

**CHALLENGES IN MANAGING MIXED ABILITY
STUDENTS IN ELT CLASSES**

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

**Submitted by
Sarita Lama**

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

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RECOMMENDATION FOR ACCEPTANCE

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DECLARATION

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

Date : 2018/07/30

.....

Sarita Lama

DEDICATION

Dedicated

to

My Parents, Husband and Teachers.

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Sarita Lama

ABSTRACT

The present study entitled '**Challenges in Managing Mixed Ability Students in ELT Classes**' is an attempt to identify the challenges of managing mixed ability students in ELT classes faced by secondary level ELT teachers and to explore the ways of managing mixed ability students in ELT classes. The data were collected from the 30 secondary level English language teachers working in private schools of Lalitpur district. The samples were selected using non-random purposive sampling procedure. Questionnaire was used as a tool for data collection in this study. The collected data were analyzed descriptively and statistically. The findings of the study showed that dealing with the weak students and homework; controlling students' different behaviour; learners' disinterest and discipline problems; correcting daily assignments; devising different techniques, tasks and materials for the learners; teachers' negative attitudes towards learners; students' different language levels, backgrounds and intelligences were found to be the major challenges faced by the secondary level ELT teachers while managing mixed ability students in ELT classes. Similarly, conducting pair work and group work; giving more focus on weak students; teaching through project work and collaboration; providing open-ended exercises to the students; making the classroom interesting; encouraging bright to help the weak in the class were found as the good ways of managing mixed ability students in ELT classes. Likewise, textbook was not found as a best tool to deal with the mixed ability students in ELT classes. In the same way, almost all the teachers took their mixed ability classes as an opportunity.

This thesis is organized into five chapters. The first chapter deals with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter includes review of related theoretical and empirical literature, implications of the review for the study and conceptual framework. Similarly, the third chapter includes design and method of the study, population, sample and sampling strategy, study

area/field, data collection tools and techniques, data collection procedures and data analysis and interpretation procedures. Likewise, the fourth chapter contains the analysis of data and interpretation of results and summary/discussion of findings. Finally, the fifth chapter includes conclusions and policy related, practice related and further research related recommendations.

TABLE OF CONTENTS

	Page No.
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>ix</i>
<i>List of Tables</i>	<i>xiii</i>
<i>List of Symbols and Abbreviations</i>	<i>xiv</i>
CHAPTER ONE: INTRODUCTION	1-6
1.1 Background of the Study	1
1.2 Statement of the Problem	3
1.3 Objectives of the Study	4
1.4 Research Questions	5
1.5 Significance of the Study	5
1.6 Delimitations of the Study	6
1.7 Operational Definitions of the Key Terms	6
CHAPTER TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	7-39
2.1 Review of Related Theoretical Literature	7
2.1.1 Management	7
2.1.2 Management Functions	8
2.1.3 Classroom Management	9
2.1.4 Mixed Ability ELT Classes	12
2.1.5 Learner Differences in Mixed Ability ELT Classes	14
2.1.6 Advantages of Heterogeneous (Mixed) Classes	15

2.1.7	Activities Used for Developing Multiple Intelligences of Learners in Mixed Ability Classes	17
2.1.8	Challenging in Managing Mixed Ability Students in ELT Classes	19
2.1.9	Ways of Managing Mixed Ability Students in ELT Classes	22
2.2	Review of Empirical Literature	35
2.3	Implications of the Review for the Study	37
2.4	Conceptual Framework	39

CHAPTER THREE: METHODS AND PROCEDURES OF THE STUDY 40-42

3.1	Design and Method of the Study	40
3.2	Population, Sample and Sampling Strategy	41
3.3	Study Area/Field	41
3.4	Data Collection Tools and Techniques	41
3.5	Data Collection Procedures	42
3.6	Data Analysis and Interpretation Procedures	42

CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF RESULTS 43-68

4.1	Analysis of Data and Interpretation of Results	43
4.1.1	Analysis of Data Collected through Likert Scale Questionnaire	43
4.1.1.1	Teaching in Mixed Ability ELT Classes as a Difficult and Demanding Task	44
4.1.1.2	Difficulty in Devising Various Tasks, Materials and Techniques	44
4.1.1.3	Teacher's Negative Attitudes towards Learners and their Unawareness of Adopting New Approach	45
4.1.1.4	Difficulty in Making Students' Participation	46
4.1.1.5	Learners' Disinterest and Discipline Problems in the Class	47
4.1.1.6	Correcting Assignment as a Problem	47
4.1.1.7	Difficulty in Paying Equal Attention and Ensuring Effective Learning for All	48
4.1.1.8	Learner's Multiple Intelligences, Language Levels and	

	Cognitive Styles of Learning as a Problem	49
4.1.1.9	Difficulty in Dealing with Quiet and Weak Students	50
4.1.1.10	Facing Problems while Managing the Class	50
4.1.1.11	Mixed Ability as an Opportunity for Teachers	51
4.1.1.12	Teachers' Good Skill of Teaching and Enough Preparation for the Well Management of the Students	52
4.1.1.13	Pair Work and Group Work in Mixed Ability ELT Classes	53
4.1.1.14	Devising Various Techniques, Tasks and Materials as a Best Way of Managing the Class	53
4.1.1.15	Giving more Focus on Weak Students	54
4.1.1.16	Teaching through Project Work and Collaboration	55
4.1.1.17	Textbook as a Best tool to Deal the Students	56
4.1.1.18	Making the Classroom Interesting and Enlarging the Circle	56
4.1.1.19	Awareness of Teachers about the Students and their Individual Personalities	57
4.1.1.20	Providing Compulsory and Extra Task for the Students	58
4.1.1.21	Providing Open-ended Exercises to the Students	59
4.1.1.22	Setting up Routines in Mixed Ability ELT Classes	59
4.1.1.23	Treating Students Differently and Enlarging Everyone	60
4.1.2	Analysis of Data Collected through Open-ended Questionnaire	61
4.1.2.1	Students' Different Abilities and Levels in English Classes	61
4.1.2.2	Problems and Challenges in Managing Mixed Ability Students in ELT Classes	62
4.1.2.3	Different Ways and Strategies of Managing Mixed Ability Students in ELT Classes	64
4.1.2.4	Mixed Ability ELT Classes as an Opportunity	65
4.2	Summary/Discussion of Findings	67
CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS		69-72
5.1	Conclusions	69
5.2	Recommendations	70

5.2.1 Policy Related	70
5.2.2 Practice Related	71
5.2.3 Further Research Related	72

REFERENCES

APPENDIX

LIST OF TABLES

Table No.	Title	Page No.
1	Teaching in Mixed Ability Classes as a Difficult and Demanding Task	44
2	Difficulty in Devising Various Tasks, Materials and Techniques	45
3	Teacher's Negative Attitude towards Learners and their Unawareness of Adopting New Approach	45
4	Difficulty in Making Students' Participation	46
5	Learners' Disinterest and Discipline Problems in the Class	47
6	Correcting Assignment as a Problem	48
7	Difficulty in Paying Equal Attention and Ensuring Effective Learning for All	48
8	Learner's Multiple Intelligences, Different Language Levels and Cognitive Styles of Learning as a Problem	49
9	Difficulty in Dealing with Quiet and Weak Students	50
10	Facing Problems while Managing the Class	51
11	Mixed Ability as an Opportunity for Teachers	51
12	Teachers' Good Skill of Teaching and Enough Preparation for the Well Management of the Students	52
13	Pair Work and Group Work in Mixed Ability ELT Classes	53
14	Devising Various Techniques, Tasks and Materials as a Best Way of Managing the Class	54
15	Giving More Focus on Weak Students	54
16	Teaching through Project Work and Collaboration	55
17	Textbook as a Best Tool to Deal the Students	56
18	Making the Classroom Interesting and Enlarging the Circle	57
19	Awareness of Teachers about the Students and their Individual Personalities	57
20	Providing Compulsory and Extra Task for the Students	58
21	Providing Open-ended Exercises to the Students	59
22	Setting up Routines in Mixed Ability ELT Classes	59
23	Treating Students Differently and Engaging Everyone	60

LIST OF SYMBOLS AND ABBREVIATION

%	:	Percentage
ASCD	:	Association for Supervision and Curriculum Development
CUP	:	Cambridge University Press
Dr.	:	Doctor
Ed.	:	Edition
EFL	:	English as Foreign Language
ELT	:	English Language Teaching
ESOL	:	English for Speakers of Other Languages
et al.	:	And Other People
etc.	:	et cetera
i.e.	:	That is
LTO	:	Language Teaching Organization
LTOs	:	Language Teaching Organizations
M. Ed.	:	Masters in Education
NELTA	:	Nepal English Language Teachers Association
OUP	:	Oxford University Press
P.	:	Page
PP	:	Pages
S. N.	:	Serial Number
TESOL	:	Teaching English to Speakers of Other Languages
T. U.	:	Tribhuvan University