### **2.1.2 Secondary Sources of Data**

The secondary sources of data were various books, theses, articles, journals, reports and websites related to this research. Some of them were: Ellis (1985), Nolasco and Arthur (1991), Prodromou (1992), Ur (1996), Copur (2005), Valentic (2005), Hess (2006), Harmer (2008), Khati (2010) and Ghimire (2011).

#### **2.2 Sampling Procedure**

The study population of this study was the secondary level students of government aided and private schools. The total sample size consisted of 100 secondary level students studying in the Kathmandu valley. The sample were the Grade 10 of five selected secondary schools of Kathmandu valley. Three were government aided schools and rest two were private schools. The selection was done through purposive non-random sampling procedure.

### **2.3 Tools for Data Collection**

The tools for collecting the data was a set of questionnaire for the students. Both close-ended and open-ended questions were included in the questionnaire. The items in questionnaire were directly related to the expectations of students in large mixed ability ELT classes. (See Appendix-I)

### **2.4 Process of Data Collection**

The researcher collected the data from the primary sources through the questionnaire. To take the data, he adopted the following steps:

- i. At first, the researcher went to the selected schools, talked to the authority, built rapport with them and explained them the purpose of the study.
- ii. After getting permission from the authority, he consulted the students who were studying English as a compulsory subject, built rapport with them, explained them the purpose of the research and requested them to take part in responding the questionnaire.
- iii. After this, he distributed the questionnaires.
- iv. Finally, he collected the questionnaire thanking the informants and school authority for their co-operation.

### **2.5 Limitations of the Study**

The study had the following limitations:

- i. The study was limited to secondary level students studying in government aided and private schools of Kathmandu valley.
- ii. The study was limited to the 100 students of Grade 10.
- iii. Questionnaire was the only tool for data collection.
- iv. The class was limited to ELT classes only.
- v. It was limited to explore the common expectations of students in large mixed ability ELT classes.



## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter is mainly concerned with the analysis and interpretation of the data collected from the primary sources. The main objective of this study was to find out the common expectations of students in large mixed ability ELT classes. For this, hundred secondary level students studying in Grade 10 in Kathmandu Valley were the primary sources of data and a set of questionnaire was the tool for data collection. The questionnaire was divided into the following main areas:

- i. Classroom management
- ii. Teaching learning activities
- iii. Environment of English in the classroom
- iv. Collaboration in learning and teacher's role
- v. Feedback, correction and evaluation

Under the above mentioned areas most of the questions were close-ended in nature where the students were requested to show their expectations by ticking the most appropriate one. A very few number of questions were open-ended in nature in which students also had to show their expectations by using the words. The data collected through the questionnaire are analyzed and interpreted under the above mentioned five areas.

### **3.1 Classroom Management**

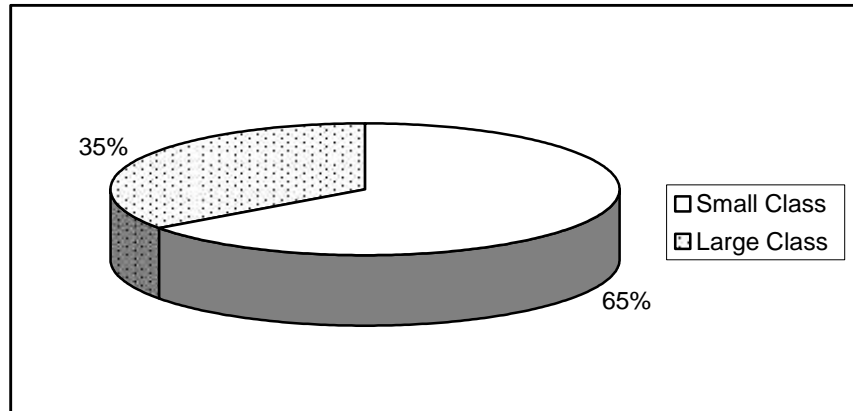
This part is related to the expectations of students in classroom management. The data obtained from the students are analyzed and interpreted in the different headings below.

#### **3.1.1 Class Size**

The students were asked a question which was to identify their expectations of class size in ELT classroom. The main aim of the question was to find out whether the students expect large or small ELT class. The actual question was

'what type of class size do you like most ?' The data obtained from the students are presented in the figure below.

**Figure No. 1**  
**Class Size**

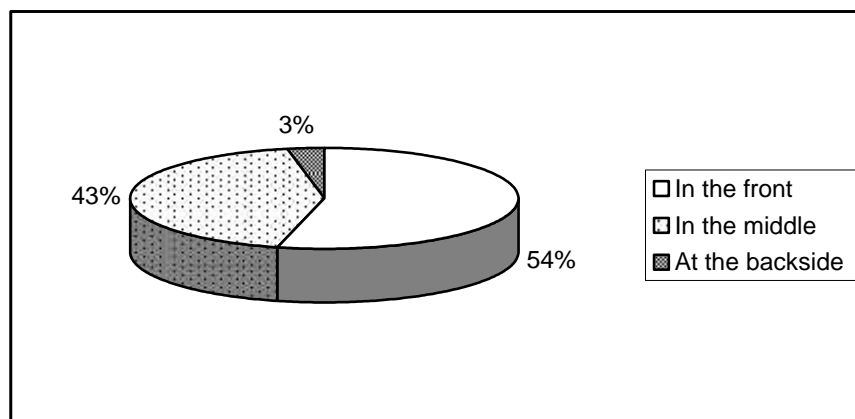


The above figure shows that 65 per cent of the total students expected small class size and 35 per cent expected the large class in the ELT classroom. This data indicates that most of the students like to learn in small class.

### 3.1.2 Sitting in the Classroom

The question in this topic was intended to find out students' response towards the expectations of students' sitting in the classroom. The actual question was 'Where do you want to sit in the classroom ?' The responses obtained from the students are presented in the figure below.

**Figure No. 2**  
**Sitting in the Classroom**

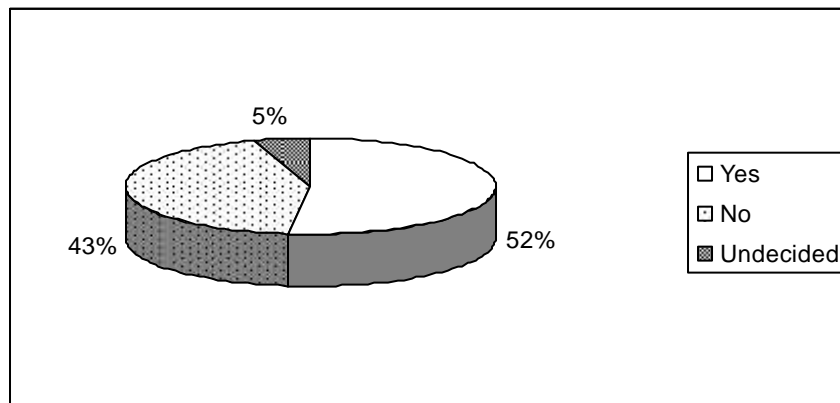


From the above figure, it is clear that only 3 per cent of the total students expected to sit at the backside, 43 per cent expected to sit in the middle of the classroom and 54 per cent expected to sit in the front of the classroom. This data clearly indicates that most of the students like to sit in front of the classroom.

### 3.1.3 Different Sections

The question in this topic was intended to find out whether the students expect the different sections of poor and bright students or not. The actual question was 'Do you expect there should be the different sections of poor and bright students ?' The responses obtained from the students are presented in the figure below.

**Figure No. 3**  
**Different Sections**

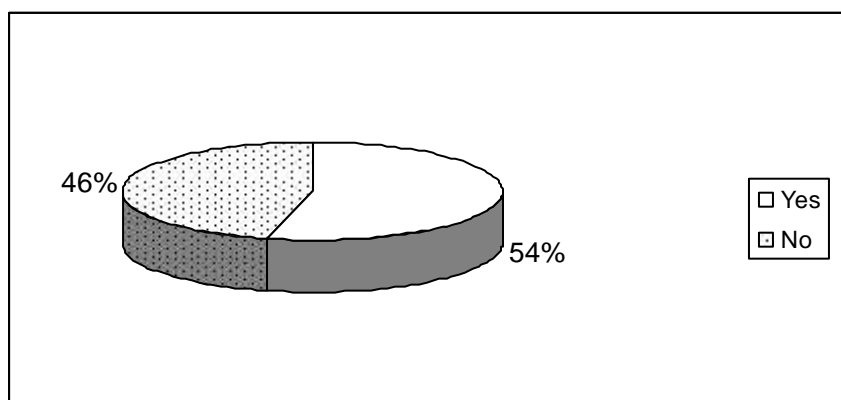


The above figure shows that 52 per cent of the total students expected there should be the different sections, 5 per cent marked undecided and 43 per cent did not expect the different sections of poor and bright students.

### 3.1.4 Rules and Regulations in the Classroom

The question in this topic was intended to obtain the students' expectations towards the rules and regulations in the classroom from the very beginning of the year. The actual question was 'Do you like the fixed rules for your class from the very beginning of the year ?' The responses obtained from the students are presented in the following figure.

**Figure No. 4**  
**Rules and Regulations in the Classroom**



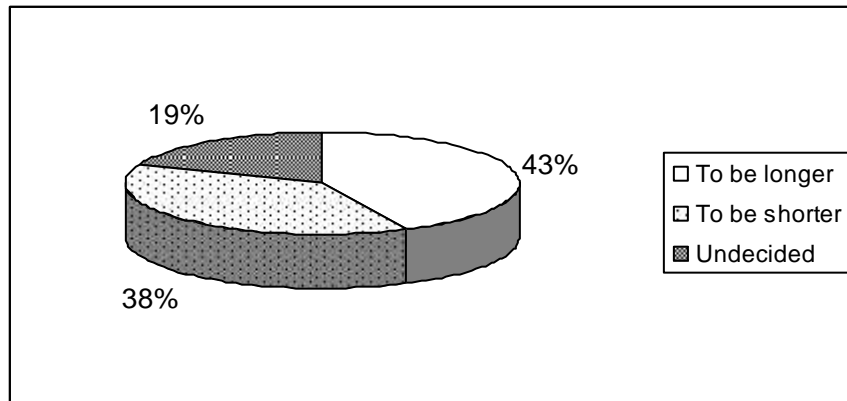
The above figure clearly shows that 54 per cent of the total students expected the rules and regulations in the classroom from the very beginning while 46 per cent did not expect it. The students who expected rules and regulations had the following views :

- It is the good way to guide the students in a right way.
- It helps students to be disciplined and serious in their study.
- Once rules are made there would be the habit of following them.
- It helps classroom to get managed and there is no chance of violating rules and regulations.
- It helps in the proper and systematic beginning and ending of class.
- Rules make the students disciplined and well managed to create favourable environment for students.
- It helps to maintain good discipline and co-operation among all students and teachers.
- It makes the students and teachers punctual.

### **3.1.5 Class Time**

The students were also asked whether they like shorter or longer period of class time. The actual question was 'What do you think about your class time ?' The responses obtained to this question are presented in the figure below.

**Figure No. 5**  
**Class Time**



The above figure vividly states that 43 per cent students were in favour of longer class time, 19 per cent marked undecided and 38 per cent students were in favour of shorter class time. These responses indicate that majority of the students are in favour of longer class time.

### **3.1.6 Management of the Classroom**

The students were also requested to show their responses whether students themselves or class teacher or school administration is responsible to manage to classroom. The actual question was 'What do you think who is responsible to manage the classroom ?' The responses obtained from the students are presented in the table below.

**Table No. 1**  
**Management of the Classroom**

S.N.	Responses	Number of Students	Percentage
a	Class teacher	10	10%
b	School administration	11	11%
c	Students themselves	79	79%

The above table shows that 10 per cent of the total students responded that class teacher is responsible to manage the classroom, 11 per cent of them responded school administration is responsible to manage the classroom

whereas 79 per cent of them responded that students themselves are responsible for this. Majority of the responses indicate that students themselves are responsible to manage the classroom.

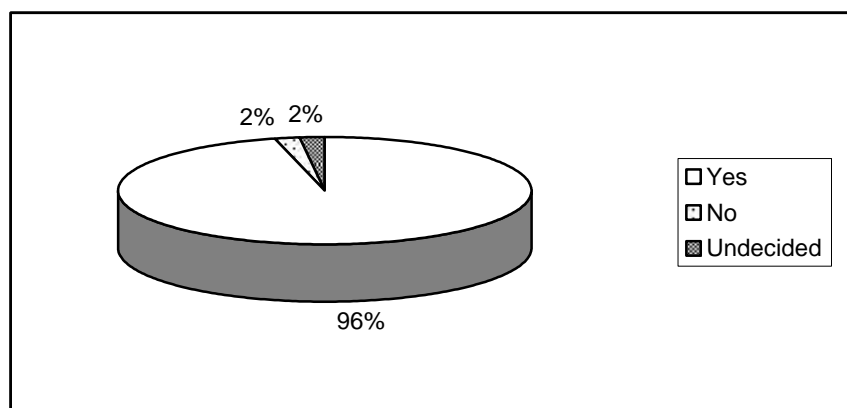
### 3.2 Teaching Learning Activities

This part is related to the expectations of students in teaching learning activities in large mixed ability ELT classes. The data collected from the students are analyzed and interpreted in the different headings below.

#### 3.2.1 Varieties in Teaching Strategies

The question in this topic was related to varieties in teaching strategies. The main aim of the question was to find out whether the students expect varieties in teaching strategies or not. The actual question was 'Do you like your teacher bringing variety in his teaching strategies ?' The responses obtained from the students are presented in the figure below.

**Figure No. 6**  
**Varieties in Teaching Strategies**



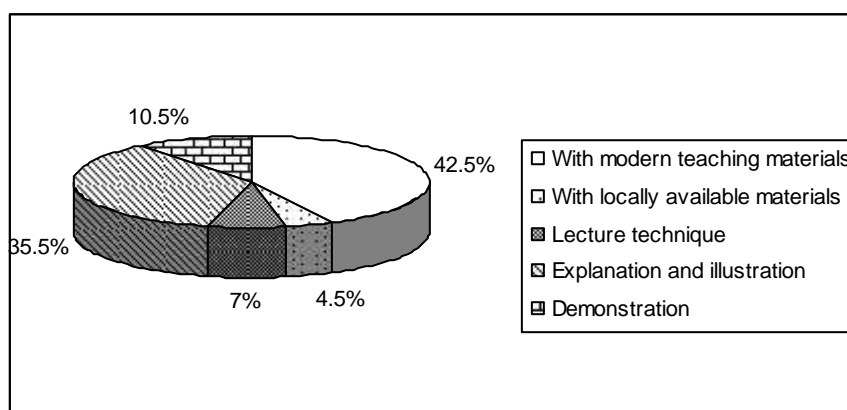
As indicated in the figure above, out of the total students 96 per cent students expected varieties in teaching strategies, 2 per cent of them marked undecided and 2 per cent of them did not expect bringing varieties in teaching strategies. The majority of students expected varieties in teaching strategies.

### 3.2.2 Teaching Techniques and Materials

The students were requested to show their responses towards the expectations teaching techniques and materials. For this, the students were asked two questions on a given topic. The responses obtained from the students are presented in the table below.

**Figure No. 7**

**Teaching Techniques and Materials**



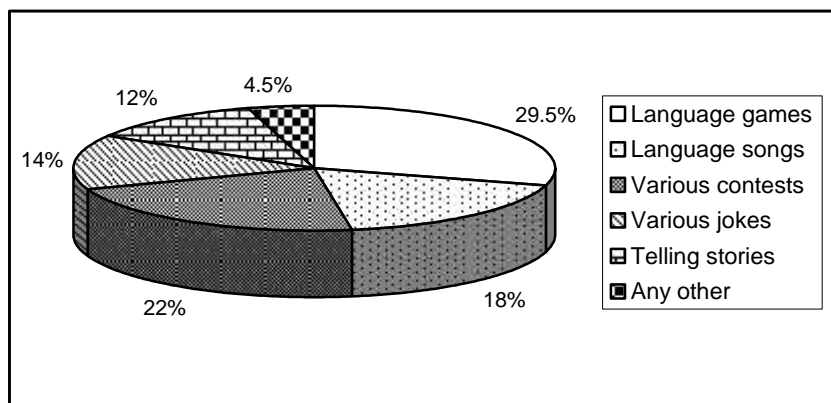
The above figure shows that 42.5 per cent students expected to be taught with modern teaching materials, 4.5 per cent of them expected to be taught with locally available materials. Similarly, 7 per cent of the total students expected lecture technique, 35.5 per cent expected explanation and illustration and 10.5 per cent expected demonstration technique as the best technique in large mixed ability ELT classroom.

### 3.2.3 Activities in the Classroom

The question in this topic was related to find out the expectations of students towards the activities used in teaching. For this, the students were requested to show at least two responses on a given question. The actual question was 'What type of activities do you like ?' The responses obtained from the students are presented in figure below.

**Figure No. 8**

**Activities in the Classroom**



Note: (per cent is taken per option separately)

As indicated in the above figure, it is clear that 29.5 per cent of total students preferred language games, 18 per cent language songs, 22 per cent liked various contests, 14 per cent liked telling jokes. Similarly, 12 per cent liked telling stories and 4.5 per cent liked other activities related to the English language in large mixed ability ELT classes. As a whole majority of the students liked language games in the classroom.

### 3.2.4 Solution of Problems

In the classroom sometimes students face various problems. The students were asked a question what they do when they do not find the solution of problems. The responses obtained from the students are presented in the table below.

**Table No. 2**

**Solution of Problems**

S.N.	Responses	Number of Students	Percentage
a	I ask the teacher	73	73%
b	I consult other resources	26	26%
c	I leave it	1	1%

The above table explicitly shows that 73 per cent of the total students said that they ask the teacher when they do not find solution of some problems.



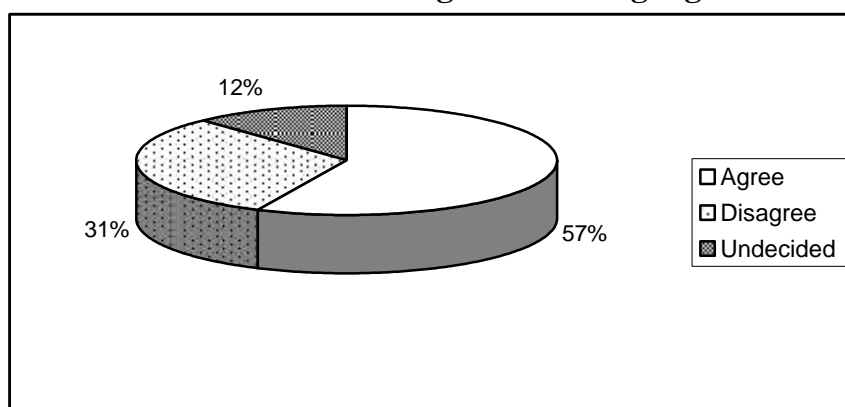
Similarly, 26 per cent responded that they consult other resources and only one per cent responded that they left the problem when they did not find solution of some problems. This data shows that most of the students expect to ask the teacher when they do not find the solution of problems.

### 3.2.5 Teachers' Knowledge about Language

The students were given a statement which was related to the expectations from their teachers' knowledge about the language. The actual statement was 'I expect my teacher to know everything about language.' The responses obtained from the students to this statement are presented in the figure below.

**Figure No. 9**

**Teachers' Knowledge about Language**

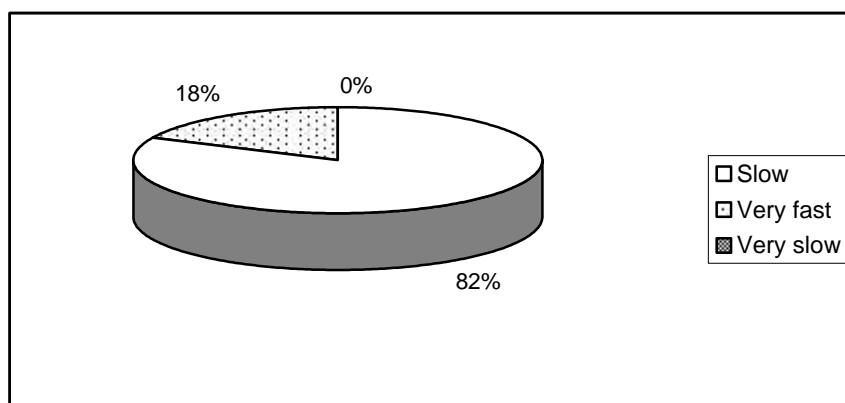


The above figure states that 57 per cent of the total students agreed with the statement, 12 per cent marked undecided and 31 per cent disagreed with the statement. As a whole the majority of the students agreed with the statement that their teacher know everything about the language.

### 3.2.6 Teacher's Speed of Speech

The students in this question were requested to show their responses towards the teacher's speed of speech in the ELT classroom. The actual question was 'What do you expect from your teacher regarding the speed of speech ?' The responses obtained from the students are presented in the figure below.

**Figure No. 10**  
**Teacher's Speed of Speech**



The above figure clearly shows that 82 per cent of the total students expected slow speed, none of them marked very slow and 18 per cent expected very fast speed of speech. The obtained data indicates that most of the students expected slow speed from their teacher when they teach in ELT class.

### **3.3 Environment of English in the Classroom**

This part is related to the environment of English in the classroom. The data collected from the students are analyzed and interpreted in the different headings below.

#### **3.3.1 Classroom English**

The students were also asked a question which was related to the type of English in the ELT classroom. The main aim of the question was to find out what type of English they expect in ELT classroom. The actual question was 'What type of classroom English do you expect from your teacher ?' The following table reflects the obtained data.

**Table No. 3**  
**Classroom English**

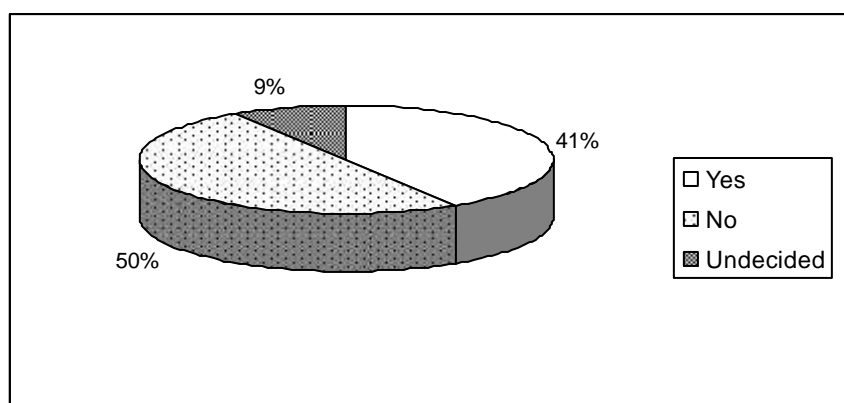
S.N.	Responses	Number of Students	Percentage
a	Simpler English	20	20%
b	English with new words	69	69%
c	Native like English	11	14%

From the above table we can see that 20 per cent of the total students expected simpler English, 69 per cent expected English with new words and 11 per cent students said that we expected native like English in the ELT classroom. This data clearly indicates that most of the students expect English with new words in the ELT classroom.

### 3.3.2 Talking about English but not Related with the Subject

The students were asked a question which was related to their ELT teacher talking about English but not related with the subject matter. The actual question was 'Do you like your teacher talking about the English but not related with your subject ?' The following figure reflects the obtained data from the students.

**Figure No. 11**  
**Talking about English but not Related with the Subject**



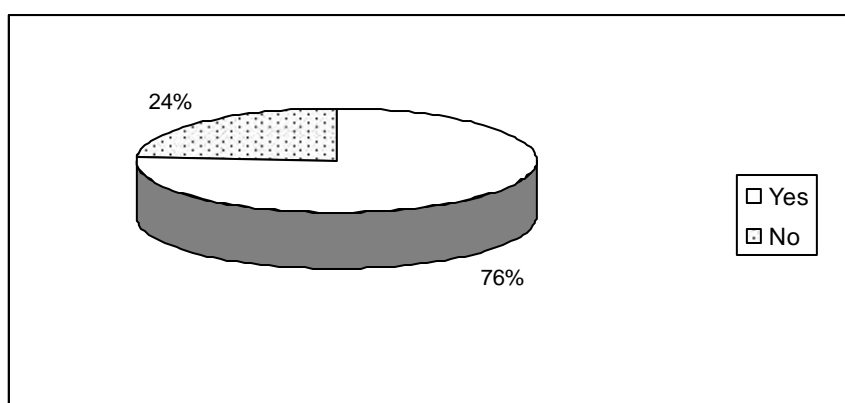
The above figure states that 41 per cent of the total students expected that their teacher talking about English but not other related subjects, 9 per cent marked

undecided and 50 per cent, i.e. half per cent of them did not expect talking about English but not related with their subject.

### 3.3.3 Opportunity to Speak

The question in this topic was intended to find out whether the students expect to get an opportunity to speak in the classroom or not. The actual question was 'Do you expect to get an opportunity to speak in the classroom ?' The responses obtained from the students are presented in the figure below.

**Figure No. 12**  
**Opportunity to Speak**



The above figure displays that 76 per cent students expected to get an opportunity to speak in the classroom and 24 per cent did not expect it. Those who responded 'yes' supported their views by giving the following points:

- Opportunity to speak helps us to improve our speaking skills.
- It helps to enhance our confidence and enable us to spread of our knowledge.
- It helps us to be self dependent and remove our confusion.
- We want to improve our ability to speak in front of other students or mass.
- I expect to get an opportunity to speak in the classroom because it helps us to show our thought.
- Our English would be fluent and our confidence of speaking would be raised.

- It helps to express our views and opinions on particular topic.
- It helps us to develop our leadership skill and to improve our language speaking ability.

### 3.3.4 Use of Mother Tongue

In this topic, it was intended to find out the expectations of students regarding the use of mother tongue in the ELT classroom. The data obtained from the students are presented in the table below.

**Table No. 4**  
**Use of Mother Tongue**

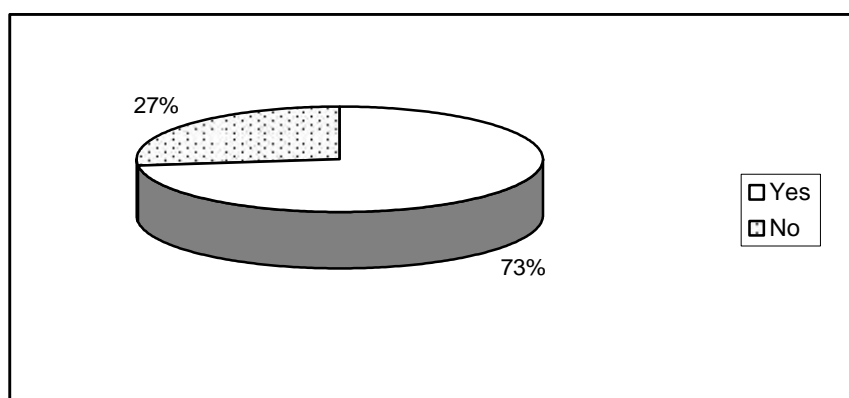
S.N.	Responses	Number of Students	Percentage
a	English only	29	29%
b	English with limited use of mother tongue	71	71%
c	Mother tongue only	-	-

The above figure explicitly shows that 29 per cent students responded that they expected use of English only in the classroom whereas 71 per cent expected English with limited use of mother tongue and none of them expected use of their mother tongue in the ELT classroom. This data indicates that most of the students expected use of English with limited mother tongue use in the ELT classroom.

### 3.3.5 Students' Satisfaction on Textbook

To learn the English language only the textbook is not sufficient. In this topic, the students were asked a question whether they are satisfied with their present English textbook. The actual question was 'Are you satisfied with your present English textbook ?' The data collected from the students are presented in the figure below.

**Figure No. 13**  
**Students' Satisfaction on Textbook**



The above figure shows that majority of the students, i.e. 73 per cent students were satisfied with the present English textbook and 27 per cent students were not. Those students who responded 'no' supported their views by giving the following reasons.

- The textbook does not contain all necessary contents for students.
- In the textbook there is not much things that we should know.
- I cannot get extra other knowledge by English textbook.
- Only textbook is not sufficient. Teachers should provide us extra knowledge which helps to develop our mind.
- There are less interesting things in the textbook.
- It contains less amount of vocabulary.
- It is not useful for exam.
- There are not new words which are used nowadays in different countries.
- It does not seem to focus on literature and the grammar sufficiently.

### **3.3.6 Teachers' Instruction in the Classroom**

The aim in this topic was related to find out the expectations of students towards medium of instruction in teaching. The data collected from the students are presented in the table below.

**Table No. 5**  
**Teachers' Instruction in the Classroom**

S.N.	Responses	Number of Students	Percentage
a	English	83	83%
b	In my mother tongue	10	10%
c	Undecided	7	7%

The above table shows that most of the students, i.e. 83 per cent expected English to be used as medium of instruction in teaching, 10 per cent expected to use their mother tongue and 7 per cent of them marked undecided. The majority of the students expected English to be used as medium of instruction.

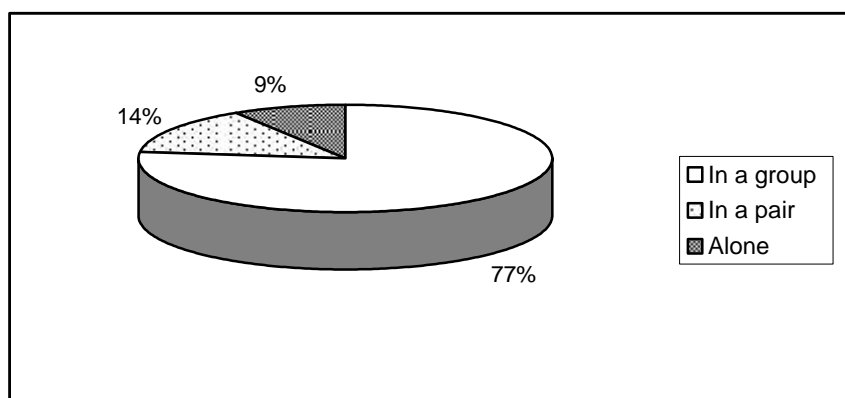
### 3.4 Collaboration in Learning and Teacher's Role

This part consists of the analysis and interpretation of the data related to the collaboration in learning and teacher's role. The data obtained from the students are analyzed and interpreted in the different headings below.

#### 3.4.1 Students' Participation in Learning

The aim in this topic was related to find out the expectations of students' participation in learning. The responses obtained from the students are presented in the figure below.

**Figure No. 14**  
**Students' Participation in Learning**

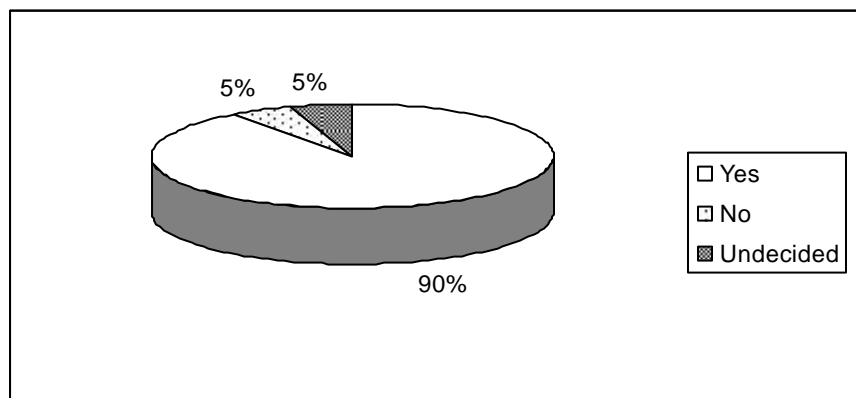


The above figure states that 77 per cent of the total students expected working in a group, 14 per cent students expected working in a pair and only 9 per cent expected to work alone in the ELT classroom. This data indicates that majority of the students enjoy working in a group.

### 3.4.2 Rapport between Students and Teacher

The students were requested to show their responses towards the rapport between the students and teacher in the classroom. The question under this topic was aimed to find out whether the students like their teachers to be closed with them. The actual question was 'Do you like your teachers to be close to you ?' The responses obtained from the students are presented in the figure below.

**Figure No. 15**  
**Rapport between Students and Teacher**



The above figure vividly states that 90 per cent of the total students like their teachers to be closed with them, 5 per cent marked undecided and five per cent of them like their teachers to be closed with them. As a whole the majority of the students responded that they like their teachers to be closed with them.

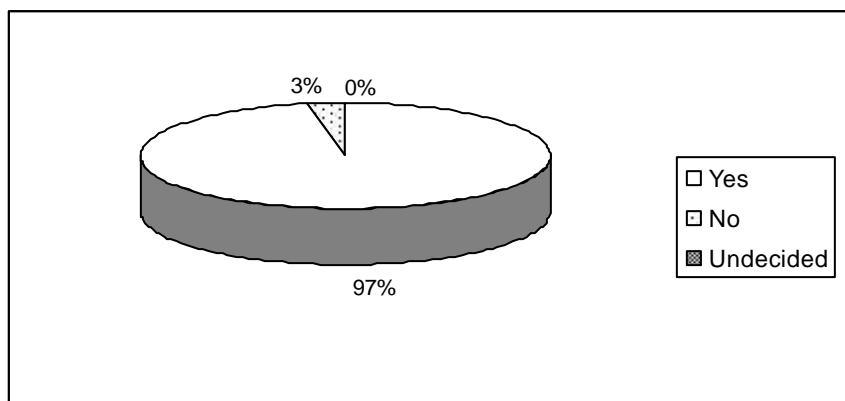
### 3.4.3 Sharing Ideas from their Friends

In most of the cases students themselves learn by sharing ideas from their friends. The question in this topic was intended to find out the students' opinion towards sharing ideas from their friends. The actual question was 'Do you



expect sharing ideas from your friends ?' The responses obtained from the students are presented in figure below.

**Figure No. 16**  
**Sharing Ideas from their Friends**



The above figure clearly shows that among the total students, 97 per cent expected sharing ideas from their friends, none of them marked undecided and only 3 per cent did not expect sharing ideas from their friends. These responses indicate that most of the students like to share their ideas from their friends.

#### **3.4.4 Position of Teacher**

To find out the expectations of students regarding the position of teacher in the classroom, the students were asked to show their responses whether they expect their teacher moving all around the class or standing at the front. The following table reflects the obtained data from the students.

**Table No. 6**  
**Position of Teacher**

S.N.	Responses	Number of Students	Percentage
a	Moving all around the class	90	90%
b	Standing at the front	10	10%

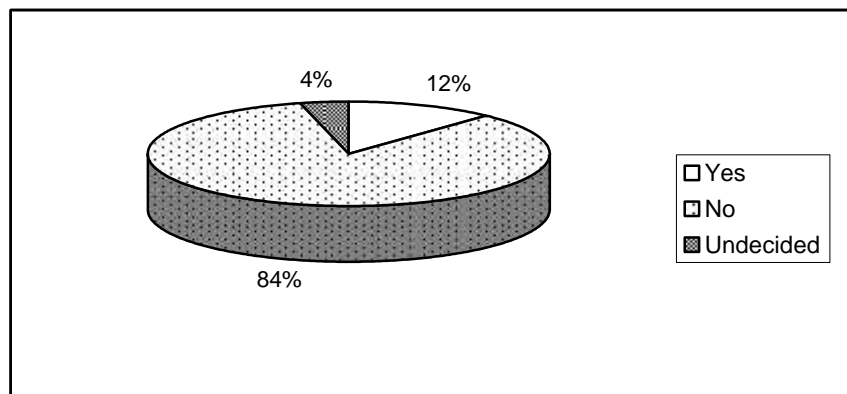
The table above explicitly shows that 90 per cent students expected their teacher moving all around the classroom and only 10 per cent expected their

teacher standing at the front. As a whole it was found that majority of the students like their teacher to move all around the classroom while s/he is teaching.

### 3.4.5 Focusing more the Intelligent Students

The aim of this question was to find out whether the students like their teacher focusing more the intelligent students only in the classroom. The actual question was 'Do you like your teacher focusing more the intelligent students only in the classroom ?' The following figure reflects the obtained data from the students.

**Figure No. 17**  
**Focusing more the Intelligent Students**



The data in the above figure shows that 12 per cent of the total students expected their teacher focusing more on the intelligent students in the classroom, majority of them, i.e. 84 per cent did not expect focusing more the intelligent students and 4 per cent marked undecided. These data indicate that teacher should not focus more the intelligent students only in the classroom.

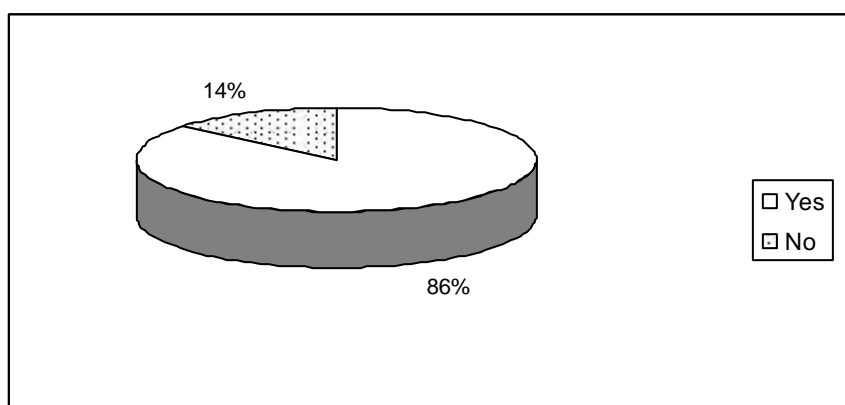
### 3.5 Feedback, Correction and Evaluation

This part includes the analysis and interpretation of the data related to the feedback, correction and evaluation. The data obtained from the students are analyzed and interpreted in the different headings below.

### 3.5.1 Asking Questions

The question in this topic was intended to find out the expectations of students asking more questions in the classroom. The actual question was 'Do you expect asking you to the more questions in the classroom ?' The following figure reflects the obtained data.

**Figure No. 18**  
**Asking Questions**



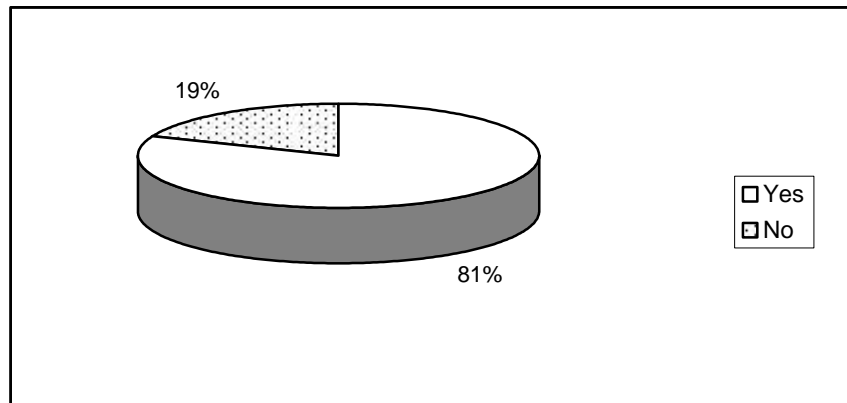
The above figure displays that 86 per cent of the total students expected asking more questions in them classroom whereas 14 per cent of them did not. The students who responded 'no' supported their views by giving the following points:

- Teachers should include all the students not some intelligent ones.
- Each and every students should get an equal opportunity.
- We do not think we are that intelligent and active like other ones.
- Everyone in the class should be given opportunity to speak.
- Sometimes we do not know answers of some questions.

### 3.5.2 Daily Homework

The question under this topic was intended to find out whether the students expect daily homework from their teacher. The actual question was 'Do you expect daily homework from your teacher ?' The responses obtained from the students are presented in figure below.

**Figure No. 19**  
**Daily Homework**



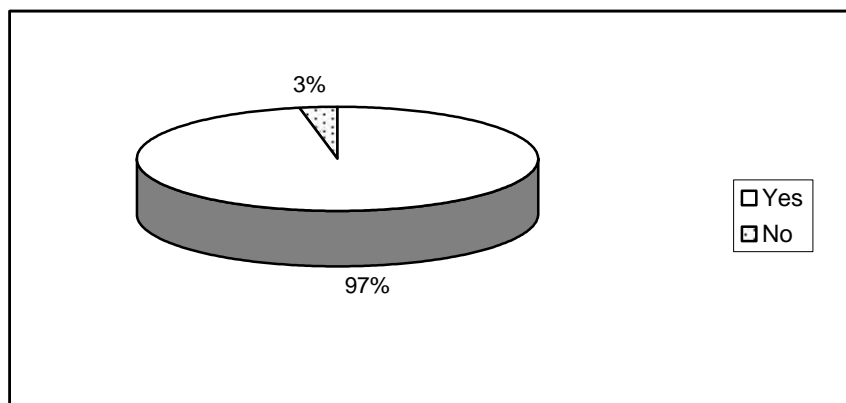
The above figure shows that 81 per cent students expected daily homework and 19 per cent of the did not expect daily homework from their teacher. The students who responded 'no' supported their views by giving the following points:

- We must get a separate time for self-study beside the assignments.
- Sometimes we want to be free from daily homework and have some fun.
- We should get equal time for entertainment as well.
- We cannot get more time to read at home.
- It is a burden for us and we need extra time for reading at home.
- We have to manage time for other activities as well.
- Only doing homework is not good for achieving the goal of language learning.
- Homework is just a formality but self study is very essential.
- They do not give homework daily then why should we bother expecting.

### **3.5.3 Correction of Errors**

To find out whether the students expect correcting their errors immediately or not, a question was asked to the students 'Do you like your teacher correcting your errors immediately ?' The responses obtained from the students are presented in the figure below.

**Figure No. 20**  
**Correction of Errors**

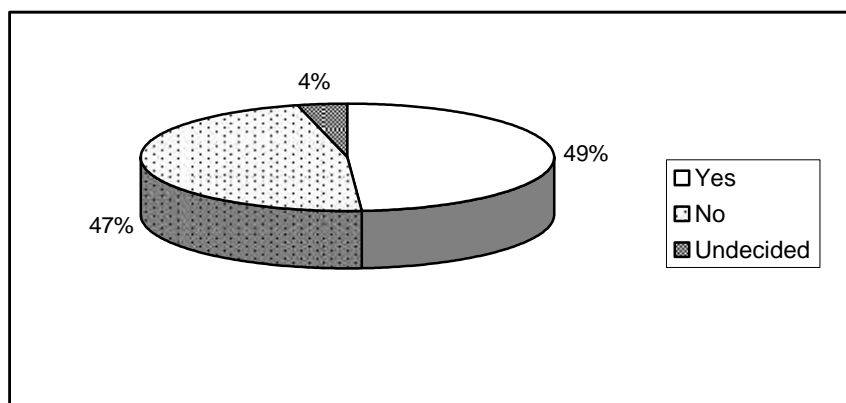


From the above figure, we see that 97 per cent of the total students expected correcting their errors immediately while 3 per cent of them did not. Regarding this question only three students responded 'no' and their view was: errors are not for life and teachers should give us opportunity to correct our errors ourselves.

### 3.5.4 Answering the Questions

The students were asked a question which was related to find out whether the teachers should answer all the questions in the classroom or not. The actual question was 'Should the teacher answer all the questions ?' The data obtained from the students are presented in the figure below.

**Figure No. 21**  
**Answering the Questions**



The above figure clearly shows that 49 per cent of total students expected teachers to answer all the questions in the classroom, 4 per cent marked undecided and 47 per cent of them did not expect answering all the questions by their teacher in the classroom.

### **3.5.5 Correction of Home Assignment**

The students were also asked whether they like their home assignment to be checked regularly. The aim of this topic was to find out students' expectations towards the correction of home assignment in terms of time. The responses obtained from the students are presented in the table below.

**Table No. 7**  
**Correction of Home Assignment**

S.N.	Responses	Number of Students	Percentage
a	Everyday	71	71%
b	Twice or thrice a week	16	16%
c	Once a week	13	13%

The above table clearly states that 71 per cent students expected that they like their home assignment to be checked everyday, 16 per cent of them like their home assignment to be checked twice or thrice a week and 13 per cent of them expected their home assignment to be checked once a week. As a whole it was found that majority of the students expected that their homework to be checked regularly.

### **3.5.6 Checking Written Tasks**

The students were also asked whether they enjoy their written tasks to be checked by their teachers or by their peers. The aim of this topic was to find out the expectations of students towards checking their written tasks. The responses obtained from the students are presented in the table below.

**Table No. 8**  
**Checking Written Tasks**

S.N.	Responses	Number of Students	Percentage
a	By my teacher	82	82%
b	By my peer	4	4%
c	By myself	14	14%

The above table presents that 82 per cent students enjoy their written tasks to be checked by their teachers. Similarly, 4 per cent responded that they enjoy their written tasks to be checked by their peers, and 14 per cent enjoy themselves to be checked their written tasks. The data indicates that majority of the students responded that they enjoy their written tasks to be checked by their teachers.

## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATIONS**

In this chapter, I present the findings of the research drawn on the basis of the analysis and interpretation of the data.

#### **4.1 Findings**

From the analysis and interpretation of the information obtained, I have drawn the following findings:

- i. A majority of the students, i.e. 65 per cent are in favour of small class size.
- ii. More than half per cent, i.e. 54 per cent students want to sit in the front of the classroom.
- iii. Most of the students, i.e. 52 per cent of the total students expect that there should be the different sections of poor and bright students in a large mixed ability ELT classroom.
- iv. Rules and regulations are certainly needed to maintain the peaceful environment and it was found that 54 per cent students expect the rules and regulations in the classroom from the very beginning of the year.
- v. Classroom management is one of the most important aspect of teaching and learning process. Though teacher and school administration all are directly or indirectly responsible to manage the classroom. However, it was found that majority of students, i.e. 79 per cent seems more responsible to manage the classroom than others in ELT classroom.
- vi. Most of the students, i.e. 96 per cent expect varieties in teaching strategies to make teaching learning effective and enjoyable.
- vii. A majority of the students, i.e. 85 per cent expect to be taught using the modern teaching materials in a large mixed ability ELT classroom.
- viii. Most of the students, i.e. 57 per cent are in favour of their teachers know everything about the language.



- ix. The main purposes of teaching is to enable the students to learn some things. So, while teaching teacher's speed of speech should be slow and it was found that 82 per cent students expect it.
- x. It was found that a majority of the students, i.e. 69 per cent expect their ELT classroom with new English words.
- xi. Providing opportunity to speak in the classroom is very important strategy to become their students fluent. So, majority of the students, i.e. 76 per cent expect to get an opportunity to speak in the classroom. And they also expect to hear many things out of the course but related to the English language.
- xii. Judicious use of English with limited use of students' mother tongue can be significantly helpful in large mixed ability ELT classroom. And it was found that 71 per cent students expect English with limited use of mother tongue in the classroom.
- xiii. Most of the students, i.e. 73 per cent are not satisfied with their present English textbook.
- xiv. Giving instruction to the students also plays a vital role in teaching learning, so, while giving instruction, English must be used.
- xv. In a large mixed ability ELT classroom, collaborative activities seem more effective. And it was found that 77 per cent students are in favour of working in a group.
- xvi. A majority of the students, i.e. 90 per cent expect that they like to be closed their teacher with them.
- xvii. In most of the cases students learn sharing ideas from their friends. And it was found that 97 per cent expect sharing ideas from their friends.
- xviii. A majority of the students, i.e. 90 per cent like their teacher to move all around the classroom.
- xix. Definitely equal behaviour in the classroom enhance teaching learning process. And it was found that 84 per cent do not expect focusing more the intelligent students only in the classroom.

- xx. Most of the students, i.e. 86 per cent expect asking more questions in the classroom.
- xxi. After teaching, homework is necessary to develop the students' learning. A majority of the students i.e. 81 per cent think that daily homework is helpful for their learning. Similarly, 97 per cent are in favour of correcting their errors immediately.
- xxii. Nearly half per cent of the total students, i.e. 49 per cent expect that their teacher should answer all the questions whereas 47 per cent are against with it.
- xxiii. A majority of the students, i.e. 71 per cent like their home assignment to be checked everyday.

## **4.2 Recommendations**

On the basis of the findings of the research, I have offered the following recommendations for the pedagogical implications.

- i. It was found that in every large ELT classroom, there are students with mixed abilities. The same learning tasks and activities are not appropriate for all the students. Therefore, the teacher should devise different levels of activities according to their abilities.
- ii. Since students enjoy small class for learning, it is better to manage small class for teaching in large mixed ability ELT classroom.
- iii. A teacher can not give individual attention in shorter ELT class. Therefore, time duration should be increased to enhance teaching learning process.
- iv. Students like varieties in teaching so, it is better to bring varieties in ELT classroom by using different teaching strategies.
- v. Rules and regulations are certainly needed to maintain the peaceful environment. Therefore, there should be fixed rules and regulation in the classroom from the very beginning of the year.

- vi. Medium of instruction is also one of the important part of teaching. So, English should be taught through English but limited use of mother tongue in large mixed ability ELT classroom.
- vii. Opportunity is also one of the important factor for enhancing learning. So, it is better to provide enough opportunities for students to take part in different activities in the ELT classroom.
- viii. Beside the textbook, to develop the creativity of the students other materials related to English can be used in ELT classroom.
- ix. It was found that collaborative activities are very helpful in large mixed ability ELT classroom. Therefore, collaborative activities such as group work, pair work, jigsaw activities, collaborative community projects and collaborative writing need to be focused in the large mixed ability ELT classroom.
- x. The good relationship between students and teachers develop the teaching learning process. Therefore, students' and teachers' relationship should be remarkable.
- xi. Since mixed ability in large classes is a natural phenomenon, teacher should not focus only the intelligent students neglecting the poor students. Moreover, he/she should behave all the students equally in the classroom.

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**APPENDIX- I**  
**QUESTIONNAIRE TO THE STUDENTS**

Dear Students,

This questionnaire is a research tool for gathering information for my research entitled "Exploring Common Expectations of Students in Large Mixed Ability ELT Classes", for the partial fulfillment of my Master's Degree in English Education at T.U. I am carrying out this research under the guidance of Dr. Jai Raj Awasthi, Professor of Department of English Education. The questions are based on common expectations of the students in large mixed ability ELT classes.

The correct information provided by you will be of great help for the successful completion of this research. Your name and the name of your school is optional and your participation is voluntary. All the information collected through the questionnaire will be used only for research purpose. I would be grateful if you could kindly spare some time to complete the questionnaire below.

If you have any confusion regarding the questionnaire or research, you can contact me on 9841981286 or send an email to Bhandarihasta@yahoo.com.

**Hasta Bahadur Bhandari**

**M.Ed. Second Year**

**University Campus, T.U.**

Name (Optional):  
 Name of the School (Optional):  
 Address:  
 Grade:  
 Mother tongue:  
 School: (Please tick one that suits you)  
     **a) Government aided** [    ]  
     **b) Private** [    ]

Please go through the questionnaire and tick (✓) the option that best indicates your response.

**PART : ONE**  
**CLASSROOM MANAGEMENT**

1. What type of class size do you like most ?  
     a) Large class                      b) Small class
  
2. Where do you want to sit in the classroom ?  
     a) In the front                      b) In the middle      c) at the backside
  
3. Do you expect there should be the different sections of poor and bright students?  
     a) Yes                                  b) No                      c) Undecided
  
4. Do you like the fixed rules for your class from the very beginning of the year ?  
     a) Yes                                  b) No  
     If yes, why ?  
     .....  
     .....
  
5. What do you think about your class time ?  
     a) to be longer                      b) to be shorter                      c) undecided
  
6. What do you think who is responsible to manage the classroom ?  
     a) class teacher                      b) school administration      c) students themselves



**PART : TWO**  
**TEACHING LEARNING ACTIVITIES**

7. Do you like your the teacher bringing variety in his teaching strategies ?  
a) Yes                                      b) No                                      c) Undecided
  
8. I like to be taught  
a) with modern teaching materials  
b) with teacher's voice only (lecture)  
c) with locally available materials
  
9. What type of activities do you like ? (Tick at least two)  
a) Language games  
b) Language songs  
c) Various contests  
d) Telling jokes  
e) Telling stories  
f) Any other.....
  
10. If I don't find the answer of some problem  
a) I ask the teacher  
b) I consult other resources  
c) I leave it
  
11. I expect my teacher to know everything about language  
a) Agree                                      b) Disagree                                      c) Undecided
  
12. What do you expect from your teacher regarding the speed of speech?  
a) very fast                                      b) slow                                      c) very slow

**PART : THREE**  
**ENVIRONMENT OF ENGLISH IN THE CLASSROOM**

13. What type of classroom English do you expect from your teacher ?
- a) Simpler English
  - b) English with new words
  - c) Native like English
14. Do you like your teacher talking about the English but not related with your subject ?
- a) Yes
  - b) No
  - c) Undecided
15. Do you expect to get an opportunity to speak in the classroom ?
- a) Yes
  - b) No
- If yes, why ?
- .....
- .....
16. I expect my teacher speaking in
- a) English only
  - b) English with limited use of mother tongue
  - c) Mother tongue only
17. Are you satisfied with your present English textbook?
- a) Yes
  - b) No
- If no, why ?
- .....
- .....
18. I expect instruction in
- a) English
  - b) In my mother tongue
  - c) Undecided

## **PART : FOUR**

### **COLLABORATION IN LEARNING AND TEACHER'S ROLE**

19. I enjoy working
  - a) in a group
  - b) in a pair
  - c) alone
  
20. Do you like your teacher to be close to you ?
  - a) Yes
  - b) No
  - c) Undecided
  
21. Do you expect sharing ideas from your friends ?
  - a) Yes
  - b) No
  - c) Undecided
  
22. What type of teaching techniques do you expect from your teacher ?
  - a) Lecture technique
  - b) Explanation and illustration
  - c) Demonstration
  
23. I expect my teacher
  - a) moving all around the class
  - b) standing at the front
  
24. Do you like your teacher focusing more the intelligent students only in the classroom ?
  - a) Yes
  - b) No
  - c) Undecided

**PART : FIVE**  
**FEEDBACK, CORRECTION AND EVALUATION**

25. Do you expect asking you to the more questions in the classroom?

- a) Yes
- b) No

If no, why ?

.....  
.....

26. Do you expect daily homework from your teacher ?

- a) Yes
- b) No

If no, why ?

.....  
.....

27. Do you like your teacher correcting your errors immediately ?

- a) Yes
- b) No

If no, why ?

.....  
.....

28. Should the teacher answer all the questions ?

- a) Yes
- b) No
- c) Undecided

29. I like my homework checked

- a) Everyday
- b) Twice or thrice a week
- c) Once a week

30. I enjoy my written tasks to be checked

- a) by my teacher
- b) by my peer
- c) by myself

**Thank you for your kind co-operation.**