

# វិទ្យាស្ថានជាតិអប់រំ

NATIONAL INSTITUTE OF EDUCATION

មជ្ឈមណ្ឌលស្រាវជ្រាវគំរូកោសល្យជំនាន់ថ្មី

NEW GENERATION PEDAGOGICAL RESEARCH CENTER



បញ្ហាប្រឈម និងការអនុវត្តនៃការបង្រៀនភាសាអង់គ្លេសក្នុង

ថ្នាក់ដែលមានសិស្សសមត្ថភាពចម្រុះ៖

ករណីសិក្សានៅសាលាអនុវិទ្យាល័យ ៤ ក្នុងស្រុកអង្គរធំ

ខេត្តសៀមរាប

**Challenges and Practices of Teaching English in Mixed Ability Classes:  
Multiple Case Studies at Four Secondary Schools in Angkor Thom District,  
Siem Reap Province**

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

**Kon Veasna**

**December 2022**

# **វិទ្យាស្ថានជាតិអប់រំ**

**NATIONAL INSTITUTE OF EDUCATION**

**មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី**

**NEW GENERATION PEDAGOGICAL RESEARCH CENTER**



**បញ្ហាប្រឈម និងការអនុវត្តនៃការបង្រៀនភាសាអង់គ្លេសក្នុង  
ថ្នាក់ដែលមានសិស្សសមត្ថភាពចម្រុះ៖**

**ករណីសិក្សានៅសាលាអនុវិទ្យាល័យ៤ ក្នុងស្រុកអង្គរធំ**

**ខេត្តសៀមរាប**

**Challenges and Practices of Teaching English in Mixed Ability  
Classes: Multiple Case Studies at Four Secondary Schools in  
Angkor Thom District, Siem Reap Province**

**Author : Kon Veasna**

**Supervisor : Mr. Stanislas Kowalski**

**Thesis Committees : 1. Prof. Chan Roath**

**2. Dr. Sun Somara**

**3. Dr. Ann Robraw**

**December 2022**

## **មូលនិយមសង្ខេប**

នេះជាលទ្ធផលសិក្សាបែបគុណវិស័យដោយប្រើករណីសិក្សានៅសាលាអនុវិទ្យាល័យបួនក្នុងស្រុក អង្គរធំ ខេត្តសៀមរាប ដែលបានសិក្សាអំពីសកម្មភាពរៀនដែលជាបញ្ហានៅក្នុងថ្នាក់ភាសាអង់គ្លេសដែល មានសិស្សសមត្ថភាពចម្រុះ និងការអនុវត្តសមស្របដើម្បីដោះស្រាយបញ្ហាប្រឈមទាំងនោះ។ នៅក្នុងការ សិក្សាមួយនេះ មានអ្នកចូលរួមប្រាំនាក់ ហើយអ្នកស្រាវជ្រាវបានប្រើប្រាស់ការសម្ភាសបែបស៊ីជម្រៅជា ឧបករណ៍សម្រាប់ប្រមូលព័ត៌មានព្រោះវាអាចជួយឱ្យអ្នកចូលរួមឆ្លើយសំណួរបានស៊ីជម្រៅ ហើយពួកគេ អាចមានសេរីភាពក្នុងការជជែកនៅពេលកំពុងសម្ភាស។ លទ្ធផលនៃការសិក្សានេះបានបង្ហាញថា ការដាក់ សិស្សឱ្យធ្វើការជាក្រុម ការសម្តែងតួ និងការធ្វើបទបង្ហាញ ក៏ដូចជាការអានអត្ថបទភាសាអង់គ្លេសជា សកម្មភាពរៀនដែលជាបញ្ហាប្រឈមក្នុងថ្នាក់ដែលមានសិស្សសមត្ថភាពចម្រុះ ហើយគ្រូបង្រៀនគិតថាការ ឱ្យសិស្សធ្វើសកម្មភាពទាំងនោះគឺពិតជាពិបាក។ ទោះបីជាមានបញ្ហាប្រឈមខ្លះៗនៅក្នុងការបង្រៀនក៏ ដោយ លទ្ធផលសិក្សានេះក៏បានរកឃើញការអនុវត្តមួយចំនួនដែលត្រូវបានធ្វើដូចជា ការប្រើប្រាស់វិធី សាស្ត្របង្រៀនបែបឧទ្ទេស ការដាក់សិស្សដែលមានសមត្ថភាពចម្រុះឱ្យធ្វើការជាមួយគ្នា ការបញ្ចូល និង លេងល្បែងសិក្សា ការប្រើប្រាស់វិធីសាស្ត្របង្រៀនបែបឧទ្ទេសផង និងបែបសហការផង ការប្រើប្រាស់រូប ភាពដើម្បីជំនួយនៅពេលបង្រៀន ការរៀបចំមេរៀនឱ្យបានសមស្របទៅនឹងសមត្ថភាពសិស្ស ការបង្កើត ក្រុមទំនាក់ទំនងតាមហ្វូណូបុក ឬតេឡេក្រាម និងការជំរុញសិស្សឱ្យខិតខំប្រឹងប្រែងរៀនសូត្របន្ថែមទៀត។

*ពាក្យគន្លឹះ*៖ ថ្នាក់រៀនដែលមានសិស្សសមត្ថភាពចម្រុះ ការអនុវត្ត សកម្មភាពសិស្សរៀន

## **ABSTRACT**

This paper reports the results of a qualitative study with multiple case studies at all four secondary schools in Angkor Thom District, Siem Reap province, about the learning activities that are problematic in English mixed ability classes and to seek for the practices applied to deal with those challenges. In this study, there were 5 teacher participants. The researcher used semi-structure interview as an instrument tool because it enables teacher participants to answer deeply to the questions asked, and the participants feel more freedom to talk when interviewing. Results indicated that assigning students to work in group, doing the role play and presentation as well as reading English texts are the problematic learning activities of students in English mixed ability classes. Teachers find it hard when allowing students to do these activities in the classroom. Although there are some challenges found in teaching, the results also elaborated the practices that teachers use to deal with such as: lecture, group students with mixed ability, play some games when teaching, and use mixed methods both lecture and cooperative learning, use some pictures when teaching, plan the lesson appropriately, create group chat of Facebook as well as Telegram and inspire them to study more.

*Keywords:* Mixed Ability Classes, Practices, Students' Learning Activities

## SUPERVISOR'S RESEARCH SUPERVISION STATEMENT

TO WHOM IT MAY CONCERN

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

Name of candidate: Kon Veasna

Title of thesis: Challenges and Practices of Teaching English in Mixed Ability Classes:  
Multiple Case Studies at Four Secondary Schools in Angkor Thom District

This is to certify that the research carried out for the above titled master's thesis was completed by the above-named candidate under my direct supervision. I played the following part in the preparation of this thesis: guidance in research problem development, literature review, methodology, data analysis, and discussion finding.

Supervisor (Name): .....

Supervisor (Sign): .....

Date: .....

## CANDIDATE’S STATEMENT

TO WHOM IT MAY CONCERN

This is to certify that the thesis that I “Kon Veasna” hereby present entitled “Challenges and Practices of Teaching English in Mixed Ability Classes: Multiple Case Studies at Four Secondary Schools in Angkor Thom District” 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: .....

## **Acknowledgements**

Above all, I would like to thank my beloved mother, Kdeb Ey who always supports and stays by my side in any situation. Words cannot describe how important she means to me.

Also, my sincere gratitude goes to my honorable supervisor, Mr. Stanislas Kowalski for his efforts and support he provided to me despite his busy schedules. His wholehearted support throughout the period of my research and the necessary corrections gave shape to this mini-thesis and helped me to get a deeper understanding of research.

I, additionally, owe my deep gratitude to my respectful instructor, Mr. Banh Hornmann who changed the negative perception I had about my research to positive perception. His encouragement and advice built a positive self-esteem in me so that I feel more hopeful to finish my research. I would miss the opportunity to show that I can also conduct my research like others if I were not inspired by him.

I wish to thank all my respectful instructors as well as the advisory committees Prof. Chan Roath, Dr. Sun Sumara, Mr. Kong Maneth, Mr. Chi Kim Y and Mr. Phe Saorith for their useful comments. Theirs have sharpened my way to reach my goal of this research.

My special thanks go to my lovely wife, Rin Chanthy and my fellow colleague, Mr. Eang Chetra, for sharing with me their knowledge and necessary information relating to this research. I would also like to thank my best friend, Mr. Chheng Pha, for his motivation to make me feel that I can finish my thesis.

To all teachers who participated in this study, I thank you for your co-operation and the vital information that you have provided me with, which became the basis of this study. Last but not least, I am indebted to all people who remain unmentioned here due to lack of space, for their moral support and encouragements. May you always be healthy!

## TABLE OF CONTENTS

មូលនិយមសង្ខេប.....	i
ABSTRACT.....	ii
SUPERVISOR’S RESEARCH SUPERVISION STATEMENT.....	iii
CANDIDATE’S STATEMENT.....	iv
Acknowledgements.....	v
List of Tables.....	ix
List of Figures.....	x
List of Abbreviations.....	xi
CHAPTER 1: INTRODUCTION.....	12
1.1 Background of the Study.....	12
1.2 Statement of the Problem.....	13
1.3 Research Purposes.....	14
1.4 Research Objectives.....	14
1.5 Research Questions.....	15
1.6 Significance of the Study.....	15
1.7 Operational Definition of Key Terms.....	15
1.8 Chapter Summary of Introduction.....	16
CHAPTER 2: LITERATURE REVIEW.....	17
2.1 Definition of Mixed Ability Class.....	17
2.2 Why Do Mixed Ability Classes Exist? .....	18
2.3 The Challenges in Mixed Ability Classes.....	18
2.3.1 Teachers’ Challenges.....	18
2.3.2 Students’ Challenges.....	19
2.4 Effective Classroom Management in Mixed Ability Classes.....	20
2.4.1 Discipline.....	20
2.4.2 Classroom Routine.....	20
2.4.3 Rewards and Punishment.....	21
2.4.4 Classroom Monitoring.....	21
2.5 Practices to Deal in Mixed Ability Classes.....	22
A. Mixed Ability Grouping.....	22
B. Collaborative Work.....	22
C. Motivation.....	23



D. Role-play and Presentation.....	24
E. Professional Development.....	24
F. Providing Clear Instruction.....	24
2.6 Effective Teaching Methods in Mixed-Ability English Classes.....	25
2.6.1 Teaching Reading.....	25
2.6.2 Teaching Listening.....	27
2.6.3 Using Discussion as a Teaching Strategy.....	28
2.7 Chapter Summary of Literature Review.....	29
CHAPTER 3: RESEARCH METHODOLOGY.....	30
3.1 Research Design.....	30
3.2 Sample Size and Sampling Technique.....	30
3.3 Research Instrument.....	33
3.4 Data Collection Procedure.....	34
3.5 Data Analysis.....	35
3.6 Ethical Considerations.....	36
3.7 Chapter Summary of Research Methodology.....	36
CHAPTER 4: FINDINGS.....	38
4.1 Demographic Information of the Participants.....	38
4.2 Research Findings.....	38
4.2.1 Problems in Mixed Ability Classes.....	39
4.2.1.1 The Impacts of Different Students' English Proficiency Level.....	39
4.2.1.2 The Problematic Students' Learning Activities in the Classroom.....	40
4.2.1.3 Behaviors of Slow and Fast Learners in the Classroom.....	42
4.2.2 The Practices Dealing with Problems in Mixed-ability Classes.....	44
4.2.2.1 The Techniques and Practices Applied in Teaching English in Mixed-ability Classes.....	44
4.2.2.2 Things Students Do When They Finished the Tasks Earlier.....	48
4.2.2.3 Recommendations from Teacher-Participants for Mixed Ability Class Teachers.....	49
4.3 Chapter Summary of Findings.....	51
CHAPTER 5: DISCUSSION.....	52
5.1 Problems in Mixed Ability Classes.....	52

5.2 The Problematic Students’ Learning Activities in English Mixed Ability Class.....	54
5.2.1 Working in Groups.....	54
5.2.2 Role-Playing and Doing the Presentation.....	54
5.2.3 Reading English Passages.....	55
5.3 The Practices Teacher Use in English Mixed Ability Classes.....	56
5.3.1 Grouping Students with Mixed Ability.....	56
5.3.2 Role-Playing and Doing the Presentation.....	57
5.3.3 Reading English Passages.....	58
5.3.4 Playing Games.....	59
5.3.5 Motivation.....	60
5.4 Chapter Summary of Discussion.....	61
CHAPTER 6: CONCLUSION, LIMITATIONS, AND RECOMMENDATIONS.....	62
6.1 Conclusion.....	62
6.2 Limitations of the Study.....	62
6.3 Recommendations.....	63
REFERENCES.....	64
APPENDIX A: INTERVIEW QUESTIONS (ENGLISH VERSION).....	68
APPENDIX B: INTERVIEW QUESTIONS (KHMER VERSION) .....	70
APPENDIX C: CONSENT LETTER FORM (ENGLISH VERSION) .....	73
APPENDIX D: CONSENT LETTER FORM (KHMER VERSION) .....	75

## List of Tables

	Page
Table 3.2: <i>Students Scored in English Classes in February and March of 2022 at Four Different Schools in Angkor Thom District</i>	32
Table 4.1: <i>Demographic Information of Teacher-Participants</i>	39

## List of Figures

	Page
Figure 1: <i>An Example of Vocabulary Grid</i>	28
Figure 2: <i>An Example of Wh-Grid</i>	28

## **List of Abbreviations**

EFL	: English as a Foreign Language
L1	: First Language
NGPRC	: New Generation Pedagogical Research Center
SD	: Standard Deviation

## **CHAPTER 1: INTRODUCTION**

### **1.1 Background of the Study**

In Cambodian context, English is an important language which students have to learn from the primary level to their higher education. If students know English well, they will be able to find a job easier when they finish their studies. More importantly, the mastery of foreign language in Cambodia plays a significant role in the improvement of the nation, employment creation, and therefore poverty reduction (Mao, 2013). Indeed, English language was included in primary school from grade 4 to grade 6, the study time is 2 hours per week; however, the instruction of English in primary schools is dependent on the availability of English teachers (Mao, 2013). If there are no English teachers or someone who could teach English, primary school students would not be able to learn English.

In English classes of Cambodian secondary schools, students mostly have different background knowledge and degree of language proficiency; therefore, it is not really easy to teach classes in which there are a lot of students with different ability. As the secondary school level is from grade 7 to grade 9, and the study hours are 4 hours a week (MoEYS, 2015). When students have different ability in terms of English proficiency, it is difficult for teachers to handle the classes. A class in which students have different academic background, learning's styles, achievement, needs, weaknesses and strengths is considered to be a mixed ability class; moreover, students in this class also have different strategies in learning (Ainslie, 1994; Ansari, 2013; Al-Subaiei, 2017). In this case, it can be challenging for teachers to keep all the students' attentions and teachers may feel foiled since they do not have sufficient time to inspire and help slow learners (Baker & Westrup, 2000). Moreover, "It is hard for teachers to make sure that students are learning since they have different styles of learning, level and ability, and

teachers are not sure that they provide students enough opportunity to improve their learning ability and so on”, (Ur, 2013b). Furthermore, the high achieving students will feel bored when they have done the tasks earlier, and they have to wait for other students and they will feel lazy if the teachers spend too much time on the slower students; on the other hand, the slower learners will feel demotivated if the teachers focus too much on the fast learners (Bhandari, 2020; Gustiani, 2019).

## **1.2 Statement of the Problem**

Gustiani (2019) mentions that it is not easy to teach a class which consists of mixed levels of students’ proficiency in terms of English language, and some teachers of English are still applying traditional methods known as grammar-translation methods or lecturing methods which allows only little time for students to practice what they have learned; in particular, because of that lack of teaching methods, students are not given proper time to practice their speaking skills.

It is obvious that some students have high general knowledge while others have low general knowledge; additionally, their language use is different on the ground that some can speak English very well, whereas the others are more likely to speak Khmer rather than English in the classroom. Actually, in Cambodia, before students get into grade 7, they have already been studying English since primary school or they even started before in the family or private class; however, students are already in widely mixed proficiency levels; therefore, it is very difficult for teachers to find effective strategies and methodologies to equally help students improve their knowledge of English (Mao, 2013).

Noticeably, in the mixed ability classroom, some students are very active while the others are very passive. That is one of the reasons that some students are faster, whereas the others are not. More importantly, educators have to recognize the mixed

ability class carefully, for students have strengths and weaknesses, and they should improve at different pace of learning in the class (Ireson & Hallam, 2002; Syathroh, 2019). Moreover, advanced learners can catch up the meaning of the lesson easily while others have difficulties to understand the lessons; thus, it is not easy to teach (Nusrat, 2017). In addition, Kelly (1974) also mentioned that students have diverse learning styles and for the poorly performing students, they may have some difficulties studying in boisterous environment because they usually lose their attention easily. Furthermore, one of the most difficult issues faced by English as a Foreign Language (EFL) teachers in schools is teaching a class of students with a variety of English proficiency levels (Gustiani, 2019).

### **1.3 Research Purposes**

The purpose of this study is to explore the students' learning activities that are problematic in English mixed ability classes and to find out the practices teachers use to deal with the problems at all secondary schools in Angkor Thom district, Siem Reap province.

### **1.4 Research Objectives**

To conduct this study, the researcher has two main objectives as follows:

1. To identify the students' learning activities that are problematic in English mixed ability classes
2. To discover the practices that teachers use to deal with the problems in mixed ability classes



## 1.5 Research Questions

In order to accomplish the two main objectives, there are two specific research questions as follows:

1. What are the students' learning activities that are problematic in English mixed ability classes?
2. What are the practices that teachers use to deal with problems in mixed ability classes?

## 1.6 Significance of the Study

This study benefits secondary teachers of English to have a better understanding of the problems of students' activities happening in English mixed ability classes and provides some practices that teachers utilize to deal with the problems, and especially, it will definitely help the beginning teachers on how to prepare instructional planning in order to help students with low English proficiency level to comprehend the lessons as much as students with high English proficiency level. More importantly, it will also be beneficial for the stakeholders such as the school principals to let some teachers join workshop or train more in order to help those teachers develop their teaching skills and when they encounter the challenges happening in English mixed ability classes, they will be able to apply the appropriate practices that they have studied in their real teaching; in addition, some practices found in this study will be useful for teachers of English to apply in their real classes.

## 1.7 Operational Definition of Key Terms

**Mixed ability classes:** Educators may give different definitions of mixed ability class due to its context. In this study, the researcher refers the mixed ability classes as classes which consist of students with the same grade and with a wide range of ability in terms of English proficiency level.

**Practices:** The common techniques teachers use to deal with the challenges happening in mixed ability classes.

**Students' Learning Activities:** The formal activities that students do during their study-time.

## **1.8 Chapter Summary of Introduction**

In this chapter, the researcher reviewed about the grade in which English was included, and how English was used in primary school and secondary school levels, and the mixed level of English between the students in the classes. Therefore, there are challenges that teachers of English face daily in terms of teaching English. Teachers have difficulties teaching such classes because when they try to take more time for the slow students, the fast ones would feel bored and feel no longer study. Furthermore, the purposes of this research are to find out the challenges of students' learning activities and practices teachers of English use to deal with such challenges, and these purposes lead to 2 main research questions which are about the problematic of students' learning activities as well as the practices. Additionally, this study really benefits the teachers, the school management team as well as the stakeholders. Last, the key terms in this study are about mixed ability classes, practices and students' learning activities. The relevant literature reviews of this study will be presented in the next chapter 2.

## CHAPTER 2: LITERATURE REVIEW

This chapter will be about the definition of mixed ability classes, the reasons why mixed ability classes exist, the challenges of teachers and students in mixed ability classes, the practices teachers utilized to address the problems, some effective classroom management and teaching strategies.

### 2.1 Definition of Mixed Ability Class

Educators may give different definitions and descriptions of mixed ability classes depending on the context. In the practice of education, mixed ability classes are not avoidable, and these classes contain students with different ages, motivation, educational backgrounds, engagement and readiness to learn, and learning styles (Syathroh, 2019; Al-Shammakhi & Al-Humaidi, 2015). Syathroh (2019) further states that in mixed ability classes, there are three types of students such as high achieving students, average achieving students and low achieving students. However, Bremner (2008) argues that mixed ability classes refer to classes that do not consist only of different learners' learning capacities, but also of alternative styles of students' learning, and those students will show their strengths at some points. Gordon (2010) also defines mixed ability class as the class where the learners are in the same group and have similar background but have different skills in the particular subject. Furthermore, mixed ability classes refer to classes where learners have different levels of their language knowledge (Valentic, 2005).

## **2.2 Why Do Mixed Ability Classes Exist?**

Based on Seligson (1997), the factors that lead to mixed ability classes are: 1) students come from different educational backgrounds, 2) students grow in various speeds in terms of learning, 3) some students find learning language is easy while others do not, 4) some students feel into English, and 5) some students may be born in English-speaking family or travel to English-speaking country.

## **2.3 The Challenges in Mixed Ability Classes**

### **2.3.1 Teachers' Challenges**

Teachers of English encounter many challenges in teaching English in mixed ability classes, it is not really easy to teach. Moreover, when textbooks in general are not suitable for the different levels of students' needs, students may find no interest in the textbooks as it is easy for them while others find it extremely difficult (Xanthou & Pavlou, 2010).

Interestingly, in Cambodian context, Mao (2013) also stated that English teachers in primary school did not go through proper training and the classes are large with widely mixed English proficiency level; thus, it is not easy to teach such classes.

Furthermore, in mixed ability classes, it is not really easy to prepare tasks that fit all students' knowledge, and when teachers assign students to do some tasks, they may think it is easy for everyone; however, some students might feel it is tough for them to do the tasks, and some might even give up on their tasks (Baker, 2000, as cited in Rahman, 2018). Moreover, the faster students frequently complete the tasks assigned before the others; as a result, while waiting for others to complete, they may misbehave. The weaker students, on the other hand, are unable to complete assignments as quickly as the stronger students; consequently, they may lose confidence and engage in ill-disciplined behavior for a variety of reasons (Ansari, 2013). Moreover, it is not easy to group students together

because there are a variety of levels and needs among the students in the classroom, so it can be challenging; group work may engage lower achievers while being bored and uninterested for advanced students (Al-Shammakhi & Al-Humaidi, 2015).

Despite the fact that most classrooms are multi-level, teachers find teaching such classes to be a difficult and demanding work since it requires them to create lessons that include a wide variety of assignments according to a wide range of learning needs and preferences (Ansari, 2013). Furthermore, Ansari (2013) states that it is hard to get students' involvement sometimes because some students participate a lot in learning activities while others seem to remain silent for the whole lessons. In addition, when teachers assign the tasks for students, half of the students have finished exercises when the other half have only just begun, and if teachers spend much time explaining to the weaker students, the stronger ones will get bored (Seligson, 1997). Also, Teachers are not sure whether students participate and have the equal learning outcome because of the time constraint (Khamdamovna and Karimovna, 2020; as cited in Abduljalil, 2021).

### **2.3.2 Students' Challenges**

Students are really eager to speak English, but they are afraid of making mistakes while speaking, and sometimes even though they really want to express their opinions or ideas to others, they still cannot, for they are poor in using appropriate words (Shahzadi et al., 2014). Shahzadi et al., (2014) also mention that the other reason that make students hesitate to speak is because they are not confident enough about their English ability. Moreover, when students are poor in English grammar, vocabulary, they do not know how to spell out the words or talk with other friends; what that should be noticed is that some English teacher can't even speak English fluently, and normally use only their mother-tongue in English classes, this is one of the reasons that students cannot speak English (Hossain, 2018).

In addition, students feel hard to study English because some teachers of English are not trained properly about teaching methods, so it is hard for them to study with; moreover, teachers normally use teacher-centered styles; therefore, students do not have much time practicing (Hasan Drbseh, 2019).

## **2.4 Effective Classroom Management in Mixed Ability Classes**

Your classes can be effectively taught depends on how you manage your class, and when it comes to the classroom management, it refers to the classroom environment where students feel comfortably safe both mentally and physically; moreover, teachers use classroom management to keep students engaged, motivated, attentive and productive during the learning and teaching process (Kao, 2019). Furthermore, Kao (2019) mentions what teachers do commonly for the classroom management when starting the lesson, finishing the lessons, giving instructions, forming pair/group work, praising students and dealing with conflicts in the classroom.

### **2.4.1 Discipline**

A classroom without discipline is commonly disorganized, and traditionally, teachers recognizes that discipline is like a punishment such as: asking students to write words or sentences as many times as possible, not allowing students to learn as the ways they want and so on; however, discipline is not about punishment; teachers should create enjoyable environment in the classroom which full of participation, inspiration, and productivity (Kao, 2019).

### **2.4.2 Classroom Routine**

Teacher should always have classroom routine such as planning the teaching and learning supplementary, arranging the students' seats, giving feedback on students' homework, or having warm-up activities (Kao, 2019). These classroom routines may include: coming to the class early so that s/he can prepare the room better, preparing

teaching materials in advance, teaching students how to move in the class properly, getting students to take responsibility of cleaning the classroom as well as the board erasing (Kao, 2019).

### **2.4.3 Rewards and Punishment**

Everyone likes carrots, they do not like sticks, students are the same; they never like the punishment their teachers give them. The things teachers should avoid are: letting students stand in front of the class, fighting them, disallowing them to get into the class, sending them to the principal, or making them clean the toilet or picking the rubbish (Kao, 2019). Kao (2019) emphasizes that teachers should praise them in front of the class or their classmates, let them enjoy the fun activities such as games or songs, praise the whole class and so on.

### **2.4.4 Classroom Monitoring**

It is important for teachers to walk around the class and monitor while students are doing their task individually, in group and pair work. The reasons teachers have to do that is to check whether students learn something from the activities and whether they are on the right track, and to make sure they understand what to do and to be by their side when they need teachers' help (Kao, 2019).

## **2.5 Practices to Deal in Mixed Ability Classes**

### **A. Mixed Ability Grouping**

It has been proposed by Mucheni (2015) that grouping students with mixed ability students is one of the practices to deal with the challenges because it allows slow students to improve their academic performance and learn more effectively while keeping fast students engaged, providing everyone in the classroom has a sense of purpose and responsibility. Additionally, group work can be fun and motivating, it can increase students' learning participation, enhance the students' oral communication as well as increase the students' problem-solving skills, and students would improve their social skills through cooperative learning activities and both lower and higher achievers would benefit from working together (Killen, 2009; McMillan & Joyce, 2011; Ur, 2012). Additionally, the teacher can pair advanced students with average and low-achieving students so that the intelligent students can teach the slower students and the slower students can learn (Hordienko & Lomakina, 2015a).

### **B. Collaborative Work**

Valentic (2005) emphasizes that collaboration encourages students to participate in the educational process, regardless of their level of understanding. It teaches kids to appreciate other people's perspectives, to speak up, and to improve self-confidence. Since teachers cannot control all of the students, it is only natural that they assist one another. Some learners adopt the role of instructor, making them accountable. Students that are more advanced see that explaining something to others allows them to explore even more. Group work, pair work, peer review, brainstorming, projects, poster presentations, and peer-correction are all effective techniques for fostering collaboration (Valentic, 2005). In addition, collaborative work really empowers students to improve their social skills while working within their suitable learning styles (Bremner, 2008). Also, when students work



together as a group and pair, they can learn more from one another and they could produce the common product at the end of the lessons (Baharova et al., 2020). It is, additionally, important to seat top students with beginners. It is helpful because the advanced students can help the beginners, and forming students to work in pairs, teachers can also include more challenging tasks so that the clever one will be able to assist the slow ones (Djuraveva, 2021).

### **C. Motivation**

In language teaching and learning, motivation is vital, and it is the engine that drives the entire teaching and learning process, demands special attention, and when students feel supported and valued and know that teachers really care about them, they are more motivated to learn (Harmer, 2007). Motivation has an impact on teaching dynamics, in some ways, affects what can be accomplished in the classroom and has an impact on the efficiency of teaching and learning (Valentic, 2005). In addition, introducing the strong learners as a model of hard work in the class will motivate others to try harder as they see their model and teachers have to keep motivating them so that they would keep studying more (Naddafi et al., 2019). As in the study of Kao (2019), when teachers just tell students what they have done well, it is not enough, teachers need to show them action; although we cannot inspire all students every time, we can have some ways to motivate them such as making the lessons interesting and enjoyable so that students feel happy to learn, planning the lesson appropriately based on the students' ability, trying to call students' names, building trust, mutual respect and good relationship with students so as they would feel warm and safe to study and be a role model for them. Yeung et al (2011) also emphasized that on critical academic outcomes, student motivation may have a significant impact.

#### **D. Role-play and Presentation**

It is important to get students involved in the learning and teaching process in mixed-ability classes because when students engage, they would start learning things, and as Nguyen (2015) explained that role-play can help students to work actively together and know how to act in the given situation. Moreover, before allowing students to do the role-play, teachers need to make sure that they are ready and know what to do (Nguyen, 2015). It is also necessary to allow students to come in front of the class so that they would be able to present and practice what they have learned from the teachers, and role-play and presentation enable students to learn to listen and respect one another's ideas as a classmate (Hernandez, 2012). Moreover, role-play can help students to engage actively and provide students with chances to practice what they have learned in their real world; additionally, teachers can also use presentations to inspire students to engage in their learning (Senekane, 2010).

#### **E. Professional Development**

Teachers need to be trained properly and join more workshop so that they can get more ideas, learn new teaching methodologies, know more about the different types of students in order for them to better manage and deal with the challenges in mixed ability classes and teachers should also employ different teaching approaches when teaching (Rahman, 2018; Al-Shammakhi & Al-Humaidi, 2015).

#### **F. Providing Clear Instruction**

In the process of learning, instruction is very vital; therefore, teachers have to always give explicit instruction to the whole class in an easy way so as everyone in the class can easily catch up the meaning of the lessons; moreover, teachers can also write on the board, repeat, walk around and make sure that students know what to do and teachers must be very well prepared, know exactly what they are going to do, always bring extra

materials and encourage, and it is important for teachers to give positive feedback, comment on both content and language, give them advice on what they need to practice more and correct the mistakes (Rahman, 2018).

## **2.6 Effective Teaching Methods in Mixed-Ability English Classes**

### **2.6.1 Teaching Reading**

To get students to read the text is useful because when students read more, they are likely to understand better, but if students read less, they may not know much things around them; more importantly, teachers should also explain students about the two kinds of reading such as extensive reading and intensive reading because it can help students choose what kinds of text they want to read so that they will feel more enjoyable in reading (Harmer, 2007). Moreover, Harmer (2007) raised up the sixth principles of reading as follows:

**Principle 1:** Motivate students to read as much as possible: This means that the more students read, the better they know things around, and it is also good to talk about this principle with students in the class.

**Principle 2:** Students need to be engaged with what they are reading: Students need to pay more attention when they read so that they can understand better and make their reading more joyful.

**Principle 3:** Encourage students to respond to the content of a text, not just concentrate on its construction: When students read, teachers do not just ask them to focus on only construction which contains relative clauses, but also the meaning.

**Principle 4:** Prediction is a major factor in reading: As when we read some texts in our own language, we can estimate what is in the books by seeing its cover, headline and so on, these are the hints which are very important for us. It is the same for teachers

in the class, s/he should provide students with some hints before allowing them to read so that they can guess what is going on in the text.

**Principle 5:** Match the task to the topic when using intensive reading texts:

Teachers need to find good reading texts based on students' level and the topic of the text; moreover, teachers need to also find good reading tasks which have appropriate activities during and after the text reading, and it is also significant for teachers to ensure whether the text is easy or difficult for the class to complete or not.

**Principle 6:** Good teachers exploit reading texts to the full: Any text is full of sentences, words, ideas and descriptions. It does not make sense when teachers just ask students to read and drop it then move on to another point. Teachers should have further discussion and make the tasks more interesting by bringing the text to life.

Moreover, for the reading part, teacher should use picture with the reading texts so that students can catch up the meaning of the picture and they can also ask some questions regarding the content of the picture (Hernandez, 2012).

More interestingly, Kao (2019) mentions that there are some techniques in teaching reading such as pre-reading practice technique, main-reading practice techniques, and post-reading practice techniques. He further explains that in pre-reading practice techniques, teachers can get students do some pre-reading activities such as: predicting true/false statement, using a picture or a paragraph or title, predicting questions and sequencing sentences or pictures. For the main-reading practice techniques, teachers can use grids (vocabulary grid and detail grid), comprehension questions, read and identify the pictures or matching. For post-reading practice techniques, teachers can use dialog/role-play, re-writing, analysis, and gap filling in passages.

In vocabulary grids, teachers can select the necessary words in text to put in the grid then ask students to guess the information in the text, then guess their guess when they read. This will help students catch up on the meaning of the whole text better.

**Figure 1.** *This is an example of vocabulary grid looks like:*

Vocabulary	Things	Person
- Fire engine	✓	✓
- Barber		
- Shop	✓	
- Resident		✓

Adapted from Kao (2019)

For detail grid, teachers can plan the ‘Wh’-grid on the board and students can use the grid to guide when they read.

**Figure 2:** *An example of Wh-grid*

What	Where	When	How	Result
- A big fire	- National Road 5	- Yesterday	- .....	- 30 shops
- .....	- .....	- .....	- .....	damaged
- .....	- .....	- .....	- .....	- .....

Adapted from Kao (2019)

### 2.6.2 Teaching Listening

Listening skill is the most important skill among the four macro skills because listening always comes first; for example, before we can say a word, we have to hear how it is pronounced (Kao, 2019). Kao (2019) further explains that in teaching listening, there are three stages known such as pre-listening practice techniques, main-listening practice techniques and post-listening practice techniques.

In pre-listening techniques, teachers can use predicting true/false statement, KWL techniques, using picture or paragraph or title, predicting questions and sequencing sentences or pictures.

In main-listening practice techniques, to help students concentrate more when listening, there should be some tasks for them to complete, those tasks can be “listen and find”, comprehension questions (wh-/yes-no questions), true/false statement, sequencing/ordering, using grid and listen and do.

For post-listening practice techniques, teachers may use dialog/role-play, rewriting on what they listen and gap filling in passage.

Furthermore, there are five principles of listening suggested by Harmer (2007) as follows: 1) inspire students to listen as much as possible, 2) assist students prepare to listen before listening activities, 3) allow students to listen not only one time if they cannot get the meaning of the text, 4) encourage students to respond to the content of the listening, not just the languages, 5) prepare the different tasks for students to do so that they feel purposeful while listening.

### **2.6.3 Using Discussion as a Teaching Strategy**

It is important to do the class discussion because it can help students exchange the ideas from each other, listen to others' opinions, express and discover their own perspectives regarding any topics, and students also can apply their knowledge learned while discussing with their friends (Killen, 2009). Killen (2009) further emphasizes that it is good to use discussion when teaching because it enhances students' knowledge as well as their understanding; moreover, it helps students improve their communication, collaboration and metacognitive skills.

## **2.7 Chapter Summary of Literature Review**

This chapter reviewed about the previous studies on the challenges and practices of teaching English in mixed ability classes and it revealed about the meaning of mixed ability classes as well as the reasons why mixed ability classes exist. Moreover, it showed that teachers in mixed ability classes usually face the challenges daily and teachers could group students with mixed ability, allow them to work cooperatively with one another, assign them to do the role play and presentation, and teachers should continuously upgrade their knowledge and join more workshop so that they could use appropriate teaching methods to teach students in mixed ability classes. The researcher also reviewed effective classroom management and teaching methods in mixed ability classes. The next chapter will be about chapter 3, the methodology of the research.

## **CHAPTER 3: RESEARCH METHODOLOGY**

This chapter describes the research design, sample size and sampling technique, research instrument, data collection, data analysis, and ethical consideration.

### **3.1 Research Design**

In order to conduct this study, qualitative research design is employed with multiple-case study to identify the differences and similarities of the students' activities that are problematic in mixed ability classes and to discover the practices that teachers of English use to deal with the problems between the four different secondary schools in English grade 7 classes at Angkor Thom Secondary School, Hun Sen Svay Chek Secondary School, Chub Tatrav Secondary School, and Techuo Hun Sen Angkor Thom High School in Angkor Thom district, Siem Reap province, Cambodia. Angkor Thom district is one of the districts in Siem Reap where most of the people are farmers and those four schools are in a rural area.

### **3.2 Sample Size and Sampling Technique**

In this study, the researcher decided to take all secondary schools in one district, namely Angkor Thom. There are four secondary schools in this district. Three schools known as Angkor Thom Secondary School, Chub Tatrav Secondary School and Hun Sen Svay Chek Secondary School have only one English teacher for the three levels, grade 7, 8 and 9, but the other one, Techo Hun Sen Angkor Thom High School, has 2 English teachers for grade 7 and two teachers for grade 8 and 9. However, the researcher decided to choose only teachers in grade 7. There are two significant reasons the researcher chose grade 7 teachers. Firstly, the researcher wanted to get a deep understanding of the students' activities that are problematic in English mixed ability classes in grade 7. Secondly, students in grade 7 are still young between 13 to 16 years old and it is the beginning of the secondary school year and curriculum, and that is when good habits are



established or not; additionally, the researcher would like to seek for the potential strategies teachers of English in grade 7 use to address with the problems.

Table 3.2. *Students scored in English classes in February and March of 2022 at four different schools in Angkor Thom district.*

Variable	Total number of students	Mean	SD
Angkor Thom Secondary School	119		
Class A	39	28.67	7.44
Class B	40	27.95	12.67*
Class C	40	23.13	7.87
Techo Hun Sen Angkor Thom High School	150		
Class A	51	31	15.90**
Class B	49	32	11.95*
Class C	50	37	10.65*
Hun Sen Svay Chek Secondary School	170		
Class A	56	34.26	13.26*
Class B	57	20.66	8.94
Class C	57	20.91	10.32*
Chub Tatrav Secondary School	76		
Class A	38	36.37	15.80**
Class B	38	40.38	9.64

*Note.* \*indicates each student performed differently from one another in a range of 10-14 out of 50 scores in February and March of 2022. \*\*indicates a significant difference on students' performance from one another ( $SD > 14$ ) in February and March of 2022.

Before questioning the teacher-participants, the researcher tried to identify the classes that could be mixed ability classes by analyzing the two months scores of students by using Standard Deviation (SD) to indicate the gap between the scores of each student, and if the SD of the students' scores are 10 scores away from each other, the researcher identified those classes as the mixed ability classes.

The SD for the class B of Angkor Thom Secondary School is the highest, this means that students scored differently from each other in average 12 scores, and the total score is 50. 12 scores differently from one another considered to be the mixed ability class, and that is why class B is the class that the researcher focused on during the interview when the researcher collected the data. Moreover, the researcher informed the homeroom teacher about class B, not A and C.

At Techo Hun Sen Angkor Thom High School, the SD of class A, B and C are high, 10 to 15 scores, this means that students scored differently in average 10 and the total score is 50. 10 scores differently from one another considered to be the mixed ability classes, that is why class A, B and C are the classes that the researcher focused on during the interview when collecting data, and the researcher referred the teacher about those three classes when interviewing.

The SD of class A and C of Hun Sen Svay Chek Secondary School is high, it means that students scored differently from 10 to 13 score and the total score is 50. 10 scores differently from one another considered to be the mixed ability classes, that is why class A and C are the classes that the researcher focused on during the interview when collecting data, and the researcher referred the teacher about these two classes when interviewing.

In Chub Tatrav Secondary School, the SD of A is the highest, it means students scored differently in average of 15 scores, and the total score is 50. 15 scores differently

from one another considered to be the mixed ability classes, that is why class A is the class that the researcher focused on during the interview when collecting data, and the researcher referred the teacher about class A, not class B, when interviewing.

For this study, the researcher chooses purposive sampling as a sampling technique because for this sampling technique, the researcher can choose the sample based on the researcher's knowledge and judgment, and the researcher definitely believes that those samples can adequately provide the information the researcher needs for this study (Fraenkel et al., (2012). Similarly, Lunenburg and Irby (2008) state that purposive sampling means selecting the sample based on the researcher's experience or knowledge of the group to be sampled. Moreover, the researcher uses this purposive sampling because the researcher intentionally needs to get the detailed information from those teachers of English who have been teaching English for more than three years in grade 7 in four different secondary schools in Angkor Thom district.

### **3.3 Research Instrument**

Semi-structured interview was utilized as the research instruments for this study with five teachers of English in grade 7. Indeed, the researcher decided to use the semi-structured interview because the researcher needed to collect in-depth information from the participants. Mills and Gay (2016) state that semi-structured interview consists of some specific questions and the researcher can use prompting questions to ask the participants so that the researcher can get more detailed information. Moreover, during the interview, the researcher took notes and paid special attention to the participants, and asked permission from the participants to record/take the video so that no information would be lost or forgotten during the interview. In addition, the researcher believed that using semi-structured interview enabled the researcher to have a good interview with the participants because they felt comfortable to tell everything they know regarding the

researcher's questions, and they could also skip some questions that they felt uncomfortable to respond.

### **3.4 Data Collection Procedure**

To conduct this study successfully, there are some specific procedures in collecting the data from the participants. Before the researcher decided to conduct the research at all four secondary schools in Angkor Thom district, the researcher called all the principals of each school in order to unofficially ask for permission to conduct the study there. After all the school principals offered a permission for the researcher to do the research there, the researcher requested the permission letter from the manager of New Generation Pedagogical Research Center (NGPRC) so that the researcher could give the official permission letters to the principals. Then the researcher wrote the consent letter which was approved and signed by the NGPRC's manager and approached all English teachers in grade 7 to ask them whether they agreed to be the participants of the researcher's study or not.

After having gotten the permission from all the participants, the researcher prepared the semi-structured interview questions which enabled the researcher to ask the participants more openly and freely. More importantly, the researcher took notes and asked the participants to record the audio and video during the interview so that it is much easier for the researcher to transcribe the data after the interview. It is very important that the participants' confidentiality is kept; therefore, all the participants' information will not be spread or shared without the participants' permission. For the interview duration, it took 40 to 50 minutes. The researcher interviewed the teacher participants one by one in each school. When interviewing the participants, the researcher used prompting questions to follow up the questions which have been asked the participants so that the researcher could get enough information. More importantly, the researcher reminded teacher

participants to provide the answers based on the highest SD of the classes of each school so that teacher participants could refer to those classes when answering the researcher's questions.

After collecting all the data, the researcher transcribed the data from the notes and recordings, or video so that the researcher could code the data into the main points. Ultimately, the researcher took the gotten information from the participants to write as research finding.

### **3.5 Data Analysis**

After the researcher collected all the data from the participants, the researcher organized the data properly so that it is easy for the researcher to transcribe the data. When the researcher interviewed the participants, the researcher took notes and recorded the audio or video; thus, it would not be really difficult for the researcher to transcribe the data. Next, the researcher began to transcribe the data and coded the data by using the color coding from the notes and audio/video into the main themes, and the researcher went through the interview audio and notes/video for many times so that the researcher understood what the data gotten from the participants more precisely. It was very important for the researcher to read the transcripts of the data as many times as the researcher could in order to understand the information of each participant explicitly. After transcribing the interview, the researcher sent the transcripts of the interview to each participant to check whether they agreed with the researcher's transcripts, or they would like to add something more or delete some parts that they felt should not be included in the transcripts. After the transcripts had been accepted and agreed by the participants, the researcher started to finalize the data carefully and separated some data which was similar into paragraphs and coded it into themes. Then the researcher wrote

some information which the researcher got from the interview to support themes which have been coded, and finally, the researcher wrote the results of this study.

### **3.6 Ethical Considerations**

Before the researcher conducted the study, the researcher asked the permission from the school principals in advance in order to request the teachers of English teaching at the secondary school level to be the participants for the study. More importantly, the researcher also sent the consent letters to the teacher-participants to allow them to understand the purposes of the study more clearly. In addition, the participants' confidentiality and anonymity are kept, and before the interview days, the researcher also informed the participants about the day and times in advance in order for the participants to be ready for the observation and interview. Moreover, the researcher asked the permission from the participants before recording the audio as well as the video, and the researcher informed the participants that if they felt not comfortable answering some questions, they could skip it and continue to the following questions.

### **3.7 Chapter Summary of Research Methodology**

Six sections have been depicted in this chapter such as research design, sample and sampling techniques, research instrument, data collection procedure, data analysis, ethical consideration and scope and limitation. Qualitative research design was utilized in this study in order to get a deep understanding of the study and purposive sampling was employed to select the participants so that those participants are competent for the study. Moreover, 5 participants were selected from all four different schools in a district, and the semi-structured interview was used in order to find out whether the participants face the same challenges or not. Additionally, to collect the data, the researcher provided the consent letter to the teacher-participants so that they understand about the purpose of the study before the researcher collected the data from them. The data was transcribed into

Khmer and coded into themes, then the researcher translated it into English and finally, wrote the results of the study. The ethical consideration of this study is participants' names and information were kept confidentially, and participants were free to skip any questions that they felt uncomfortable with. Last but not least, this study covered only the secondary schools in one district in Siem Reap province, so it cannot be generalized in the whole country in Cambodia.

## CHAPTER 4: FINDINGS

This chapter describes the demographic information of the participants and research findings. The researcher interviewed five teachers of English with more than 3 years of experiences in four different secondary schools in Angkor Thom District, Siem Reap province. It was great to interview those teachers so that they were able to depict about challenges they have faced and some practices to deal in teaching English in mixed-ability classes.

### 4.1 Demographic Information of the Participants

Table 4.1 indicates age, gender, teaching experience, and codes of the participants at four different secondary schools in Angkor Thom district, Siem Reap province.

Table 4.1

#### *Demographic Information of Teacher-participants*

Code	Gender	Age	Teaching Experience	Marital Status
V1	Male	32	4	Married
V2	Male	25	4	Single
V3	Female	34	6	Married
V4	Female	29	5	Married
V5	Male	28	5	Single

*Note.* There were five teacher-participants involved in this study, and 2 teachers coded as V3 and V4 are female teachers and the other three are male. All of them had more than 3 years of teaching experience in secondary schools.

### 4.2 Research Findings

The main problems found in teaching English at four secondary schools in Angkor Thom district were teachers find it hard to assign students to work in groups, role-play, communicate in English, do the presentation and reading English passages and the



practices teachers applied were lecturing, grouping students with mixed ability, playing games in the class, including some pictures when teaching, planning the lessons in advance, creating Telegram/Messenger groups, and motivating students. There are also some recommendations from the teacher-participants for the mixed-ability teachers.

#### **4.2.1 Problems in Mixed Ability Classes**

##### **4.2.1.1 The Impacts of Different Students' English Proficiency Level**

The problem of mixed-ability classes was recognized by all the teacher-respondents. The first question asked whether students have different levels in terms of their English proficiency or not. The teacher-participants confirmed that students, in each class, have mixed ability, they further said that some students do not even know the English alphabets. Moreover, V1 mentioned that some students study part-time beside the public school; that is the reason why they understand English better. However, he further explained some students did not have much time to study part-time, and in their villages, there are not many schools to learn language as well. Interestingly, V1, V2, and V5 emphasized that some students did not learn when they were in primary schools due to the lack of English teachers, that is another reason why some of them did not even know the English alphabets.

The teacher-participants further added that the different levels of students bring teachers some difficulties. V1 and V2 stated that when students have different levels of English, it is hard for them to follow the books of the ministry of education, and they cannot finish the lessons as the minister of education planned.

Additionally, V2 and V4 said that they could not apply the methodologies they have learned from their teacher training center because if they applied them, only a few students in the class could understand the lessons, and in the classes, there were more than 40 students. V3 further elaborated that sometimes when she taught some lessons or

repeated some points too many times for the slow learners, some of the smart students were bored and they showed to her by their face that they did not want to continue studying. Moreover, V4 and V5 mentioned that when they assigned students to communicate or work in groups, they did not work together well because some did not even know some words or exercises teachers asked them to do, their friends told, though. V5 further emphasized that sometimes even though he tried to play games or create an interesting learning environment, some slow learners still did not participate.

#### **4.2.1.2 The Problematic Students' Learning Activities in the Classroom**

##### **A. Working in Groups**

V1, V2, and V3 mentioned that when they assigned students to work in groups, the result was not as what they expected because most of the students could not do it even if the teachers tried to facilitate them, they still could not do it. They further mentioned that because of the mixed ability students, working in group is a difficult and challenging for them. Moreover, V3 additionally clarified that:

When I put my students to work in groups, I always notice that only the smart ones are active and do the tasks I assign them, the rest just sit and watch the clever students do. That is why I rarely ask my students to work in groups. (V3)

Additionally, V2 stated that when he assigned weak students to work with smart students, he expected that they would work well with each other and they would be happy and fond to work with weak students; however, it was not like he expected, clever students were not excited to work with the others. When this happened, he said that he tried to tell those clever students to help weak students because it can help them become cleverer, and he added and advised them that, "If you help or teach others, you will remember things you have learned longer."

Furthermore, V5 emphasized that putting students in groups is not a good idea, for most of the time he grouped them, the result was usually opposite from what he has

aimed. He preferred to assign students to do the exercises individually, then correct the answers on the board so that they can verify their answers.

### **B. Role-Playing**

V2 mentioned that most of his students are very shy and not brave enough to talk. He clarified that when he taught some lessons and prepared some of the role play activities for them, they just ignored and told him back that they did not want to do, and even though he tried to persuade them to do the role play, they just said they could not do it. He further explained that:

Sometimes I really want my students to be active and to participate more in learning, but when I prepared some activities for them to do, they just told me that they could not do it and they told me that they did not want to do it. (V2)

### **C. Doing the Presentation**

“To do the presentation in front of everyone in the class is not really easy and comfortable for students”, V3, V4 and V5 said. V3 additionally indicated that when she assigned students to do the presentation about some topics they have learned or are learning, only female students were brave to do it, while male students were not brave enough to do. She further explained that female students were smart because they always paid attention carefully when studying and they always asked questions when they did not catch up the meaning. Also, V4 mentioned that doing the presentation was difficult for them because they had some problems with speaking, they did not know many words to speak and some even did not know all the alphabets yet. Moreover, V5 illustrated that students were not confident and brave enough because they usually thought they had no ability to talk in front of their classmates, and he emphasized that even though he tried to motivate them and stood by to help them, they still could not do it.

#### **D. Having Conversation**

“Pairing students to converse with each other in English is very difficult”, V1 and V4 said. They further explained that to assign students to work as a pair to have conversation, only smart students could do it; the slow learners could not speak even though teachers asked and motivated them to.

#### **E. Reading English Passages**

V3 mentioned that in the class, there were many slow learners so when she asked them to read, they found it difficult. She said she needed to repeat for them 3 or 4 times, but when she asked them to read, they still could not read. She spent a lot of time teaching students to read. She further exemplified that when she gave a text for students to read and answer some questions related to their parents’ job, only a few students could answer among the 50 students, and she added that they did not know how to answer it. Not only reading, but also writing, speaking and listening are difficult for them, she added.

### **4.2.1.3 Behaviors of Slow and Fast Learners in the Classroom**

#### **A. Behaviors of slow learners**

Four participants out of five mentioned that slow learners liked to sit quietly without talking and they were usually passive in the classroom. No matter whether they understood or did not understand the lessons, they just said nothing. Moreover, they stated that most of them liked to sit at the back of the classroom as well. More sadly, “The tasks or homework he assigned them to do at home, they did not do and just told him back that they did not know how to do”, V1 said. Interestingly, when students told her that they did not know how to do something, V3 told them back that “That is why you are required to come to study and if you already knew, you did not need to come”, she further explained them.

Although four teacher-participants said that slow learners liked to be quiet in the classroom, V5 emphasized that most of them liked to talk too much about somethings outside the topics they were learning, and sometimes when he asked them about what he was explaining, they were just shocked and told back that they did not know or just forgot. V5 further illustrated that he was very mad at them sometimes, but he tried to be calm and continued motivating them to concentrate more on the lessons. Besides, V5 also stated that most of the slow learners were shy and not brave enough to talk and asked questions, he told them to talk and ask, though. Notably, V5 said that some of them did not come to study regularly, they just came to school 3 or 4 days a week, mostly they were absent.

#### **B. Behaviors of fast learners**

V1, V2, and V5 stated that fast learners liked to ask questions related to the lessons that they are learning to make sure that they did not misunderstand some points, and they mentioned that most of them participated actively in the learning and teaching process. Additionally, V1, V2, V4 and V5 said that when they asked some questions to the whole class, those students always wanted to respond to the questions immediately no matter if the answers were right or wrong, they were brave enough to share to the class and they also wanted to show off their ability to their classmates. Also, V5 emphasized that they usually try to speak when they get the chance to speak, and even in the break time they just try to talk in English to their friend and when I asked them, they just said that they wanted to improve their English-speaking skill.

In addition, “They really pay attention and like to take notes when I am explaining the lessons”, V3 and V1 said. Mostly, they like to concentrate very much when the learning and teaching process is taking place, they further added.

All participants mentioned that the activities of both slow and fast learners do not strongly affect their teaching, but they just feel stressed out and depressed in teaching sometimes.

#### **4.2.2 The Practices Dealing with Problems in Mixed-ability Classes**

##### **4.2.2.1 The Techniques and Practices Applied in Teaching English in Mixed-ability Classes**

###### **a. Lecture**

Every teacher has different techniques in terms of their teaching and sometimes they find some techniques useful or effective while other teachers find them useless or ineffective. Based on the interview of teacher-participants, V1 stated that lecturing is the solution to deal with his mixed ability classes because he mentioned that when he used lecture as his teaching technique, he can control the students in the class well and it is also easy for him to manage students to behave better in the classroom. He further emphasized that he really wanted to use group work, but it is hard for him to ask students to work in groups because there are a lot of students in class and the tables are difficult to move as well.

###### **b. Grouping Students with Mixed Ability**

Although V1 stated that lecture is good for her class, V3 argued that using lecture in the classroom all the time is not really good because students can become passive and sleepy when they do not have time to talk or do some activities. She additionally explained that using lectures is easy for teachers because they are not tired of preparing the activities for students, just look at the textbooks and explain some points, then ask students to copy. To her, she usually used group work to implement in her class because she has found out that using group work and cooperative learning in the class are really effective because smart students can help slow learners while working together.

Noticeably, grouping students with fast and slow learners may work or may not work in some circumstances. Most teacher-participants, except V5, mentioned that grouping students to work together is very effective because when students work together, they can share and help explain each other. Mostly, fast learners are really open to share what they know with their friends when working together; however, when they work individually, they are not really open to share, they said. Moreover, V2 further mentioned that in some lessons, he tried to explain slowly and repeat for several times, but students did not really understand; thus, he allowed smart students to work, discuss and explain in the group, then they got the points faster. More interestingly, V4 stated that when working together, slow learners were able to participate more in activities because even if they do not really understand the points they are discussing, they are still pushing themselves to join with smart students. With this regard, she said that she always walked around to facilitate the groups so that she could motivate and help give ideas when they needed. V4 further stated that when assigning slow learners to work in group, she usually gave some score to them so that they are motivated to participate more in the group activities.

### **c. Playing Game**

V3 explained that besides working in groups, playing games is also one of the techniques that can help students feel relaxed and happy to learn, so mostly she included games in her teaching as well. She further elaborated that the games that she prepared for her lessons are Writing Competition, Clapping the Board, Sok says, Hot Potato and Sit Down, Stand Up and so on. She added that when students play these games, students can review what they have learned and remember what they have learned.

#### **d. Using Mixed Techniques**

V5 mentioned that he used mixed techniques, sometimes he used lecture and sometimes he used cooperative learning techniques, he further explained that it depends on the situations he is facing, for instance, if he sees his students are too noisy, he uses lecture to make them listen, and when he sees his students look bored, he starts to play short games to get their attention back. Furthermore, he said:

If I just include games, use lecture or group work all the time, my students will feel bored. For example, I noticed that when I include a game at the beginning of the lessons, the first-time students were very happy, but when I play almost every hour I meet them, they just told me that, “Oh, teacher, please do not play game, I want to study.” This is why I said I used mixed techniques in my teaching. (V5)

#### **e. Using Pictures When Teaching**

V2 mentioned that teaching students by showing them some pictures can attract students to participate in learning and teaching process a lot, and they really try their best to ask questions in order to be able to do the presentation in front of their friends. He explained that with some pictures on flip chart sticking on the white board, students are more interested in learning, and he said that most of students seem to be visual learners; therefore, when teachers had some pictures during teaching, they really participated actively.

#### **f. Lesson Planning**

V4 stated that she usually plans activities before she teaches, and she said that she follows the steps of the lesson plan she has prepared. She believed that following the steps can help her students understand the lessons well. She exemplified that when she taught students conversation, she allowed them to listen to her or audio first, then asked them to practice conversation in pairs and when they finished, she let them copy into their notebooks to practice more at home.



### **g. Creating Telegram/Group Chat Messenger**

V1 mentioned that creating Telegram as well as Messenger groups is very necessary because he can find some good lessons to share with his students so that they can learn more outside the school. He further elaborated that he usually tried to find some lessons from YouTube or other Websites which are related to the lessons in order to send to his Telegram or Messenger group so that students can learn more at home, and he frequently tell them to watch and note questions when reading or watching, and when they meet him, he can respond to any questions asked.

### **h. Motivation**

Based on the interview results, all teacher-participants mentioned that they always motivate their low achieving students by clapping their hands for them and giving them some extra score for the monthly test. They further stated that students are curious to learn when they get inspiration and score from teachers.

In addition, V1 emphasized that he always motivated students by saying “You can do it.” He stated that he always said this when he taught his students because he believed that it is very important to push them to feel curious and hopeful in learning. He further illustrated that by saying, “You can do it”, and told them to remember that, “Everyone can do it, so can I”. As a result, students seemed to change their attitude of being lazy to being hard-working, and he also noticed that students feel happy and motivated when they hear that say. V4, additionally, stated that she usually praised those students in front of others so that they feel proud of trying harder to get more admirations from teachers.

More interestingly, V5 mentioned that he advised students to look at other people around them to see how hard those people try in order to be smart students and he just told them that their future depends on how hard they are trying to make it bright. He further added that they should look at the role model that they admire the most and learn

from those so as they can improve and move themselves to another. V2 also mentioned that whenever he assigned the tasks for students, normally the low achieving students usually spent much more time than the given time and could not finish it on time, and some students did not even do it because they think that they could not do the assigned tasks. To deal with such an issue, he encouraged them to try their best to respond to the tasks no matter if the answers would be right or wrong, just answer it, he added. Funnily, V3 mentioned that she told students to try working on tasks and feel free to ask her any questions if they have, and she would allow them to go home first when they could finish early as the given time, and this is only in a case she assigned students to do at the last hour of the class time.

All teacher-participants mentioned that providing support and helping low achieving students are effective because they have noticed that students have improved their ways of learning, some of them became braver when answering the questions, as a result.

#### **4.2.2.2 Things Students Do When They Finished the Tasks Earlier**

When the best students have done tasks earlier, teachers may ask them to do other tasks, have a break or go home early. As V1, V3 and V5 mentioned that when they gave exercises to students to do and when some of them have done the tasks earlier than the given time, they put more tasks for them in order to occupy them constantly so that they will not make a noise or bother others. By doing so, they have noticed that students could improve their knowledge. In addition, V1 and V2 stated that they usually ask them to read the next lessons in advance so that they can have more ideas when studying those lessons. Besides assigning more tasks and asking students to read the next lessons, V1, V2, V3, and V5 emphasized that they just ask them to keep quiet and help or give some ideas to the slow learners in order for them to be able to complete the tasks as others. Those

teacher-participants additionally stated that if they did not keep quiet, they would be punished; for instance, the teachers would blame and let them stand for 5 to 10 minutes. Noticeably, V3 mentioned that if she allowed them to do exercises at the end of the study hour, she would allow them to have a break first or go home early.

However, when low performing students have done the exercises or tasks late, V1, V2 and V3 stated that they always walk to them and facilitate them and ask them what they still do not understand or provide them more similar examples as well as the explanation so that they can catch up and continue doing their tasks. Interestingly, V3 and V4 mentioned that they usually ask those students to ask their friends who sit next to them or ask them for copying as well. V4 further stated that she usually inspired them to keep trying and told them that, “I am always here for you whenever you need.”

#### **4.2.2.3 Recommendations from Teacher-Participants for Mixed Ability Class**

##### **Teachers**

Despite their difficulties, the respondents had interesting recommendations to share. To teach students in mixed ability classes is not really easy for teachers. They may face many challenges in daily teaching. There are some recommendations from teacher-participants for the mixed ability classes’ teachers as follows:

V1 mentioned that teaching students with various ability is not so easy, for their ability is different from one another; however, he suggested that teachers should include more fun activities and try to engage students participating in the learning and teaching process so that they can be more active and happier to learn. If teachers just come to teach without any purpose, they will not make the lesson interesting. He further added that teachers should not teach students only in the teacher-centered style, s/he should persuade them to talk as much as possible because when they talk, they may feel interested in learning. He stated that technology is very advanced in this contemporary society; thus,

teachers should include ICT in teaching so that the lessons would be livelier and more interesting for students.

Moreover, V2 and V3 emphasized that teachers should care more about students' learning process and frequently check in order to know how much they have learned and what points they need to improve. They, additionally, said, "Some teachers just come to teach students with a marker and textbooks, and they just come to write some difficult words, ask students to read and take note into their notebooks, then let them go home." They stated that when teachers do this, students cannot be clever or become good learners because they just come to copy. V2 also said that teachers should open a study club for students so that they could have more time learning and practicing the lessons they just have learned; it can help students learn from one another when they have a study club to share their knowledge to each other. Furthermore, V3 emphasized that teachers should continuously learn new methodologies in order to support teaching, and she mentioned that as we know that state teachers have many hours to teach in some schools; hence, the school principals should divide time properly for teachers to take some time doing more research to prepare lessons well and upgrade their knowledge in order to facilitate teaching, and she further mentioned that a good salary should be one of the main factors to push teachers to teach more effectively.

More importantly, V4 and V5 mentioned that teachers should identify the students' ability and have the willing to teach, and teachers need to be patient and don't put pressure or hate those students who cannot learn fast like others; instead of putting pressure as well as hating, teachers should inspire them more so that they feel valued and important to continue studying hard to become better students.

### **4.3 Chapter Summary of Findings**

Based on the data presented above, there were some activities that teachers find hard to teach in mixed ability classes. Assigning students to work in group is not easy and when teachers assign students to prepare for the presentation as well as the role-playing, they usually feel nervous to talk; moreover, students also find it hard to communicate in and read English passages. The study also found out that although teachers of English face some of these challenges of the students' learning activities, they have applied some techniques to deal with the challenges such as lecturing, promoting cooperative learning, showing some pictures when teaching so that students can see and describe about what they see, and following the steps of the prepared lesson plan. More interestingly, even though working in groups is a problem of students' learning activities, it is also a solution to solve the problem of mixed ability classes. There are also some recommendations for mixed ability teachers such as teachers should include some fun activities, care more about students' learning process, include ICT in teaching, open the study club as well as continuously develop the professional development in terms of teaching methodologies.

## **CHAPTER 5: DISCUSSION**

This chapter presents the analysis and interpretation of the research findings shown in chapter 4. The main problems of students' learning activities and the practices in teaching English in mixed ability classes found in this research are analyzed and interpreted to find the similarities, differences and to compare with literature review that has been written in chapter 2. The main problems and the practices that teacher-participants have faced are discussed as follows.

### **5.1 Problems in Mixed Ability Classes**

It is unavoidable to have students with mixed ability in English proficiency in Cambodian public schools. Teacher-participants mentioned that some students do not even know the English alphabets while some know English better, and the respondents further indicated that some primary schools are lacking of qualified English teachers, that is the reason why they could not teach students well. Actually, it is true that some primary schools lack qualified English teachers and most teachers are elder, they do not know English as well. This finding is in line with the study of Mao (2013) stating that in Cambodian context, teachers in primary school did not go through proper training, and the classes are large with widely mixed English proficiency, that is why it is not easy for them to teach such classes.

However, when students come to secondary schools, teachers start re-teaching them the alphabets so that they are able to learn English throughout the year and teacher-participants further explain that they usually take one to two months to re-teach the English alphabets to students because teachers want to help those students learn and catch up English better. Moreover, students who can speak English or know English better when they study part time or extra classes. This finding agrees with the observation proposed by Seligson (1997) that students come from different educational background

which some studied at the private schools and in primary schools, so that is why they know English better. In Cambodian context, some primary schools in the rural areas do not have English classes due to the lack of English teachers; therefore, that would be a reason why students do not have the knowledge of basic English compared to those who study part time or at private school. In this case, teachers in secondary school or high school should stop complaining about the problem that students do not know English alphabets; instead, they should reinforce their basic English by teaching them the foundation of English at the beginning of the year before following or taking some lessons from the textbooks to teach them.

Interestingly, teacher-participants also explained that they could not finish the lessons as the minister of education planned because the books of the ministry do not fit with the students' ability, so that is why teachers could not finish the lessons. Xanthou and Pavlou (2010) illustrated that when the textbooks are not suitable for students' ability, they would find no interest in the textbooks as it may be easy for them while others find it difficult to learn. Normally, smart students would feel bored if the textbooks are too easy for them because they do not want to study the same things again and again as the slow ones.

To help slow students learn English better, teachers need to teach them slowly and repeat some important points; however, when teachers repeat too many times, other students just feel bored and are lazy to study anymore. Moreover, when helping slow learners, teachers can prepare some tasks for fast learners in advance so that they can work on their tasks while the teacher is helping the slow ones. Although it is not easy for teachers to teach, it helps him/her to be more creative in preparing the lesson for mixed ability class, and teachers can differentiate tasks for both slow and fast learners so that

they would feel happy to study. Furthermore, if the textbook is difficult to teach, teachers can pick up only some points of the books to teach students.

## **5.2 The Problematic Students' Learning Activities in English Mixed Ability Class**

### **5.2.1 Working in Groups**

It is not easy to assign students with mixed ability to work in groups because students do not feel the same when they work together. Most clever students are not really happy to work with slow learners, for they do not want to waste time explaining the slow learners. However, when assigning students to work in groups, teachers usually expected that students would work well; it was not working well. The reason that group work does not go well is because slow students are not comfortable and confident enough to share their ideas with their group members, and sometimes when they contribute, the clever ones do not want to listen as well; therefore, they just end up sitting and watching the clever students do. As Al-Shammakhi and Al-Humaidi (2015) stated that there are a variety of levels and needs among the students in the classroom, and it can be challenging to bring them to work together; therefore, those activities would engage lower achievers while it is boring and uninteresting for advanced students. It is necessary for teachers to get to know their students better so that it will be easy for them to assign students to work in groups and make that group work well.

### **5.2.2 Role-Playing and Doing the Presentation**

As human beings, sometimes we are not confident enough to perform and talk in front of others because we feel we may make mistake, or feel that somebody else would laugh at us, that is why we are not brave enough to perform and talk. As teachers, we always want our students to participate and engage actively in our class; however, some students do not want to engage in some activities. As teacher-participants illustrated that when they assign students to do the role-play, some do not want to join and they just told



teachers that they could not do. In Cambodia context, students are not normally exposed to their real world; therefore, they are not able to perform better because their teachers rarely train them about that. Moreover, as the study of Shahzadi et al., (2014) mentioned that students hesitate to speak English because they are not confident about their English capacity. Actually, if students are not allowed to practice their English daily, they will not be able to speak it. As Shahzadi et al., (2014)'s finding, confidence and shyness are the major problems for students to speak. In order to deal with this, teachers should cultivate the culture of talking in the class frequently so that students are familiar with it. To do so, teachers can prepare some topics for students to publicly speak or ask students to come to read or speak in front of the class, and ask them to discuss and work in pair so that they can have more chances to talk. When students have more times to talk, they will be used to it, and this will help them deal with shyness, and they will be more confident when they speak in front of the class.

### **5.2.3 Reading English Passages**

Students may not be able to read English texts if they do not know many vocabularies or grammar. It is true that in some public schools in rural area, the students' ability of English is different from one another. Some students may have studied English since they were in primary school while some did not due to their busy schedule of farming. As some teacher-participants mentioned that when they allow students to read the text and answer some questions, only a small number of students can do it; whereas the rest just ignore it. Moreover, Hossain (2018) states that when students know English only a little, it is hard for them to spell out the words and students are not used to speaking English because their teachers only used L1 (mother tongue) in the classroom.

### **5.3 The Practices Teacher Use in English Mixed Ability Classes**

#### **5.3.1 Grouping Students with Mixed Ability**

Even if working in group is a problem in teaching English in mixed ability classes, teacher-participants mentioned that it is also a solution. This is linked with the study of Mucheni (2015) who explained that working in groups can help children learn better and more successfully while keeping the high achievers engaged and giving everyone in the classroom a feeling of purpose and responsibility even though it is an issue in mixed ability classes. Similarly, students would improve their social skills through cooperative learning activities, and both lower and higher achievers would benefit from working together. Group work can be enjoyable and motivating, and it can increase learning participation, improve oral communication skills as well as problem-solving skills (Killen, 2009; McMillan & Joyce, 2011; Ur, 2012). Also, Hordienko and Lomakina (2015a) indicated that when teacher group advanced learners with average and low-achieving ones, the clever ones can teach the slow ones to learn too. This means that when we ask students to work in groups both clever and slow learners together, we need to explain them to help each other while working together, especially the clever ones have to help and explain the slow ones. However, teachers may encounter some challenges while assigning them to work in groups such as some students do not want to do their tasks, some just talk outside the given topics, and some may be lazy to talk and share ideas. To ensure that working in groups works for everyone, teachers need to facilitate and monitor everyone in the group and be ready to give them a hand when needed. When teachers assign students to do any task, s/he needs to facilitate and help them so that we can ensure that they all do things as what teachers ask them to do, and if teachers do not care and focus on what they are doing, some students may not do as what teachers ask them to.

In addition, in order to implement group work successfully in the classroom, teachers have to make sure that everyone in the group has responsibility to do. In illustration, some can be responsible as a secretary, writer, speaker, reader and facilitator and so on. By doing this, students in the group would act more actively while working together.

### **5.3.2 Role-Playing and Doing the Presentation**

It is very important to allow students to do the presentation because it can help students develop their skills in terms of preparation and speaking skills. Students are able to develop their skills when they have the chance to practice as much as possible. Conversely, letting students do the presentation in front of their friends is not easy to do, for students do not feel comfortable in doing it. As teacher-participants indicated that only female students who are brave enough to do the presentation while male students are not brave to do. Perhaps male students do not focus much on study, they just take time playing football or volleyball, that is why they do not feel comfortable to do and know many English words as well. Another factor is probably boys are not interested in what the girls are, so that is why boys do not concentrate on their study, and they are also perhaps distracted by their peers while learning. Moreover, male students are so shy to talk in English because they do not know much English and are not motivated to speak frequently. In this case, teachers should pay more attention to students by allowing them to do tasks such as individual exercise or presentation, and let them practice often and daily so that they would feel much braver than they used to when they do the presentation or role-play.

However, this result is opposite with the study of Nguyen Minh (2015) saying that role play can help students to work actively together and know how to act in the given situation. This means that when the students act out, they can learn something. Moreover,

before allowing students to do the role-play, teachers need to make sure that they are ready and know what to do. Moreover, teachers can manage instructional issues in the classrooms by using presentations to encourage students to participate in their learning (Senekane, 2010). Teachers can get students involved by giving them some topics so that they can prepare before they do the presentation; additionally, when assigning them to prepare for the presentation, teachers can facilitate them and help them when they need help. More than that, the teacher can organize some clues or hints which can help them prepare before the show and presentation days. Doing this will help students feel comfortable and safe to do the role play and presentation. When teachers ask students to practice again and again during the class, students will get used to it, and they will feel happy to do the future activities of role-play as well as presentation.

### **5.3.3 Reading English Passages**

Students cannot read the English texts or passages because they do not know much grammar, many vocabularies or they do not like reading. Although students find difficult in reading, teachers should find ways to get them involved with reading often. Teachers should design some easy texts for students to read so that they are more familiar with it. Furthermore, teachers have to master how to teach reading, and if they do not know how to teach reading, they cannot teach reading well. Teachers should apply the techniques of teaching reading written by Kao (2019) as follows:

Step 1: Pre-reading practice technique, it is about how teachers prepare the activities such as designing the true/false statements related to the text, using KWL chart technique which stands for what I Know, what I Want to know and what I Learned to elicit from the students, or using picture or paragraph to get them engaged in reading activity.

Step 2: Main-reading practice technique: teachers can apply vocabulary grid, comprehension questions of the texts or design some pictures or matching pictures with vocabulary.

Step 3: Post-reading practice technique: in this stage, teachers can allow students to do the role-play, or use dialog, re-writing or gap filling of the passages read.

If teachers follow the stages of teaching reading and know how to teach reading, it will help students to feel more responsible while reading. It will also help teachers facilitate each stage of the reading better.

In any skills of English, activities or tasks, if teachers provide clear information, it will be very important for students to follow or go on the track of what teachers want them to do and while allowing them to do the tasks or activities, teachers can also walk around to ensure that everyone is working on their tasks, and if possible teachers can give them some advice so that they will be able to do their tasks, and teachers should also correct their mistakes if they spot some (Rahman, 2018). As teachers, we should start teaching reading to students some days in a week so that every student will be familiar with reading and start to read books. In order to push students to like reading books, teachers should also be the ones who like reading books too and show them in some cases; moreover, teachers can prepare some short and easy texts for them to read daily or assign them to do as their homework. The assigned texts should be starting from easy to difficult ones so that the students would feel into reading. By doing so, students will have the culture of reading in their minds.

#### **5.3.4 Playing Games**

Games play an important role in teaching languages because they can help students review what they have learned and improve their thinking skills as well as flexibility. A teacher can use games at the beginning of the lesson, at the middle or at the

end of the lessons, it depends on how the teacher plan his/her lesson. Before playing games, teachers have to tell students what the game is for and why it is important to play this game. By knowing the purpose of playing games, students will feel happy to play and engage in the playing process. Moreover, it is very beneficial to play games in the classroom because it can help students feel relaxed during studying as well as enjoy learning.

### **5.3.5 Motivation**

Students are happy when they are inspired by their teachers. As teacher-participants mentioned that when students feel uncomfortable and unhappy to learn, teachers always motivated them by saying you can do it. This means that motivation really helps students feel hopeful in learning. Even if sometimes students feel bad or have some problems with their learning, teachers can guide them and motivate them to keep fighting for their study. Especially in language teaching and learning, motivation is very important, and it can push teaching and learning to go well; additionally, motivation can make a positive contribution on the effectiveness of teaching and learning (Valentic, 2005).

If teachers just motivate them to learn, some students may not follow them; however, if teachers encourage them as well as show them the importance of study, students will rethink what they wrongly do while studying and change that inappropriate behavior. Teachers need to understand their students better so that they can use appropriate techniques to help them learn; the carrot method is recommended for teachers.

More importantly, teachers can motivate students by praising them in front of the class or others, providing extra scores for their tests or quizzes, applauding them when they answer some questions or do something good, awarding them some gifts such as

candy, stickers or study supply, and so on. By doing these, students would feel happy to learn because they think that their teachers care for them so much.

#### **5.4 Chapter Summary of Discussion**

As the results of the study have been investigated and discussed in this chapter, it showed that there are students' learning activities that are problematic in English mixed-ability classes, and what interestingly is that some problems are similar as the common practices that teachers usually use when teaching. The results and discussion indicate that some problems and practices found in this study are also the same and contrast with previous studies. The problems of students' learning activities were when students were grouped to work together, it did not go well, students were not brave enough to do the role-play as well as the presentation, students were not able to read English texts and answer the questions of the text well, and they find it hard to have the conversation with their classmates in English. Although teachers found challenges in teaching, they also have found some practices which can be considered to be the solutions to tackle the challenges such as grouping students with mixed-ability, providing students clear instructions before allowing do the role-play or presentation, including some games in teaching and learning process, knowing the steps to teach reading or any skills in English when teaching and inspiring them to learn more, and teachers need to develop their knowledge and skills continuously in order to help students learn better.

## **CHAPTER 6: CONCLUSION, LIMITATIONS, AND RECOMMENDATIONS**

This chapter describes the conclusion, limitations and recommendations of the study.

### **6.1 Conclusion**

In this study, the researcher mainly wanted to explore the problematic students' learning activities and practices that teachers use to deal with. Noticeably, based on the research findings and discussion presented in chapter 5, it showed that teachers at Angkor Thom district, Siem Reap province, usually encounter problems with the students' learning activities such as working in group, when assigning students to do the presentation, just only some students are capable, the rest just say that they cannot; moreover, students find it hard when teachers ask them to read the English texts and answer some questions regarding the texts, they still cannot do it, and when communicating in English, they dare not do it because they are afraid of making mistakes and they are scared of their friends laugh at them. In addition, when teachers encounter those problems, they just use lecture, assign students to work in mixed groups, use pictures when teaching, apply mixed techniques in teaching, plan the lessons properly, create Telegram or Messenger group chat, include some games as well as motivate them more to study, in order to deal with those challenges.

### **6.2 Limitations of the Study**

In this study, there are some limitations. First and foremost, the researcher chose only a small sample size. There were only five teacher participants, and the four secondary schools are only in one district in Siem Reap province. Secondly, this study particularly focused on the problematic students' learning activities and practices teachers utilized to address the problems only in grade 7, so it cannot be generalized to every



grade in secondary school nor high school; conversely, it can be generalized to grade 7 in Siem Reap province. Thirdly, the researcher used only one tool to conduct this study, namely the semi-structured interview. Actually, the researcher planned to do classroom observation as well; unfortunately, because of the time constraint, the researcher could not do the observation, so the data was collected by using only the semi-structured interview from teacher-participants. The researcher could have explored deeper to see the real students' learning activities in the classroom and how teachers tackled those problems if the observation has been conducted.

### **6.3 Recommendations**

The findings of this study can be useful for English teachers who teach in secondary school, mainly in grade 7, and it can also be important for further studies. If the other researchers want to conduct research that is similar to this topic, the sample size should be increased and the researcher should interview not only the teachers, but also students. Moreover, classroom observation should be considered as a tool along with the interview so that the collected information can be more precise. Last but not least, there should be another research on a topic of students' perceptions on studying in English mixed ability classes so that teachers can understand more about what students find challenging, what they think about studying in this kind of classes and what teachers should do in order to help them. This would help teachers understand better about students' needs when teaching English in mixed ability classes.

## REFERENCES

- Ainslie, S. (1994) Mixed-ability teaching: Meeting learners' needs. Network 3: Teaching language to adults. London: *Center for Information on Language Teaching and Research*.
- Al-Shammakhi, F., & Al-Humaidi, S. (2015b). Challenges Facing EFL Teachers in Mixed Ability Classes and Strategies Used to Overcome Them. *World Journal of English Language*, 5(3). <https://doi.org/10.5430/wjel.v5n3p33>
- Al-Subaiei, M. S. (2017). Challenges in mixed ability classes and strategies utilized by EFI teachers to cope with them. *English Language Teaching*, 10(6), 182–189.
- Ansari, M. S. (2013). Coping with the problems of mixed ability classes: A study in the context of teaching English as SL/FL. In *International Journal of English: Literature, Language & Skills* (Vol. 2, pp. 110–118). IJELLS.
- Baker, J., & Westrup, H. (2000). *English Language Teacher's Handbook: How to Teach Large Classes with Few Resources (Voluntary Service Overseas)*. Continuum.
- Bhandari, B. L. (2020b). Challenges of teaching English in mixed ability classrooms. *Butwal Campus Journal*, 2(1), 40–48. <https://doi.org/10.3126/bcj.v2i1.35669>
- Bremner, S., Teacher, C., & Lanarkshire, S. (2008). Some thoughts on teaching a mixed ability class. *Scottish Language Review*, 18(1), 1–10.
- Djurayeva, Y. A. (2021). Teaching mixed-ability student in classroom. *Academic Research in Educational Sciences*, 2(2), 1071–1075.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education*. McGraw-Hill.
- Gay, L. R., & Mills, G. E. (2016). *Educational research: Competencies for analysis and applications* (11th ed.). London, England: Pearson Education Limited.

- Gordon, S. (2010). A case study on multi-level language ability groupings in an ESL secondary school classroom: Are we making the right choices? *Ontario Institute for Studies in Education*. Ph.D. dissertation, University of Toronto.
- Gustiani, S. (2019). Challenges and strategies in teaching English to heterogeneous classes: A case study. *Edukasi*, 6(2), 301–310.
- Harmer, J. (2007). *How to teach English*. Pearson Education Limited.
- Hasan Drbseh, M. M. (2019). Saudi EFL learners' difficulties in learning English: A case study of secondary school students. *Journal of Applied Linguistics and Language Research*, 6(4), 140–151.
- Hordienko, N. M., & Lomakina, L. V. (2015a). Teaching EFL to mixed ability classes: Strategies, challenges, solutions. *Advanced Education*, 0(3), 39–43.  
<https://doi.org/10.20535/2410-8286.44198>
- Hossain, Md. A. (2018). Difficulties of learning English language at the secondary level: A case study of Thakurgaon district. *Journal of Education and Training*, 5(2), 165–181.
- Ireson, J., & Hallam, S. (2002). *Ability Grouping in Education* (First ed.). SAGE Publications Ltd.
- Kao, S. (2019). *Practical methodology in TESOL*. Kao Sophal Publications.
- Kelly, A., V. (1974). *Teaching mixed ability classes: An individualized approach*. Harper & Row.
- Killen, R. (2009). *Effective Teaching Strategies: Lessons from research and practice* (5th ed.). Newcastle.
- Lunenburg, F. C., & Irby, B. J. (2007). *Writing a Successful Thesis or Dissertation: Tips and Strategies for Students in the Social and Behavioral Sciences* (1st ed.). Corwin.

- Mao, S. (2013). *Chapter 1.2 Education and policy on English language in Cambodia* [E-book]. English for ASEAN integration.
- McMillan, B., & Joyce, P. (2011). Teacher perspectives on student placement in university EFL programs. *Nepal English Language Teachers' Association*, 16(1–2), 70–81.
- MoEYS, (2015). Curriculum Framework of General Education and Technical Education
- Mucheni, D. (2015). A case study on classroom management strategies in secondary mixed ability classes of an under-resourced school in Gweru district. *Doctoral Dissertation, BUSE*, 1–43.
- Naddafi, F., Vosoughi, M., & Kowsary, M. A. (2019). Inspecting mixed-ability group challenges within Iranian EFL public high schools: An exploratory study. *International Journal of Foreign Language Teaching & Research*, 7(27), 125–145.
- Nasr Hazaea, A., & Almekhlafy, S. S. A. (2022). Timed reading activity for developing EFL students' reading skills in mixed-ability classes. *Learning and Teaching in Higher Education: Gulf Perspectives*, 18(1), 49–61.
- Nguyen Minh, T. (2015). Large classes: Universal teaching and management strategies. *An International Peer-Reviewed Open Access Journal*, 76–83.
- Nusrat, D. (2017). Overcoming the challenges faced in a mixed ability classroom. *Journal of Humanities and Social Science*, 22(7), 9-14.
- Rahman, M. K. (2018). Teaching English language to the mixed-ability classes at the HSC level in Bangladesh: Challenges and probable solutions. *International Journal of Ethics in Social Sciences*, 6(1), 29–50.
- Seligson, P. (1997). *The Mixed Ability Class*. Richmond Publishing.

- Senekane, M. M. (2010). An exploration of strategies employed in English additional language, large class secondary school in Maseru, Lesotho. *A Research Report Submitted to the Faculty of Education, University of the Witwatersrand, in Partial Fulfillment of the Requirements for the Degree of Masters of Education*, 112–118.
- Shahzadi, K., Zahabia, Z., Manzoor, N., Shabana, H., Rehman, M., & Zahra, R. (2014). Difficulties faced in learning English language skills by university of Sargodha's students. *International Journal of Academic Research and Reflection*, 2(2), 76–82.
- Syathroh, I. L., Musthafa, B., & Purnawarman, P. (2019). Investigating Indonesian teachers' strategies of teaching English in mixed-ability classes. *ELTIN Journal*, 7(II), 60–74.
- TEC13 Day 01: Penny Ur - Teaching Heterogeneous Classes. (2013, May 22). [Video]. YouTube. <https://www.youtube.com/watch?v=WUi61k3AVFU>
- Ur, P. (2012). *A Course in English Language Teaching (2nd ed.)*. Cambridge University Press.
- Valentic, D. (2005). ELT in multilevel classes. *Hube Newsletter*, 23, 1–4.
- Xanthou, M., & Pavlou, P. (2010). Teachers' perceptions of students' attitudes in mixed ability EFL state primary school classes. *Advances in Research on Language Acquisition and Teaching: Selected Papers*, 474–485.
- Yeung, A. S., Lau, S., & Nie, Y. (2011). Primary and secondary students' motivation in learning English: Grade and gender differences. *Contemporary Educational Psychology*, 246–256.

## APPENDIX A: INTERVIEW QUESTIONS (ENGLISH VERSION)



**មជ្ឈមណ្ឌលស្រាវជ្រាវគំរូការសិក្សាជំនាន់ថ្មី**

NEW GENERATION PEDAGOGICAL RESEARCH CENTER

**Research Topic: Challenges and Practices of Teaching English in Mixed Ability Classes in Siem Reap Province**

**Supervisor: Stanislas Kowalski**

**Author: Kon Veasna**

### **Semi-structured Interview Questions**

#### **Opening**

Good morning! How are you today? What did you have for breakfast/lunch?

Thank you for agreeing to give an interview this morning. To begin with, I would like to introduce myself. My name is KON VEASNA and I am the M.Ed. student in Mentoring at the Faculty of Education of New Generation Pedagogical Research Center of National Institute of Education, Cambodia. I am currently doing a mini-project on a topic of **“Challenges and Practices of Teaching English in Mixed Ability Classes in Siem Reap Province.”**

I am very grateful that you have given me a chance to have an interview with you. As for now, I would like to ask a few questions and please be assured that I will keep all the information confidential, and you will be able to verify your answers after I have transcribed the data of this interview, and I would like to inform you that you can skip any questions if you feel uncomfortable answering it. Just relax and enjoy with the conversation. OK, have you got any questions before we start? Great, let’s begin now!

I.	General Information Questions
Q1	Could you tell me a little bit about yourself and work experience?
Q2	How many hours do you teach for a week? How old are the students in your classes?
II.	Key Questions

<b>Research Question 1</b>	<b>What are the students' activities that are problematic in teaching English in mixed ability classes?</b>
Q1	Have you noticed the big differences between your students in terms of English proficiency levels? (Do you think it is a serious problem in your teaching? Why/why not?)
Q2	Can you list some of those problems?
Q3	What are the students' learning activities that you find difficult when your students have very different English proficiency levels? (Can you describe those activities in detail? How do u organize?)
Q4	During those activities, do you observe serious differences between the slow and fast learners in terms of behavior? (What are the behaviors of slow and fast learners? Do those behaviors affect your teaching?)
<b>Research Question 2</b>	<b>What are the practices teachers use to deal with those problems?</b>
Q1	What have you done so far to deal with mixed ability classes? (Can you specify some techniques or practices you have applied? Please also provide some real examples.)
Q2	Do you think grouping students with mixed ability would be a good way to deal with the problem? (Why/Why not?)
Q3	What do you do when the best students have done the tasks you assigned earlier than the other students?
Q4	How do you motivate low achieving students to do their tasks? (What kind of supports do you usually apply? Is it easy to provide that support? Have you noticed which of those methods are effective?)
Q5	Do you have any recommendation for teachers with mixed-ability classes? (What are those commendations?)

### **Ending/closing**

Is there any important information you want to add? Thanks for your valuable time spending with me for such a great interview! I really appreciate your answers, and I would like to end this interview now. I really look forward to meeting you again one day. Thank you so much once again for your participation!

**APPENDIX B: INTERVIEW QUESTIONS (KHMER VERSION)**



**មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី**

NEW GENERATION PEDAGOGICAL RESEARCH CENTER

**ប្រធានបទស្រាវជ្រាវ៖ បញ្ហាប្រឈម និងការអនុវត្តនៃការ  
បង្រៀនភាសាអង់គ្លេសក្នុងថ្នាក់ដែលមានសិស្សមានសមត្ថភាព**

**ចម្រុះ**

**គ្រូជីកនាំ៖ ស្តេនីស្លាស់ កូវ៉ាល់ស្កី**

**អ្នកស្រាវជ្រាវ៖ គន់ វាសនា**

**សំណួរសម្ភាសន៍**

**សេចក្តីផ្តើម**

ជម្រាបសួរ! តើលោកគ្រូ/អ្នកគ្រូសុខសប្បាយជាទេ? លោកគ្រូ/អ្នកគ្រូពិសារបាយរួចហើយ? អរគុណសម្រាប់ការយល់ព្រមផ្តល់ឱ្យខ្ញុំសម្ភាសនៅព្រឹកនេះ/រសៀលនេះ។ មុននឹងចាប់ផ្តើមខ្ញុំបាទ សូមណែនាំខ្លួនខ្ញុំបន្តិច។ ខ្ញុំបាទឈ្មោះ គន់ វាសនា ហើយសព្វថ្ងៃនេះជានិសិត្យកំពុងបន្តការសិក្សា ថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ផ្នែកប្រឹក្សាគរុកោសល្យនៅមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី នៃ វិទ្យាស្ថានជាតិអប់រំ ប្រទេសកម្ពុជា។ ខ្ញុំកំពុងធ្វើគម្រោងស្រាវជ្រាវតូចមួយក្រោមប្រធានបទ៖ “បញ្ហាប្រឈម និងការអនុវត្តនៃការបង្រៀនភាសាអង់គ្លេសក្នុងថ្នាក់ដែលមានសិស្សមានសមត្ថភាពចម្រុះ” ។

ខ្ញុំពិតជាអរគុណលោកគ្រូ/អ្នកគ្រូខ្លាំងណាស់ដែលបានផ្តល់ឱកាសឱ្យខ្ញុំបានជួបសម្ភាស ផ្ទាល់ជាមួយលោកគ្រូ អ្នកគ្រូ ហើយខ្ញុំសូមបញ្ជាក់ប្រាប់ថាព័ត៌មានទាំងអស់នឹងរក្សាទុកជាការ សម្ងាត់ ហើយលោកគ្រូ/អ្នកគ្រូនឹងអាចពិនិត្យមើលចម្លើយបន្ថែមទៀតបន្ទាប់ពីធ្វើសម្ភាសហើយ។ ខ្ញុំសូមបញ្ជាក់ប្រាប់លោកគ្រូ/អ្នកគ្រូថាបើសំណួរណាដែលលោកគ្រូ/អ្នកគ្រូមិនចង់ឆ្លើយ លោកគ្រូ/ អ្នកគ្រូអាចរំលងបាន ដូច្នេះសូមលោកគ្រូ/អ្នកគ្រូកុំមានសម្គាពក្នុងការឆ្លើយ។ សូមរីករាយ និង សប្បាយជាមួយនឹងការសន្ទនានេះ។ អញ្ជឹង លោកគ្រូ/អ្នកគ្រូមានសំណួរទេមុននឹងចាប់ផ្តើម? ដូច្នេះ សូមចាប់ផ្តើមឥឡូវ!



ព័ត៌មានទូទៅ	
១.	តើលោកគ្រូ/អ្នកគ្រូអាចណែនាំខ្លួនបន្តិចបានទេ ?
២.	តើលោកគ្រូ/អ្នកគ្រូបង្រៀនប៉ុន្មានម៉ោងក្នុងមួយសប្តាហ៍ ហើយសិស្សមានអាយុប៉ុន្មាន ដែរ ?
សំណួរគន្លឹះ:	
សំណួរ ស្រាវជ្រាវ១	តើសកម្មភាពរៀនរបស់សិស្សអ្វីខ្លះដែលជាបញ្ហានៅការបង្រៀនភាសាអង់គ្លេសក្នុងថ្នាក់ ដែលមានសិស្សសមត្ថភាពចម្រុះ ?
១១.	តើលោកគ្រូ/អ្នកគ្រូគិតថាកម្រិតភាសាអង់គ្លេសខុសគ្នារបស់សិស្សជាបញ្ហាក្នុងការ បង្រៀនទេ ? តើវាជាបញ្ហាធ្ងន់ធ្ងរទេ ?  តើលោកគ្រូ/អ្នកគ្រូដែលកំណត់សម្គាល់ពីកម្រិតខុសគ្នានៃភាសាអង់គ្លេសរវាងសិស្ស និង សិស្សទេ ? តើវាជាផលលំបាកធ្ងន់ធ្ងរសម្រាប់ការបង្រៀនទេ ? ហេតុអ្វី ?
១២	តើលោកគ្រូ/អ្នកគ្រូអាចរៀបរាប់ពីបញ្ហាទាំងនោះខ្លះៗបានទេ ?
១៣	តើសកម្មភាពរៀនរបស់សិស្សអ្វីខ្លះដែលលោកគ្រូ/អ្នកគ្រូគិតថាពិបាកនៅពេលដែល កម្រិតភាសាអង់គ្លេសរបស់ពួកខុសគ្នាឆ្ងាយ ? ( តើលោកគ្រូ/អ្នកគ្រូអាចពណ៌នា សកម្មភាពទាំងនោះបានទេ ? តើលោកគ្រូ/អ្នកគ្រូរៀបចំសកម្មភាពទាំងនោះដូចម្តេច ? )
១៤	អំឡុងពេលសកម្មភាពទាំងនោះ តើលោកគ្រូ/អ្នកគ្រូសង្កេតឃើញភាពខុសប្លែកគ្នាឆ្ងាយ ទេរវាងអាកប្បកិរិយាសិស្សរៀនយឺត និងសិស្សពូកែ ? ( តើសកម្មភាពសិស្សរៀនយឺត និងសិស្សពូកែមានអាកប្បកិរិយាដូចម្តេច ? តើសកម្មភាពទាំងនោះប៉ះពាល់ការបង្រៀន ទេ ? )
សំណួរ ស្រាវជ្រាវ២	តើការអនុវត្តអ្វីខ្លះដែលលោកគ្រូ/អ្នកគ្រូប្រើដើម្បីដោះស្រាយបញ្ហាក្នុងថ្នាក់ដែលមាន សិស្សសមត្ថភាពចម្រុះ ?
១១	តើលោកគ្រូ/អ្នកគ្រូបានប្រើប្រាស់វិធីសាស្ត្រអ្វីខ្លះសម្រាប់ដោះស្រាយជាមួយនឹងថ្នាក់ ដែលមានសិស្សសមត្ថភាពចម្រុះ ? ( តើលោកគ្រូ/អ្នកគ្រូអាចបញ្ជាក់ពីវិធីសាស្ត្រខ្លះៗ ដែលលោកគ្រូ/អ្នកគ្រូបានប្រើ ? សូមលើកយកជាឧទាហរណ៍ខ្លះៗ

១២	តើលោកគ្រូ/អ្នកគ្រូគិតថាការដាក់សិស្សដែលមានសមត្ថភាពចម្រុះឱ្យធ្វើការជាមួយគ្នា ជាការដោះស្រាយដ៏ល្អមួយឬទេ ? ( ការដាក់សិស្សពូកែ និងសិស្សខ្សោយឱ្យនៅក្នុងក្រុមតែមួយ ? )
១៣	តើលោកគ្រូ/អ្នកគ្រូតែងតែធ្វើអ្វីនៅពេលសិស្សដែលរៀនពូកែបានធ្វើលំហាត់រួចលឿនជាងសិស្សដទៃទៀត ?
១៤	តើលោកគ្រូ/អ្នកគ្រូលើកទឹកចិត្តសិស្សរៀនខ្សោយឱ្យធ្វើកិច្ចការដូចម្តេចខ្លះ ? ( តើការគាំទ្រអ្វីដែលអ្នកបានធ្វើ ? តើវាងាយស្រួលទេសម្រាប់ការផ្តល់ការគាំទ្រ ? តើលោកគ្រូ/អ្នកគ្រូដែលកត់សម្គាល់នូវការគាំទ្រមួយណាដែលមានប្រសិទ្ធភាព ? )
១៥	តើលោកគ្រូ/អ្នកគ្រូមានការណែនាំខ្លះៗទេសម្រាប់គ្រូដែលបង្រៀនក្នុងថ្នាក់ដែលមានសិស្សសមត្ថភាពចម្រុះ ? ( តើការណែនាំនោះមានអ្វីខ្លះ ? )

**សេក្តីបញ្ចប់**

តើលោកគ្រូ/អ្នកគ្រូមានព័ត៌មានអ្វីដើម្បីបន្ថែមដែរឬទេ ? សូមអរគុណលោកគ្រូ/អ្នកគ្រូខ្លាំងណាស់សម្រាប់ពេលវេលាដ៏មានតម្លៃក្នុងការសម្ភាសនេះ។ ខ្ញុំពិតជាអរគុណយ៉ាងជ្រាលជ្រៅសម្រាប់ចម្លើយរបស់លោកគ្រូ/អ្នកគ្រូ ហើយខ្ញុំសូមបញ្ចប់ការសម្ភាសតែត្រឹមហ្នឹង។ ខ្ញុំសង្ឃឹមថានឹងបានជួបលោកគ្រូ/អ្នកគ្រូម្តងទៀតនៅពេលខាងមុខឆាប់ៗ។ សូមអរគុណ!

## **APPENDIX C: CONSENT LETTER FORM (ENGLISH VERSION)**

My name is **Kon Veasna** who is pursuing M.Ed, majoring in Mentoring at New Generation Pedagogical Research Center (NGPRC) of National Institute of Education (NIE). To complete my master's degree successfully, I am currently conducting one research over the topic “**Challenges and Practices of Teaching English in Mixed Ability Classes**” in Siem Reap province.

### **1. The purposes of the study**

Actually, the researcher conducted this study in order to identify the students' activities that are problematic when the gaps between low and high achieving students are too broad and to seek for the practices that teachers use to deal with the problems at Angkor Thom Junior High School, Hun Sen Svay Chek Junior High School, Chub Tatrav Junior High School and Techo Hun Sen Angkor Thom High School. More importantly, the results of the data collection from all English teachers will provide important information to contribute the reference, which is the basis evidence for all the stakeholders in education field such as the school management team, teachers, especially the beginning teacher who just graduated from training course to understand the challenges that they might face when teaching English in grade 7 and be ready to deal with the problem as possible as they can. Lastly, this research can become a significant document for students, professors, teachers as well as the relevant institutions for further exploration about this topic.

### **2. The process of the interview**

If you agree to participate in this interview, you will only be asked some important questions related to the purpose of this study. Depending on the section of each question, you may take about 15 to 20 minutes to answer, so the interview may take around 30 to 60 minutes. Moreover, during the interview, I would like to record audio as well as video (if the interview runs via zoom) to keep as a document and a report in order to help interpret the data later, and what I have received will take time to do the verification with you again when there is lack of information. All your personal information will be kept confidentially.

### 3. Privacy's policy

All information will be kept confidentially and used by only one researcher. It is not a test and there is no right or wrong answers. Your insightful perception is very important to me and I hope that you can participate in this study. It is the teacher's choice whether the teacher wants to participate or not. If you choose to participate in this study, you have the right not to answer or skip any questions during the interview process.

### 4. Research's contacts

If you have any questions or problems regarding this study, you can directly contact me via these addresses:

- Telephone number: 097 204 8179 (Telegram)
- Email: [kon007veasna@gmail.com](mailto:kon007veasna@gmail.com)

### 5. Agreement of participation (for interview)

Since the purposes of this study has been stated clearly, I will participate in this interview. I have rights to answer or not without any threaten conditions.

**Participant:**

**Date:**

**Signature:**

**Name:**

**Researcher:**

**Date:**

**Signature:**

**Name:**

**APPENDIX D: CONSENT LETTER FORM (KHMER VERSION)**

**ការត្រួតពិនិត្យសម្ភាសន៍**

ខ្ញុំបាទឈ្មោះ: គន់ វាសនា ជាគរុនិស្សិតកំពុងសិក្សាថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ ឯកទេសផ្នែកប្រឹក្សាគរុកោសល្យ នៅមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មីនៃវិទ្យាស្ថានជាតិអប់រំ។ ខ្ញុំបាទកំពុងធ្វើការសិក្សាស្រាវជ្រាវលើប្រធានបទ “**បញ្ហាប្រឈម និងការអនុវត្តនៃការបង្រៀនភាសាអង់គ្លេសក្នុងថ្នាក់ដែលមានសិស្សសមត្ថភាពចម្រុះ**” ដែលជាសារណាបញ្ចប់ថ្នាក់អនុបណ្ឌិតរបស់ខ្ញុំបាទ។

**១. គោលបំណងនៃការស្រាវជ្រាវ**

ជាការពិតណាស់ ការសិក្សាស្រាវជ្រាវត្រូវបានធ្វើឡើងក្នុងគោលបំណងដើម្បីរកកន្លែងសកម្មភាពសិស្សដែលជាបញ្ហានៅពេលដែលសិស្សរៀនយឹត និងសិស្សរៀនលឿនមានគម្លាតគ្នាឆ្ងាយនៅក្នុងថ្នាក់ និងដើម្បីសិក្សាស្រាវជ្រាវឲ្យឃើញនូវការអនុវត្តដែលគ្រូបង្រៀនភាសាអង់គ្លេសបានប្រើប្រាស់ដើម្បីដោះស្រាយបញ្ហាដែលជួបប្រទះទាំងនោះនៅសាលាអនុវិទ្យាល័យអង្គរធំ អនុវិទ្យាល័យហ៊ុន សែនស្វាយចេក អនុវិទ្យាល័យជប់តាត្រាវ និងវិទ្យាល័យតេជោ ហ៊ុន សែនអង្គរធំ។ អ្វីដែលសំខាន់ជាងនេះទៅទៀត លទ្ធផលដែលបានរកឃើញពីការប្រមូលទិន្នន័យពីភាគីពាក់ព័ន្ធដូចជា លោកគ្រូ អ្នកគ្រូ ឯកទេសភាសាអង់គ្លេសទាំងអស់ នឹងផ្តល់ព័ត៌មានយ៉ាងសំខាន់ៗ ក្នុងការរួមចំណែកជាឯកសារយោង ដែលជាមូលដ្ឋានគ្រឹះ សម្រាប់បង្ហាញអ្នកពាក់ព័ន្ធទាំងអស់ក្នុងវិស័យអប់រំដូចជា គណៈគ្រប់គ្រងសាលា គ្រូបង្រៀនជាពិសេសគឺគ្រូបង្រៀនដែលទើបបញ្ចប់ការបណ្តុះបណ្តាលថ្មីថ្មោងឱ្យយល់ដឹងពីបញ្ហាដែលខ្លួននឹងជួបប្រទះពេលបង្រៀនភាសាអង់គ្លេសនៅថ្នាក់ទី៧ និងត្រៀមខ្លួនសម្រាប់ដោះស្រាយបញ្ហាទាំងនោះតាមដែលអាចធ្វើទៅបាន។ ជាចុងក្រោយ ការសិក្សាមួយនេះអាចនឹងក្លាយទៅជាឯកសារយោងដ៏សំខាន់ចំពោះសិស្ស និស្សិត សាស្ត្រាចារ្យ គ្រូបង្រៀន ក៏ដូចជាស្ថាប័នពាក់ព័ន្ធសម្រាប់យកទៅធ្វើការស្រាវជ្រាវបន្ថែមទៀតលើប្រធានបទនេះឲ្យកាន់តែស៊ីជម្រៅ។

**២. ដំណើរការនៃការស្រាវជ្រាវ**

ប្រសិនបើលោកគ្រូ/អ្នកគ្រូចូលរួមក្នុងការសម្ភាសន៍នេះ នោះលោកគ្រូ/អ្នកគ្រូនឹងត្រូវសួរនូវសំណួរសំខាន់ៗមួយចំនួនដែលទាក់ទងនឹងគោលបំណងនៃការសិក្សាស្រាវជ្រាវមួយនេះប៉ុណ្ណោះ។ តាមផ្នែកនៃសំណួរនីមួយៗលោកគ្រូ/អ្នកគ្រូអាចនឹងចំណាយពេលប្រមាណពី ១៥ ទៅ ២០នាទី ដូច្នេះការសម្ភាសន៍អាចចំណាយពេលរបស់លោកគ្រូ/អ្នកគ្រូប្រហែល ៣០ ទៅ ៦០នាទី។ ព្រមទាំងនេះដែរ អំឡុងបទសម្ភាសន៍ ខ្ញុំបាទសូមអនុញ្ញាតធ្វើការថតសម្លេង ក៏ដូចជាថតវីដេអូ (ប្រសិនបើធ្វើសម្ភាសន៍តាមរយៈកម្មវិធី Zoom) ដើម្បីទុកជាឯកសារ និងរបាយការណ៍ដែលជាជំនួយក្នុងការបកស្រាយទិន្នន័យសម្រាប់

ការសិក្សាស្រាវជ្រាវមួយនេះ ហើយឯកសារទាំងនេះនឹងអាចមានការផ្ទៀងផ្ទាត់ជាមួយលោកគ្រូ/អ្នកគ្រូនៅពេលក្រោយទៀតប្រសិនបើមានករណីមួយចំនួន ដែលខ្ញុំបាទអាចនឹងសុំលោកគ្រូ/អ្នកគ្រូផ្តល់ការសម្ភាសសារជាថ្មីម្តងទៀត។ អ្វីដែលសំខាន់នោះគឺវាពិតមាន និងឯកសារទាំងឡាយដែលទាក់ទងនឹងលោកគ្រូ/អ្នកគ្រូ ខ្ញុំបាទនឹងរក្សាទុកជាការសម្ងាត់ ហើយពុំមានការបង្ហាញព័ត៌មានផ្ទាល់ខ្លួនរបស់លោកគ្រូ/អ្នកគ្រូក្នុងការស្រាវជ្រាវឡើយ ប្រសិនបើមិនមានការអនុញ្ញាតពីលោកគ្រូ/អ្នកគ្រូដែលជាសាមីខ្លួន។

**៣. គោលការណ៍រក្សាការសម្ងាត់**

ព័ត៌មានទាំងអស់នឹងរក្សាជាការសម្ងាត់ ដោយមានតែអ្នកស្រាវជ្រាវតែម្នាក់ដែលអាចប្រើប្រាស់បាន។ វាមិនមែនជាតេស្ត ហើយក៏គ្មានចម្លើយខុសឬត្រូវដែរ។ ព័ត៌មានរបស់លោកគ្រូ/អ្នកគ្រូពិតជាមានសារៈសំខាន់ណាស់សម្រាប់ខ្ញុំ ហើយខ្ញុំសង្ឃឹមថាលោកគ្រូ/អ្នកគ្រូ នឹងអាចចូលរួមក្នុងការសិក្សាស្រាវជ្រាវនេះ។ វាជាជម្រើសរបស់លោកគ្រូ/អ្នកគ្រូ បើទោះបីលោកគ្រូ/អ្នកគ្រូ ចង់ឬមិនចង់ចូលរួមក៏ដោយ។ ប្រសិនបើលោកគ្រូ/អ្នកគ្រូជ្រើសរើសចូលរួមជាមួយការសិក្សានេះ លោកគ្រូ/អ្នកគ្រូមានសិទ្ធិមិនឆ្លើយសំណួរណាមួយ ឬបញ្ចប់ការឆ្លើយសំណួរនៅត្រង់ចំណុចណាមួយ។

**៤. ការទំនាក់ទំនងមកអ្នកស្រាវជ្រាវ**

ប្រសិនបើលោកគ្រូ/អ្នកគ្រូមានសំណួរ ឬបញ្ហាណាមួយពាក់ព័ន្ធនឹងការស្រាវជ្រាវនេះ សូមលោកគ្រូ/អ្នកគ្រូទំនាក់ទំនងមកកាន់ខ្ញុំផ្ទាល់ដែលជាអ្នកស្រាវជ្រាវតាមរយៈលេខទូរស័ព្ទ: ០៩៧ ២០៤ ៨១៧៩(តេឡេក្រាម) និង E-mail: [kon007veasna@gmail.com](mailto:kon007veasna@gmail.com) ។

**៥. កិច្ចព្រមព្រៀងក្នុងការចូលរួម**

គោលបំណងរបស់ការស្រាវជ្រាវបានពន្យល់យ៉ាងច្បាស់ដោយអ្នកស្រាវជ្រាវ ហើយខ្ញុំនឹងចូលរួមក្នុងការសិក្សាស្រាវជ្រាវមួយនេះ។ ខ្ញុំដឹងថា ខ្ញុំអាចឆ្លើយឬ មិនឆ្លើយនូវសំណួរណាមួយ ដោយគ្មានលក្ខខណ្ឌអ្វីទាំងអស់។

**អ្នកចូលរួម** \_\_\_\_\_

កាលបរិច្ឆេទ៖ \_\_\_\_\_

ហត្ថលេខា៖ \_\_\_\_\_

ឈ្មោះ៖ \_\_\_\_\_

**អ្នកស្រាវជ្រាវ**

កាលបរិច្ឆេទ៖ \_\_\_\_\_

ហត្ថលេខា៖ \_\_\_\_\_

ឈ្មោះ៖ \_\_\_\_\_

# Empowering educators with ethical and evidence-based practices



Email: [ngprc.faculty@gmail.com](mailto:ngprc.faculty@gmail.com)

Website: [www.ngprc.edu.kh](http://www.ngprc.edu.kh)