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Teachers' perception on mixed ability English class:
A case study in Hun Sen Peamchikang high school

A Mini-Thesis
In Partial Fulfilment of the Requirement for
Master's Degree of Education in Mentoring

Horn Thavy

February 2021

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**Teachers' perception on mixed ability English class: A
case study in Hun Sen Peamchikang high school**

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February 2021

មូលនិយមសង្ខេប

ភាពខុសគ្នានៃបទពិសោធន៍និងសមត្ថភាពក្នុងការរៀនភាសាអាចជាបញ្ហាប្រឈមសម្រាប់អ្នកអប់រំក្នុងការរកដំណោះស្រាយ។ ការសិក្សានេះមានគោលបំណងពិនិត្យមើលការយល់ឃើញរបស់គ្រូទៅលើថ្នាក់ភាសាអង់គ្លេសដែលមានសមត្ថភាពចម្រុះដែលផ្តោតលើការគ្រប់គ្រងថ្នាក់រៀន សម្ភារៈបង្រៀនការវាយតម្លៃ និងដំណោះស្រាយដើម្បីដោះស្រាយជាមួយការបង្រៀន ភាសាអង់គ្លេសដែលមានសមត្ថភាពចម្រុះដើម្បីរកយុទ្ធសាស្ត្រសមស្របដើម្បីជួយគ្រូឱ្យបំពេញការងារបានល្អក្នុងដំណើរការបង្រៀន និងការរៀនប្រកបដោយប្រសិទ្ធភាព។ ការស្រាវជ្រាវបែបគុណវិស័យត្រូវបានប្រើក្នុងការស្រាវជ្រាវនេះ។ នៅក្នុងការស្រាវជ្រាវនេះអ្នកស្រាវជ្រាវបានប្រើវិធីសាស្ត្រករណីសិក្សាដើម្បីធ្វើឱ្យបរិបទនៃការស្រាវជ្រាវនៅក្នុងបរិយាកាសជាក់ស្តែងនៅក្នុងវិទ្យាល័យហ៊ិនសែនពាមជីកង។ បទសម្ភាសន៍ដោយប្រើកម្រងសំណួរត្រូវបានធ្វើឡើងជាមួយគ្រូភាសាអង់គ្លេសទាំងអស់ដែលបង្រៀនសិស្សកម្រិតផ្សេងៗគ្នានៅកម្រិតអនុវិទ្យាល័យ។ ការរកឃើញនេះបានបង្ហាញថាគ្រូបានប្រឈមមុខនឹងបញ្ហាការគ្រប់គ្រងថ្នាក់រៀន សម្ភារៈបង្រៀននិងការវាយតម្លៃភាគច្រើននៅដើមឆ្នាំសិក្សាដោយសារកង្វះបទពិសោធន៍និងការបណ្តុះបណ្តាល។ បញ្ហាទាំងនោះគឺការគ្រប់គ្រងពេលវេលា វិធីសាស្ត្របង្រៀន ការរើសអើង និងការយកចិត្តទុកដាក់របស់គ្រូលើសិស្ស។ ដើម្បីដោះស្រាយជាមួយថ្នាក់សមត្ថភាពចម្រុះលោកគ្រូអ្នកគ្រូបង្ហាញថាការលើកទឹកចិត្តក្នុងការសិក្សារៀនសូត្រ ការជួយសម្របសម្រួល ការផ្តល់កិច្ចការបន្ថែមមានសារៈសំខាន់ណាស់នៅក្នុងថ្នាក់សមត្ថភាពចម្រុះ។ ម៉្យាងវិញទៀតការផ្តល់ការបណ្តុះបណ្តាលបន្ថែមលើវិធីសាស្ត្របង្រៀនក៏អាចជួយដល់គ្រូដើម្បីដោះស្រាយបញ្ហាជាមួយការបង្រៀនរបស់ពួកគេផងដែរ។ ដូចគ្នានេះផងដែរគ្រូភាគច្រើននៅវិទ្យាល័យពាមជីកងចូលចិត្តការបង្រៀនដែលរៀបចំសិស្សតាមកម្រិតសមត្ថភាពព្រោះពួកគេជឿជាក់ថាវាអាចជួយសិស្សឱ្យមានភាពប្រសើរឡើង។ ការសិក្សាបន្ថែមទៀតគួរតែសិក្សាឱ្យបានស៊ីជម្រៅអំពីការរើសអើងនៅក្នុងការរៀនសូត្ររួមគ្នាព្រោះការស្រាវជ្រាវថ្មីៗនេះមិនអាចទទួលបានព័ត៌មានពីសិស្ស។

ABSTRACT

The differences in language experiences and learning capacity can be a challenge for educators to overcome. This study aimed to examine teachers' perceptions on mixed ability English classes, which focused on classroom management, teaching materials, assessments, and solution to deal with mixed ability English classes to find the appropriate strategies to help teachers to work well in the process of teaching and learning. A qualitative research design was employed in this research. In this qualitative research, the researcher used the case study method to contextualize the research within the real-life environment in Hun Sen Peamchikang high school. Interviews with questions guide were undertaken with all teachers of English who taught students with different proficiency at the lower secondary level. Also, researchers used students' scores to study about students' abilities. The finding demonstrated that teachers faced the problem with classroom management, teaching materials, and assessments mostly at the beginning of the academic year because of the shortage of experiences and training. Those problems are time management, teaching method, discrimination, and teachers' attention. In order to deal with mixed ability class, teachers show that motivation, collaborative learning, monitoring, giving extra tasks are very important in mixed ability class. Moreover, providing more training on teaching method also help teachers to cope the problem with their teaching. Also, most teachers in Peamchikang high school prefer ability grouping because they believe it can help students to be better. Further study should study deeply about discrimination in collaborative learning since this recent research cannot get the information from the students.

SUPERVISOR’S RESEARCH SUPERVISION STATEMENT

TO WHOM IT MAY CONCERN

Name of program: Master’s Degree of Education in Mentoring

Name of candidate: Horn Thavy

Title of thesis: **Teachers’ perception on mixed ability English class: A case study in
Hun Sen Peamchikang high school**

This is to certify that this research is permitted to move to the final defense. I played the following part in the preparation of this thesis: guidance in research problem development, literature review, methodology, data analysis, and discussion finding. After the defense, the candidate might need to revise based on the examiners’ comments and feedback.

Supervisor (Name): Srou Lihol

Supervisor (Sign):

Date: January 29, 2021

CANDIDATE'S STATEMENT

TO WHOM IT MAY CONCERN

This is to certify that the thesis that I **“Horn Thavy”** hereby present entitled **“Teachers’ perception on mixed ability English class: A case study in Hun Sen Peamchikang high school”** for the degree of Master of Education major in mentoring at New Generation Pedagogical Research Center is entirely my own work and, furthermore, that it has not been used to fulfill the requirements of any other qualification in whole or in part, at this or any other University or equivalent institution.

Signed by (the candidate):

Date:

Countersigned by the Supervisor:

Date:

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List of abbreviations

- EFL : English as Foreign Language
- PKE : Prior Knowledge of English
- NGS : New Generation School
- PLC : Professional Learning Community
- MoEYS : Ministry of Education, Youth and Sports

CHAPTER 1: INTRODUCTION

1.1 Background of the Study

English is a subject included in the school curriculum and taught as a foreign language (EFL). The Ministry of Education, Youth, and Sports (MoEYS) started to introduce English in the curriculum from lower-secondary schools to education institutions after the 1993 UNTAC-sponsored elections (MoEYS, 2013). In addition, foreign languages are also used at certain higher education institutions depending on the language used by the lecturers available at those institutions. The English textbooks are designed by the MoEYS and most secondary school students study English between two and four hours per week, while higher education institutions provide two to three hours of English instruction per week to their students (MoEYS, 2013). Al-Shammakhi and Al-Humaidi (2015) stated that in Oman, the students were grouped in the same class based on their ages, so mixed ability grouping has been the system in schools. Thus, classrooms include students from different levels and needs. It is not far different from the Cambodia education system. In all government schools, students are grouped in the same class according to their age and academic year. The teachers frequently find it challenging to meet the various needs of their students. Language learners may differ in many aspects that influence the language learning abilities. Students have different strengths, weaknesses and approaches towards learning. They respond differently to specific teaching methods and classroom situations (Brno, 2010).

1.2 Statement of the Problem

Teachers of English at the high school level always face with the English competency of students varies so considerably from one to the other. Some are at the intermediate or even upper-intermediate levels, while some are at pre-intermediate,

elementary, or beginner levels. It is therefore hard for teachers to find effective strategies and methodologies to equally help students improve their knowledge of English (MoEYS, 2013). Mixed-ability classes are one of the most challenging to students learning at English language institutions (Al-Subaiei, 2017). In language classes, many students have varying needs, learning styles, and background knowledge of the language. Language teachers face the same challenges on an everyday basis, therefore it is greatly relevant to learn what experienced educators think about how different learner needs can be met (Reyes & Rodríguez, 2005). Gurgenidze (2012) stated that language knowledge, cultural background, learning style, attitude towards language, mother tongue, intelligence, world knowledge, learning experience, knowledge of other languages, age, gender, personality, confidence, motivation, interests, and educational level could cause the problems in language learning ability. Several experts lately have concluded that ability grouping is not as beneficial for students as it was thought to be. It is practically impossible to get a homogeneous classroom, as no ability grouping is absolute. Therefore, instead of hoping for a homogeneous classroom, it is better to accept the reality and apply certain strategies to ensure effective learning for all (Nusrat, 2017). Xanthou and Pavlou (2010) stated that some learners have already learned English for at least one year in private school and some others may use their English speaking at home with their parents while many learners are true beginners having almost no structural and background knowledge of the foreign language. The problem becomes more complicated as some children learn more easily while others progress very slowly. Khadka (2019) mentioned the problems in mixed ability classes, are time management, correction, discipline, interest, selecting appropriate task and materials. Especially, due to students' varied learning styles and needs, teachers have been facing various issues in mixed ability classes.

In mixed ability level teaching, the teacher has to follow different strategies of teaching to every learner who has different potentialities, skills, interests, and learning needs. Though most classes and institutions are usually multi-ability level, teachers (especially those with little or no experience) find teaching such classes a very difficult and demanding task as it involves planning lessons which include a rich diversity of tasks corresponding to a variety of learning styles and abilities (Ansari, 2013; Gurgenzidze, 2012; SANTHI, 2011). The adoption of a flexible methodology is considered a challenge by some teachers as they have to put more effort when designing their lessons, they might need to learn new organizational and classroom management skills and that may be something beyond their pedagogical skills (Ansari, 2013). Al-Shammakhi and Al-Humaidi (2015) who studied about challenges facing EFL teachers in mixed ability classes and strategies used to overcome them provided some recommendations to further studies to investigate students' perceptions about the difficulties they have in their classes while having a language learning. Teaching and learning English in such diverse classes providing equal access in materials, resources and opportunities in classroom activities ensuring success of all the students are really complex issues for the language teachers (Khadka, 2019). Teaching mixed-ability classes is demanding, exhausting, time-consuming, and enriched by many unexpected situations. On the other hand, it is more challenging. Although teaching in a mixed-ability class represents many teaching difficulties, it forces teachers to search for non-conventional teaching strategies and teaching solutions (Brno, 2010). Cambodian teachers of English find it difficult to teach English because many of them are not properly trained in teaching methodology, pedagogy, or andragogy. For this reason, professional development and language supports would be useful contributions in assisting them to improve their teaching (MoEYS, 2013).

1.3 Research Objectives

The objective of this study is to identify teachers' perceptions towards mixed abilities English classes, which focused on classroom management, teaching materials, and assessments in order to find out the appropriate strategies to help teachers to work well in the process of teaching and learning.

1.4 Research Questions

In order to achieve the objectives, four specific research questions ask the following:

1. What are teachers' challenges of their teaching on mixed ability English class in classroom management?
2. What are teachers' challenges of their teaching on mixed ability English class on teaching materials?
3. What are teachers' challenges of their teaching on mixed ability English class on assessments?
4. What are teachers' solutions to their teaching on mixed ability in English class?

1.5 Significance of the Study

This study will offer some benefits to educational stakeholders. It can help the teachers of English and educational stakeholders of the schools to gain a better understanding of how to design supportive and challenging classroom teaching and learning through an understanding of teachers' perception of classroom language learning. Moreover, trainers can apply those strategies to prepare teacher trainees for challenges in mixed ability classes. Also, it can help teachers of English on how to use suitable strategies to overcome those challenges in their teaching. What's more, it also encourages researchers to conduct further research in the area of the study.

1.6 Operational Definition of Key Terms

- **Mixed ability class:** The classes consists of students with a wide range of levels are placed together where they vary in their levels of competence in listening, reading, speaking, and writing.
- **Teachers' perception:** The way that teachers think and feel about their teaching towards the mixed-ability class.

CHAPTER 2: LITERATURE REVIEW

2.1 Definition of Mixed ability

Mixed ability classes have a lot of different meanings and explanations. A mixed-ability class is a class in which pupils differ in their success, participation, and readiness to learn the language (Al-Shammakhi & Al-Humaidi, 2015). The mixed ability not only consist of a range of abilities but also a range of learning styles and preferences. All learners will show strengths at different times depending on the topic being studied and the learning style is used (Bremner, 2008). Mixed-ability classes refer to classes where learners have differed in strengths and weaknesses and have different approaches to learning. They also have a broad range of levels in their achievement and learning (Al-Subaiei, 2017). Ansari (2013) defines mixed ability level teaching related to working together with learners who have different personalities, skills, interests, and learning needs.

2.2 Advantages of Mixed Ability Classroom

Ansari (2013) stated that teaching a non-homogeneous group of students could be viewed positively because it serves as a trigger for teachers' professional growth and development as it involves the usage of a variety of approaches, teaching techniques, interaction patterns, and tasks. Penny Ur as cited in Nusrat (2017) has pointed out some of the advantages of heterogeneous classes. 1. 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 options that are varied, more interests and ideas, which can be used in classroom interaction. 2. Build educational value in the real contact between very different kinds of people. 3. Teaching and learning from each other and collaboration seem to be common to foster the cooperation. 4. Learning process can be seen as very much challenging and interesting to teach, provide a greater chance for

creativity, innovation, and general professional development. Learning environments would be interesting because of a rich pool of diverse skills, dispositions, and perspectives. Especially, the interactions between learners and learners could increase creation and innovation as they learn from each other's unique capacities.

2.3 Challenges in Mixed ability class

Teachers and learners both struggle to ensure effective learning in a mixed-ability classroom. There are several challenges faced by the students and teachers. Nusrat (2017) stated that in a mixed ability classroom, learners with higher ability can understand the lesson easily, whereas, learners with lower ability struggle. Hence, when the lessons or activities are very easy, the latter finds it effective, but the former finds it redundant or boring. The syllabus, materials, lesson planning, and activities in a mixed-ability classroom can be very challenging for the teachers. Most available materials are designed for an ideal classroom situation, where all students belong to the same competency level. Materials comprise of too difficult or too easy tasks will only benefit one particular group, where the other group will lose interest. On the other hand, when the lessons are demanding, higher ability students tend to enjoy the tasks, but lower ability students struggle and eventually give up. Therefore, for both types of learners, there is a possibility that they will lose the motivation to study as they might find activities too easy or too demanding. Moreover, language instructors in mixed-ability classes also faced numerous and invariably lead to frustrations on their part since they could not make a productive environment for students in learning and teaching (Al-Subaiei, 2017). Hess, as cited in Svärd (2006) stated that a mixed-ability class seems uncooperative, the students can get bored easily and this can cause commotion in the classroom. Teachers take too much time on planning lessons and teaching material and the planned material is often too easy or too difficult for the students. It may make the teacher feel inadequate and unable to deal with the class. Besides, using

easy activities may help slow learners to participate but leaves out the fast learners feeling bored and uninterested in the lesson (Al-Shammakhi & Al-Humaidi, 2015). Joanna (2000) argues that it is not just the fact that there are many students in a class, but that all of them are at so many different ability levels that provide the biggest challenge. Mixed-ability classes can be difficult to keep the attention of all students. Teachers do not have enough time to help the slow learners and the student's motivation can be poor. SANTHI (2011) has summarized some of the possible problems a teacher may encounter when working with students with different language abilities. Teachers do not know their student's levels, interests, and needs. They might have difficulties finding appropriate teaching materials and resources that fit the needs, individual learning ability, and interests of all students. Slow learners cannot participate because the tasks are too difficult for them. Extrovert learners tend to occupy the teachers' attention while shy learners are suppressed. Active learners finish the tasks given quickly whereas the weaker one cannot complete in time and may lose their confidence. Consequently, mixed abilities may result in classroom management problems. Khadka (2019) the problems in mixed ability classes are discipline, interest, selecting appropriate tasks, materials, and time management. Furthermore, Xanthou and Pavlou (2010) mentioned that textbooks may not fit the different needs of students learning. Most of the textbooks are designed for a homogeneous classroom; as a result, several students may lose interest in the textbook, as it is too difficult for them while others may find it extremely easy.

MoEYS (2013) stated some challenges in teaching English. (1) Policies on English language teaching and learning are not in place, and its implementation is based upon the availability of teachers and resources. (2) Policies related to English language teaching and learning in the second cycle of primary school are still not implemented. (3) English Teachers in primary schools do not go through proper training. (4) The Department of

Curriculum Development in MoEYS does not have enough qualified English curriculum and materials designers. (5) The shortage of textbooks, teacher guides, qualified teachers, English curriculum, and materials. (6) Most English teachers are not properly trained or sufficiently qualified. (7) Cambodia still lacks English teachers throughout the education system; (8) English classrooms are not well equipped and comfortable; (9) English classes are large with widely mixed proficiency levels; (10) There are still many unmotivated and demotivated learners. (1) The quality of teaching and learning English is still limited.

2.4 Solutions to deal with mixed-ability classes

In order to solve the problems with mixed ability classes, teachers can put students into various groups, incorporating, motivate students to participate in their learning techniques. Teachers used different student-centered methods include; game competition, in-class activities, extra homework, and dramatization to improve their learning (Pedersen & Kronborg, 2014). Nusrat (2017) stated that choosing learning materials and classroom activities is the most important thing teachers need to do in a mixed-ability classroom. It is better to choose activities of wide varieties as each activity may evoke interest in different learners. The teacher must also consider the different levels of learners, as these activities will not be too easy or too difficult for any individual learner. Svärd (2006) stated that many experts suggest that during class if the students are given some group activities, it allows the students to learn from their peers. Teachers have to form the groups wisely in order to ensure optimum learning. Students can be divided into groups in many ways. Groups can be formed containing both higher and lower ability students or just higher ability and lower ability students. In the former group, weaker students will get necessary help and support from their peers and the teachers will have to give extra attention to the groups containing only lower ability students. Rahman (2018) found some methods need to be used to cope with the challenges in mixed ability classes. Ability grouping was a necessity for teachers,

extra resources and motivation for the students, clear instructions, and the best possible classroom environment. Khadka (2019) using various learning materials, conducting collaborative learning (group work, pair work), differentiated instruction, and giving feedback, increase motivation are the strategies to deal with mixed-ability classes teachers. Knowing the varied needs of students can help teachers to provide many teaching approaches that will fulfill the needs in a way that activities are suitably challenged (Faleiros, 2009). Xanthou and Pavlou (2010) have mentioned that increasing the English teaching time, adopting proper instructional procedures and more appropriate course books could overcome the challenges in mixed ability teaching. Teachers have to be aware of different learner factors, such as aptitude, motivation, and attitude to succeed in meeting all learners' needs. Also, teachers need to be aware that pupils have different learning styles to acquire and process information (Reyes & Rodríguez, 2005). In order to teach English to mixed ability students, Gurgenzidze (2012) mentioned some extension activities for stronger students.

In the reading lesson, teachers can get early finishers to write new words with definitions upon the board. Also, choose a part of the text to write again by using a different tense or person or summary of the text. For the listening skill, teachers provide the tapescript and get students to look up tricky words or expressions in a dictionary and share it with the group. Teachers should focus on the accents or intonation of the speakers and get students to copy chunks. In writing, teachers provide students creative tasks at their level and increase the word limit. Indicate where they could use more interesting ways of saying something. For speaking, teachers ask students to show or clarify their ideas. Teachers can ban easy words to push their vocabulary to a higher level. Get students to record what they talk about and self-correct.

Gurgenzidze (2012) also mentioned some activities for supporting weaker students:

In reading, teachers should pre-teach difficult words and use visuals if possible. Teachers should draw students' attention with the pictures and set the scene beforehand so their mind is on track for the topic. Separate the text into chunks and give the choice of only reading some of the text. Listening, teachers should pre-teach difficult words, give students the tapescript on second listening, and time to discuss answers before feeding back to the class. . Provide the keywords if it's a gap-filling. Writing, teachers should encourage the use of dictionaries or vocabulary books. Give an example piece of writing as a model before they begin writing. Divide students into pairs or group weaker students with stronger students to help each other. Speaking, teachers should get students to make notes before beginning the speaking activity. Give weaker students more listening and thinking time before calling on them to answer questions. Also, give learners time to rehearse and collect their ideas before a role-play or discussion. With a whole class mingle like a class survey or a 'find somebody who...' practice the questions as a group beforehand.

2.5 Previous studies on Teachers and Students' Perception

A study was done by Joyce and McMillan (2010) in Japan among some EFL teachers about their perspectives regarding streamed and mixed-ability classes showed that the majority preferred streamed classes as students benefit more. They believed that lesson instructions and materials could be better and better tailored to the students' current level. Some teachers who prefer mixed-ability classes think that slow learners can be inspired to catch up to their higher-level classmates. All fast and slow learners would gain advantages by working together if the teachers provided a wide range of learning activities for them.

Svärd (2006) who studied how upper secondary English teachers should work in order to reach the weaker students found that the best way was through ability grouping.

The most important factors according to the teachers were a good atmosphere, clear instructions, structure, and setting routines.

Xanthou and Pavlou (2010) which studied teachers' perceptions of students' attitudes in mixed ability EFL state primary school classes demonstrated the result of their finding that students with prior knowledge of English (PKE) seem to have different attitudes towards the lesson from their counterparts who do not have PKE. Education authorities need to increase the number of workshops related to EFL teaching in mixed ability classes to inform all EFL teachers about how they can approach the multilevel EFL class.

According to Kim (2012) who studied the perception of teachers and students on implementing ability grouping in EFL, contexts pointed that ability grouping alone will not lead to significant improvement in students' achievement in English unless it is combined with curricula that have been created based on students' learning styles, interests, and abilities. Teachers and students showed their concerns regarding students' emotional problems and mixed attitudes towards ability grouping. They also argued that schools need continual support to increase the putative effects of ability grouping in various areas like curriculum design, materials development, and teacher training.

Al-Shammakhi and Al-Humaidi (2015) indicated that teachers need to be trained to deal with individual differences and care about the students' different abilities. Students in mixed-ability classes need to be treated equally with the understanding of their needs. In addition, teachers should be qualified and well trained to cope with different challenges.

Planning for specific tasks of the various levels of ability of the students will ensure that all learners are engaged in the learning process and at personal levels and this, in turn,

will ensure efficiency and success in the teaching of mixed-ability classes (Al-Subaiei, 2017).

The training program and teaching method still lacking for teachers to prepare them for such situations at the workplace. These strategies play a very important role in ensuring success in the learning experiences of the students. Continuous training in mixed-ability classrooms needs to be afforded to better manage the challenges of their diverse learners (Butterworth, 2010).

Nusrat (2017) the teachers have to play a vital role in addressing the issue as they need to design the course contents in such a way that allow scopes for optimum learning for both higher and lower ability students and choose a wide range of classroom activities that interest and motivate every learner. They should also closely monitor every student to assess their gradual progression and ensure that everyone is utilizing their full potential.

Prior knowledge seems to affect students' self-esteem. Advanced students are usually self-confident and most of the teachers believe that these students do not give others the time to think (Xanthou & Pavlou, 2010).

Bloom's taxonomy plays a vital role to provide challenging differentiated work and reap the social and academic advantages for teachers of using collaborative group work. Teachers also need to be trained to be facilitators of learning so that whole class teaching does not predominate in most lessons. (Bremner, 2008)

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Research Design

The study employed a qualitative method which refers to studies that investigate the quality of relationships, activities, situations, or materials (Fraenkel, Wallen, & Hyun, 2012). In this qualitative research, the researcher used the case study method in order to contextualize the research within the real-life environment in Hun Sen Peamchikang high school. A case study is a detailed study of one or (at most) a few individuals or other social units, such as a classroom, a school, or a neighborhood. It can also be a study of an event, an activity, or an ongoing process (Fraenkel et al., 2012).

3.2 Sample Size and Sampling Technique

This study included a sample of all teachers who taught at the lower secondary level to participate in an interview to explore teachers' perception on mixed abilities classes teaching and aim to address all research questions. The interviews were conducted with three teachers of English, who teach students with different proficiency levels, at Hun Sen Peamchikang high school in the academic year 2019-2020.

3.3 Research Instrument

The researcher used the in-depth interview with questions guide that focused on teachers' perception in teaching mixed abilities classes on classroom management, teaching materials, assessments, and solutions in English class. The questions guide were adapted from Nusrat (2017) which studied on "Overcoming the Challenges Faced in a Mixed-Ability Classroom" and Svärd (2006) who study is about the challenge of mixed-ability classes - How should upper secondary English teachers work in large mixed-ability classes in order to help the weaker students? The interview questions are also included in appendix A at the end of the paper. In addition, the researcher also used students' scores in

order to understand whether the students at the selected school are mixed ability or not, researcher sought the test score in semester I and check the variability of the score.

3.4 Data Collection Procedure

In the first stage, this study conducts an in-depth study in the **existing literature** by focusing on definitions, advantages, challenges, solutions, and other relevant studies related to teachers' and students' perception of mixed abilities classes.

The second stage, **interview sessions** with three English language teachers to explore some key ideas, which focused on some relevant issues and concerns on mixed abilities classes including, teachers' perception in such contexts, experiences and challenges as well as their personal experiences in their teaching. The interviews will approximately take thirty to sixty minutes for each teacher. They are audio-recorded for accuracy of transcriptions and then go through content analysis.

3.5 Data Analysis

After data collection, the qualitative data transcribed by thematic analysis that is a technique that enables researchers to study human behavior indirectly by analyzing communications (Fraenkel et al., 2012). After individual participants' responses were read, common answers were grouped to create taxonomies by using NVIVO for each research question.

3.6 Ethical Considerations

To conduct this study, ethical approval was attained in the preparation stages of the study. This study was conducted by putting great attention on confidentiality and anonymity. The consent letter was given to the school principal for this study. The questions guides labeled appropriately to indicate that the respondents could respond at their own volition. The study participants were informed about the study purpose and

answered the questions anonymously. They were free to skip any item they did not wish to answer.

CHAPTER 4: RESULTS

4.1 Students' score

To understand whether the students at the selected school are of mixed ability or not, the researcher sought the test score in semester I and check the variability of the score. The below results show the average score, the standard deviation, the range (minimum and maximum), and the percentage of those who passed and failed.

There are 217 students studied in grade 7 and the average overall score is $M = 30.10$. Among all the students, the result showed that there are only 33% of the students got higher scores than the average score, and the others 67% of the students got the score below the average. The result of the overall score is ($M = 30.10$, $SD = 12.59$) the standard deviation is large which means that the values in the data set are farther away from the mean. A big standard deviation, in this case, would mean that there is a big variation of the score and show that the students in English class are in mixed abilities.

In grade 8, the students in total are 161 students, the average of their semester score is 28.53. There are 40% of the students who got the score above the average and 60% of the students got the score below the average. The result of the overall score is ($M = 28.53$, $SD = 12.60$) the standard deviation is large which means that the values in the data set are farther away from the mean. A big standard deviation, in this case, would mean that there is a big variation of the score and show that the students in English class are in mixed abilities.

For grade 9 students, there are 162 students in total. Among all the students, there are only 38% of the students, who got the score in their examination and the others got zero. The English score in grade 9 is different from the others. The students can get the

score unless their score is over 25. This result indicated that the students in grade 9 are still in mixed abilities.

According to the students' score above, the scores that students obtained in the first semester is far different from each other. The number of students who got higher points than the average score is less than the students who got lower scores. It means that the level of the students in all levels is in mixed ability.

4.2 Teachers' perception towards classroom management

The first research question asked about teachers' perception towards classroom management. Based on the responses from teachers, who are teaching mixed abilities classes showed that the problem with classroom management happened mostly at the beginning of the academic year because they did not know all the students clearly and have no experiences to solve the problem.

First, the problem in teaching method. Two participants said that they were difficult to find the appropriate method to fit all the students because a few students in their class do not know the English alphabet. They added that the most problem happened only with a few slowest learners, they do not involve with the lesson because they do not have any ideas to share and have no background in learning English before. A few weaker learners have ignored the lesson, feel bored and sleepy with the lesson.

Second, time management, all participants said that they spent too much time explaining the same lesson to the weaker students, so the lessons are very late. One male participant mentioned that whenever he set the time for each activity in his lesson plan, it always over time that he had limited because students need more time to finish their work. He also added that some less important lessons were reduced in his teaching to avoid being late with the lesson.

Third, the discrimination between fast learners and slow learners in-group work. All participants faced the same problem about discrimination during the group work. Whenever they assigned the group work, the fast learners do not want to work with the slow learners.

Fourth, the teacher's attention, one participant said that she could not pay attention to all students in the class. Sometimes, she needs to pay more attention to the slow learners in order to help them in their learning.

What's more, two participants raised that classroom equipment is very important in classroom management. However, they said that they do not have any problems with classroom equipment since the NGS provided modern classroom equipment and teaching materials so classroom environments are comfortable for all students. There is one participant said that she used to have a problem with classroom management because she thought that good classroom management unless the students are quiet but, after she has trained from the NGS program she knew that the most important thing is the result of what students have learned.

To sum up, the findings of the first research question indicated that the problem with classroom management mostly happens at the beginning of the academic year. Those problems are teaching methods, discrimination between fast learners and slow learners, time management, and teachers' attention. What's more, there is no problem with classroom facilities for all teachers since the NGS provided a modern classroom and enough materials to support their teaching. Besides, NGS also provided training that can help teachers to solve some problems about classroom management.

4.3 Teachers' perception towards teaching materials

The second research question asked about teachers' perception of teaching materials. Based on the responses from two participants showed that students have problems with shortages of the textbook. They mentioned that the school did not allow students to bring the book to their home so students do not have the textbook to read and review at home. When students do homework they also need to look at the textbook but they do not have the textbook to read at their home. He added that most students could not afford to buy a textbook for themselves. The second problem is the use of textbooks for differences in students' backgrounds. Teacher A mentioned that some students had already learned the same textbook at private school so they have already known the answer in the textbook while some students who never learned English cannot catch the point from the textbook. He added that the fast learners think that the textbook is easy for them whereas the weaker students think that the book is too strong for them because they do not know even the English alphabet. Third, the layout of the textbook. One male participant said that the textbook which the students used is not so interesting because it is no color and not so clear since it is not the original textbook. Two participants said that students enjoy learning with tablets (quizzes) rather than textbooks. All participants mentioned that the use of audio needs to spend a lot of time in their teaching. They need to play the audio three or four times and translate for them. The slow learners can only listen but they cannot write the answers.

Regarding the problem with the shortage of textbooks, teachers encouraged students to buy their own books but only some of them can afford to buy the book for themselves. However, most of them still not buy the textbook. Teacher A said that he also reviewed the previous lesson before starting the new lesson in order to help the weaker learners with what they have learned. For the weaker students, the teacher needed to

translate and explain them in order to help them to catch the point. Teacher B said that she had no problem with using the textbook because she only took the objective from the textbook and prepare the lesson by keeping the meaning from the textbook. She did not follow all points from the textbook and prepare the lesson by searching for another source to help.

In sum, the finding for research question two showed that there is some problem with the use of the textbook. Those problems are shortages of the textbook, the use of textbooks with different levels of students, and the layout of the textbook. Moreover, using audio in English class needs to spend a lot of time. However, there are only fast learners can listen and write the answers while slow learners cannot write the answer from their listening to audio. The solution responds to the shortage of textbooks, teachers encourage students to buy for themselves, review the previous lesson before starting a new lesson, extra explanation, and translation. Furthermore, teachers need to flexible to adapt the lesson from the textbook by focusing on the objective of the lesson and search other sources to support it.

4.4 Assessment in mixed ability classes

The third research question asked about teachers' challenges towards assessments in mixed ability classes. All participants said that they used to face the problem in designing the test at the beginning of the academic year because they have no experience. One male participant said that he needed to spend much time preparing the test based on the differences in the classes. One female participant said that before knowing about the bloom taxonomy, it was difficult to prepare the test and hard to design to cover the content of the lesson and giving the score to each item. Two participants stated that slow learners could not complete the writing test in English because their abilities are very low. One

male participant said that he tried to adjust the test by starting from the low level to the high level to make sure that all students can do the test and pass the exam. One participant said that she made the test by using bloom's taxonomy 60% easy and 40% difficult. Another male participant added that a good test needed to consist of different items such as true/false, multiple-choice, matching... All teachers said they try to include some very simple questions to ensure that majority of students can pass the exams. Additionally, all the participants added that after they got training about how to design tests, it can help them to know how to assess with their students.

To sum up, most participants faced the problem with assessments at the beginning of the academic year. Those problems are time-consuming, test designing, and lack of ability to write tests with slow learners. Besides, teachers also use bloom's taxonomy to design the test and try to include very simple questions to ensure that majority of students can pass the exams. Furthermore, providing the training on how to design test play a very important role to help teachers with assessments.

4.5 Teachers' solutions towards mixed-ability classes

Most participants said that they employ collaborative learning. One female participant said that she always put the student to work in pairs or groups with the task or project work to do and allow them to present their answer by voting to select the presenter. It allows students to learn from their peers, students more comfortably share their opinions, feel motivated and actively participate. Furthermore, one male participant added that he gets the students to form pairs or small groups to discuss the lesson and sometimes he called someone who did not understand or involve with the lesson properly and asked questions in order to get engages with the lesson. They also arranged for the weaker students to sit with strong students to get them to help each other. The other participant believes that to

ensure effective learning teacher needs to ensure equal teaching to all students in the class. Whether it is a group work activity or an individual task, she tries to make sure that every student is actively participating to finish the task. Another male participant said that he always makes the classroom more interesting by using technology like LCD, tablet, etc.

Most participants said that motivation is very important to encourage slow learners. One male participant stated that he motivated students by telling them the importance of learning English and the challenges if they do not know English. Also, all participants said that they provided extra tasks to weaker students to do at home. One participant added that he created a telegram group to share the lesson and more exercises for students to practice at home. Moreover, they spend a lot of time with weaker students to help them. One male participant said that he usually gives some extra time to his lower ability students and provides them the counseling during break time. One female participant said that teachers should work closely with low-level students to motivate them by spending time talking with the slow learners in order to know about the students' need and their problems. One male participant mentioned that teacher needed to develop a good relationship with the students. He added that when the teacher and students have good communication with each other, students will feel free to ask questions and are not afraid to ask questions. What's more, teachers use mother tongues (L1) to instruct to help all students to understand the lesson clearly.

To conclude, techniques to deal with mixed abilities classes are motivation, monitoring, providing extra lessons or tasks, counseling, collaborative learning, using technology, arrange the fast learners to help the slow learners, making good communication with students, and use mother tongues (L1) to give instruction.

Perceptions towards ability grouping

Two participants were positive towards ability grouping and they all thought it improves the situation for both weaker students and the faster ones. Teachers do not need to spend a lot of time in teaching and easy to use appropriate methods in teaching. Teachers will be able to know all students' abilities, prepare learning activities with all students, prepare lesson plans and tests. Furthermore, teachers will be able to manage the time properly. One participant said that teaching mixed abilities is less effective for all students even strong learners because the teachers need to spend a lot of time with weak learners so the development of strong learners is very slow. However, there is one participant who said that dividing students based on abilities is good but impossible to make it. Another participant stated that it is good to divide the students based on their level but it is difficult for students in the national examination since all the students still need to take the same examination as well as the way to divide the students and classes. It needs to spend a lot of classes and teachers with all the students' level. So, he prefers to teach mixed-ability classes because it allows students to compete with each other, no need to spend a lot of class and teachers.

To sum up, two participants were positive with ability grouping because the teacher can know all students' ability, easy to prepare learning activity with all students, easy to prepare a lesson plan, test and save time. There is only one participant who prefers to mixed ability class because it allows students to compete with each other, no need to spend a lot of class and teachers.

Special help from school

All participants said that the school offers enough teaching materials such as LCD projector, tablets, papers, markers...to all teachers to help their teaching. School also provided time to practice professional learning community (PLC) which allow teachers to share challenges, ideas and find the solution together. A teacher suggested that the school

should add extra time to English subject to improve the weaker students. A male teacher suggests that the school should provide enough books to all students and allow them to bring home to practice more on what they have learned. Another male teacher said that he needs someone that he can discuss with when he has a problem in his teaching.

To conclude, the school offers enough teaching materials, and a professional learning community (PLC), The suggestions from teachers are extra English textbooks and teaching hours to help all learners especially the slow learners, and someone that teacher can consult with about teaching techniques.

Based on the interviews from all the teachers of the problem in mixed ability English class, all teachers have mentioned discrimination between fast learners and slow learners. The participants mentioned that they always use collaborative learning in their teaching to help the slow learners by putting students to work in pairs and groups in order to get them to help each other. However, whenever they applied these methods the problem of discrimination happens. This issue seems new and interesting in this study so the researcher goes deeply into this point.

Factors of discriminations

Most of the participants said that the problem of discrimination always happens during group work and pairs work whenever the teacher mixed fast learners and slow learners to work together. They show their facial expression, gestures, and speech by telling teachers that they do not want to work with slow learners. Some students do not want to sit together and ask the teacher to work with their favorite group. Moreover, fast learners feel proud of their ideas and are not interested in slow learners' ideas.

All participants mentioned that the purpose of mixing fast learners with slow learners is to help them to share knowledge. However, some fast learners discriminated against the slow learners because they know that the slow learners have no ideas and cannot

help them. Most participants said that different abilities can lead to discrimination in the classroom because fast learners do not want to work with slow learners. The reason is that slow learners do not participate, share ideas and just wait to get the benefits (score). Nevertheless, some students seem do not to care about their work when the task has no score. If the teacher does not mark the task some students seem not to have the problem with discrimination. One participant said that discrimination happens from the bad behavior of some slow learners. There are a few slow learners who do not try hard, playful, and do not care about group work. Sometimes fast learners feel tired to help the slow learners because they do not follow and ignore with their help. All participants added that there are some outside factors like friendship, economics...which relevant to discrimination outside the class. In sum, the factor of discrimination is the students' abilities, behaviors, and scores.

Challenges of discrimination

One of the participants said that the problem with discrimination can affect the result of students' tasks. Students do not try their best because they were not satisfied with their group members and have no feeling to do the tasks. Sometimes they feel bored with group work because they always work with slow learners and prefer to choose their members (fast learners with fast learners and slow learners with slow learners). Fast learners feel tired and do not want to work because they always do the tasks since the slow learners seem not to participate and share their ideas. Slow learners sometimes think that they cannot help and angry with the fast learners since the fast learners are not satisfied with them. Also, it can affect slow learners feeling. They feel demotivate and depression and if they are lack motivation from the teacher it can lead them to drop out the school. What's more, the teachers are also faced with this problem. They need to spend time explaining and solve the problem with grouping and cannot finish teaching on time. They feel that it is difficult to teach whenever students are messy and do not want to follow the

instruction. Nevertheless, one participant mentioned that group work also has a lot of importance to engage students to share ideas and knowledge. He added that whenever students do not cooperate well with each other they will lack of sharing, communication, motivation, and counselor. To conclude, discrimination can affect students' feelings and the process of learning.

Solution towards discrimination

Most participants said that in order to solve the problem with discrimination, they try to motivate and explain the benefits of group work. Moreover, they added extra scores to all students who help each other and do not show the behavior of bias or minors the score for the group who are noisy. One of the participants said that he still uses group work to get students used to group work. Another male participant said that he tried to facilitate during group work, motivate the slow learners who were discriminated from fast learners to avoid them from depression. To sum up, teachers used motivation, facilitation, group work, and score to solve the problem.

CHAPTER 5: DISCUSSION

This present study aims to identify the teachers' perception towards mixed ability English class. To begin with, findings from the interview indicate that teachers in Peamchikang high school faced challenges with classroom management and assessment mostly at the beginning of the academic year. Those problems are time management, teaching method, discrimination, and teachers' attention. This finding is consistent with Brno (2010) stated that teaching mixed-ability classes are demanding, exhausting, time-consuming, and enriched with many unexpected situations. Khadka (2019) which stated that teachers are facing various issues, such as discipline, interest, selecting appropriate task and materials, time management and correction in mixed ability classes. Joanna (2000) claimed that in mixed-ability classes it can be difficult to keep the attention of all students.

Furthermore, the response about how to deal with mixed abilities classes are motivation, monitoring, providing extra lessons or tasks, counseling, collaborative learning, using technology, arrange the fast learners to help the slow learners, making good communication with students, and use mother tongues (L1) to give instruction. This finding also in line with Pedersen and Kronborg (2014) mentioned that the solution to solve with mixed-ability classes is some of the student-centered methods include; game competition, in-class activities, extra homework, and dramatization. Nusrat (2017) indicated that the teachers have to play a vital role in addressing the problems as they need to design the course contents in such a way that allow scopes for optimum learning for both higher and lower ability students and choose a wide range of classroom activities that interest and motivate every learner. They should also closely monitor every student to assess their gradual progression and ensure that everyone is utilizing their full potential. Al-Shammakhi and Al-Humaidi (2015) indicated that students in mixed-ability classes need to be treated equally with the understanding of their needs. Khadka (2019) while dealing with mixed

ability classes teachers used various practices such as using diverse learning materials, implementing group work, pair work, differentiated instruction, and providing feedback and motivation. Furthermore, the result of this study indicates that providing extra time in English class and short training can help teachers to deal with the problem in teaching and learning. It is also mentioned by Xanthou and Pavlou (2010) which studied about teachers' perceptions of students' attitudes in mixed ability EFL stated that dealing with the problems are increasing the EFL teaching time and adopting proper instructional procedures and more appropriate course books. Education authorities i.e., the Pedagogical Institute need to increase the number of seminars related to EFL teaching in mixed ability classes in order to inform all EFL teachers about how they can approach the multilevel EFL class. Instructors in mixed-ability classrooms need to be afforded continuous training to better manage the challenges of their diverse learners (Butterworth, 2010). Al-Shammakhi and Al-Humaidi (2015) indicated that teachers need to be trained to deal with individual differences and care about the students' different abilities. Besides, teachers should be qualified and well trained to cope with different challenges.

Regarding the teachers' perception towards ability grouping, the finding showed that two among three teachers agreed with this method which consistent with Joyce and McMillan (2010) they found that majority preferred streamed classes as students benefit more. They believed that lesson instructions and materials could be better and better tailored to the students' current level. Ireson and Hallam (2001) argue that ability grouping enables teaching to be more effectively geared towards students of diverse abilities, allowing the most capable to reach the highest standards in each group. Rahman (2018) has revealed that the teachers have felt the necessity for ability grouping, more resources and motivation for the students, clear instructions and the best possible classroom environment are the solution to deal with mixed ability class. Svård (2006) who studied how upper

secondary English teachers should work to reach the weaker students found that the best way was through ability grouping. The most important factors according to the teachers were a good atmosphere, clear instructions, structure, and setting routines.

However, this recent research found a problem related to discrimination among fast learners and slow learners in pair and group work. The respond from participants showed that discrimination happens because of different abilities, scoring, and the behaviors of the students. They mentioned that slow learners do not want to involve and share their ideas in the group. There are only the fast learners are actively participate in group work. This is the reason that fast learners do not want to work with slow learners. The problem with slow learners also mentioned by Xanthou and Pavlou (2010) their findings from the questionnaire as well as observation data show that true beginners are not so easily involved in the lesson. They feel disadvantaged exhibiting reluctance to express themselves in most cases, avoiding class participation. Lack of prior knowledge hurts their self-confidence. They usually comment that they do not take private lessons complaining often that they have problems in the four language skills. Similarly, false beginners with prior knowledge of English may often or very often have a negative influence on the lessons as they may not find interest in the lesson. Prior knowledge seems to affect students' self-esteem. Advanced students are usually self-confident and most of the teachers believe that these students do not give others the time to think. Nevertheless, some other teachers who favored mixed-ability classes believed that lower achievers might be motivated to catch up to their higher-level classmates. Both higher and lower achievers would benefit by working together if the teachers provided a wide range of learning activities for them (Joyce & McMillan, 2010).

CHAPTER 6: CONCLUSION, LIMITATION, AND RECOMMENDATION

6.1 Conclusion

Mixed ability class refer to the class, which consist of the different ability level of the students. The problem with mixed ability English class happened to most teachers especially new teachers with less experience. This present study aimed to identify the teachers' perception towards mixed ability English class. The result indicated that most teachers faced the problem with classroom management, teaching materials, and assessments at the beginning of the academic year because of the shortage of experiences and training. Those problems are time management, teaching method, discrimination, and teachers' attention. In order to deal with mixed ability class, teachers show that motivation, collaborative learning, monitoring, giving extra tasks are very important in mixed ability class. Although, collaborative learning is a good method to help students in mixed ability classes, but the problem with discrimination also happened during group work. In this case, teachers need to be aware of how to apply collaborative learning in the appropriate ways to avoid discrimination.

In addition, teachers also face the problem with making assessments in mixed ability English class, providing the training can help teachers to deal with this problem. Teaching materials also cause the problem in mixed ability teaching, teachers need to flexible to adapt the lesson from the textbook by focusing on the objective of the lesson and search other sources to support it. Also, based on the interview from the teacher about their perception of ability grouping, the result showed that most teachers in Peamchikang high school prefer ability grouping because they believe it can help students to be better at learning English.

6.2 Limitation of the study

There are some limitations of this study. The research sample represented only one public school focused on the lower secondary level located in Peamchikang high school (NGS), Kangmeas district, Kampongcham province. This study mainly focused on teachers' perception toward mixed-ability English classes. Some variables that this study focuses on such as classroom management, teaching materials, assessments, and solutions towards mixed ability English classes. This study also planned to collect data from students about students' perception unfortunately the Covid 19 pandemic and the schools were closed thus this study cannot get the data from the students. Also, the researcher wanted to conduct classroom observation but it couldn't happen since the school closure. The finding cannot be generalized for all schools in the whole country, it specific only sample school.

6.3 Recommendation

The findings of this study can be useful for future planning. Teachers need to be trained to deal with mixed-ability English classes. The Pedagogical Institute may need to prepare teacher trainees with strategies in teaching mixed abilities classes and provide more workshops related to EFL teaching in mixed ability classes to inform all EFL teachers about how they can approach the multilevel EFL class. A similar study should be done to examine the students' perceptions with a bigger sample and mixed methods as this research has been conducted with only three cases. Further study should study deeply about discrimination in collaborative learning since this recent research cannot get the information from the students.

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APPENDIX A: QUESTIONS GUIDE FOR INTERVIEW

1. Do you think that students, in general, in English classes are at many different ability levels? Is it a problem? Why/Why not?
2. What do you think about classroom management in mixed-ability classes?
3. Have you faced the problem of using materials such as textbooks, audio, videos in mixed-ability learners in your classroom? What are they? How do you address the issue?
4. How do you design assessments for such a mixed-ability classroom? Do you have any difficulties in design assessments?
5. Is there any particular strategy you follow to ensure effective learning in a mixed-ability learners' classroom?
6. What do you think that the English teacher can do to improve learning for the weaker students?
7. What is important, in the classroom situation, to make the best possible environment for the weaker students?
8. Do you think dividing the English classes into ability groups would be a good way to deal with the problem? Why/Why not?
9. What, in your opinion, are the pros and cons of ability grouping/mix-ability? Should it be practiced more often by schools?

APPENDIX B: ពាក្យសុំធ្វើការសម្ភាសន៍

នាងខ្ញុំឈ្មោះ ហិន ថារី បច្ចុប្បន្នជានិស្សិតថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ ឯកទេសប្រឹក្សាគរុកោសល្យ នៅមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី។ នាងខ្ញុំកំពុងតែធ្វើការសិក្សាស្រាវជ្រាវមួយក្រោមប្រធាន បទ “ការយល់ឃើញរបស់គ្រូទៅលើការបង្រៀនថ្នាក់ដែលសិស្សមានសមត្ថភាពចម្រុះក្នុងមុខវិជ្ជាភាសា អង់គ្លេស” ដែលវាជាសារណាថ្នាក់អនុបណ្ឌិតរបស់ខ្ញុំ។

គោលបំណងនៃការសិក្សានេះគឺដើម្បីស្វែងយល់ពីការយល់ឃើញរបស់គ្រូអំពីថ្នាក់សមត្ថភាព ចម្រុះនៅក្នុងមុខវិជ្ជាអង់គ្លេសលើវិធីសាស្ត្របង្រៀន សម្ភារៈបង្រៀន បញ្ហាប្រឈម និងដំណោះស្រាយ ដើម្បីស្វែងរកយុទ្ធសាស្ត្រសមស្របដើម្បីជួយគ្រូឱ្យបំពេញការងារបានល្អនៅក្នុងដំណើរការនៃការបង្រៀន។ ការរកឃើញនេះនឹងផ្តល់ព័ត៌មានសំខាន់ៗ និងជាឯកសារយោងដែលមានមូលដ្ឋានលើភស្តុតាង សម្រាប់អ្នកពាក់ព័ន្ធផ្នែកអប់រំរួមមានអ្នកគ្រប់គ្រង គ្រូបង្រៀន អ្នកបង្កើតគោលនយោបាយ ក៏ដូចជា គ្រឹះស្ថានសិក្សាផងដែរ។ វាអាចជួយគ្រូបង្រៀនភាសាអង់គ្លេសនិងអ្នកពាក់ព័ន្ធផ្នែកអប់រំឱ្យទទួលបានការ យល់ដឹងកាន់តែច្បាស់អំពីវិធីសាស្ត្រក្នុងការបង្រៀននិងដោះស្រាយបញ្ហាក្នុងថ្នាក់រៀនតាមរយៈការយល់ ឃើញរបស់គ្រូលើការបង្រៀនសិស្សដែលមានសមត្ថភាពចម្រុះក្នុងថ្នាក់។ ការសិក្សានេះអាចត្រូវបានប្រើ ដោយគ្រូបណ្តុះបណ្តាលដើម្បីរៀបចំគ្រូទៅលើវិធីសាស្ត្របង្រៀនសម្រាប់បញ្ហាប្រឈមនៅក្នុងថ្នាក់ សមត្ថភាពចម្រុះនិងវិធីប្រើយុទ្ធសាស្ត្រសមស្របដើម្បីជំនះឧបសគ្គទាំងនោះ។ ម៉្យាងវិញទៀតការសិក្សា នេះអាចនឹងក្លាយទៅជាឯកសារយោងដ៏សំខាន់សម្រាប់ការស្រាវជ្រាវបន្ថែមទៀតលើប្រធានបទនេះ ដែលនឹងផ្តល់អត្ថប្រយោជន៍ជាច្រើនដល់សិស្ស/និស្សិត គ្រូបង្រៀន ក៏ដូចជាស្ថាប័នពាក់ព័ន្ធ។

ប្រសិនបើលោកគ្រូ អ្នកគ្រូចូលរួមក្នុងការសម្ភាសន៍ នោះលោកគ្រូ អ្នកគ្រូនឹងត្រូវសួរនូវសំណួរមួយ ចំនួនទាក់ទងនឹងប្រធានបទស្រាវជ្រាវ។ ក្នុងសំណួរនីមួយៗអាចចំណាយពេលពី ២ ទៅ៣ នាទី ដូចនេះ ការសម្ភាសន៍ អាចចំណាយពេលប្រហែល ៣០ នាទី។ អំឡុងពេលសម្ភាសន៍ ខ្ញុំនឹងថតសម្លេងដើម្បីជា

ភាពងាយស្រួល។ ឈ្មោះរបស់លោកគ្រូ អ្នកគ្រូនឹងមិនត្រូវបានបង្ហាញក្នុងការស្រាវជ្រាវទេ បើគ្មានការអនុញ្ញាតពី លោកគ្រូ អ្នកគ្រូ ការថតសម្លេងនេះគ្រាន់ជាជំនួយសម្រាប់នាងខ្ញុំក្នុងការបកស្រាយទិន្នន័យ។

ព័ត៌មានទាំងអស់នឹងរក្សាការសម្ងាត់ ដោយមានតែអ្នកស្រាវជ្រាវតែម្នាក់ដែលអាចប្រើប្រាស់បាន។ វាមិនមែនជាតេស្ត ហើយក៏គ្មានចម្លើយខុសឬត្រូវដែរ។ ព័ត៌មានរបស់លោកគ្រូ អ្នកគ្រូ ពិតជាមានសារៈសំខាន់ណាស់សម្រាប់ខ្ញុំ ហើយខ្ញុំសង្ឃឹមថាលោកគ្រូ អ្នកគ្រូ អាចចូលរួមជាមួយការសិក្សាស្រាវជ្រាវនេះ។ វាជាជម្រើសរបស់លោកគ្រូ អ្នកគ្រូ បើទោះបីជាលោកគ្រូ អ្នកគ្រូ ចង់ឬមិនចង់ចូលរួមក៏ដោយ។ ប្រសិនបើលោកគ្រូ អ្នកគ្រូ ជ្រើសរើសចូលរួមជាមួយការសិក្សានេះ លោកគ្រូ អ្នកគ្រូមានសិទ្ធិមិនឆ្លើយសំណួរណាមួយ ឬបញ្ចប់ការឆ្លើយសំណួរនៅត្រង់ចំណុចណាមួយក៏បាន។

គោលបំណង របស់ការស្រាវជ្រាវបានពន្យល់យ៉ាងច្បាស់ដោយអ្នកស្រាវជ្រាវ ហើយខ្ញុំនឹងចូលរួមក្នុងការសិក្សាស្រាវជ្រាវមួយនេះ។ ខ្ញុំដឹងថា ខ្ញុំអាចឆ្លើយឬ មិនឆ្លើយនូវសំណួរណាមួយ ដោយគ្មានពិន័យអ្វីទាំងអស់។

អ្នកចូលរួម

កាលបរិច្ឆេទ: _____

ហត្ថលេខា: _____

ឈ្មោះ: _____

អ្នកស្រាវជ្រាវ

កាលបរិច្ឆេទ: _____

ហត្ថលេខា: _____

ឈ្មោះ: _____

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