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HANDLING THE PROBLEMS IN MIXED-ABILITY CLASSES OF
PREP DEPARTMENTS

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ÖZET

Bu çalışmanın amacı farklı yetenekli öğrencilerden oluşan sınıflarda ortaya çıkan sorunları aydınlatmak ve bu sorunları gidermek için çözüm önerileri sunmaktır.

Bu çalışmada beş bölüm vardır. Birinci bölüm çalışmanın problemini, amacını, kapsamını, metodunu ve varsayımlarını belirtmektedir.

II. Bölümde öğrencilerin farklı olduklarını ortaya sunan üç teori ve bu teorilerin farklı öğrenme stillerini sınıflandırarak eğitime etkisini detaylı bir şekilde inceleyen kaynak taraması sunulmaktadır.

III. Bölümde öğrencilere uygulanan bir envanter ve hazırlık sınıfı öğretmenleriyle yapılan röportaj yardımıyla nasıl veri toplandığı ve bu verilerin nasıl analiz edilip yorumlandığı açıklanmaktadır.

IV. Bölümde öğrenme stilleri ve seviyeleri göz önünde bulundurularak hazırlanan aktivitelerin yer aldığı ders planları önerilmektedir.

Tezin sonuç bölümü olan V. Bölümde tüm çalışma genel olarak özetlenmiştir.

ABSTRACT

This study aims to shade light on the difficulties in a mixed-ability class and to suggest solutions for how to manage them.

The study has five chapters. The first cahapter presents the introduction part, background to the study, the problem, aim and scope of the study, the method and the assumptions of the study.

In chapter II, the rewiew of literature is presented including three theories related to diversity of students, the classification of learner styles and their impact on education.

In chapter III, the analysis of the data collected from the students through an inventory and from the lecturers through an interview is stated. Also, this chapter gives information how the data is collected, analyzed and interpreted in detail.

Chapter IV suggests lesson plans which include activities based on learner styles and levels.

Chapter V, which is the conclusion part of the study, summarizes the study.

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CHAPTER I

1.0. INTRODUCTION

In this part, first the background to the study is presented. Then, the problem, aim and scope of the study are stated. Finally, the assumptions, which have guided the research, are presented.

1.1. Background to the Study

Each learner can be considered as different as fingerprints. Although language teaching institutions place the students into groups considering their language levels, it is hardly probable for a teacher to find a homogeneous group. Each student has different learning style, attitude, linguistic competence, cognitive abilities and interests. Prodromou suggests that learners usually have a variable rather than a uniform competence (Prodromou, 1994: 7). He underlines the fact that the students bring a number of experience, knowledge and feeling into the classroom which may help them or hinder to acquire a language. Theories such as Multiple Intelligences Theory, NLP and Brain-based Learning Theory underline the importance of the personal differences in learners considering these variations as primary dynamics in effective learning.

1.2. Problem

One of the biggest problems teacher face is a classroom where the students are at different levels. All classes are made up of individuals who differ in a number of ways; linguistic abilities (phonology, vocabulary, structure, communication), style of learning, attitude to language learning, and level of English. An English teacher faces such problems almost every day. A challenging language learner adapts oneself to language skills easily, but it is probable that there will be weaker learners. In order to suggest solutions for the problems resulted from individual differences, it is

primarily necessary to reveal the specific difficulties; the students and teacher have in a mixed-ability class.

1.3. Aim of the Study:

This study tries to shade light on the difficulties in a mixed-ability class and to suggest solutions for how to manage them. An inventory will be administered to the students in English prep department of Gazi University. The inventory is prepared to identify the learning styles of the learners. The results may help teachers implement the theories on individual variations, learner styles and multiple intelligences in English Language Teaching. Furthermore, this study also includes an interview with eight lecturers to identify their problems in a mixed-ability class, their ideas and solutions. After the identification of students' learning preferences due to their intelligences; and the analysis of the problems and their solutions obtained from the interview with teachers, this study aims at supplying practical suggestions for the materials considering the various types and needs of the learners in an ELT classroom.

1.4. Method:

At the beginning of the study some theoretical acknowledgement including identification of "mixed-ability classes" and some solutions that has been suggested so far is presented. The second chapter includes the collection and analysis of the case study. Each student has different educational background as well as different learning abilities, needs, and expectations. After the interpretation of the data collected, several activities addressing the learner types and involving each learner in the English lesson are offered in the following chapters.

1.5. Scope of the Study

- * The inventory is administered to 40 students chosen randomly from 4 classes in prep department of Gazi University.

- * The inventory includes five learning styles.
- * Eight lecturers participate in the interview.
- * Statistical Methods are used to analyze the data collected.
- * The identity of the students and lecturers to be included in the research will not be mentioned.
- * Suggestions will only include the role of lecturers and materials.

1.6. Assumptions

- All students do want to learn.
- Each student has different cognitive and experiential basis for learning.
- Learning can be an enjoyable experience.
- No student likes to fail and to have a low opinion of oneself.
- Weakness is simply the tip of an iceberg of strength.
- Questionnaires will be given to volunteer prep students and lecturers.
- The results will be proved to be valid, and reliable statistically.

CHAPTER 2

REVIEW OF LITERATURE

2.0. Introduction

This chapter deals with the meanings of mixed-ability class; reasons for the diversity in mixed-ability classes which include learning styles, levels, motivation, aptitude and attitude; theories on individual variations: NLP and MI theory, good learner characteristics, suggested solutions so far. Under the heading of solutions material, and method adaptations; and teacher responsibilities in a mixed-ability classroom are presented. In this chapter, activities that can involve all learners in a mixed-ability class are also presented. Then solutions related to classroom management, teaching strategies, and physical environment will be explained.

2.1. Background to the Study

Every language class can be said to be mixed-ability. It is because every class is made up of a group of individuals and these individuals are, to some extent, different in terms of their knowledge and ability. According to Tice (1997: 5), the term mixed-ability is used for a group where these individual differences are apparent and particularly where there is a marked difference in language level.

Tice (1997: 5) in order to be more specific, characterizes mixed- ability classes as:

- Classes in which there is a very clear difference in language level among the students. There may be differences in the level of their abilities in the receptive and productive skills, FLUENCY and ACCURACY work, grammatical knowledge, size of vocabulary, command of pronunciation and so on.

- Classes in which there is a clear difference in learning style, speed and aptitude among the students. Some students seem to be good at languages or perhaps good at all subjects, able to pick things up quickly and remember them, while others are slower, lack study skills and generally experience more difficulties in learning.
- Classes in which there are clear differences in the students' background knowledge, knowledge of the world and their skills and talents in other areas. Some of these differences may be linked to age, sex, different levels of maturity, different interests and so on.
- Classes in which there are different levels of motivation. Some of the students may have a very positive attitude towards learning English while others may see it as just another school subject.

All classes are expected to be mixed-ability:

“We do not teach a group, but thirty separate people. Because of this the problem of mixed-abilities in the same room seems absolutely natural, idea of and it is teaching a unitary lesson that seems odd.” (Rinvolutri, 1986:7)

Rose likens a mixed-ability class to a lift. Everyone needs to get into the lift to start with. Some students will run into the lift, some will have to be dragged in. Some students will travel right to the top of the building, some may stop at the third floor and some may only reach the first floor, but everyone will have traveled somewhere successfully. At the end of a class, every student can leave the room feeling that they have been challenged and that they have achieved something (Rose, 2000:4).

According to Stephanie Richards every class we shall ever teach is mixed-ability. Although we start an English course with a class of complete beginners, by the time we have come to the end of the first term there will be considerable differences in the knowledge of different students. It is because all our students come to class with different expectations, abilities and attitudes. This will immediately

bring discrepancies in their level within a very short time. (www.e-mesh.com/tarticle.html). The common implication for our teaching group is that the same children always finish first and can get bored and then disturb their friends. It is difficult to find a way that both keeps the more able students interested and doesn't lose the students who find it difficult. However, it is obvious that the bigger the class is, the more these problems are compounded.

Carol Ann Tomlinson (2004) notes that differentiation is a teaching concept in which the classroom teacher plans for the diverse needs of the students. The teacher must consider such differences as students':

- Learning styles, skills levels, and rates
- Language proficiency
- Background experiences and knowledge
- Motivation
- Ability to attend
- Social and emotional development
- Levels of abstraction
- Physical needs

Because of these factors resulted from students' cognitive and individual differences a foreign language teacher has to cope with both different levels of linguistic expertise and different levels of intelligence and motivation.

Nolasco (1988: 108) mentions some of the problems teachers frequently face with in mixed-ability classes. These are how to:

- prevent bright students from getting bored or the weak ones from being left behind?
- avoid aiming at the average students at the expense of ignoring the others who also need stimulus and help?
- control students who want to disrupt the lesson or prefer day dreaming?

2.2. Reasons for the Diversity in Mixed-Ability Classes

Needless to say, the difficulties mentioned above are acute and coupled with the number of the students when it is a large class. Whether it is large or not some factors are at work for which a foreign language teacher needs to manage. Prodromou lists the dynamics on learner' s part (1986:8):

REASON: The students look for reason behind the grammar system or any language activity.

FEELING: Each student has an attitude to language, which can be directed into a positive way. A comfortable and positive classroom atmosphere makes language acquisition enjoyable and easier.

BELIEF: When people communicate with each other a number of dynamics are at work in terms of cultural and social context. A learner's beliefs take an important part in his/ her language acquisition. Moreover, the teacher conveys his/ her beliefs into classroom when arranging the classroom into pairs or when marking the tests or when teaching in an undisciplined classroom.

THE FOUR SKILLS: A mixed-ability class is characterized by a wide variety of learners. The success of class management depends on to what limit their needs are met. Some learners may be good at vocabulary but weak at grammar, so others are good at listening, but bad at pronunciation.

EXPERIENCE: Learning a language not only involves the linguistic competence, but also a communicative one which demands experience in terms of cultural and social context of the second language. Brumfit considers it as a paradox to demand from the learner to express a culture which she has scarcely any experience (Prodromou, 1986: 9). Asking the students to write or speak requires more than competence in language.

KNOWLEDGE: Students may have less interest in English when compared to other subjects like history or maths or other interests like computer, sports, etc. On such occasions, the most common approach to attract the attention is to make English medium of instruction in other subjects. For instance, if English is used to write pop music, computers or sports, an apparently unmotivated student may suddenly come

to life. Also, project works in this sense, are suggested to be very useful to attract their attention.

STYLE OF LEARNING: Students have different learning styles, which can be related to their personality and previous learning experience. The traditional lock-step teaching holds the idea of keeping the students move along at the same pace under the control of the teacher.

Tice points at several problems included in the comments made by the teachers about mixed- ability classes (1997: 6):

- Half of the students have finished an exercise when the other half has only just begun.
- The stronger students get bored if I spend time explaining to the weaker ones.
- We have got a syllabus to get through but most of the students are already behind.
- The stronger students dominate.
- The weaker students sit at the back and start disrupting the lesson.
- The weaker students do not even to try.
- I do not know where to pitch my lesson.
- The weaker students are always asking me in their own language and want everything explained in it.
- Some of the weaker students try so hard but they stil get bad marks.
- When I am doing pair or groupwork I don't know whether it's better to put strong and weaker students together or put the students of the same level in the groups.
- Some of the students' written homework is absolute disaster – grammar, spelling, everything! I don't know where to start correcting it.
- Some of the really good students sometimes ask me difficult questions and even corrected me once!

Jeremy Harmer (1997: 127) suggests that one of the biggest problems teachers face is a lesson where the students are at different levels- some with quite competent English, some whose English isn't very good, and some whose English is only just getting started. Even though the placement tests has taken place at the beginning of prep programs teachers face this problem every day. Moreover, in large classes it is difficult for the teacher to make contact with the students at the back and it is difficult for the students to ask for and receive individual attention. Therefore, it may seem impossible to organise dynamic and creative teaching and learning sessions. Oversized classes create a less than ideal learning environment. Teachers are prone to adopt a teacher-front style, which can lead to a lack of student speaking practice time, a lack of personal contact between students and teacher, and a lack of student motivation (Norris, 1993:71).

Tice (1997: 6-7) offers a summary of reasons for the problem of mixed-ability classes:

1. Students come from different learning backgrounds.

Some students may have studied more English at primary level than others. Some may have attended private language schools for extra English. Thus they may have spent different amounts of time studying. Even if they have spent the same amount of time studying, they may have used different course books, which covered different ground, or they may have had teachers who emphasised different skills or language areas in their teaching.

2. Students progress at different rates.

This factor is usually at work when the students have already studied some English. It is due to different learning styles and the way students respond to the teacher's style and approach. Some learners may be primarily VISUAL, which means, for example, that they like to see things written down. Others may be primarily AUDITORY, which means they learn best and remember things best through listening. Others may be KINESTHETIC, which means they like to learn through doing. If the teacher's approaches tended to emphasise the visual element, then it is likely that the primarily visual learners will have progressed at a faster rate.

3. Some students find learning a second language easy and some find it difficult.

It is not clear to what extent “learning aptitude” or “a gift for languages” contributes to second language acquisition. But, it probably includes things like the ability to:

- ...perceive and recognise new sounds
- ...establish sound-symbol relationships
- ...recognise patterns in language forms and infer rules
- ...notice similarities and differences in meanings and language forms
- ...memorise and recall new verbal information.

4. Some students may find formal study easier than others.

These students will have adopted good student habits and appropriate learning strategies in all subjects at school. They also pay attention and participate in class, they ask questions if they do not understand, they keep neat notebooks and they do their homework regularly. Other students do none of these things and seem to make little progress in their learning. There may also be students who experience learning difficulties due to dyslexia, hearing or sight problems.

5. Some students may have positive or negative attitude.

If students have already started studying English they may have positive or negative attitude towards the language or towards them as learners. This may largely depend on how successful they have been or how they have been treated. For example, if they enjoyed the classes, got on well with the other students and had an encouraging teacher, they are likely to have a positive attitude. On the other hand, if they found the classes boring, didn't like the other students and had a teacher who constantly criticised and corrected, they are likely to develop a negative attitude.

6. There may be other influences.

Things other than the students' classroom experiences may have influenced their attitude and ability, e.g. they may have:

- ...English speaking family
- ...traveled to English-speaking countries

- ...satellite TV, CD-ROM, or computers with English programs at home
- ...personal interests such as a love of English or American pop music
- ...an English-speaking pen friend
- ...a future ambition for a job that involves English.

2.2.1. Aptitude

It is a generally held view that some students are better at learning languages than others. The concept of aptitude for language is derived from everyday experience that some language learners appear to have a gift for languages, which others lack. In the 1950s and 1960s the idea of aptitude tests became popular considering that it was possible to predict a student's future progress on the basis of linguistic aptitude tests. Although, they primarily aimed at measuring linguistic talents they measured general intellectual ability. As they looked for analytic type ability the test were especially suited to people who have little trouble doing grammar-focused tasks. Therefore, those who receive and use language in a more message-oriented way appeared to be at disadvantage. However, analytic aptitude is probably not the critical factor in success. Peter Skehan, for example, believes that what distinguishes exceptional students from the rest is that they have unusual memories; particularly for the retention of things they hear (Skehan, 1998: 234).

According to Carroll, there are three major components of modern aptitude tests (Krashen, 1981:19). The first, phonetic coding ability, is the ability to store new language sounds in memory. The second component, grammatical sensitivity, which appears to relate directly to learning, is defined as "individual's ability to demonstrate his awareness of the syntactical patterning of sentences in a language. Furthermore, to discriminate between the most and the least intelligent students may lead to de-motivation of the students who score badly on aptitude tests.

2.2.2. Motivational Differences

Although learners with different needs and objectives are taught differently in terms of their reasons for language learning and their learning preferences, it is quite probable for a teacher face individual variations in language acquisition. It has been a

dominant question in ELT field why some students are successful at language learning whilst others are not. If the answer to that question were known, the job of teaching and learning would be easy. However, it is probable to point to a number of factors, which seem to have strong effect on a student's success or failure.

People involved in language teaching often say that students who really want to learn will succeed whatever the circumstances in which they study are. Almost every time motivated students do significantly better than their peers. Despite unfavourable conditions or unsatisfactory methods 'motivated' students frequently succeed. Therefore, it seems reasonable to suggest that the motivation that students bring to class is the biggest single factor affecting their success.

Motivation is a kind of internal dynamic that encourage somebody to pursue a course of action. If we determine a goal and if that goal is sufficiently attractive, we will be strongly motivated to do whatever is necessary to reach that goal.

Language learners who are motivated receive goals of various kinds. They can be classified into two: *short-term goals* and *long-term goals*. Long-term goals may refer to a wish to get a better job at some future date, or a desire to be able to communicate with members of a target language community. Short-term goals may have something to do with such things as wanting to pass a final exam test or to finish a unit in a book.

Harmer suggests that strongly motivated students with long-term goals are probably easy to teach than those who have no such goals, and therefore, no real drive (2001:3). In such a case, it is necessary to provide these students with short-term goals, which will offer them the only motivation.

Motivation as a strong factor on a student's success or failure, can be separated into two main categories: *extrinsic motivation* which is concerned with the factors outside the classroom and *intrinsic motivation* which is concerned with what takes place inside the classroom.

Extrinsic Motivation

Some students study a language behaviour they have an idea of something, which they wish to achieve outside the classroom. It has been suggested that there

are two main types of such motivation: *integrative motivation* and *instrumental motivation*.

a) Integrative Motivation:

Integrative motivation refers to the desire to be like valued members of the community that speaks the second language. It encourages the learner to interact with the speakers of the target language out of sheer interest, and thereby obtains intake. Students with integrative motivation are attracted by the culture of the target language community and as further step they wish to integrate themselves into that culture. A weaker form of such motivation would be the desire to know as much as possible about the culture of the target language community. Stevick suggests that the integratively motivated performer will not feel a threat from the 'other' group and will thus be more prone to engage in 'receptive' learning, rather than 'defensive learning' (Stevick, 1976:113)

b) Instrumental Motivation:

This kind of motivation refers to a situation in which students believe that mastery of the target language will be instrument in getting them a better job, position or status. The language is considered to be an instrument that will support their qualifications in their attainment of such a goal. This kind of motivation refers to the desire to achieve proficiency in a language for utilitarian or practical reasons (eg. proficiency). Its presence encourages performers to interact with L2 speakers in order to achieve certain ends (Krashen, 1981:161). For the integratively motivated performer, interaction for its sake will be valued. For the instrumentally motivated performer interaction has some practical purpose.

As the instrumental motivation will come to an end when the purpose is fulfilled the integrative motivation is much more affective and stronger than it. Therefore, second language acquisition will have a powerful basis by means of integrative motivation, which gives way to long- term, practical second language proficiency.

Intrinsic Motivation:

Most adult learners have some degree of extrinsic motivation. However, not only the factors outside the classroom are important in language learning, but also there can be no doubt that intrinsic motivation plays a vital part in most students' success or failure as language learners. Especially young learners bring no extrinsic motivation to the classroom. Many students may even have negative feelings about language learning. For them what happens in the classroom will be of vital importance, as it determines their attitude to language and in supplying motivation. As it is suggested before, motivation is a dominant factor in successful language learning. So, it is necessary to be aware of the fact that what happens in the classroom will have an important effect on students who are already in some way extrinsically motivated. Factors effecting intrinsic motivation can be explained under the headings of physical conditions, method, the teacher, and success.

a) Physical Conditions:

It is clear that physical conditions under which we work or live have an important role in our attitude and motivation which are closely related to each other. Similarly, physical conditions of the classroom have a great effect on learning and can alter a student's motivation either positively or negatively. Overcrowded classrooms, which exist in many public schools, can be excessively de-motivating. The enlightenment is also important as it helps or prevents visibility of the blackboard. The primary material a teacher can use is board and its visibility from each side of the classroom is vitally important. A language classroom, in particular, needs a variety of physical equipment in order to increase the motivation and to direct learner attitude into a positive way. Therefore, a language teacher, whatever the conditions are, should presumably try to make their classrooms as pleasant as possible. By the help of posters, pictures related to the topics learned or students' own work which may easily be provided, a teacher can improve the classroom atmosphere. Furthermore, instead of cold or pale colours, which are associated with the institutionalized part of education, more pleasant colours can be used for the walls.

b) Method:

Several teaching methods have been introduced to ELT field in order to get the utmost success in a language class. It has been clear that the method by which students are taught have some effect on their motivation. If they find it deadly boring they may become de-motivated, whereas if they have confidence in the method they will find it motivating. At that point it is necessary to remember that the method employed is motivating on the condition that it meets learners' needs and expectations.

c) The Teacher:

The teacher is the dominant and vital factor in learners' attitude and motivation. Despite they use the same methods, two teachers may get different results as they reflect these methods through their own qualities. Harmer (2001:5) points at a study done by Denis Girardand, who attempted to answer the question of how we can assess the qualities a teacher needs to help providing intrinsic motivation.

A thousand children between the ages of twelve and seventeen were asked to put a list of teacher 'qualities' in order of preference. The children show that their learning priorities where by putting these qualities in the following order (1= most important, 10= least important)

1. He makes his course interesting.
2. He teaches good pronunciation.
3. He explains clearly.
4. He speaks good English.
5. He shows the same interest in all his students.
6. He makes all the students participate.
7. He shows great patience.
8. He insists on the spoken language.
9. He makes his pupils work.
10. He uses an audio-lingual method.

The same study asked the learners to list any additional qualities they thought were important. The most popular three are:

- He shows sympathy for his pupils.
- He is fair to all his students (whether good or bad at English).
- He inspires confidence.

Rather than the methods, the students are more concerned with the professional attitude of the teacher. This shows that the teacher plays the most important instrument which increases the motivation among the students in the classroom.

d) Success:

Success or lack of success is a vital part in the motivational drive of a student. Both complete failure and complete success may be de-motivating. It will be the teacher's job to set the appropriate goals and tasks at which most of his/ her students can be successful or set mixed-level tasks for a heterogeneous class. The tasks should be organised on a realistic basis due to the students' ability to achieve.

2.2.3. Attitude

Whenever students are learning something, they also experience feelings, emotions, interests that form their attitude towards the learning situation. Brain research underlined the importance of positive attitude in learning. As the affective area of the brain is related to emotions, how the student feels about learning is crucial (Goldberg and Stevens, 2001:128).

How students feel about situations is often reflected in their attitude. The attitude that children bring to class and develop in positive sense makes them volunteers and participant of all activities.

2.2.4. Learner Styles

Classroom observation would support the view that individuals have several characteristics, which influence their success in language learning. Educationalists agreed on the fact that there are different kinds of learners. The question of 'how teachers can tailor their teaching to match the personalities' has been of main interest (Harmer, 2001:42).

The Gardner-Lambert research has included several studies to support the view that there are certain personality characteristics, which are helpful or harmful to successful language learning. The studies are based on the assessments of social attitudes such as 'ethnocentrism', 'authoritarianism', 'machievellianism', and 'anomie' (Stern, 1983:379). *Ethnocentrism* is the tendency to view one's own community as superior and other group as inferior. The *authoritarian* personality is ethnocentric, uncritical of authority figures, conforming, traditionalist, and prejudice-prone. *Machievellianism* is the individual's tendency to manipulate others. *Anomie* is a concept, which expresses the feeling of dissatisfaction with one's role in society. All these qualities –except anomie- have been found in the studies of Gardner and Lambert to be negatively correlated with successful language learning. The 'anomie' individual, because of his critical attitude to its own society, is open to the demands of a different language and culture; therefore, 'anomie', as a learner characteristics, can be considered to be a positive predictor of language achievement at first. However, anomie is a controversial attitude that cannot be considered as a desirable factor in learning process. Needless to say, the learner needs to bring his own social and cultural identity into the classroom and establish a bridge between his own and second language culture in order to fully grasp, experience and acquire the new language.

Learning a new language demands *flexibility* and *openness* to new language forms and norms of social behaviour. The work of Gardner and his colleagues suggests that certain basic social attitudes provide a positive or negative disposition towards second language learning.

The methodologist Tony Wright describes four different learner styles within a group (1987: 117-118). The *enthusiast* looks to the teacher as a reference and is concerned with the goals of learning group. The *oracular* also focuses on the teacher but is more orientated towards the satisfaction of personal goals. The *participator* tends to concentrate on group goals and group solidarity. *Rebel*, while referring to the learning group for his or her point of reference, is mainly concerned with the satisfaction of his or her own goals.

The concepts of *introversion* and *extraversion*, introduced by Jung, are other personal characteristics which play role in learning, particularly in communicative activities (Stern, 1983:380). *Introversion* is the tendency to withdraw from social interaction and be preoccupied with inner thoughts and feelings. It might be regarded as advantageous to the systematic study of a language. On the other hand, *extraversion* refers to the tendency to be outgoing and interested in people and things in the environment.

The concept of *empathy* is the willingness and capacity to identify with others. This factor may also play a positive role on language learning by helping the learner adopt the target language and the roles and tasks required during the learning process. The empathic capacity is regarded as an essential factor in the ability to acquire a second language rather than simply in the ability to acquire an authentic pronunciation.

Culture shock and culture stress are the possible situations that the learner might experience. Moreover, like a child, the language learner will strive gradually to acquire his own internal language standards and sufficient competence to relatively independent (Stern, 1975:307). However, learning process, particularly its beginning, might involve the learner in a dependency on the teacher, or classmates, or native speakers, if it is a target language environment. Therefore, a foreign language learner needs to have a tendency to familiarize with the new language and its culture. This helps the learner achieve the capability of accepting with tolerance and patience the frustrations of ambiguity that language learning inevitably involves, and coping with the difficulties.

Keith Willing, working with adult students in Australia, produced the following results(Skehan, 1998:247-250):

- **Convergers:** These are students who are by nature solitary, prefer to avoid groups, and who are independent and confident in their own abilities. Most importantly they are analytic and can impose their own structures on learning. They tend to be cool and pragmatic.
- **Conformists:** They tend to be dependent on those in authority and are perfectly happy to work in non-communicative classrooms, doing what they are told. A classroom of conformists is one, which prefers to see well-organised teachers.
- **Concrete learners:** Though they are like conformists, they also enjoy the social aspects of learning and like to learn from direct experience. They are interested in language use and language in communication rather than language as a system. They enjoy games and group work in class.
- **Communicative learners:** These are language use orientated. They are comfortable out of class and show a degree of confidence and willingness to take risks, which their colleagues may lack. They are much more interested in social interaction with other speakers of language than they are with the analysis of how the language works. They are perfectly happy to operate without the guidance of a teacher.

It is hypothesised that **self-confident** learners will be more able to encourage intake. H.D.Brown states a similar view: 'Presumably, the person with high-esteem is able to reach out beyond himself more freely, to be less inhibited because of his ego-strength.' (1977: 352).

According to Schmeck, learning style is the expression of personality within the situational context, i.e., the school setting. Learning style also reflects the student's preferred learning strategy (Weinstein; Goetz, Alexander, 1988:171). He carried out several research on learning styles and suggests that there are three

learning styles as dimensions of individual differences in a learning setting: *deep*, *elaborative* and *shallow*.

Deep processing is an information process of verbal classification and categorical comparison and contrast. Someone with a deep learning style is argumentative and tends to analyse, synthesise and evaluate when reading or listening. Deep processing is usually an independent way of learning which is related to reading comprehension, critical thinking ability, verbal ability, attention to semantic attributes of words. The deep learner enjoys relating or comparing ideas, whether on paper or simply through mental comparison or contrast.

On the other hand, an individual with an elaborative learning style prefers a personalizing strategy; that is they use self-reference and adaptation as a learning strategy by relating the information to his personal life. They also prefer learning through actual experiences or episodes in other people's lives. Elaborative processing is a personalizing learning style which is related to mental imagery, writing ability, and subjective organization of new information. He also appreciates an opportunity to translate information to his own words by using personal and concrete metaphors drawn from experience.

Lastly, a person with a shallow learning style tends to adopt memorizing learning strategy. The shallow individual believes that truth is provided by the school system, and it is the student's job to commit this truth to memory in a literal or verbal form. They are considered to be conclusion-oriented (rather than description-oriented learners), personal, and clear. They probably show the greatest interest in activities which require memory- directed tactics.

2.2.5. Language Levels

Students are generally described in three levels, *beginner*, *intermediate*, and *advanced*. However, these categories are further qualified by talking about real beginners and false beginners. Between beginner and intermediate we often class the students as elementary. The intermediate level itself is often sub-divided into lower intermediate and upper-intermediate. Harmer (2001:44) introduces one version of different levels:

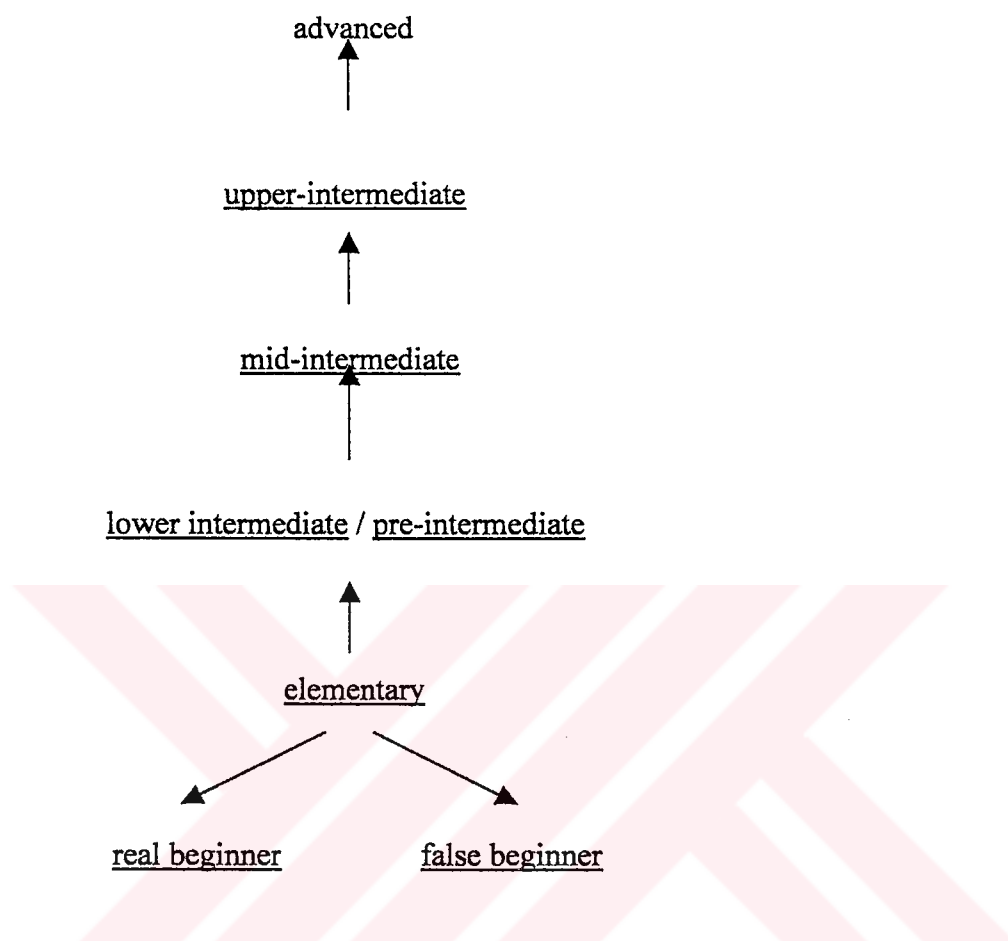


Figure 1- Harmer's Version of Different Language Level

Placement tests offered by the universities help us to determine levels and standards. We can also judge people by the scores they get on the TOEFL or KPDS examinations. Course books also have a role to play, since they generally conform to the syllabus requirements and ability. Such information, together with our experience and intuition, will allow us to use level labels with discrimination. There are a number of issues which are directly related to the levels the students have reached (Harmer, 2001:44):

- **The plateau effect:** Learners at beginner level find it easy to see progress in their abilities from one week to the next. On the other hand, the same is not so easy for students at higher levels, where progress is more subtle, and students do not always find it easy to see where they are going. This seems to cause a plateau effect where students tend to accept the level they have reached as adequate for their needs and the limits of their capacity.

Teachers need to be sensitive to plateau effect by taking special measures to counteract it. One of these measures is setting goals clearly so that students have a clear learning target to aim at. Then, it is necessary to explain what still needs to be done. Other efforts may include making sure that the activities are especially engaging, and attracting the students' interest in the more subtle distinctions of the language.

- **Methodology:** Some techniques and exercises that are suitable for beginners look less appropriate for students at higher levels – for example, the use of repetition. The teachers find it quite effective to get beginner students to repeat sentences in chorus, but at higher levels this usually seems strange and patronising. At advanced levels it is easy to organise discussion – whether pre-planned or opportunistic, whereas for beginners this option will not be available.

- **Language:** teachers need to adjust the language they use to the level they are working with. The language materials we offer students should be appropriate to the level, not only in terms of complexity but also in range of genre and length. We would not expect beginners to tackle a national newspaper in English; we would not offer a very advanced student a simplified dialogue. However, the issue of 'authentic' materials is suggested to be used at all levels by several methodologists. People are worried about whether simplified language is too unsatisfying or weak even for beginner students. On the other hand, others think that 'authentic' English tends to have a de-motivating effect on even advanced students if it is beyond their level.

- **Topics:** One problem with some beginner coursebook material is the way in which quite complex topics are reduced to banalities because the language available at the level makes it impossible to treat them in any depth.

It is important to match topics to level, considering complex issues for more as appropriate just to advanced classes. But there is a danger here that by restricting beginners to the simple topics such as 'the family'; 'the home', etc. for linguistic reasons motivation may lose strength.

2.3. Theories On Individual Variations

There are differences in the ways individual brains work. For instance, some people are better at analysing or some people are better at synthesizing and reflection. It is also proved that people respond differently to the same stimuli. All people have different attributes relating to their learning processes, and this is because of their biological and psychological differences. There are three theories which have tried to consider individual variations, and to determine the ways individual students learn most readily. The main goal of these theories has been to use the variations for the benefit of learners: "Neurolinguistic programming", "Multiple Intelligences theory" and "Brain-Based Learning Theory" -three ways of looking at learning which have provoked considerable interest among teachers and materials designers.

2.3.1. NEURO-LINGUISTIC PROGRAMMING (NLP):

NLP, in broad sense, is an attitude to life. Although it is a psychotherapeutic pattern developed by Bandler and Grindler it has relevance far beyond the field of psychotherapy. Its central ideas are incorporated into many approaches to communication, learning and change: personal development, management, sales and marketing, and education. The aim of NLP is to enhance the quality of people's lives by helping them to identify and achieve their outcomes, to notice the resources within oneself, and to interact more effectively. Briefly, it is a means of achieving 'inter-personal' and 'intra-personal' excellence (Revell, and Norman, 2000:14).

According to practitioners of NLP, we use a number of 'representational systems' to experience the world. In NLP five systems are described in the acronym 'VAKOG' which stands for Visual (we look and see), Auditory (we hear and listen), Kinesthetic (we feel internally and externally, or through movement), Olfactory (we smell things), and Gustatory (we taste things). However, the most predominant systems people use are Visual, Auditory, and Kinesthetic.

Most people, while using all these systems to experience the world, have one 'preferred primary system' and naturally they tend to use use more than the other two, either when noticing things around them, or when learning something new. The element of VAK formulation can be described as :

Visual Learners:

The type of visual learner learns through seeing. They need to see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions, for example, people's heads. They may think in pictures and learn best from visual displays including diagrams; illustrated textbooks, overhead transparencies, videos, flipcharts and handouts. During a lecture or a classroom discussion, visual learner prefers taking detailed notes to absorb the information and to look at them again. They respond most powerfully to images.

Auditory Learners:

This type of learners learns best through listening, verbal lectures and discussions. They interpret the underlying meanings of speech through listening to the tone of pitch, speed and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a tape-recorder. They are stimulated by sound or music.

Kinesthetic learners:

They learn through moving, doing, or touching. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration. So, they learn best through hands-on-approach, actively exploring the world around them.

The researchers and educators try to establish teaching methods and learning environment in order to appeal to learners' learning preferences. Researchers have suggested that matching learning styles has a positive impact on students' achievement, interest, and motivation. All the data agree that identifying learning styles of a student contributes to more effective learning. Definition of learning style is also a very significant step towards discovering the strategies of being successful.

2.3.2. MULTIPLE INTELLIGENCES (MI) THEORY:

“Multiple Intelligences” is a concept developed and introduced by the psychologist Howard Gardner. According to Gardner humans do not possess a single intelligence, but a range of mental strengths and intelligences (Gardner, 1983:48). But the verbal-linguistic and the logical-mathematical intelligence seem to be the only two kinds of intelligence that the traditional educational system encourages, while it tends to neglect other forms of intelligences.

Gardner's theory is based on several research of psychology, biology, or anthropology unlike other theories, which solely based on test correlations.

In his book *Frames of Mind*, Gardner (1983) claimed that there are at least seven intelligences that each person possesses. He has classified these intelligences as verbal-linguistic intelligence, logical mathematical intelligence, bodily-kinesthetic intelligence, visual-spatial intelligence, musical intelligence, intrapersonal intelligence, and interpersonal intelligence. Later on he added another type of intelligence which deserves to be called an intelligence; “naturalistic intelligence”. Despite the fact that Gardner concluded that the traditional view of intelligence is adequate and humans have eight different combinations of intelligences, he also added that there can never be a single irrefutable and universally accepted list of human intelligences.

1. Verbal-Linguistic Intelligence

Early in the history of human kind, language is considered to support the function of the human brain by offering possibilities for exploring and expanding human intelligence. From the moment human beings are born they are engaged with the sounds of language.

The spoken word made it possible for us from concrete to abstract thinking as we progressed to talk about objects without their presence. Reading has made it possible for human beings to know about objects, places, and that we have not personally experienced, and writing has made it possible to communicate with people we have never met. Therefore, verbal-linguistic ability can be considered the most universal of the multiple intelligences.

According to Gardner, verbal-linguistic intelligence is the capacity to use words effectively whether orally (e.g. as a storyteller, orator, or politician) or in writing (e.g., as a poet, a playwright, editor, or journalist), to express ideas precisely and to understand other what other people are saying and intending to communicate (1983:75). This intelligence includes to manipulate the syntax or structure of language, the phonology or sounds of language, the semantics or meaning of language, and the pragmatic dimensions or practical uses of language. Some of these uses include rhetoric (using language to convince others to take a specific course of action), mnemonics (using language to remember information), explanation (using language to inform), and metalanguage (using language to talk about itself) (Armstrong, 1994:2). Verbal-Linguistic intelligence is used to think in, with, and about words. Oral and written languages are symbols to think in and express this intelligence.

Those strong in the verbal-linguistic intelligence enjoy reading, writing, speaking, and listening. This intelligence tasks include telling jokes, discussing, creative writing (such as poem, story), and passing notes, debating, and formal speaking.

The following list suggests some indicators of verbal-linguistic intelligence. It is likely that a person with well-developed verbal-linguistic intelligence exhibits the following characteristics:

- Listens and responds to the sound, rhythm, and variety of spoken words.
- Imitates sounds.
- Learns through reading, listening, writing and discussing.
- Listens effectively, comprehends, paraphrases, interprets, and remembers what has been said.
- Speaks effectively to a variety of audience for a variety of purposes.
- Writes effectively: Understands and applies rules of grammar, spelling, punctuation, and uses effective vocabulary.
- Exhibits ability to learn other language.
- Demonstrates interest in journalism, poetry, story telling, debate, speaking, writing, or editing.
- Picks up a new language easily.
- Has good vocabulary.
- • Grasps the knowledge of how language functions.

(Campbell, 1996: 4)

As a verbal-linguistic learner can be considered as word-smart or word-player, word-plays, rhyme games, creative writing, debating, listening to records, discussion activities can get them participate and enjoy a language class.

2. Logical-Mathematical Intelligence

Logical-Mathematical Intelligence refers to the capacity to use numbers effectively (e.g. as a mathematician, tax accountant, or statistician) and to reason well (e.g. as a scientist, computer programming, or logician).

Logical-mathematical intelligence involves numerous components: mathematical calculations, logical thinking, problem solving, propositions (if-then, cause-effect) and other related abstractions. Those strong in logical-mathematical intelligence enjoy solving problems, determining relations such as cause-effect relations. The kinds of processes used in the service of logical-mathematical

intelligence include: categorization, classification, inference, generalization, calculation and hypothesis testing (Armstrong, 1994:2).

It is likely that a person with well-developed logical-mathematical intelligence:

- perceives objects its function in the environment.
- is familiar with the concepts of quantity, time and cause and effect.
- uses abstract symbols to represent concrete objects and concepts.
- demonstrates skill at logical problem solving.
- uses diverse mathematical skills, such as estimating, calculating, interpreting statistics and visually representing information in graphic form.
- uses technology to solve mathematical problems.

(Campbell, 1996: 26)

3. Bodily-Kinesthetic Intelligence

Bodily-kinesthetic intelligence is the ability to control body movements and handle objects skillfully. These learners express their ideas and feelings (e.g. as an actor, a mime, an athlete, or a dancer) through movement or through using his hand to produce or transform things (e.g. as a craftsperson, sculptor, mechanic, or surgeon). Facial and hand gestures and movements are symbols to think in and express this intelligence.

This intelligence includes specific physical skills such as coordination, balance, dexterity, strength, flexibility and speed, as well as tactile capacities.

It is likely that a well-developed kinesthetic intelligent:

- explores the environment and objects through touch and movement.
- learns best by direct involvement and participation. Remembers most clearly what is done, rather than what was said or observed.
- enjoys concrete learning experiences such as field trips, model building, or participating in role-playing, games, assembling objects, or physical exercise.
- demonstrates skill in acting, dancing, etc.
- invents new approaches to physical activities.

(Campbell, 1996: 68)

In the classroom we can make students perform a dramatic enactment or play charades using current events and modern inventions. Students might play non-competitive games that involves physical activity and a lot of motion. To activate this intelligence, students can also practise activities that require physical activity such as folk dancing, walking, etc. In addition to these activities Total Physical Response Games can be effective in the classroom.

4. Visual-Spatial Intelligence

Visual-Spatial Intelligence refers to the ability to perceive the visual-spatial world accurately (e.g. as a hunter, scout, or guide) and to perform transformations upon those perceptions (e.g. as an interior decorator, architect, artist or inventor). This intelligence involves sensitivity to color, line, shape, form, space, and the relationships that exist between these elements. It includes the capacity to visualize, to graphically represent visual or spatial ideas, to orient oneself appropriately in a spatial matrix. We use our visual/spatial intelligence to think in, with, and about visual images. Such learners express this intelligence through pictures, sculpture, arranging objects (Armstrong, 1994:2).

In most language classes, whatever the level is, many visually oriented learners respond well to movies, television, slides, posters, charts, and diagrams.

A person with well-developed visual-spatial intelligence:

- learns by seeing and observing. Recognizes faces, objects, shapes, colours, details, and scene.
- navigates self and objects effectively through space, as when moving one's body, finding one's way in a forest without a trail, moving a car through traffic.
- perceives and produces mental imagery, think in pictures, and visualizes in detail. Uses visual images as an aid in recalling information.
- enjoys doodling, drawing, painting, sculpting, or otherwise reproducing objects in visible forms.
- sees things in a different ways or from 'new perspectives'.
- is good at solving jigsaw puzzles.

(Campbell, 1996: 97)

Classroom environment can be made more supportive and inviting when visual humour is part of the setting. Cartoons, witty posters, and humorous pictures, or photographs related to the subject matter convey pleasant messages about learning to students.

5. Musical Intelligence

Musical Intelligence refers to the capacity to perceive (e.g. as a music critic), transform (e.g. as a composer), and express (e.g. as a performer) musical forms. This intelligence includes sensitivity to rhythm, pitch or melody, and timbre, or tone color of a musical piece (Armstrong, 1994:3).

A person with well-developed musical intelligence:

- listens and responds with interest to a variety of sounds including the human voice, environmental sounds, and music.
- responds to music kinesthetically by conducting, performing or dancing.
- recognizes and discusses different musical styles, genres, and cultural variations.
- develops the ability to sing or/and play an instrument alone or with others.
- plays by ear.
- taps feet or hands when s/he hears the tune.

(Campbell, 1998: 136)

Because of the strong connection between music and emotions, music in the classroom can help students create a positive emotional environment for learning. Those strong in the musical-rhythmic intelligence enjoy listening to and creating music in many forms. Some forms including playing instruments, singing song, reading music, composing melodies and lyrics, and appreciating music. Teacher may ask the students with musical intelligence to create a chant about a topic being learnt or discuss about music after it is listened as a relaxation at the end of the lesson, or express the words they recall while listening.

“I believe that I think musically... I need music to work. I also hear music all the time in my head... I think my major activities – to think and to read and to write—occur in a very musical way”. (Gardner, 1997:10).

6. Interpersonal Intelligence

Interpersonal Intelligence refers to the ability to perceive and make distinctions in the moods, intentions, motivations, and feelings of other people. This can include sensitivity to facial expressions, voice and gestures; the capacity for discriminating among many different kinds of interpersonal cues; and the ability to respond effectively to those cues in some pragmatic way (e.g., to influence a group of people to follow a certain line of action) (Armstrong, 1994:3).

Students strong in the interpersonal intelligence learn best interacting with others. And they:

- form and maintains social relationships.
- perceive the feelings, thoughts, motivations, behaviours, and life styles of others.
- influence the opinion or action of the others.
- adapt behaviour to different groups or environments.
- express an interest in interpersonally – oriented careers such as teaching, social work, counseling, management, or politics.

(Campbell, 1998:160)

Learners with interpersonal intelligence flourish their interpersonal skills when they work together and when they have opportunities through group projects. Therefore, the teacher can develop the students’ interpersonal intelligence as he gets students debate, use cooperative learning, interview with others, and do surveys.

7. Intrapersonal Intelligence

At the heart of our inner world are the strengths that we rely on to understand ourselves and other people, to imagine, to plan, and solve problems. Intrapersonal intelligence includes having an accurate picture of oneself (one's strengths and limitations); awareness of inner moods, intentions, motivations, temperaments, and desires; and the capacity for self-discipline, self-understanding and self-esteem. The more we can bring them into consciousness, the better we relate our inner world of experience.

Those strong in the intrapersonal intelligence enjoy solitude, contemplation, and an opportunity to explore inner states and thought including preferences, plans, fantasies, memories, and feelings.

A person with well-developed intrapersonal intelligence:

- is aware of his range of emotions.
- finds approaches to express his feelings and thoughts.
- develops an accurate model of self.
- is curious about 'big questions' in life: meaning, relevance, and purpose.
- leads to self-esteem, self-enhancement and strength of character that can be used to solve internal problems.

(Campbell, 1998:192)

8. Naturalistic Intelligence

We use our naturalistic intelligence to think about plants, animals, clouds, rocks, and other natural phenomena. Those strong in naturalistic intelligence enjoy collecting, analyzing, studying, and caring for plants, animals, and environment. They are sensitive to environmental issues.

Students strong in the naturalistic intelligence learn best through presentations involving natural phenomena, by bringing natural phenomena into the classroom, and by having students interact with nature through field trips.

Their skills include:

- analyzing similarities and differences.

- appreciating plants, flower, and trees.
- caring for plants, garden, pets, and wild plants.
- collecting plants, insects, and rocks.
- discovering patterns in nature.
- predicting the weather.
- protecting the environment.
- training animals.

(Campbell, 1998:192)

According to Gardner's Multiple Intelligence Theory all people have all of these intelligences, but in each person not all of them are developed, and one is more pronounced. This allowed him to predict that a typical occupation for people with strength in logical-mathematical intelligence is that of the scientist, whereas people strong in visual-spatial intelligence might well be a good navigator. An athlete might be a typical person with bodily-kinesthetic intelligence. However the dominant intelligence or intelligences may support the weaker ones and in almost everybody the intelligences work together to acquire and understand the world, solve the problems and to create (1993:9).

The implications of the theory of multiple intelligences for teaching focus on paying equal attention to the talents offered by these intelligences. It suggests that teachers need to present their lessons in a wide variety of ways using music, cooperative learning, art activities, role-plays, multi-media, field trips and multi-dimensional discussions or projects which appeal all the members with different intelligences. If we accept that different intelligences predominate in different people, it suggests that the same learning task may not be appropriate for all of our students. While learners with strong logical-mathematical intelligence respond easily to a complex grammar topic, a different student might need diagrams or physical demonstration because his/her strength is in the visual-spatial area. Other students who have a strong interpersonal intelligence may require a more interactive environment.

The theory of multiple intelligences has also implications for adult learning and development. Many adults work in jobs that do not make use of their potential intelligence. For example, the highly bodily kinesthetic individual would be much happier in a job where s/he could move around, such as sales management, physical therapy rather than being stuck in a desk job. The theory of multiple intelligences gives adults, specifically adult learners, the opportunity to look at their life in a different way, examining potentials that they left behind up to then and the opportunity to develop through courses, and hobbies.

Harmer(2001:47), in *The practice of English Teaching*, introduces the following chart produced by Murray Loom, a teacher at the Giraland Primary School in Canberra, Australia:

TYPE	LIKES TO	IS GOOD AT	LEARNS BEST BY
Linguistic Learner 'The word player'	Read, write, tell stories	Memorising names, places, dates, and trivia	Saying, hearing, and seeing words
Logical/ Mathematical Learner 'The questioner'	Do experiments, figure things out, work with numbers, ask questions explore patterns and relationships	Maths, reasoning, logic, and problem solving	Categorizing, classifying, working with abstract patterns, relationships
Spatial Learner 'The visualiser'	Draw, build design, and create things, daydream, look at pictures, watch movies, play with machines	Imagining things, sensing changes, mazes/puzzles, reading maps, charts	Visualising, dreaming, using the mind's eye, working with colours and pictures
Musical Learner 'The music lover'	Sing, hume tunes, listen to music, play an instrument, respond to music	Picking up sounds, remembering melodies, noticing pitches/rhythms, keeping time	Rhythm, melody, music
Bodily-kinaesthetic Learner	Move around, touch and talk, use body language	Physical activities, sport, dancing, acting	Touching, moving, interacting with space, processing knowledge through bodily sensations
Interpersonal Learner 'The socialiser'	Have lots of friends, talk to people, join groups	Understanding people, leading others, organising, communicating, manipulating, mediating conflicts	Sharing, comparing, relating, cooperating, interviewing
Intrapersonal Learner	Work alone, pursue own interests	Understanding self, focusing inward on feelings/dreams following instincts, pursuing interests/goals, being original	Working alone, individualised projects, self-paced instruction, having own space

TABLE 1- Learning Preferences and Capacities Related to Multiple Intelligences.

Beyond the descriptions of the eight intelligences and their theoretical interpretations, Armstrong considers certain points important to remember (1994:11):

- **Each person possesses all eight intelligences:** MI theory is not a “type theory” for determining the one intelligence that fits. It is a theory of cognitive functioning, and it proposes that each person has capacities in all eight intelligences. However, the eight intelligences function together in ways unique to each person. Most of us all fall somewhere in between the two poles- being highly developed in some intelligences, modestly developed in others, and relatively underdeveloped in the rest.

- **Most people can develop each intelligence to an adequate level of competency:** Although an individual may be discouraged by his deficiencies in a given area and consider his problems innate and intractable. Virtually everyone has the capacity to develop all eight intelligences to a reasonably high level of performance if given the appropriate encouragement, enrichment, and instruction.

- **Intelligences usually work together in complex ways:** No intelligence exists by itself in life (except perhaps in very rare instances in savants and brain-injured individuals). Intelligences are always interacting with each other. For instance, when a child plays a game of kickball, he needs bodily-kinesthetic intelligence (to run, kick, and catch), spatial intelligence (to orient himself to the playing field and to anticipate the trajectories of flying balls), and the linguistic and interpersonal intelligences (to successfully argue a point during a dispute in the game). The intelligences have been taken out of context in MI theory only for the purpose of examining their essential features and learning how to use them effectively.

- **There are many ways to be intelligent within each category:** There is no standard set of attributes that one must have to be considered intelligent in specific area. Consequently, a person may not be able to read, yet be highly linguistic because he can tell a terrific story or has a large oral vocabulary. MI theory emphasizes the rich diversity of ways in which people show their gifts within intelligences as well as between intelligences.

In recent years there has been an increasing awareness of specific psychological characteristics which have been bearing on approaches to language

learning and which can ultimately influence the learning outcome. We can adapt such educational treatments while teaching and consider the individual differences. The concepts of learner characteristics including learning styles, attitudinal and motivational factors, individual variations, and etc. should have a place in our teaching theory. The analysis of individual characteristics and adapting it to the teaching techniques are likely to respond effectively to emotional, motivational and interpersonal demands of language learning.

2.3.3. BRAIN BASED TEACHING

Brain research tells us that students will not behave like raw materials to be shaped in the standard, predictable ways through a standard, automatic process.

“The brain is last and grandest biological frontier, the most complex structure we have discovered in our universe. It contains hundreds of billions of cells interlinked through trillions of connections. The brain baggles the mind.”

James Watson (Stevens and Goldberg, 2001:32)

In the 20th century, there has been a great interest in human brain and scientific strides towards how it learns. Findings from the neurosciences were debated and challenged. Educationalists, who had been trained in pedagogical practices that ignored the existence of brain, turned their attention to the new developments. They tried to plan classroom experiences that take brain functions into account.

Brain-based or brain compatible instruction requires that teachers must combine their knowledge about their profession with the findings from brain search to create learner-centred classrooms. This idea implies that teachers will assume the role of facilitators avoiding from authoritarianism.

Brain-based teaching offers several strategies for teachers (Goldberg and Stevens, 2001:109):

1. **BRAINSTORMING:** It is a brain-compatible strategy that can be used for generating ideas at any time in a unit of study. It can be used at the end of a lesson when students have learnt some information and are ready to share ideas as well as at the beginning to get the students involve in the topic to be presented. As all responses will be accepted and recorded without question, the students will feel self-confident, and get the opportunity to share their own ideas. the activity has a wide scale as it appeals to both strong students and the weak ones.

2. **GRAPHIC ORGANIZERS:** They are the visual representations, which help students simplify complex ideas. They also foster summarizing and synthesizing and selecting important ideas and details.

3. **LITERATURE CIRCLES:** They are small, temporary discussion groups that discuss a text that members have chosen to read. The texts may deal with any content area or any area of interest. It facilitates student choice by providing a wide array of texts.

4. **THE WORKSHOP APPROACH:** It is a useful approach on the way to learner-centered classroom and the learner autonomy. It is designed to give the students sustained periods of time to work independently while teachers work with students on an individual basis.

2.4. GOOD LEARNER CHARACTERISTICS

There is a kind of constant habit of thinking about the less-confident students in terms of their weaknesses rather than their strengths. Students and teachers may be aware of these limitations in second language competence and performance; but this does not make them bad learners. Unfortunately, also in Turkish public schools, there are many examples for the way the schools and families categorise students as “good” and “bad”; however as the educational sensitivity and consciousness are developing day by day, teachers help students to grow and others impede this growth. Prodromou (1997: 3) assumes that:

- Students do want to learn;
- Learning can be a pleasurable experience;
- No-one likes to fail;

- Weakness is simply the tip of an iceberg of strength;
- Teaching English as a foreign language is an educational practice.

Rose (2000: 4) criticises labeling a student as 'good' or 'bad' and then expecting them to match the label ever after. He suggests a number of reasons why learners may be better or worse at English:

- They have a different starting point. Perhaps they learnt or did not learn English at primary school or kindergarten.
- They have had a very poor teacher.
- They have missed out an important stage of learning but have good skills in a different area.
- They have been labeled as 'bad at English' and now they believe it, so why bother? They are bored and demoralised.
- They are less mature than other students or lack confidence to get involved.

LEARNING STRATEGIES

Learning strategies are the techniques or devices, which a learner employs consciously or unconsciously in acquiring second language knowledge. There has been several investigations on learning strategies. Since the early seventies research concerns in the field of second language learning and teaching have shifted from the methods of teaching to learner characteristics and their possible influence on the process of acquiring a second language (Wenden, 1987:3). In her article called 'How to be a successful language learner' Anita Wenden reports the beliefs of students in themselves:

- It is important to use the language in a natural context without worrying about mistakes.
- It is important to use the language (its grammar and vocabulary) and to learn from one's mistakes.

- Feelings are important: the learner must be stimulated and must not be ashamed to ask questions.
- Students must have a sense of self-esteem and must not feel humiliated.
- Some people have an aptitude for learning languages.

The main interest in ELT field has been the question of how learners can help students become more autonomous. Teachers and researchers have all observed that some students approach the language learning task in more successful ways than others. That is, all other things being equal, some students will be more successful than others in learning a second or foreign language. The researches also suggested that success is closely related to the particular sets of cognitive and metacognitive behaviours (strategies) which learners engage in. The successful learner is proved to use particular sets of cognitive processes and behaviours which they use to enable them to be successful. Rubin, in his example, suggests that given the same learning environment, the same target language, the same native language, and the same language level, some learners will be more analytic in their approach to the learning task while others will be more intuitive; some learners will prefer to use written materials to access a foreign language while others prefer to hear the language (Rubin, 1975). There will be several paths of strategies of success depending on learner's individual style.

Rubin defined strategies as techniques or devices which a learner may use to acquire second language knowledge (1975). She suggests that the good language learner:

- is a willing and accurate guesser
- has a strong drive to communicate
- is often uninhibited about his weaknesses in the second language and ready to risk making mistakes
- is willing to attend to form
- practises
- monitors his own speech and compares it to the native standard
- attends to meaning in its social context.

These principles point at the fact that learners should be encouraged and trained to be active rather than passive. They should 'reason and analyze, make guesses and take risks' (Prodromou, 1994:13).

Cohen (1981:148) suggests that for some learners and for some tasks, it is assumed that conscious attention to the learning process is the first step to making language automatic. The teacher can introduce the identification of learning strategies directly to enable them choose which one work best for them. Another role of the teacher would be to suggest alternative strategies for organizing and storing information to encourage students to consider which strategies work best for them. It is assumed that this task would be an important part of the teacher's role.

Once students develop an ability to evaluate their own learning process and draw their own path to acquire, they become the best judge of how to approach the learning task. The students get to take control of their learning inside or outside the classroom.

One of the leading educational goals of the research on the learner strategies is an autonomous language learner as mentioned above. The results derived from researches have been a guide for the learners to be capable of self-directing their learning and endeavour and set the educational goals. Holec's (1981:9) analysis of what self-direction entails for second language learner points at qualities of a good learner:

- Fixing objectives
- Defining the contents and progression
- Selecting the methods and techniques to be used
- Monitoring the acquisition procedure
- Evaluating what has been acquired

Many scholars such as Rubin, Oxford, O'Malley and Stern classify language learning strategies. O'Malley divided language learning strategies into three main subcategories (Chamot & O'Malley, 1990,:229):

a) Metacognitive Strategies:

These strategies involve thinking about or knowledge of the learning process, planning for learning, monitoring learning while it is taking place, or self- evaluation of learning after the task has been completed. Briefly these strategies are used to oversee, regulate, or self-direct language learning.

b) Cognitive Strategies:

Cognitive Strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself.

c) Social/ affective Strategies:

They may consist of using social interactions to assist in the comprehension, learning, or retention of information. They may also consist of using mental control over personal effect that interferes with learning. These strategies allow the student to get involved in natural language and communication strategy.

Moreover, communicative strategies are used by speakers intentionally and consciously in order to cope with difficulties in communicating in a second language. The purpose is to participate in a conversation and getting meaning across or clarifying with what the speaker intended. According to Rubin (1987), communication strategies get a learner with limited knowledge of a language enter into a conversation with more fluent speakers and use his resources to cope with the situation.

Being a broad concept, language learning strategies are used to refer to all strategies foreign language learners use in learning the target language.

Furthermore, Stern(1983: 414) points at 4 strategies:

- **Active planning strategy:** A good language learner selects goals and subgoals, recognizes stages and developmental sequences and actively participates in the learning process.
- **Academy learning strategy:** A good language learner studies and practises. S/he analyses the language with its rules and meanings and develop the necessary techniques of practice and memorization.

- **Social learning strategy:** Good language learner seeks to communicative contact with target language users. Either in person or in through writings, media, role-playing, etc.
- **Affective strategy:** Good language learner copes affectively with the emotional and motivational problems of language learning.

These strategies are suggested to be synthesized with our own practice of teaching in order to reach a sound assumption about language learning.

The OISE Modern Language Centre in Toronto, Canada, also undertook studies of language learning strategies and processes. In one of the enquires in the centre the investigators probed the learning strategies of some thirty outstanding adult language learners through intensive retrospective interviews. This study found that 'good language learners take advantage of potentially useful learning situations, and if necessary create them. They develop techniques and strategies appropriate to their learning needs' (Stern, 1983: 406).

According to Harmer (2001:42), different cultures value different learning behaviours. In cultures, like Britain, Australia, and America, self-reliant learners are appreciated and learner autonomy is promoted as a main goal. They encourage students to read texts for general understanding without stopping to look up all the words they do not understand.; they ask the students to speak communicatively even when they have difficulty because of words they do not know or cannot pronounce; they involve students in creative writing. In all these endeavours the pupils are expected to aspire beyond their language level.

2.5. Suggested Solutions Related to Mixed-Ability Classes

Faced with the different descriptions of learner types and styles which have been described above, it may seem that the teacher's task is overwhelmingly complex. The teacher needs to satisfy many different students considering their individual strengths with appropriate activities for them while he also needs to address his teaching group as a whole.

Tomlinson (2004) underlines the key principles of a mixed-ability classroom:

1. The teacher is clear about what matters in the content area.
2. The teacher understands, appreciates, and builds upon student differences.
3. Assessment and instruction are inseparable.
4. The teacher adjusts content, process, and product in response to student readiness, interests, and learning profiles.
5. All students participate in respectful work.
6. Students and teachers are collaborators in learning.
7. Goals are maximum growth and continued success.
8. Flexibility is the hallmark of a differentiated classroom.

(www.-writing.berkeley.edu/TESL-EJ/ej21/cfl.html)

2.5.1. MATERIALS AND ACTIVITIES

Conventional techniques such as dictation and cloze testing can be made sensitive to the needs of mixed-ability class by simple adaptation. Rinvoluceri (1986), for example suggests giving out the same dictation: in one half the words are left out, and in the other, the fifth are missing. High achieving students will write the dictation with no support, so the three different groups may work on the same task at their own levels of ability- it is the technique of **one text, many level**.

Multi-level tasks keep the class working together by giving the whole class related texts at different levels according to their receptive ability. Everyone is involved in a version of the same reading or listening task. Here is an example for multi-level tasks:

Crazy Texts

Read the following text. What do you notice about it?

The day a policeman saw a man walking along the street down a penguin. He went up to the have and said. "Excuse me, sir. Is that big penguin?"
 "No", replied the man, "It isn't mine. I just found street."
 "Well, why don't take it to the zoo?"
 "That's a red idea", said the cat. "I will."
 The next day, the policeman saw the man bad. He zoo very surprised because the penguin to out zoo yesterday?"
 "Oh yes, I are", replied the man, "and we really enjoyed it. Today we're going to saw to the cinema."

This is an example of crazy text: there are a number of words in that are wrong the most difficult task you can give the students to do with this is to find the wrong words and replace them with the correct ones. This task would be suitable for the strongest students.

Tice recommends several ways to adjust the task to varying degrees to make it easier:

1. Tell the students how many wrong words there are before they begin. They have to identify them and correct them.

2. Indicate which lines the wrong words are in (and the number of the words in each line). Students identify and correct them.

3. Before students go on to correct the wrong words, they receive feedback on whether they have correctly identified them (e.g. via an answer sheet).

4. Underline the wrong words before you copy the text. Students correct them.

5. Give the students a jumbled list of the correct words to replace the wrong ones.

Here is the correct version of the text. The words in capitals are the ones that were wrong in crazy text:

ONE day a policeman saw a man walking along the street WITH a penguin. He went up to the MAN and said. "Excuse me, sir. Is that YOUR penguin?"

"No", replied the man. "It isn't mine. I just found IT."

"Well, why don't YOU take it to the zoo?"

"That's a GOOD idea", said the MAN. "I will."

The next day, the policeman saw the man AGAIN. He WAS very surprised because the penguin was still with HIM.

"Excuse ME, sir", said the POLICEMAN, "but didn't you take the penguin to THE zoo yesterday?"

"Oh yes, I DID", replied the man, "and we really enjoyed it. Today we're going to GO to the cinema".

(Tice, 2000:37)

Dictation exercises have the capacity to motivate students by providing practice in several areas (e.g., accuracy, fluency, self-correction, negotiation of meaning, etc.) while combining the speaking, listening, writing, and reading skills (Norris, 1993:79). Davis and Rinvolutri (1988:50) elaborate:

"In normal use, the language behaviour is generally accompanied by other activity involving the eye, the hand, the brain, etc. There is a lot of to be said for reproducing the complexity in the learning situation. Dictation of any kind provides a nice blend of listening, writing, and checking through reading. This appeals to students whether they learn primarily in an auditory or visual or kinesthetic way. Dictation exercises motivate students by keeping them busy on several planes at once."

Students can keep a diary, journal or personal notebook in English. At low levels it is probably a good idea to set a topic for each entry, e.g. *My hobbies*, *My*

family, What I did at Christmas, etc. although later on they could choose what to write about. The aim is to get the students to write whatever they can on the topic in a certain time. This can be done either in class time (e.g. ten minutes at the beginning or end of a lesson) or, when the students are used to it, at home.

The emphasis should be on FLUENCY rather than ACCURACY so any feedback you give (e.g. written comments) should focus on responding to content rather than form. You can of course make use a note of common problems to deal with later on. By not correcting every error, you will hopefully encourage the students to become very confident in their ability to express themselves in writing. (Tice;2000:58)

Extra (remedial) work to do at home or to recycle material by practising different aspects of it, using for grammatical structure, dictation, cloze test. 'You could make cassettes available for home use, perhaps with key-points, so they can go over the lesson at their own pace at home' (Scheibl, 1984).

Self-access tasks and exercises give rise to a flexible atmosphere in the classroom through self-evaluation procedures. By checking and monitoring their own achievement, they not only avoid the embarrassment of public assessment, but develop greater confidence in themselves (Proudromou, 1994:6).

Different types of learner have been identified according to which sense they seem to favor for learning and remembering. Therefore, the materials used in the classroom need to keep different types of learners' interest. Here is an example activity for different types of learners suggested by Prodromou:

Mixed Mime

- * The teacher divides the class into groups, composed of mixtures of different learning types. Each group chooses a job and an action to mime. The action should be typical of the job chosen. For example;

Teacher: pointing to the student
 writing on the board
 marking homework

* This information is written on the paper, which the teacher collects in and mixes up.

* The teacher then puts them on the table at the front of the class, face down, and invites the students to come out to the front in pairs to draw a slip of paper and perform the actions while the other group guess what the job might be.

(Prodromou, 1994: 126)

It is a typical scene in mixed-ability classes to see the best students often finish earlier than other pupils. Therefore, it is very useful to have something which will **keep them busy** while others are finishing. And it is necessary to build up a series of tasks which can be give to students who finish early. These can be:

- Games and puzzles
- Lists of words to learn
- Comic strips with the captions missing for students to complete
- Pages from other textbooks
- Ideas from magazines for EFL teachers
- Short texts from magazines and newspapers

(Nolasco, 1989:112)

These alternative materials can be kept in a box and the box can become part of students' normal routine to come quietly to the front and collect something to work on. A Turkish proverb is very much to the point: 'Idle men tempt the devil'.

A basic approach to the problem of the mixed-ability class is the use of **open-ended tasks**. These activities are the activities, which are designed to let the students respond at their own level. They work better than tasks, which have only one solution, they can be completed at different levels of language. This would give the better students a chance to use more complicated structures if they wish. Unlike graded tasks, they do not require the production of different worksheets. They can also work individually, in pairs or in groups at their own level at the same task. This allows the

students work at their own linguistic level, at their own pace, and in their own way. Above all, an open-ended exercise manage the problem of 'early finishers'.

It is also a useful idea to introduce a **class library** or **reading card scheme**. A properly managed reading scheme can allow for individualisation and communicative language use. Nolasco and Arthur suggest that for this you need a range of reading material at different levels of difficulty (this can be anything from home-made reading cards to a selection of readers and reading boxes now available) and a series of workcards to go with the texts.

Independent reading develops:

- Knowledge of the language
- Knowledge of language use
- Reading skills and strategies
- A positive attitude to reading

(Nolasco and Arthur, 1989:113).

It provides a genuine opportunity for students to work at their own level and pursue their own interests; and once the students have been trained to use a reading scheme it provides 'rewarding moments of peace and quiet'. Needless to say this does not mean that everyone will be happy all of the time. On the contrary, some lessons will be more useful for some students than others.

According to Bowler, the teacher can complement core materials using different reading or listening texts at a higher level or lower level for stronger or weaker students (Bowler, 2000;13). These graded texts can be authentic materials, supplementary ELT materials written in graded English, or materials adapted by the teacher on a word processor.

Multi-level tasks keep the class working together by giving the whole class related texts at different levels according to their receptive ability. Activities need to be quick and easy to prepare and they need to take account of the practicalities of

teaching (Rose, 1997:4). Everyone is then involved in a version of the same reading or listening task.

Writing activities can become more useful when they are moved to a more communicative phase through pair-work. The students should be encouraged to ask and answer questions and to learn to interact with each other, not only with the teacher.

Written answers give faster students more to do with while the teacher goes round helping slower students. It also discourages the students from using only the mother tongue, as they learn to expect a feedback phase in English. It encourages reluctant learners to complete the task by offering a concrete end-product as a record of work done or not done.

The best way of coping with a mixed-ability class is to select what is most appropriate to the particular needs of learners, from the existing ideas and activities (Prodromou, 1994:10). A mixed-ability class teacher is also required to handle the difficulties by means of a mosaic of principles without adequate equipment when necessary.

On the other hand, **Group work** is an obvious choice for mixed-ability classes. A maximum number of students are active and occupied (Scheibl, 1984). Although group work enables the students to study on different tasks according to their individual abilities, the risk is that the class might break up 'into different fractions'. At that point it would be useful to encourage collaboration by pairing the students into 'weak with mid-level'- 'challenging with challenging'- 'mid with mid' but not weak with weak' and challenging 'with weak' (Prodromou, 1994:5).

Collaborative learning focuses the group's attention on the task to be completed rather than on the teacher standing in front of the classroom. With collaboration, it becomes the group's responsibility to achieve learning outcomes and they become risk takers. The trust atmosphere through peer-working enables students to experience support and other's self-esteem. They clarify their ideas and develop interpersonal skills (Stevens and Godberg, 2001:77).

According to Rose (1997:4), what is needed most in a mixed-ability classrooms is a change of emphasis in the classroom to create the context where all

learners feel valuable and have the space and confidence to try. He suggests the common characteristics of a good mixed-ability class:

- There is a sense of discipline and shared purpose in the class. The students have learned to work together and to be self-directed for short periods.
- Both linguistic and non-linguistic skills are valued and everyone can contribute even if the contributions are not linguistic.
- Students' work and drawings are displayed on the wall or kept in a class folder that is regularly reviewed. All the students in the class will be involved and each student will have something appropriately challenging to work on.
- To provide a range of abilities, there will be a range of achievable objectives for many tasks. Many of these objectives will be small and immediate, like learning five new words, saying one sentence correctly or repeating an earlier exercise.
- There will be time and space for everyone to think. Students learn that they don't need to think when the teacher asks a question because the most able students will answer. They can be encouraged to note down the answer or put up their hands briefly when they know, without giving the answer. By this way, all students in the class will have the chance to think about the question.
- There will be opportunities for regular assessment against a personal standard. If students are helped to measure themselves against their own personal achievements, all students, including the stronger ones, can focus on improving their own performance. Students in this class will have regular opportunities to find out how they are progressing.
- The syllabus will be planned to allow a different rate of progress within each lesson, so that students can work at the best speed for them. However, the general pace of the syllabus will be the same for all students – they can all feel that they are learning together. The more able students will learn more vocabulary and engage in more challenging practice.

Nolasco suggests that in a mixed-ability class you should try to develop ways of **motivating all your students**. Some students are not motivated by marks or academic success and therefore, need to feel that there is a reason for learning English. Pop songs, and articles about English-speaking singers, footballers, etc., are

well-trying ways of increasing motivation and interests with adolescents. However, one of the greatest motivators of all is success (Nolasco and Arthur, 1989:111). Students who are motivated and able may be motivated to try harder, but weaker students can easily decide to leave all hope if they sense they are not making any progress in relation to others in the class. It is also necessary to praise weaker students if they make progress and encourage them whenever you can. Weaker students also need a lot of revision and recycling of material, perhaps a puzzle to revise vocabulary or an exercise from another book. It has also been observed that low achievers ask fewer questions because they are afraid of looking foolish, so it is important to check them discreetly that these students are following your instructions and explanations.

2.5.2. TEACHING MULTIPLE INTELLIGENCES IN THE CLASSROOM

“Give me a fish and I eat for a day
Teach me to fish and I eat for a lifetime”
A Chinese proverb

Armstrong (1994:37) claims that MI theory can be directly introduced to students whether they are at first grades or upper grades. It can be explained in such a simple way that they can use the MI vocabulary to talk about their learning strength and how they learn.

The teacher may lead the students to the discovery of their major intelligence or intelligences by asking several questions as:

- How many of you can do math?
- How many of you here have done a science experiment?
- How many of you draw?
- How many people here can see pictures in their head?
- How many people here like sports?
- How many of you enjoy making things with your hands, like models?

- How many of you enjoy playing musical instrument?
- How many of you can make rhythmic taps on the table?
- How many people have two or more close friends?
- How many of you give advice to friends who have problems?
- How many of you prefer working alone to working with others?
- How many people here is able to learn from his/her failures and successes in life?

(Armstrong, 1994:40)

When children engage in such an activity, they can select appropriate strategies for problem solving.

“We do not see in our description (of classroom activity)...much opportunity for students to become engaged with knowledge so as to employ their full range for intellectual abilities. And one wonders about the meaningfulness of whatever is acquired by students who sit listening or performing relatively repetitive exercises, year after year. Part of the brain known as Magoun's brain, is stimulated by novelty. It appears to me that students spending twelve years in the schools would be unlikely to experience much novelty. Does part of the brain just sleep, then?”

(Goodlad, 1984:231)

2.5.3. TEACHING STRATEGIES

The roles of the MI teacher need to be supported by materials and methods that can be employed in teaching through multiple intelligences. The materials and methods bring the teaching process far beyond the traditional lecture mode of educational context.

Intelligence	Teaching Activities (examples)	Teaching Materials (examples)	Instructional Strategies
Linguistic	Lectures, dicussions, word, games, storytelling, choral, reading, journal writing, etc.	Books, Tape recorders, typewriters, stamp sets, books on tape, etc.	Read about it, write about it, talk about it, listen to it.
Logical-Mathematical	Brain teasers, problem solving, science experiments, mental calculation, number games, critical thinking, etc.	Calculators, math manipulatives, science equipment, math games, etc.	Quantify it, think critically about it, conceptualize it.
Spatial	Visual presntations, art activities, imagination games, mind-mapping, metaphor, visualization, etc.	Graphs, maps, video, LOGO sets, art materials, optical illusions, cameras, picture library, etc.	See it, draw it, visualize it, color it, mind-map it.
Bodily-Kinesthetic	Hands-on learning, drama, dance, sports that teach, tactile, activities, relaxation exercises, etc.	Building tools, clay, sports, equipment, manipulatives, tactile learning resources, etc	Build it, act it out, touch it, get a "gut feeling" of it, dance it.
Musical	Superlearning, rapping, songs that teach	Tape recorder, tape collection, musical insturements.	Sing it, rap it, listen to it
Interpersonal	Cooperative learning, peer tutoring, community involvement, social gatherings, simulations, etc.	Board games, party supplies, props for role plays, etc.	Teach it, collaborate on it, interact with respect to it
Intrapersonal	Individualized instruction, independent study, options in course of study, self-esteem building, etc	Self-checking materials, journals, materials for projects, etc	Connect it to your personal life, make choices with regard to it

TABLE 2- Summary of the "Seven Ways of Teaching"

(Armstrong, 1994:52)

Because of the individual differences among students teachers need to use a broad range of teaching strategies with their students. As long as the teacher shifts the emphasis on different intelligences each student will get the opportunity to be actively involved in learning by his own most highly developed intelligence or intelligences. Teachers may adapt several teaching strategies for each intelligences.

2.5.4. OBSERVATION

Although formal testing can provide some information about a student's intelligences, the single best tool for assessing students' multiple intelligences is probably 'simple observation'. One good way to identify students' most highly developed intelligences is to observe how they behave in the classroom. For instance, the strongly linguistic student will be talking out of turn, the highly spatial student will be doodling and daydreaming, the interpersonal student will be socializing, the bodily kinesthetic student will be moving around restlessly. These behaviours are a sort of diagnostic indicator of how students need to be taught.

Another good observational indicator of students' intelligences is how they spend their free time in school. In other words, what they do when nobody is telling them what to do? If they are given the opportunity to choose activities. Highly linguistic students might move toward books, social students toward group games and gossip, spatial students towards drawing, and bodily-kinesthetic students towards hands-on building activities. Observing students in such activities can tell a world about how they learn most effectively.

Every teacher should consider keeping a notebook or a diary in a desk for recording observations of this kind. Moreover he can organize his observations of a students' multiple intelligences by means of a checklist for assessing their MIs.

In addition to observations and checklists, Armstrong suggests several other ways to collect information about students' intelligences (1994:35). For instance;

- ***Talking with other teachers:*** Colleagues are important resources of assessment information about students' multiple intelligences. The art teacher might be the best person to talk about a student's spatial intelligence. We may find that a child who appears to be quite low functioning in one class will be one of the stars in a class that requires a different set of intelligences.

- ***Talking with parents:*** Parents are true experts of a child's multiple intelligences as they have had the opportunity to see the child learn and grow in different circumstances. Once the parents are introduced to the concept of multiple intelligences, and provided with specific ways to observe and document their child's strengths at home, then they can bring their observation to the school and help teachers develop a broader understanding of child's learning style.
- ***Asking students:*** Students are the ultimate experts on their learning style, because they've experienced it ever since they have born. After they have been introduced to the idea of multiple intelligences, teachers can sit down with them and through an interview discover what they consider their strongest intelligences are.
- ***Setting up special activities:*** If the teacher teaches a lesson in eight fractions each of which include different types of intelligence, he can note how different students respond to each activity.

2.5.5. INDIVIDUALISATION

Individualisation is considered to be the solution to many of the problems in a mixed-ability classroom. When the students are encouraged to work on different tasks according to their level, needs, and interests, work at different aspects of the same task, and work on tasks that can be carried out at a variety of levels, students can:

- work at their own pace
- pursue work that is relevant to their own needs and interests
- develop the capacity to work independently of the teacher
- learn in a way that suits them.

Moreover, individualisation can help the students for the following reasons:

- ***It provides involvement.*** It is vital that students are engaged at each stage of the lesson.
- ***It develops responsibility.*** Students become more responsible for their own learning.
- ***It increases motivation.*** Many students prefer to follow areas, which interest them. (Nolasco and Arthur, 1989:109).

However, introducing individualisation is a long-term project. Students need to be trained to work independently of the teacher in a positive environment. They need to get used to a change of teacher's role that are extended. As suggested above, responsibility and involvement are key concepts.

2.5.6. LEARNER TRAINING

In many large mixed-ability groups, students have to develop a certain level of autonomy. Teachers can only show a limited degree of attention to any one student at any time. Especially, in a mixed-ability class, where the variety and discrepancy of individual needs is remarkable, the problem of competing teacher's attention is more acute. At that point, mixed-ability class teacher plays the role of counsellor: he suggests his students the ways of training themselves to improve their strategies and increase their autonomy and efficiency as language learners. Students may solve a problem themselves, if they identify their own needs, and to cope with them constructively and independently. Moreover, when they are able to communicate their needs to their teacher as feedback, it will help the teacher to decide on class activities firmly and specifically. Rubin (1987) underlines the advantages of learner training as a first step of mixed-ability approach:

- The learning process includes both explicit and implicit knowledge.
- Taking decisions about how they learn can help all types of learner to use their strategies more effectively.
- Weaker language learners can use successful strategies to improve their ability to learn.
- Teachers can promote successful learning strategies.
- Once taught to analyse their needs, students are the best judges of how to approach learning.

- Learner autonomy promotes more effective learning, both inside and outside the classroom.
- It is best to build on what the students already know.
- Active learners who internalise information by problem-solving learn thoroughly.
- Human language use depends on both creative and critical faculties.
- The ability to monitor and evaluate one's own progress promotes more effective learning.

Learner training is based on the principle that students benefit not only from understanding the content of the lesson but also from being aware of the learning process. Most researchers also agree that a good learner is an independent learner—one who can carry on learning when the teacher is absent. Prodromou suggests some activities which will encourage learners to make more effective use of their potential (1994:14). The underlying aim of the exercises is considered to create greater autonomy amongst learners, thus equip them better for learning English in a large mixed-ability group.

2.5.7. CONSCIOUSNESS RAISING APPROACH

“By working as much as possible with the students’ inner resources, and by encouraging independence, autonomy, and responsibility, the teacher is subordinating teaching to learning.” (Stevick, 1990:106)

Stephen Hegglin-Besmer examined how he could integrate grammar in his mixed level classroom with the communicative language learning experience, rather than separating students into ability groups or separating grammar from the topic oriented course. Therefore, he tries to encourage the dynamics and the communication of the class as a social learning-entity in his grammar lessons. He considers *consciousness raising activities* as a probable key to the bridging the gap between communicative language teaching and grammar. The activities are considered to improve the responsibility of the students for their learning, which was

a crucial factor in a learner-centered classroom (<http://www.philseflsupport.com/mixedlevel.asp>). Freire also suggests that children would learn better if they were truly in charge of their own learning processes (Papert, 1993:15). As a result of his research supported by a teaching diary and a critical colleague he brings about several hypotheses:

Hypothesis 1: Even if students' focus is not on grammar, consciousness-raising exercises can stimulate other fields of language learning in a mixed level class

Hypothesis 2: In a mixed level class a teacher should not assume ownership of students' learning problems. The more advanced students can present rule formulation and exemplification in the mixed level class. Working in pairs allows students to discuss their strategies and solutions.

Hypothesis 3: When students discuss their solutions, the exercises become less mechanical and more communicative. For instance, cross-language exploration quickly reveals the problem and students start to engage in a contrastive analysis which teacher may support with a little information.

Hypothesis 5: When students work collaboratively, everybody actively involves in a common level of study.

Hypothesis 6: The different abilities are in demand when working with a consciousness-raising approach as they provide opportunities for less competent and more competent learners.

Activities including a wide scale of opportunity for participation provide individual learning. For instance, the beginners can turn their more advanced friends into their personal trainers, letting them explain grammatical issues when they need. The aim of making use of a consciousness raising grammar approach should be reached by taking advantage of the mixed level entity of the class and keep up the emotional involvement of the participants in our topics and themes (Wagenschein, 1996:116).

All students wish their expectation of practice will be respected and met. Working in pairs allows students to practise the language without the hesitation of being corrected; and to discuss their strategies and solutions. The dynamics of the group, students' reactions, needs and proposals should be taken into consideration in

the planning and realisation at all times and not exclude other methods of grammar teaching at all times (Stevick, 1990:116).

The consciousness raising approach should expand existing methods rather than replace them. The teacher may make use of the students' experiences of pre-established learning habits and rituals already present in the classroom and provide security for the students so there is room to take risks (Burke, 1995:26).

2.5.8. HIGH LEVEL STUDENTS AS TEACHER ASSISTANTS

Another strategy available to teachers to help students 'to find a more accomodating middle ground' proposes that advanced learners are valuable resource who may actively serve as teaching assistants rather than remain 'overlooked or ignored', in a mixed-ability group (www-writingberkeley.edu/TESL-EJ/ej21/cfl.html).

In private and public teaching institutions, with students from levels and backgrounds, a common problem faced by teachers is the often unavoidable mixed-ability class. In his paper, Maddalena (www-writingberkeley.edu/TESL-EJ/ej21/cfl.html) offers a possible solution based on a research investigation conducted with a group of Japanese learners who represent a wide range of abilities in his English conversation class. He suggests that advanced level learners act as teaching assistants in the class, and can be actively employed as helpers for the lower level students.

Courtney (1996:318) suggests that weak learners learned better with a peer of the same ability than with a better-abled peer tutor and criticizes the commonly held belief that student-student interaction can only lead to exchange and eventual fossilization of errors. He quotes from Johnson (1981:5), "Real learning is only possible from student-teacher interaction." as a typical example of the idea.

When students are employed as teaching assistants, their interaction within the group can be beneficial to all. In order to prevent the errors to be fixed in student-student interaction the class can be carefully monitored and correction can be appropriately made without an obsessive pursuit of accuracy.

There is always the danger of thinking about students in terms of their weaknesses rather than their strengths. Recognition of the weaknesses and strengths can be taken as an advantage to foster the interaction and exchange among learners. Each student higher or lower knows different things. Fostering the interaction and assistance among learners also may help the teacher unite his group rather than fragment it according to their competencies.

High level students as teaching assistants can offer explanations or translations when additional help was required in several situations. Research shows that the lower level students said that they found it useful when they were helped in vocabulary, grammar, explanations of nuance, and even in pronunciation.

2.5.9. BUILDING ON WHAT THEY KNOW

According to Prodromou, "Most students ignore most classrooms because most classrooms ignore most students." (1994:49)

Students may seem ignorant or lacking in linguistic aptitude because of the fact that the English language and culture are unknown quantities for many students. However, in their own language those same students are often witty. Actually, the students' own language and culture provide a vast reservoir of material for the teacher, and a source of confidence for the learner. Nonetheless, they have been largely ignored by course designers and teachers, because language-teaching theories consider the target language and its culture as a prior. As we explained before, students do not come into the classroom empty-handed or empty-minded. Once, we accept that learners bring with them a whole range of cultural experiences and first-language skills, then we can build on what they know, instead of reminding them of what they do not know. The application of these skills will bring a level of understanding and personal engagement that will encourage students to overcome the different linguistic obstacles in their way to second language aptitude. Students of many abilities can feel confident and secure when the pedagogy includes what they have already known.

Needless to say, English as an international language have been flourishing. The recognition of a strong relationship between the world of the language classroom

and the 'real' world outside have brought about a significant development in methodology and materials design.

If the teacher believes that students are fragile and helpless, the classroom is probably organized to treat students' mind as "blank states" (Stevens & Goldberg, 2001:53). Teachers who plan the lessons, teach and evaluate without considering student's previous knowledge background do not trust them to work in cooperative groups or participate in the design of their own learning, these classrooms are teacher-centered rather than student-centered.

On the other hand, teachers, who believe that students are strong and powerful, believe in the unique capacities of students lead them to work independently or in groups to produce out of what they have learnt. By this way, classrooms become more student-centered and less teacher-centered.

Learners need to be actively involved in learning by making sense out of meaningful context. Teachers should first focus on what the students know about the topic to be presented rather than considering his own personal goals.

The assumption of brain-compatible theory is that the learner brings information from past experiences to the learning setting. As a result, teaching is not a singularly focused activity totally controlled by the authority figure in the classroom. The theory underlines the importance of 'brain-compatible way to serve students' needs and mental models' (Stevens and Goldberg, 2001:60). Teachers who aim to create brain-friendly classrooms are likely to search ways of improving students' performance by using multiple strategies and approaches to content.

Brain-compatible classrooms provide sufficiently challenging work for both successful learners and for students with poor performance. When the teaching strategies match with the brain functions, they significantly improve intellectual development for teachers and students.

2.5.10. THE USE OF MOTHER TONGUE

Hemingway (1986:22) stresses the role of first language in the class considering any strategy that enables the whole class to work as useful: "The use of

the mother tongue may be an advantage, not a distraction, if it involves all students in the lesson, avoids frustrating misunderstandings, and encourages collaboration.”

The use of mother tongue by high level students as teacher assistants to explain and clarify several points is considered to save time. As Richards (1998:1) observes: ‘I am not suggesting that mother tongue be introduced into the classroom in any significant way... I do believe that it can be used to help with clarification and as a check of understanding, providing an occasional shortcut for the teacher.’

Ainslie(1994:42) proposes a similar strategy encouraging students to solve problems between themselves in their own language: “Some language course members may have already come across the new language... Use them as models; ask them to take over your role with the class for a time”.

Communicative approach suggests that the main objective of the teacher is to get their students to learn and use the second language in such a way that they can use it outside the classroom, and in other social contexts. Needless to say, the students will learn more effectively if they have a clear understanding of the contexts in which the target language is used to communicate. For this reason, mother tongue may be useful in explaining these contexts, particularly in lower levels.

Moreover, the instructions for communicative tasks may be complex and lead to misunderstanding which also may cause a kind of difficulty for students. Therefore, the mother tongue may be useful in giving clear instructions or checking the instructions given in English by a quick translation. However, we cannot deny the fact that students learn a lot from hearing instructions and explanations in English: our main objective is to expose them as much English as possible (Prodromou, 1994:63). Prodromou also points at the possible necessity of using first language as it can provide support and security for the less confident learner. He lists some of the possible situations which require the use of mother tongue as an aid to both less competent and high level students:

- ***Eliciting English words:*** asking for the English meaning of a mother tongue word directly is often a quicker and less confusing way of eliciting language rather than the use of pictures or mime. Especially during the writing and speaking

activities the students should be encouraged to ask for mother tongue words directly.

- ***Explaining English words:*** a long-winded explanation of a word in English can disrupt the flow of the lesson. Therefore, an explanation in mother tongue can be useful when the word is incidental to the main aim of an exercise or an activity.
- ***Contrastive vocabulary:*** the presentation of lexical similarities between mother tongue and the target language provide a summary that relates the knowledge the students already have and the second language.
- ***Explaining the rules of grammar:*** in mixed-ability groups where the students' capacity and speed to grasp new concepts may be widely divergent, diagrams and example sentences will be useful. However, the use of first language will save time and ensure a clear understanding.
- ***Communicative activities:*** in order to encourage students in speaking by getting them talk as much of the time as possible in English, students may use first language when they feel inadequate. At that time, the teacher supplies an English translation and the student repeats what the teacher says. The technique would prevent the fundamental problem of mixed-ability classes and get the less confident learners contribute to the discussion, without letting them get discouraged and excluded by the more outspoken members of the class. Although such an activity would seem less student-centered, they help to overcome the obstacles that are common to mixed-ability classes.

2.5.11. ESTABLISHING THE DIFFERENCES

According to Harmer, the first step towards a mixed-ability teaching is to establish who the different students are in our classroom (2001:48). In order to understand their language level we can look at their scores on different tests, and we can monitor their progress through informal observation, too. We will probably

notice that some are better writers than others and some will have greater oral fluency than others. This will tell us who needs more or less help in the class. So, the teacher can tailor his teaching methods and materials and the production we expect to the level we are working with. We might also ask students what their learning preferences are in questionnaires with items.

According to Tomlinson ([www.-writing.berkeley.edu/ TESL-EJ/ej21/cfl.html](http://www.-writing.berkeley.edu/TESL-EJ/ej21/cfl.html)), teaching a mixed-ability classroom effectively requires a 'differentiated program' that:

- differences are studied as a basis of planning.
- student differences shape curriculum.
- preassessment is typical.
- multiple learning materials are available.
- multiple options for students are offered.
- students make sense of information.
- emphasis on concepts and connections is made.
- there is variable pacing.
- students aid in setting goals and standards.
- varied grading criteria are used.

Such feedback, supported by questionnaires and our own observation, helps us to build a picture of the multi-level activities for the mix of individuals in a particular class and especially to respond their needs, interests, and preferences with an appropriate blend of tasks and exercises.

2.5.12. CLASS MANAGEMENT

Another idea suggested by Nolasco and Arthur (1989: 110) is the necessity to have a management policy. After a period of time when we get to know the

students it will soon be possible to get an idea of the level of their ability in English. As soon as we get a picture of the ability of the class we should aim to manage:

- to allocate easy questions to the less able or confident, and more difficult ones to better students.
- The composition of working groups. The English teacher needs to have a policy regarding the formation of the groups. It can be very useful to put strong and weak students in the same group. The need to help each other in a collaborative atmosphere develops an important social skill. Moreover, the stronger students can also get valuable practice by initiating conversation and providing linguistic information to the others. For other tasks, e.g. grammar exercises or writing, it may be better to separate the stronger and weaker students. Then it is necessary to set different tasks for each group. Through these activities on their own there is opportunities for extending the able and helping the weak.

By effective classroom management skills a teacher can ensure that all learners are involved as much as possible in the lesson. In other words, good classroom management skills are absolutely essential in the mixed-ability class. As a result, organising classrooms efficiently and effectively may maximise opportunities for all students to learn.

Because of individual differences in terms of language levels, learning preferences in a mixed-ability group it is difficult to keep the attention of all the students at the same time; what is interesting and challenging for one learner may be boring or too easy for another. So, the teacher while dealing with several students may lose the attention of others and this leads to a lot of noise and loss of discipline in the classroom.

According to Prodromou (1994:40) the reasons for the failure of a lesson occurs when:

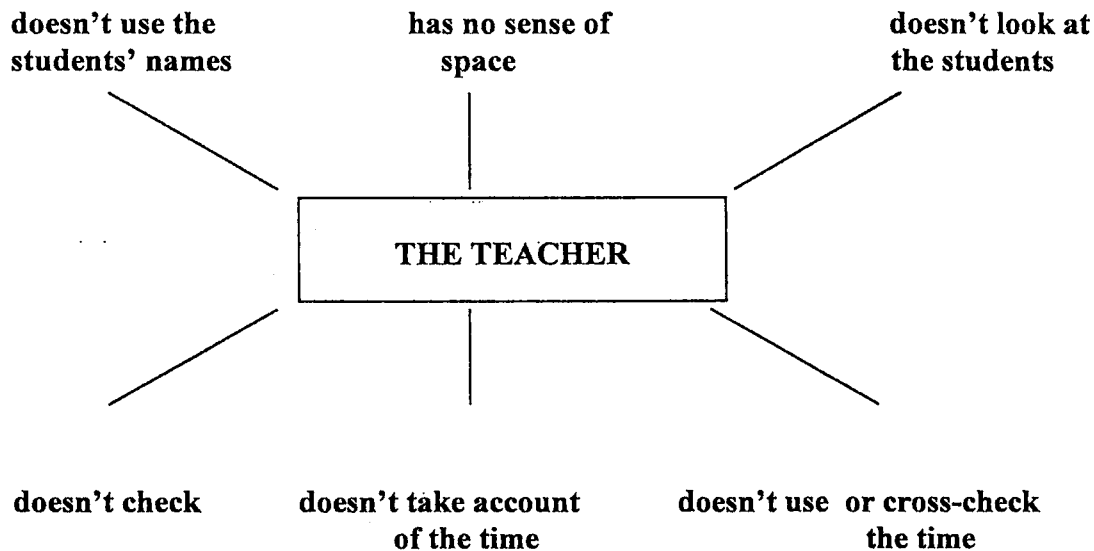


Figure 2- The Reasons for Failure of a Lesson.

“The essential task of the teacher is to arrange the conditions of the learner’s environment so that the processes of learning will be activated, supported, enhanced, and maintained.”

Robert Gagne (1976: 42)

- Brain research supports the idea of a facilitative classroom: teachers and students work together to enhance understanding, search for accuracy, and seek new topics of study.

The contrast seems very sharp and clear when an MI teacher and a traditional teacher are observed. According to Armstrong (1994:50), the MI teacher:

- Lectures with rhythmic emphasis or plays music at some time during the day to set the classroom for any objective.
- Draws pictures on the board to illustrate an idea.
- Makes pragmatic gestures as she talks or provides hands on experiences, which get students up and moving about to bring to life the material.
- Pauses to give students to reflect or gets students undertake self-paced work or link their personal experiences and feelings to the material being studied.

- Asks questions that create an interaction among students and gets them to interact with each other in different ways (e.g. in pairs, small groups or large groups).

Tice (1997:10) recommends to **make sure you involve all of the students**. It is very easy to let the strong and extrovert students dominate. However, the success of a mixed-ability lesson depends on the conscious effort to allow quieter and weaker students the opportunity to participate by:

- establishing eye-contact
- not allowing weaker students to hide at the back
- nominating weaker students to answer easier questions
- checking they have understood instructions
- monitoring during pair or groupwork

Needless to say, **eye-contact** has a remarkable role in communication as it is a supporter of what you say and how you listen and how you are understood. Prodromou advises to look at the class as you are speaking, allowing your gaze to travel gently so that you aren't staring inhibitingly at any one student (1994:46).

It is also important **to learn and to use students' names**. This will help to make students feel recognized as individuals and make them feel more involved. There are activities to help the teacher to help him/her to know names when s/he meets a new class. Tice suggests two ideas to get to know students' names (Tice, 1997:10):

Alphabetical Order

- Tell the students they have to organize themselves either by standing in a line or sitting at their desks in alphabetical order, according to their first names.
- Give them an example: write some names on the board and ask which should be first, second, and so on.
- Elicit from them what question they will have to ask their classmates: What's your name? and drill it if necessary.

- Tell them where the first student should sit or stand and where the last student should be.
- Then the students stand up, find out their classmates' names and sit or stand in the right place.
- When they are settled, go round the class in order, getting them to say their names out loud so that everyone can check if the order is correct.

Throw the ball

- Hold the ball up and say your name, pointing at yourself.
- Then throw it to a student and ask the student to say his/her name.
- This student then throw it to another student who says his/her name.
- This continues until all the students have said their names, then the students can throw the ball again, but not saying the recipient's name first.

Using their names when eliciting answers or information and when checking has a much greater effect rather than referring to them 'you'. It also establishes a better and rapid **rapport with students**, and involves them directly (Prodromou;1994:46). Similarly, NLP emphasizes the importance of **eye-contact**, **using names**, **facial expression**, and **full attention** as qualities of a good teacher. Moreover, other suggestions are the use of emphatic noises such as 'Mm', 'Oh', 'Ah', etc.; interjections such as 'Really?', 'Oh dear', 'How awful', 'What a bummer!' etc.; repetition of key words – their original words, not your interpretation of their word, questions to check you've really understood what they mean or to elicit further information: 'So what you are saying is.....', 'Do you mean that', 'Tell me more.....',etc. (Revell and Norman, 2000:111). NLP considers 'rapport' as the key to communication, to influence and one of the pillars of NLP which means minimising the differences and maximising the similarities.

Students need to feel noticed but also valued. It is important to recognise good behaviour, effort, and good work. Saying *good* and *welldone*, smiling, nodding to express approval in the class. When responding to a written work it is necessary

not just to focus on the errors but comment on what is good. **‘Reward what is good rather than punish what is bad’** (Tice, 1997:11). For example, if students are working in groups and chatting or not doing what they should, it is better to draw attention to and comment positively on those groups.

The obsession of the teacher with accuracy results in ‘errorfobia’ in learners and then lack of fluency. In order to avoid from the negative attitude in learner a teacher need to follow several strategies while correcting mistakes. Prodromou suggests several ways of treating the mistakes (1994:22-24):

- The teacher can keep a chart while marking a written or oral work. E.g.:

	PRESENTATION	PRACTICE	COMMUNICATION
Focus on accuracy			
Focus on form			
Focus on meaning			
Focus on use			
Immediate correction			
Delayed correction			
Teacher corrects			
Learner correct (themselves, each other)			

Figure 3- A Sample Chart for Assessment of Oral/Written Work

- S/he can use funny faces while marking as they create a lighter touch on the errors instead of a serious one.



a very good essay



not bad



bad



absolutely horrific

- Spot the error by:

- * marking, mixing and then presenting on the board or via OHP.
 - * showing the sentences on the board and ask them to decide whether the sentences are correct or incorrect.
- To classify errors may help both the teacher and learner think more systematically about the types of error that are being committed in the group and thus learn from them. The strategy also provide the learner with a useful record of typical mistakes.
- * you can prepare a sheet like the following for recording errors:

form	meaning	use	pronunciation	student

- * you can go round the the classroom during a communicative activity and listen to what language and how they are using it, then note down the errors by keeping a sheet including *errors of grammar, errors of meanings, errors of use, errors of pronunciation.*

“I believe that we should get away altogether from tests and correlations among tests, and look instead at more naturalistic sources of information about how peoples around the world develop skills important to their way of life.”

(Howard Gardner, 1987:187)

The biggest shortcoming of standardized tests is that they reduce children's rich and complex learning experiences to scores or grades and treat all students in a uniform way; that on the other hand ignore the children's unique experience as a learner.

Standardized tests usually demand that students be seated at a desk, that they complete the test within a specific amount of time and that they speak to noone

during the tests. The tests usually contain largely linguistic questions whereas MI assessment provide multiple ways to evaluate students. It supports the belief that students should be able to show competence in a skill, subject in any one of variety ways.

Prodromou underlines the advantages of *cross-checking method* in a mixed-ability and also large class. The method is considered not only as a time-saving activity but also a cohesive role to keep the students' attention in what their classmates are saying. The technique involves checking a response given one of student with that of other students in a different part of the classroom.

There is a tendency in teachers to consider students in terms of their weaknesses rather than their strengths. Actually, as NLP suggests, 'the resources they need are within them'. It is necessary to make them aware of their resources and abilities. According to Prodromou:

- Falling off can be a necessary prelude to learning balance.
- What students primarily need is to believe in themselves and their potential for growth.
- What a teacher need to do is to help them be aware of their capabilities instead of categorising them into 'good' or 'bad' learners.

(1994: 1-2)

Many people claim that the teacher was a key influence on students' interest or success in a subject at school. It is worth to reflect on the impression you create as teacher and trying to cultivate the qualities *bright, cheerful and friendly, organised, fair, confident, authoritative*(but not authoritarian), *enthusiastic* and *encouraging* (Tice, 1997:11)

Research suggest that creating a sense of joy plays an important role in a brain-compatible learning environment.

"Joy is something mysterious that cooks up from deep inside us when a new connection has been made, a new insight obtained, a new feat accomplished, or a skill mastered."(Armstrong, 1998)

A teacher need to use his/her voice a lot and how to do it is very important. Firstly, everybody needs to be able to hear the teacher; otherwise students sitting at the back of the class will stop paying attention. Prodromou (1994:47) and Tice (1997:11) agree on the idea that in order to underline the meaning, intention and mood, the teacher should **change the volume and tone of his voice**. It is important to create nuance in your voice at the beginning of the lesson or giving the instructions or summarising what the lesson has been about. Because students also need to be able to recognise the signals you use for, e.g. finishing activities and calling their attention. The teacher, in order to avoid any kind of discouragement, should pay attention to the intonation when interrupting students to point at something important telling the students that time is up, and when correcting the errors after a work done.

Another aspect of teacher talk is grading and relevance (Tice, 1997:11). Many teachers have a tendency to talk much. Teacher talk is fine as long as it is meaningful and comprehensible. Long, overcomplicated and boring explanations of, e.g. a grammar points are not useful and will alienate weaker or unmotivated students in particular. The teacher needs to keep his/her language simple and pause often to allow students some thinking time.

2.5.13. THE CLASSROOM ENVIRONMENT

“Nowhere else (but in schools) are large groups of individuals packed so closely together for so many hours, yet expected to perform at peak efficiency on difficult tasks and to interact harmoniously.”

Carol Weinstein(Armstrong, 1994:86)

The word ‘classroom’ traditionally represents a scene of students sitting in neat rows of desks and facing the front of the room and the teacher sitting at a large desk or standing near a blackboard and lecturing to students. On the other hand, the theory of Multiple Intelligences suggests that the classroom may be designed and

structured considering the needs of different kinds of learner. Armstrong(1994:89) underlines the qualities of an MI classroom:

- The word used by the teacher should match with the students' level of understanding.
- Words can be represented on the walls through posters and quotations, etc.
- The structure of time needs to be appropriate for students to work on long-term projects without being interrupted.
- The academic work is best focused in the morning, and afternoon is best for more open-ended activities.
- The arrangement of the classroom furniture should be available to accommodate different learning needs (written work, discussion, independent study, hands-on work).
- The room needs to be attractive for instance art work on walls. The colour of walls, plants on the window sills, cartoons and illustrations may stimulate students' senses.
- The learning environment needs to be spacious avoiding from an over-crowded atmosphere and lack of privacy.
- The MI classroom gives the students the opportunity to stand up and move around.
- The classroom should promote auditory learning through background music, pleasant environmental sounds.
- Students need to have frequent opportunities to interact in positive ways (cooperative learning, discussions, group projects) and feel in an atmosphere of belonging and trust.
- There should be appropriate time and space for privacy during the day as well as for interaction.

Most important of all, the quality of learning environment is to provide students with authentic choices in how they learn best. As long as they have the opportunity to develop themselves in academic or emotional senses, they will come in the classroom as willing, able and excited learners.

Classroom management encompasses the decisions we make on our **use of space**. A lot of classrooms traditionally look something like this:

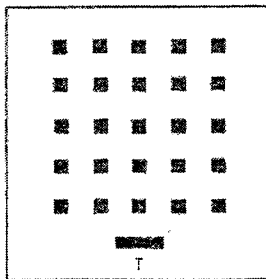


Figure 4- A Traditional Classroom

Instead of 'a distinctly militaristic style' – which we probably meet in a public school classroom- a much more flexible arrangement with a much more open space contributes affective teaching and learning. The arrangement of space should enable the maximum number of students at any time to see the board or any visual material the teacher may be holding up, or enable the teacher keep eye-contact and attention.

According to Prodromou (1994:41) for general class work, a semi-circular formation is normally best for this:

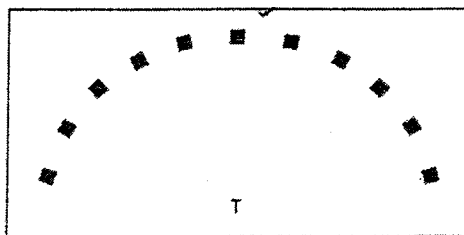


Figure 5- A Semi-circular Classroom

Moreover, a circle can be formed for discussion sessions with the teacher either joining in as an equal or sitting just outside to monitor what goes on and whisper suggestions to students trying to express themselves:

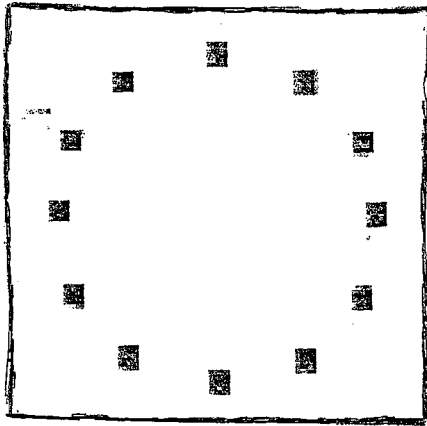


Figure 6- Circle Form of Classroom.

These two arrangement styles help the teacher keep an eye on a maximum number of learners simultaneously and focus their attention on the student speaking, or on the board or visual aids. Prodromou also suggests that teachers can often go up close to students when they are speaking. In order to involve others and keep their attention the teacher needs to avoid from standing close to the speaking one and excluding the rest of the class by turning his back on them.

The blackboard is one of the primary materials to present the grammar points and your instructions. It is a good source of information for summarising the structures the learners will use for a task given for giving support to those who need it, in a simple and fundamental way. Especially, during brainstorming sessions it provides a discreet way of emphasising how important and valuable their contribution is. By this way, the teacher may present a topic by keeping them involved in the lesson at first and integrate their ideas into the lesson.

CHAPTER 3

METHOD

3.0 Introduction

This chapter covers the analysis of the data collected from the students through an inventory and from eight lecturers through an interview, and the interpretation of the data results. The first part attempts to give an idea of how data is collected and to whom the inventory is given. The second part includes the analysis of the data collected from the students, and the third part displays the interpretation of the collected data. The last part attempts to give the interpretations of teacher interviews (See Appendix 2).

3.1. Data Collection

An inventory has been prepared and administered to the students in English prep department of Gazi University to prove the theory: **The difference between learning styles is important.** The students are from different main departments such as public relations, international relations, economics, medicine, and business administration. The inventory consists of seven open-ended statements. Each statement has five choices to be given numbers from 1 to 5 according to their learning preferences. Students will give a number between 1 and 5 in the box near each statement. “1” indicates the most suitable choice and “5” indicates the least suitable choice. 40 inventories were given to 4 different classes out of which ten students are randomly chosen. Each inventory is accompanied by an introductory page including the aim of the study, and a sample open-ended statement given numbers to each of its choices. (See Appendix 1)

The first statement is about the most effective way to learn English. There are five choices for different learning styles: Visual, auditory, kinesthetic, interpersonal, and intrapersonal. The second open-ended statement is related to the conditions

needed for effective learning by each learning style during an English lesson. The third one refers to the most effective way of studying English outside the classroom. The fourth statement is given to find out the most enjoyable part of an English lesson for different learning styles. The fifth one tries to find out what students with different learning styles think their primary need for learning a new topic is in the classroom. The sixth statement is given to find out which activity the students think they are good at. The last one is given to find out what the most effective way of learning English vocabulary is when they consider their own learning preferences.

3.2. Data Analysis

In this inventory **Simple Random Sampling** and **dependent variables** are adopted: 10 students are randomly chosen from each of 4 classes and were given an inventory. 7 open-ended statements with five choices representing a learning style were given to the students. According to their learning preferences the students arranged these five choices by giving numbers from 1 to 5. Firstly, the data was analyzed to find out whether there is a differentiation among learners. The level of measurement is **ordinal**.

These scores are obtained for each learner and re-arranged. So, each style was offered 7 times but through different statements. At the end of 7 arrangements total scores were obtained. These total scores were arranged from the lowest score to the highest one. The lowest total score represents the most dominant learning style.

THE STATISTICAL TECHNIQUES

The data gathered from the students has been analyzed by using statistical methods. The statistical analysis is based on **Bell-Doksum Test for dependent samples**. This kind of test is used to find out whether the difference between dependent samples is important or not.

A) *According to statistics:*

H_0 : The difference between learning styles is not important.

H_A : The difference between learning styles is important.

B) Analysis:

m = number of students

k = number of learning styles

z = average of total scores

Rejection criteria: 9.488

Indicate alpha (α): 0.05

k-1: Numerator Degrees of Freedom

$$BD2 = m \sum_{j=1}^k (z_j - z_{...})^2$$

$$\begin{aligned}
 BD2 &= 40 \sum_{j=1}^5 (z_j - z_{...})^2 \\
 &= 40 \sum [(0.04 - 1.25675)^2 + (0.04 - 1.25675)^2 + (0.04 - 1.25675)^2 + (0.04 - 1.25675)^2 \\
 &\quad + (0.04 - 1.25675)^2] \\
 &= 209
 \end{aligned}$$

C) The Statistical Decision:

$$\chi^2_T = \chi^2_{k-1; 0.05} \longrightarrow \chi^2_{5-1; 0.05} = \chi^2_{4; 0.05} = 9.488$$

$$BD2 = 209 > \chi^2_{4; 0.05} = 9.488$$

D) *The Statistical Interpretation:*

So, with the $\alpha = 0.05$ the students who are learning English at the prep department of Gazi University and who participated in this research are proved to have different learning styles. In other words, these classes are proved to be mixed-ability.



DESCRIBE SAMPLE STATISTICS

Students	VISUAL	AUDITORY	KINESTHETIC	INTERPERSONAL	INTRAPERSONAL
1	26	22	15	18	24
2	19	12	28	25	23
3	15	19	29	24	18
4	21	16	19	27	22
5	24	27	21	16	17
6	21	20	15	27	19
7	19	21	18	24	23
8	22	20	21	16	26
9	10	25	15	27	28
10	17	30	11	19	27
11	22	16	23	20	24
12	25	19	24	23	15
13	14	17	29	20	25
14	13	21	26	29	16
15	16	25	26	18	20
16	14	19	22	30	20
17	27	17	26	20	18
18	20	23	25	18	24
19	18	24	23	26	13
20	20	17	21	30	14
21	10	21	26	22	30
22	24	25	19	16	22
23	20	23	24	18	25
24	20	16	23	22	15
25	29	18	22	19	17
26	16	32	21	27	9
27	9	22	29	26	19
28	23	22	15	29	16
29	12	21	23	27	22
30	20	29	13	21	22
31	20	26	21	25	15
32	28	25	19	17	16
33	20	25	17	21	22
34	28	22	15	23	16
35	26	20	25	19	15
36	27	19	23	20	16
37	16	18	26	24	21
38	26	30	16	20	12
39	20	19	25	23	18
40	12	19	18	25	31

TABLE 3 - Total Scores of Students' Learning Styles

COMPUTE TEST STATISTICS

Students	VISUAL	AUDITORY	KINESTHETIC	INTERPERSONAL	INTRAPERSONAL
1	5	3	1	2	4
2	2	1	5	4	3
3	1	3	5	4	2
4	3	1	2	5	4
5	4	5	3	1	2
6	4	3	1	5	2
7	2	3	1	5	4
8	4	2	3	1	5
9	1	3	2	4	5
10	2	5	1	3	4
11	3	1	4	2	5
12	5	2	4	3	1
13	1	2	5	3	4
14	1	3	4	5	2
15	1	4	5	2	3
16	1	2	4	5	3
17	5	1	4	3	2
18	2	3	5	1	4
19	2	4	3	5	1
20	3	2	4	5	1
21	1	2	4	3	5
22	4	5	2	1	3
23	2	3	4	1	5
24	3	2	5	4	1
25	5	2	4	3	1
26	2	5	3	4	1
27	1	3	5	4	2
28	4	3	1	5	2
29	1	2	4	5	3
30	2	5	1	3	4
31	2	5	3	4	1
32	5	4	3	2	1
33	2	5	1	3	4
34	5	3	1	4	2
35	5	3	4	2	1
36	5	2	4	3	1
37	1	2	5	4	3
38	4	5	2	3	1
39	3	2	5	4	1
40	1	3	2	4	5

TABLE 4 - The Order of Learning Styles According to Total Scores

DECIDE RESULTS

82

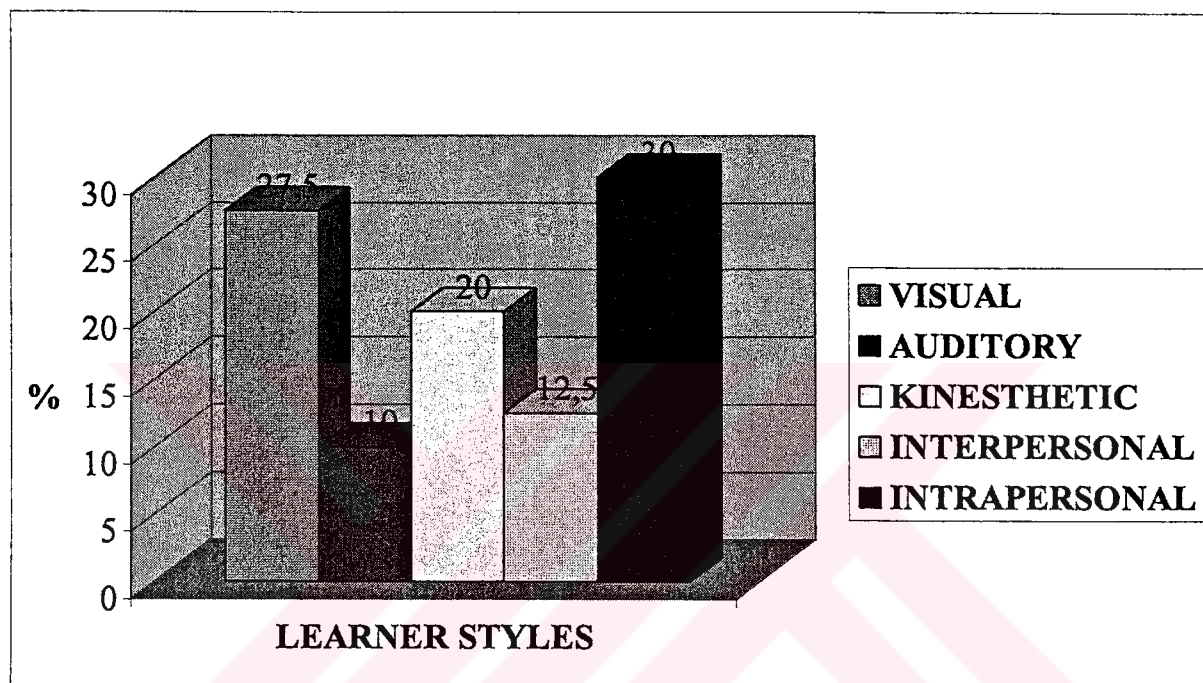
1	2,87	1,08	-0,55	-0,31	1,16	82
2	0,84	-0,33	1,88	1,14	1,08	
3	-1,32	0,67	1,81	1	-0,59	
4	0,59	-0,25	-0,33	1,49	0,79	
5	0,74	0,76	-0,05	-1,65	-0,09	
6	1,49	0,52	-1,42	2,56	-0,22	
7	-0,82	-0,73	-1,18	1,14	-0,35	
8	-0,35	-0,82	-0,73	-1,18	1,14	
9	-2,31	-0,53	-0,71	1,01	1,13	
10	-0,72	1,49	-1,65	0,95	1,03	
11	0,41	-0,35	1,01	-0,22	1,09	
12	1,15	-1,1	1,14	0,79	-1,42	
13	-0,73	-0,53	1,49	-0,31	0,45	
14	-1,81	0,53	0,67	1	-1,37	
15	-0,62	1,14	2,87	0,53	1,01	
16	-1,78	-0,13	1,09	1,16	-0,05	
17	1,08	-1,65	0,51	-0,6	-0,94	
18	-0,67	1,08	2,76	0,45	1,49	
19	-0,05	1,14	0,45	1,5	-0,31	
20	0,52	-0,59	0,74	1,16	-0,6	
21	-1,78	-1,25	0,76	-0,62	1,49	
22	0,74	1,49	-0,72	-0,82	-0,51	
23	-0,35	0,67	0,95	-2,5	1,08	
24	0,45	-0,53	2,83	2,56	-1,18	
25	1,64	0,51	1,26	0,51	0,51	
26	0,45	1,13	0,57	0,74	-0,82	
27	-1,37	0,53	1,81	1,08	-0,35	
28	1	-0,16	-0,59	1,16	-0,53	
29	-0,67	0,45	0,74	1,4	0,57	
30	-1,37	1,14	-2,01	-0,53	-0,35	
31	0,76	2,56	0,82	1,03	-0,05	
32	1,4	1,08	1	-0,35	-1,1	
33	-0,31	1,4	-0,73	0,37	1,08	
34	1,4	-0,82	-1,65	-0,33	-1,18	
35	1,13	0,26	0,95	-0,12	-1,78	
36	1,13	-0,97	0,57	0,05	-1,18	
37	-0,18	0,05	2,83	1,14	0,94	
38	-0,35	1,16	-0,82	-0,53	-0,84	
39	-0,16	-0,73	0,74	-0,59	-1,65	
40	-0,42	1,13	1,16	1,14	2,87	
TOTAL	1,65	10,5	20,27	16,4	1,45	50,27
MEAN	0,04125	0,2625	0,50675	0,415	0,03625	1,25675

BD2
209,403165

TABLE 5- The Statistical Reflection of Total Results According to z value table for Bell-Doksum Test

3.3. Implementing the Statistical Results In Terms of English Language Teaching

The statistical results show that there is a clear difference among learners in terms of their learning styles.



Graphic 1 – The Distribution of Learning Styles Among Learners

The inventory also indicates that %27,5 of learners are visual. Considering the statements they gave the highest score it can be suggested that such learners think they learn English best through visual aids like pictures, video and OHP. They also agree that they understand better when they see what they have been taught on the board. While studying at home, visual learners also like to underline or sign on their books or notes with colored pencils. According to the visual learners, the most enjoyable part of an English lesson is the teacher presentation via pictures and video. Moreover, they need to see the teacher's body language and facial expression to fully understand the content of a lesson. The students with visual learning style think that they are good at visualizing a story or a reading passage given during an English lesson. They usually learn English vocabulary best through visual explanations.

Moreover, another statistical result is that %10 of the learners are auditory. This means that auditory learners learn English best through listening to English cassettes and English songs on radio if possible. It can also be concluded that these learners need to hear the information in order to fully understand a topic. According to the auditory learners, the most effective way to study English at home is to repeat what they learnt by reading out loud. They enjoy listening comprehension activities most. They consider hearing all the intonation and stress of lecturer's voice during a lesson as the primary condition to grasp a new topic presented. They think that they get the highest success at listening activities. The auditory learners prefer learning new words by pronouncing them loudly. This style of learning is also the lowest one among others.

On the other hand, it can be concluded from the results that %8 of the learners are kinesthetic. This statistic means that for the kinesthetic learners the most effective way of learning English is practising and experiencing it in the classroom. They also prefer drama and role-play activities to experience English. Furthermore, the kinesthetic learners enjoy improving their English through games such as taboo and scrabble at home. They consider the most enjoyable part of the lesson as drama and role-play activities. They agree on the fact that they need to take notes during the lesson to fully understand a new topic. They find themselves good at physical activities such as role-plays and drama activities. They also like to learn new words through games in the classroom.

The statistical results obtained from the inventory conclude that %12,5 of learners are interpersonal. Referring to the results it can be easily stated that the interpersonal students prefer studying collaboratively and group work as the best way of learning English. They also think that they need to involve in speaking activities with their friends in the classroom to acquire English most effectively. While studying at home, the interpersonal learners like to study with their friends. They find discussion activities the most enjoyable part of an English lesson. Interactive activities get them grasp a new topic best. Parallel to their answers they also think that they are good at discussion activities. Using the new words during a communicative and interactive activity is the best way of learning them.

Finally, another interpretation based on the statistics is that %30 of the students have intrapersonal learning style. In addition, this type of style obtained the highest percentage. According to these learners, the best way to improve English is self-study. They also state that they understand better when they adapt a topic to their life and when they do activities about themselves. They think they are aware of their own deficiencies in English and study at home to improve their English knowledge, which they find inadequate. For intrapersonal students, the most enjoyable part of an English lesson is making examples or filling a survey about themselves. In order to grasp a new topic they prefer establishing similarities with their own life. They think they are good at self-writing activities. Lastly, the easiest way to learn English vocabulary is to use it while expressing their own life and ideas.

3.4. Analysis of Teacher Interviews

Lecturers teaching in the prep classes “absolutely” consider their teaching group as a mixed-ability class. They agree on the reason for the heterogeneity of the group, and it is *different learning styles*. Three of them also underline the importance of several factors such as their background, their level of English, and their interest in English, and motivational differences. Another lecturer suggests some students do slower or quicker than others in the class. The prep classes also consist of students from different departments. This means that they have different needs for learning English.

When they are required to arrange the factors, the most preferred reason for a mixed-ability class is suggested to be motivation. The second one is usually considered to be level of English. The least preferred answer is social background.

According to all lecturers participated in this study, the most important qualities of a good learner are motivation, enthusiasm, interest, positive attitude towards learning a language, and being aware of his own learning style and learning strategies. One of the lecturers points at the importance of attendance to the class. The students need to know and understand “Why they are learning English”. A good student also is expected to be well motivated in order to “catch on to what the teacher is trying to teach.

One of the lecturers claims that kinesthetic students learn best in their classes. Depending on their observation such learners do not hesitate to participate in activities with physical response and enjoy experiencing and practicing the language rather than passive participation. Another lecturer agrees with the idea and suggests that as they tend to have the habit of taking notes, visual and kinesthetic learners have chance to repeat what they learn. In addition, interpersonal and kinesthetic learners are suggested to be more extrovert and willing to participate in communicative activities that enhance language learning in the classroom. The departments related to engineering learn better, as they can be considered to be left-brained. Two lecturers support the idea that students, who listen carefully, pay attention to the lesson, and who are capable of making comparison between English and Turkish learn best.

On the other hand, the students who have negative attitudes and lack in motivation because they think they will never manage English are considered to learn slower. One of the lecturers suggests that as they are unlikely to show their ability and to participate in interactive classroom activities, intrapersonal students seem to learn slower than others at first. Moreover, the students, who do not attend the class regularly and willingly are suggested to learn slower than other others. The learners, who came from foreign countries, have difficulties in understanding English grammar when the lecturer uses mother tongue to clarify several points.

Being aware of their learning styles and then having one's own learning strategies are suggested to be some of the best ways to learn a language. Moreover, a very good course book, and competent teachers get the learners expose to English in different ways by providing variable materials appealing to all learning styles and authentic materials. According to three lecturers, although it seems impossible to create an authenticity in the classroom, a guiding teacher may provide his class with authentic materials, activities, and real-life situations. Furthermore, another lecturer supports the idea that learners need to take notes and repeat what is learned. They also need to improve their English outside the classroom by listening to English songs, watching English TV channel if possible and on the Internet.

Six lecturers say that as learners share the responsibility, they can self-correct their mistakes or errors during pair or group work. Another teacher suggests that they can sometimes self-correct if she slightly leads them.

Note-taking (particularly during listening activities), self-study, paraphrasing complicated sentences, summarizing, guessing, inferring, reasoning, analyzing, and practicing what they have learnt are the primary strategies encouraged in their learners.

All the lecturers always advise their learners on their action plans. Especially after quizzes mistakes and error are corrected – through some games as one of them says. For further study lecturers recommend exercise books or textbooks. They implement ideas and suggestions from evaluation of their students.

According to the lecturers there is no perfect method to keep all the students involved in the lesson, but shifting between the methods works a lot. However, they sometimes use grammar translation method to enable the learners to fully understand the language structures. Communicative activities are also considered to be useful to get the students interact with each other. Seven of them suggest that group and pair works are good ways to keep all of them involved in the lesson. One of the lecturers says that he brings variable materials and offers different choices for different learners.

Communicative activities such as role-plays, games and warm-up activities are the primary activities presented to attract all the students' interest. One of the lecturers says that she usually uses the tasks offered in each unit of the course book; it may be a crossword puzzle, or an information gap, or a discussion. Two of them suggest that as the students like winning and feel confident to express themselves in a group they enjoy group work or pair work. Speaking about their fields of interest, jokes are suggested to attract learners' interest. An introduction to a topic with pictures or daily news also works in raising the interest.

However, any lecturers cannot set tasks of varying difficulty and continuous assessment in conjunction with formal tests, as time is limited. Instead they bring extra work or remedial work when course book seems inadequate.

All of them also often bring grammar exercises, worksheets after each teaching point. They think that such exercises prepare them for the quizzes and the midterms.

Six of the teachers consider the role of the textbook to be important. Four of them think that the course book offers different activities for each student's preference, but each activity does not attract the learners' attention. On the other hand, four lecturers do not agree with the idea that the course book appeals to all learning styles in an adequate level. They find the course book task-based rather than communicative. In their opinion, it needs to appeal to different fields of interest.

However, all the lecturers think that a textbook can never be considered enough, as it is hardly probable for a course book to offer different choices for students. Therefore, the course book needs to be supported with activities of varying difficulty and preferences.

As lecturing a class is shared between two partners at prep departments, two of the lecturers agreed that each of them emphasizes different skills. Therefore, one of the lecturers says that they often make use of drama activities. The other says that she can never do it as she concentrates on grammar part of teaching. She supports her idea with two reasons: It takes a long time; and not all of the students want to participate in them. Another lecturer says that role-play is done by the same students and the others act as audiences. Rather than drama and role-play activities she prefers asking them to work in pairs and to create a very interesting dialogue according to the subject. Then they read their dialogue and she chooses the best one. She also adds that she always explains why she liked the best one. On the other hand, two of them say they can involve all of their learners in role-playing and drama activities. The personality and the level of the student play an important role in their participation. One of them states that she even managed to involve "shy students" in drama activities.

All of the lecturers suggest that they frequently make use of group work. One of them explains that in a prep class students hate sitting and listening to the teacher all the time. In each pair or group work she usually changes the students' places to get them to meet a new person and to create new things with his partner. They state that group and project work go parallel with the topic of the unit.

They present different activities to suit the students' levels of tiredness and concentration. For instance, one of the lecturers gets the students play hangman in the last lesson. She says: "They are crazy about it!". Games and extra exam materials, talking about daily events are preferable ways to be when the level of concentration decreases.

The lecturers sometimes support the lesson with several visuals such as pictures or realias. However, they say that they would like to have video lessons in parallel with the topic presented. One of them also depicts that the teacher is one of the most important visual aids by acting out the new language structures or vocabulary.

Apart from writing activities the lecturers frequently make use of the auditory materials accompanied by the course book.

The common implication for a teaching group is that the same students always finish first and can get bored and then disturb their friends. It is difficult to find a way that both keeps the more able students interested and does not lose the students who find it difficult. One suggestion is making tasks more difficult. While one of the lecturers suggests limiting the time given for an activity, five of them state that group work is very useful as the students are arranged in an equal level within each group and feel themselves confident to express themselves.

In order to prevent the weak ones from being left behind, the lecturers presents different suggestions: One says that she goes near them and explains how they can do a task; she explains that this way of approach really motivates the students and the students feel they can do it. Another lecturer offers extra or remedial work to the weak learners, or offers them extra time to re-teach the topic. In addition, group work is also considered to prevent weak ones from being left behind. By student-student interaction they learn a lot from each other.

According to six lecturers, the most effective techniques are pair or group work as the students like a cooperative atmosphere. On the other hand, they sometimes try drilling activities for individual learners to realize their mistakes. One of them states that doing exercises individually gets students learn English more effectively while another lecturer suggests communicative approach is the most

effective way. Mechanical exercises are also considered to suit the level of weak learners.

The teacher is the dominant and vital factor in learners' attitude and motivation. Although they use the same methods, two teachers may get different results as they reflect these methods through their own qualities. Most of the lecturers say that the teachers may get different results because of different levels of English, and concentration.

Six of the lecturers, depending on their observation, are able to establish the individual differences in the classroom. They also agree on the fact that the number of each class is suitable enough to notice the differences. One of the lecturers classifies the differences as *age*, *experience* and *knowledge*. They all pay attention to take their learners' styles into account. The answers obtained from the interview also conclude that besides their learning styles, level of English, and attitude the students bring their motivation and concentration to the classroom that can change time to time. Therefore, some of the lecturers find it difficult to establish the individual variations. The most common way among the lecturers to establish the differences is observation.

Several techniques about explaining a topic to less competent learners are offered by the lecturers. One of them suggests that she teaches a grammar topic several times and asks her students to teach her again.

For the application of VAK formulation the course book is considered to be helpful by the lecturers. In addition, four of them offer different tasks, visuals such as pictures from magazines or newspapers, auditory materials such as a tape-recorder, role-play and drama activities for kinesthetic learners.

Two of the lecturers agree that simplifying the classroom language, giving more examples in varying difficulty, and examples from their own life are good techniques to explain a topic to their less competent learners.

Rather than the methods, the students are more concerned with the professional attitude of the teacher. This shows that the teacher plays the most important instrument, which increases the motivation among the students in the classroom. The question of what professional qualities needed in a language teacher gets different answers. One of the lecturers who is 37 years old says that she realized

that age is an advantage. She explains that the students see her as “a mother” and are fully respectful. The students try to do their best. On the other hand, other answers obtained from the interview conclude that an effective classroom management, being aware of different learning styles in the classroom, creating a positive and cooperative atmosphere and a good rapport are considered to be the most necessary professional quality of an English teacher.

All of the lecturers say they always praise even a very little thing. Extra marks, small presents, and a round of applause are also thought to encourage their learners.

The lecturers consider a friendly and cooperative atmosphere the most important aspect of learning. One of them thinks that classroom is the small unit of a society and therefore, it requires cooperative activities. The students are expected to learn best only if they are comfortable with their surroundings. According to all lecturers with the help of a friendly atmosphere student motivation and participation can be kept at a high level.

Seven of the lecturers end their lessons by giving a short revision of the main points or the vocabulary learnt; doing workbook; doing exercises; or playing a game. Another lecturer asks his students how they found that day or if they enjoyed the lesson or what they enjoyed most

Classroom observation would support the view that individuals have several characteristics, which influence their success in language learning. Educationalists agreed on the fact that there are different kinds of learners. The question of ‘how teachers can tailor their teaching to match the personalities’ has been of main interest. When they are asked what kind of suggestions they can offer for the mixed-ability classes some of them say it is hard to manage the problems in a mixed-ability class. As they read the introduction to the study most of them agreed with Rose who likens a mixed-ability class to a lift. Everyone needs to get into the lift to start with. Some students will run into the lift, some will have to be dragged in. Some students will travel right to the top of the building, some may stop at the third floor and some may only reach the first floor, but everyone will have traveled somewhere successfully. At the end of a class, every student can leave the room feeling that they have been challenged and that they have achieved something (Rose; 2000:4). Placing

the students according to their level of English knowledge is a good idea; however, it does not seem enough. One of the lecturers suggests that different levels should also be divided in themselves. Other most common suggestions are trying different methods and techniques, having variety of materials, taking level of English and the learning styles of the students into consideration while teaching, and group work, which leads students to a point where they can influence and motivate each other.



CHAPTER 4

IMPLICATIONS FOR TEACHING

4.0. Introduction

In this chapter, some lesson plans including activities related to four basic skills and several suggestions for mixed-ability class teachers are presented. Each lesson plan is designed taking the learners' language level and learning styles into consideration. These lesson plans suggested for mixed-ability classes can be used in different forms according to the conditions of the class, students' needs, levels and interests in learning a new language. EFL teachers can make use of them directly or by tailoring them according to their own approach and their students.

4.1. LESSON PLAN 1 - Reading

Overall Aim: Developing The Reading Skill

Objectives: By the end of the lesson the students will have developed their reading skills by practising the sub-skills of:

- * * Skimming
- * * Reading and Note-Taking
- * * Intensive Reading
- * * Reading and Giving Physical Response
- * * Deducing

Time: 40 min.

Level: Pre-Intermediate

Materials Needed: A copy of the first two paragraphs of the text.

“Pearl” by John Steinbeck. (Short version) (See Appendix 3 and 4)

1. THE PRE-READING STAGE:

Step 1: Scrambling the title (3 min.)

A P R E L

1. * The teacher encourages the learners to find out the scrambled word. S/he accepts all the meaningful suggestions and writes on the board.

Step 2: ELICITATION/ DISCUSSION

Setting the scene through some guiding questions. (5 min.)

1. What do you have to do for being rich?
2. Is it always necessary to work?
3. Do you know any of valuable stones?
4. Have you ever seen or had a valuable stone?
5. What would you do if you found a pearl? Would you sell or keep it?

Step 3: Guessing the idea of the story. (2 min.)

- * The teacher gives the roles before the students begin to read the text.
- * The reading activity will be accompanied by a piece of music, preferably a slow instrumental one.

2. THE WHILE READING STAGE:

Activity 1: The teacher enable the students to read the first two paragraph of the text, and comparing it with their predictions. (10 min.) – See Appendix 2

Activity 2: The students are encouraged to practise the Reading subskills separately taking their role cards into consideration. (10 min.) - See Appendix 3

1. Interpersonal Student practises the subskill of reading and taking notes.
2. Linguistic Student practises the subskill of intensive reading.
3. The logical student practises the subskill of intensive reading.
4. The musical student practises the subskill of skimming.
5. The kinesthetic student practises the subskill of reading and giving a physical response.

6. The visual learner practises the subskill of skimming.
7. The intrapersonal student practises the subskill of deducing.

3. THE POST-READING STAGE:

- * * When they finish reading they immediately get into groups of seven or fewer.

Activity 1: Speaking: They start discussing the text following the instructions on their card.

Activity 2: Writing: The students are encouraged to change the end of the story and rewrite it.

4.2. LESSON PLAN 2 - Listening

Overall Aim: Developing The Listening Skill

Objectives: By the end of the lesson the students will have developed their reading skills by practising the sub-skills of:

- * Listening for Gist
- * Listening for Specific Information
- * Listening and Taking Notes
- * Guessing the Meaning from Context

Time: 40 min.

Level: Intermediate

Materials Needed:

- * The text of the song "Leaving on a Jet Plane" by John Denver - See Appendix 4,
- * A worksheet for pre- and while listening activity- See Appendix 5,
- * A second worksheet for matching in the vocabulary activity,
- * New words written on colourful cardboards,
- * Pictures for setting the scene,
- * Several scenes of departure

1. PRE-LISTENING STAGE:

Step 1: Vocabulary items to be taught. (10 min.)

New words: leave on / lonesome / blow horn / let down / play around / to be on one's own way / promise

- * The teacher pastes the coloured new words on the board.
- * Then she gives the Hand-out 1 to get the students match the words with their meanings. They will probably predict most of the meanings.
- * S/he pastes the words like a star (wordstar) and encourages the learners to make a story out of them. (6 min.)

Step 11: Elicitation / Discussion about the topic based on visuals (6 min.)

- * The teacher encourages Ss to elicit something associated with the topic by looking at the pictures (departure pictures); guiding questions to get them to predict.

Guiding Questions

1. How do people leave at the time of departure?
2. What do they say to each other?
3. What do they promise to each other?
4. Look at the pictures on the board and tell the situation.
5. What can you tell us about their relationship?
6. What does the man possibly say?

Step 111: the title "Leaving on a Jet Plane" is scrambled. **Je. Plane Leaving a
Jet on**
(2 min)

2. WHILE-LISTENING ACTIVITY

Activity I: The teacher gets the students listen to the first stanza of the song and compare it with their predictions in the pre-listening stage. (6 min.) – The teacher asks the students whether they want to listen to it again.

Activity II: Then she enables them to listening to the rest of the song and tick off the pictures mentioned in the song. (6 min.) – See Appendix 6.

The answers will be checked through a slide on OHP.

Activity III: The students are encouraged to listen to the song once more to note down the exact statement under the picture it refers (ie. He will sing for her). The answers are checked with a slide again. (5 min.)

3. POST-LISTENING ACTIVITY (5 min.)

* **Multi-level tasks:** The teacher offers several alternatives to the students. Each student chooses the most appropriate one considering their English level, learning preference, etc. After they finish their task they are going to present or perform it.

Activity I: Write a letter / a note to your lover / your mother before leaving. – If you want, you can imagine that you are going to leave him/ her for a long time. (The activity is appropriate for the students from different levels, also for the intrapersonal and linguistic students.)

Activity II: Make a role-play with a friend and perform a departure moment. (The activity can be considered to be a kinesthetic, interpersonal one. Both weak and strong learners can also use it)

Activity III: Write the rest of the story presented in the song. (The activity is mostly appropriate to the linguistic and intrapersonal students. As it is a kind of creative writing it may require complex structures which strong students are likely to manage.)

Activity IV: Visualize the most vivid departure moment you have seen – in real life, in a film,... (The activity is related to the visual and intrapersonal learning styles)

Activity V: Remember the most impressive song about a departure you have ever listened. Share it with us by singing or humming. (Needless to say this one is offered to auditory –musical- learners.

4.3. LESSON PLAN 3 – Writing

Overall Aim: Developing The Writing Skill

Objectives: By the end of the lesson the students will have developed their writing skills by practising the sub-skills of:

- * Enabling the learners to write accurately
- * Getting them develop their organization skill
- * Getting them use cohesive devices

Time: 40 min.

Level: Pre-Intermediate

Materials Needed: * A pencil and a paper.

- * Some music –preferably classical, slow, instrumental.

1. PRE-WRITING STAGE:

Step 1: Generating Ideas. (10 min.) – Guided Fantasy

- * The teacher first asks the learners close their eyes and relax. She also explains them that she is going to speak with them at that time; they are encouraged to visualize the thing she asks. (This step is related to visual, auditory, intrapersonal learning style and all levels).

A Place	Weather	People	Situation	Feelings

Sounds	Colors	Adjectives	Things	Suddenly

- * The music starts and the teacher begins to guide the students in their fantasy.

Guiding Questions

1. What kind of a place is it?
2. What's the weather like?
3. What do the people look like? What are they doing?
4. What about the situation?
5. How do you feel? What are you doing?
6. What can you hear?
7. What colors can you see?
8. Which adjectives do you recall?
9. What others things are there?
10. What happened suddenly?

* The teacher encourages the learners to look at the words and think about what they recall? They can preferably take notes while the teacher asks the guiding questions once more. (5 min.) (Taking notes can enable kinesthetic, visual and linguistic learners to fully involve in the warm-up stage.)

Step II: Focusing / Planning (10 min.)

* The teacher enables the learners to look at their notes and organize them to form a story. She also explains that the best story will be published in a class newspaper or displayed on the wall. (As it depends on their imagination step II is offered to all levels and all learning styles.)

Step III: After they organize their notes, the teacher reminds them of the cohesive devices previously learnt. S/he encourages them to write their own story considering their fiction. (15 min.)

Step IV: At the end of the lesson these stories are exchanged among learners and checked.

4.4. LESSON PLAN 4 -Writing

Overall Aim: Developing The Writing Skill

Objective: ☺Fluency

☺Getting the learners use language features such as moreover, in addition, furthermore, finally,... appropriately.

Time: 80 Minutes

Level: Intermediate

Materials needed: A personal profile questionnaire (See Appendix 7), music

1. THE PRE-WRITING STAGE:

In order to motivate them to write Ss are asked to look at their partner's face and draw some pictures on a paper (with some music in the background): something that reminds them of him/her; to write a word they associate with him/her; to write

the most characteristic part in his/her face. (Visual, kinesthetic, musical, intrapersonal, all levels of English)

First of all, the teacher explains that the aim of the exercise is to produce a 'personal profile' of each student for a newspaper. Students answer the questions on the worksheet and then these are published. In order to guide and help them students are given a questionnaire. They work in pairs. One is the journalist who asks the questions. The other is the interviewee. The journalist writes down the answers. Then they change roles. Responses can be joke or honest. Students are allowed not to answer any two questions they choose. (Interpersonal, all levels of English)

2. THE WHILE-WRITING STAGE:

Students write an outline of the profile of the person they interviewed. They organize their ideas select where to put them. This is where the teacher will introduce some of the features such as 'in addition to ...', 'besides', 'on the other hand', 'therefore', 'moreover', 'furthermore' ,etc. The teacher can also guide the weaker students during organization of ideas. At the end they are asked to find a headline that will attract the readers' attention. The teacher now elicits the fact that headlines frequently use the present simple tense.

3. THE POST-WRITING STAGE:

Profiles are published in a class newspaper or displayed on the wall. When students see their own profiles, as a speaking activity they identify one thing they have learnt about themselves through doing this exercise.

(Adapted from Revel,J.& Norman,S;1999: 8)

4.5.SUGGESTIONS FOR MIXED-ABILITY CLASS TEACHING

After the categorization of learner styles by understanding that there are different individuals in our classes, it is vitally important to adapt and plan the activities that will be appropriate for them. Therefore, we need to recognise which

student needs more personal attention than others, and which needs different kinds of explanations and practice of language. Some students respond better than others to discover activities whereas others may prefer a more directed approach to language study. Yet others may respond with enthusiasm to creative writing or speaking activities whereas some of their colleagues may need more structured work.

It is important not to forget that a teacher experiences problems such as appealing to each individual and his/her learning preference or 'intelligence' and controlling students who want to disrupt the lesson while preventing bright students from getting bored and the weak ones from being left behind. These problems exist in most classrooms because students are individuals.

The problems in a mixed-ability class are not just because of students' motivation and preferences but teachers' attitudes as well: loss of faith in their students' desire to learn. Indeed the problems begin at the point of acceptance of futility to improve the situation. The teacher should encourage the students to believe that the resources they need are within themselves and be aware of their individual differences considering them as an advantage instead of an obstacle. In order to bring out the underlying strengths, the teacher should build up his own confidence and professional skills. Therefore, the first step towards the solution is to extend and vary teachers' roles in an ELT classroom.

A teacher should identify his role for a specific circumstance and adapt it to the needs of his students in order to make his role more effective in both the short-term and long-term. He also needs to identify the existing qualities which he has already developed in himself, and those he could develop in himself in the future (such as being friendly, not pushing weak learners, asking students' opinions, letting the students do it by themselves in groups, etc.) and to identify professional objectives for the future .

Needless to say, the teacher should change the role and way of solution in order not to be boring, demotivating and demotivated. There is no set frame that can be adopted in all situations. No matter he is extrovert or introvert theatrical or non-theatrical, depending on his own personality, a teacher can hold the attention of a class, and make learning enjoyable and effective.

As the teacher-pupil relationship is to change and evolve in the course of time, it can lead to boredom in both the teacher to use the same tricks and the students to experience them again and again. Depending on his teaching experience and relationship with pupils, the teacher can generate new ideas and techniques in addition to ELT methodologies. By this way he can cope with the plurality of needs in a more personal way. The teacher can 'revitalise' his personal pedagogical viewpoint and widen his techniques. Knowledge of ELT history and practice means not only knowing a wide range of methods and techniques, past and present, but applying them ready due to the situation. Therefore, it is important for the mixed-ability teacher to be familiar with the rich tradition of language teaching methodologies and be able to draw on its resources freely.

Teachers are expected to expand their professional practice. Rather than spoon-feeding the teacher leads students to a point where they can discover. Learning is not a passive activity dependent upon teacher's facts and ideas. Learning is a generating process by referring to prior experiences of students.

Teachers are expected to continually search for new ideas and strategies to enhance students' performance and educate the students based on expectations beyond the classroom.

Each student's brain is as unique as a fingerprint. Teachers as mediator of student learning adapt a curriculum that matches with the needs and interests of these unique members.

Collective autonomy is needed to create optimum success for students. While they are independent individuals, teachers need to interact with each other to reflect on their observations and to convey their ideas and strategies on a theoretical basis.

As professionals teachers put the needs of their students before their personal comfort and they also function interdependently with students and parents as well as their colleagues to form a collaborative community.

In the traditional classroom, the teacher spends much of time directly teaching students. Traditional teaching involve too much of lecturing and writing on the blackboard at the front of the classroom. However, MI teacher can design a lesson which stimulates the eight intelligences. He can shift his method of presentation from linguistic to musical or to kinesthetic and so on. He tries to

combine intelligences creative ways so that he can get all students involved. And appeal to all of them.

The teacher should be aware of the fact that errors are necessary steps to success in learning process. It's because learners need to be encouraged to develop the right attitude to their errors. Instead of eliminating mistakes and correcting their every mistake constantly, the teacher can give way to a comfortable class atmosphere without the anxiety and hesitation of making mistake. There are also ways of correcting which encourage learners and also ways which discourage them.

In the traditional teaching methodology, authority is established through testing rather than teaching. Power of the lesson is based on teacher's dispensing of marks and penalisation of error. A remarkable distinction between testing and teaching process may lead to a major obstacle to the handling of the mixed-ability classes.

Instead of a distinctive line between testing and teaching which may result in anxiety and demotivation, a holistic approach is much more effective as it handles assessment and teaching as an integrated process. Prodromou shows the main differences between the two terms; testing and teaching and underlines the fact that how crucial a positive and holistic approach is in uniting and motivating a mixed-ability group. Just as the theory of Multiple Intelligences suggests that any instructional objective can be taught in at least eight ways any subject can be assessed in at least eight different ways.

Personal encouragement and praise can do much more than constant and serious correction because it keeps the motivation as well as a positive and achieving attitude in learners. In the learning context, the way we talk about our learners affects the way we talk to them.

In recent years, in Turkey there has been an increasing awareness of specific language learning strategies, which can ultimately influence the learning outcome. However, unfortunately it is not so common in most public schools. The language programmes, such as prep departments at universities are conscious enough to attempt to reach a learning environment where both teachers' beliefs and learners' preferences can be satisfied. It is necessary to insist on promoting the kind of self-

autonomous learners based on their learning styles. Therefore, learner personalities and styles have been a major factor in a language classroom.



CHAPTER 5

CONCLUSION

In the first and second chapter, we described the term “mixed-ability” as referring to a variety of types of differences among our learners: learning level, learner styles, motivation, attitude, the way their brain work, learning preferences.

All classes are mixed ability classes, and all individuals differ in a wide range of levels and abilities from each other. Although it seems a hard work to challenge at first, the mixture of skills and abilities can be taken as a positive factor. Such classes develop a positive and collaborative atmosphere not only for students but also for teachers if the teacher provides a variety of work suitable for different learning strengths and styles.

The main focus of this study is the reasons and problems of mixed-ability classes. The main idea I tried to convey is that in practice, what is needed most is a change of emphasis in the classroom: to create a context where all learners feel valuable and confident to try. A mixed-ability class can offer all the students in it an appropriate challenge that gets them progress in their own terms.

A mixed-ability class teaching requires adaptation of course book considering learning styles and levels, supporting materials (such as open-ended, multi-level activities,...), a positive attitude to embrace all learner variations. In order to appreciate and manage the diversity of among learners, the teacher should first recognize each student’s learning profile through observation or a questionnaire.

Considering the importance of learning styles and levels in EFL classes, a case study has been carried out in the Prep Department of Gazi University in order to identify the learning styles of the students. Therefore, an inventory has been used to find out which learning styles students employ. The inventory consists of seven open-ended statements with five alternatives, each representing a learning style. 40 students who are randomly chosen from 4 classes are asked to grade the alternative statements. The graded statements are classified according to the learning styles:

Visual, Auditory, Kinesthetic, Interpersonal, and Intrapersonal. After discovering their preference profiles, various activities and lesson plans are suggested related to learner variations. The suggested activities and plans are believed to develop all learners with different styles.

At the end, three lesson plans including activities appropriate to a mixed-ability situation are designed and each is supported with variable activities for different levels. All lesson plans and activities can be used and adapted by the teachers considering their students' levels, interests, needs, and preferences.

Each student has a different learning profile. And they are as different as fingerprints from each other. All learners in our classes need achievable objectives and plenty of successes in their own terms to stay motivated. A mixed-ability class teacher in an EFL classroom can create an individualized learning environment as well as an interactive one if s/he tailors her/his teaching methodology, approaches and materials according to the needs of learners.

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APPENDICES

APPENDIX 1- The Student Inventory



İnsanlar aynı şeyi farklı yollarla öğrenir. Örneğin bazıları öncelikle görerek, bazıları ise öncelikle duyararak öğrenir. Öte yandan bazıları ise yaparak (uygulayarak) öğrenmeyi tercih eder. Bazı insanlar da tek başlarına çalışmayı tercih ederken bazıları da grup halinde çalışmak ister.

Sevgili öğrenciler;

Bu anket, size öğrenmede tercih ettiğiniz yolları tanımlamanıza yardım etmek ve farklı öğrenme stillerini ortaya koymak için hazırlanmıştır. Anket verileri bilimsel bir çalışmada kullanılacaktır. Arka sayfalardaki ifadeleri *İngilizce öğreniminizi* göz önünde bulundurarak okuyunuz. İfadeleri 1'den 5'e kadar rakamlar kullanarak önem sırasına koymanız gerekmektedir. Aşağıda size yardımcı olması amacıyla bir örnek soruya cevap verilmiştir. Örnekten de anlaşılacağı üzere, en uygun bulduğunuz ifadeyi 1;

en az uygun bulduğunuz ifadeyi ise 5 rakamı ile değerlendiriniz.

1. İngilizce'yi öğrenmemde benim için en iyi yöntem,

Grup çalışması ve işbirliği yapmak

4

Kendi kendime çalışmak

2

Resimler, video ve tepegöz gibi görsel araçların yardımıyla öğrenmek

5

İngilizce kasetler, ya da radyo kanalları dinlemek

1

Pratik yapmak ve uygulamak

3

Çalışmaya katılımınızdan ve katkılarınızdan dolayı teşekkürler...

1. İngilizce'yi öğrenmemde benim için en iyi yöntem,

Grup çalışması ve işbirliği yapmak

☐

Kendi kendime çalışmak

☐

Resimler, video ve tepegöz gibi görsel araçların yardımıyla öğrenmek

☐

İngilizce kasetler, ya da radyo kanalları dinlemek

☐

Pratik yapmak ve uygulamak

☐

2. İngilizce'yi etkili öğrenebilmem için

Anlatılanları tahtada yazılı halde görmeyelim.

☐

Bilgileri sözlü olarak duymalıyım.

☐

Öğrendiklerimi drama ya da oyunlar ile tecrübe etmeliyim.

☐

Arkadaşlarımla soru-cevap (konuşma) aktiviteleri ile pekiştirmeliyim.

☐

Kendimle ilgili aktiviteler veya örnekler yapmalıyım.

☐

3. İngilizce'ye evde en etkili çalışma şeklim

Kitap ya da notlarım üzerinde renkli işaretlemeler yapmak

☐

Öğrendiklerimi sesli okuyarak tekrar etmek

☐

Evde İngilizce tabu ya da scrabble gibi oyunlar oynamak

☐

Arkadaşlarımla birlikte çalışmak

☐

Tam öğrenemediğim konularla ilgili çalışmak

☐

4. İngilizce dersinin en zevkli yanı

Video ya da resim gibi görsel araçlarla işlenmesi

☐

Dinleme-anlama çalışmaları

☐

Drama ve canlandırma aktiviteleri

☐

Bir konu ile ilgili arkadaşlarımla İngilizce tartışmak

☐

Kendi yaşantımıza dayanan örnekler yapmak, belki de anket doldurmaktır.

☐

5. Ders esnasında yeni bir konuyu etkin bir şekilde öğrenebilmem için

Öğretmenin anlatım esnasında beden dili, jest ve mimiklerini izlemem gerekir.

☐

Öğretmenin anlatımını tüm detay ve vurgusuyla duymam gerekir.

☐

Not tutmam gerekir.

☐

Karşılıklı etkileşim gerektiren aktivitelere katılamam gerekir.

☐

Anlatılan konuya ilişkin kendi yaşantımla ilgili benzerlikler kurmam gerekir.

☐

6. Kendimi en başarılı gördüğüm aktivite

Zihnimde bir hikaye ya da okuma parçasını canlandırma.

☐

Dinleme-Anlama çalışmaları.

☐

Role-play, oyunlar ve drama aktiviteleri

☐

Tartışma dersleri

☐

Kendimle ilgili bir kompozisyon yazma.

☐

7. Yeni sözcükleri en kolay şekilde öğrenebilmem için,

Resimli açıklamalar kullanmam gerekli.

☐

Telaffuzlarını sesli bir biçimde tekrarlamam gerekli.

☐

Çeşitli sınıf içi oyunlarda kullanmam gerekli.

☐

Karşılıklı konuşma aktivitelerinde kullanmam gerekli.

☐

Kendi fikirlerimi ifade etmede kullanmam gerekli.

☐

APPENDIX 2- The Teacher Interview

PROBLEM

One of the biggest problem teacher face is a classroom where the students are at different levels. All classes are made up of individuals who differ in a number of ways; linguistic abilities (phonology, vocabulary, structure, communication), style of learning, attitude to language learning, and level of English. An English teacher faces such problems almost every day. A challenging language learner adapts oneself to language skills easily, but it is probable that there will be weaker learners. Prodromou suggests that learners usually have a variable rather than a uniform competence (Prodromou, 1994: 7). He underlines the fact that the students bring a number of experience, knowledge and feeling into the classroom which may help them or hinder to acquire a language. Rose likens a mixed-ability class to a lift. Everyone needs to get into the lift to start with. Some students will run into the lift, some will have to be dragged in. Some students will travel right to the top of the building, some may stop at the third floor and some may only reach the first floor, but everyone will have travelled somewhere successfully. At the end of a class, every student can leave the room feeling that they have been challenged and that they have achieved something (Rose; 2000:4).

IMPORTANCE OF THE STUDY

Although language teaching institutions place the students into groups considering their language levels, it is hardly probable for a teacher to find homogeneous group. Each student has different learning style, attitude, linguistic competence, cognitive abilities and interests. In order to suggest solutions for the problems resulted from individual differences. It is primarily necessary to reveal the specific difficulties, the students and teacher have in a mixed-ability class.

AIM OF THE STUDY:

This study tries to shade light on the difficulties in a mixed-ability class via questionnaires to be given to students and teachers. The results of the questionnaires will form a basis for practical suggestions for the materials and certainly for the teacher and the methods s/ he adopts.

Thanks a lot for your all participation....

TEACHER INTERVIEW

1. Do you consider your teaching group as a mixed-ability class? In your opinion what are the reasons for the problem of mixed-ability classes?

2. How do you arrange the factors below according to their importance?

Motivation ____ Level of English ____ Personality factors ____

Department ____ Learning styles ____ Attitude ____

Coursebook ____ Social Background ____ Time and Space ____

Other factors you may add _____

3. What do you think the most important qualities of a good learner are?

(What kind of factors are dominant in success while learning English?)

a) What kind of students learn best in your classes?

b) What kind of students learn slower than others?

4. What are the best ways to learn a language?

5. Could learners self-correct their errors?

6. What kind of learning strategies do you encourage in learners?

a) Do you advise your learners on their action plans and further study?

b) Do you implement ideas and suggestions from evaluation and assessment of your students?

7. What strategies and methods do you use to keep all of them involved?

8. What kind of activities do you present to attract your students' interest?

- a) Do you set tasks of varying difficulty for different learners?
 - b) What kind of activities attract the learners' interest most?
9. What kind of materials do you use in the classroom? Can you arrange them considering their frequency of usage?
10. What do you think the role of the textbooks and materials in a teaching program should be?
- a) Does the coursebook offer different activities for each student's preference?
 - b) Could learners choose from a number of activities?
11. How often do you make use of drama activities?
- a) Can you involve all of your learners in role-playing or drama activities?
 - b) Do your learners enjoy drama activities / project work? Why or why not?
How do you involve the intrapersonal ones?
12. How often do you present group work / project work?
13. What kind of activities do you use to suit the students' levels of concentration and tiredness?
14. How do you appeal to your visual learners?
15. How often do you use auditory materials?
16. The common implication for our teaching group is that the same children always finish first and can get bored and then disturb their friends. It is

difficult to find a way that both keeps the more able students interested and doesn't lose the students who find it difficult. How do you prevent bright students from becoming bored?

17. How do you prevent weak ones from being left behind?

18. Which techniques are the most effective? Why?

19. The teacher is the dominant and vital factor in learners' attitude and motivation. Despite they use the same methods, two teachers may get different results as they reflect these methods through their own qualities.

a) Do you take your learners' styles into account while teaching?

b) How do you establish the individual differences in the classroom?

c) How do you apply the VAK formulation to your classroom?

d) What kind of techniques do you use to explain a topic to your less competent learners?

20. Rather than the methods, the students are more concerned with the professional attitude of the teacher. This shows that the teacher plays the most important instrument which increases the motivation among the students in the classroom. In your opinion what are the professional qualities of an English teacher?

21. How do you encourage and praise your learners where possible?

22. In your opinion what is the use of a friendly and co-operative atmosphere?
Do you make use of this factor?
23. How do you end your lessons?
24. Classroom observation would support the view that individuals have several characteristics which influence their success in language learning. Educationalists agreed on the fact that there are different kinds of learners. The question of 'how teachers can tailor their teaching to match the personalities' has been of main interest. What kind of suggestions can you offer for the mixed-ability classes?

KINO WAS A POOR PEARL DIVER.

One day his baby was stung by a scorpion, so he took the baby to the doctor. But Kino didn't have any money.

He only had some very poor quality pearls. The doctor didn't want to treat the baby, so the doctor's servant lied to Kino:

'The doctor has gone out.'

That day, Kino went diving for pearls.

When he was diving he saw a very large oyster. He swam down and down and picked up the oyster.

Then he came to the surface. He took his knife and opened the shell of the oyster. Inside, there was an enormous and beautiful pearl – the greatest pearl in the world!

Kino and his wife Juana were very happy. Now they would have enough money to educate their son and maybe buy new clothes and even a rifle. The news of the pearl spread through the town very quickly. That evening, lots of neighbours came to their house and they talked about what Kino and Juana could do with the money.

The doctor and his servant also came to the house, because they had also heard about the pearl. The doctor made Kino and Juana afraid about the scorpion sting. He gave the baby medicine, which he said would save him. The doctor looked around the house, because he knew that the pearl would be hidden somewhere there.

In the middle of the night, while Kino and his family were sleeping, Kino suddenly heard a noise. Someone was trying to get the pearl! In the darkness, Kino jumped up with his knife but someone hit him on the head and ran away. The next morning he took the pearl to the pearl dealers in the main square of the town. There were many dealers but they all worked for one man and they always gave the divers the lowest possible price for their pearls. Kino went to different dealers but they all said that the pearl was too big and ugly and that it wasn't worth more than 1,500 pesos.

Kino was very angry. He decided to go to the capital city because he knew that the pearl was very valuable. But that night someone attacked him outside his house. Juana said that the pearl was evil and that it was going to destroy them. She tried to throw the pearl into the sea, but Kino stopped her. Soon afterwards, he was attacked in the darkness by a group of men. He defended himself with his knife and killed one of the men.

Kino and Juana knew that they had to get away from the town but someone had made a hole in the bottom of their canoe, so they couldn't go by sea. When they went back to their house they found it in flames.

That day, they hid in Kino's brother's house. When night came, Juana and Kino started to walk towards

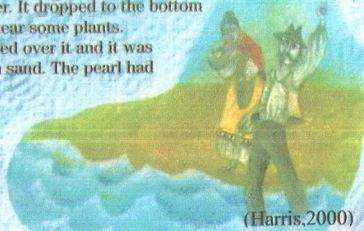
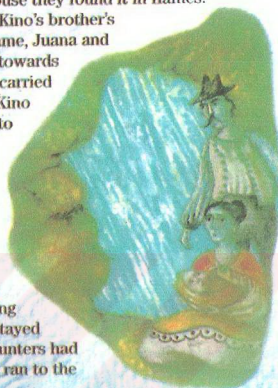
the mountains. They carried the baby with them. Kino was still determined to sell the pearl and kept making plans about the future.

During the day, they found a place to hide. They were resting when they saw that three hunters were following them. They hid and stayed very quiet until the hunters had gone past. Then they ran to the mountains.

High in the mountains, they found a stream and a waterfall. They drank water and then decided to hide in one of the caves under the waterfall. That evening, the hunters arrived and camped next to the waterfall. Juana had difficulty keeping the baby quiet, so Kino decided to go down and try to kill the men. He was just about to attack them, when the hunters heard the baby. They thought that it was a coyote.

A man fired his rifle just as Kino attacked. Kino then took the man's rifle and killed the other men. But suddenly everything went very quiet and Kino knew that something was wrong. He went back to the cave. The baby was dead! He had been hit by the first rifle shot. Kino and Juana walked back to the town carrying the body of their dead baby. They walked slowly. The people came out to meet them but Kino and Juana ignored everybody. They walked towards the sea. Kino took out the pearl. It was grey and ugly, and in the pearl he could see evil faces. He offered the pearl to Juana but she said softly: 'No, you.'

Kino took the pearl and threw it into the water. It dropped to the bottom and settled near some plants. A crab climbed over it and it was covered with sand. The pearl had disappeared.



APPENDIX 4

KINO WAS A POOR PEARL DIVER. One day his baby was stung by a scorpion, so he took the baby to the doctor. But Kino didn't have any money. He only had some very poor quality pearls. The doctor didn't want to treat the baby, so the doctor's servant lied to Kino: "The doctor has gone out."

That day Kino went diving for pearls. When he was diving he saw a very large oyster. He swam down and picked up the oyster. Then he came to the surface. He took his knife and opened the shell of the oyster. Inside, there was an enormous and beautiful pearl – the greatest pearl in the world!

The director

Read the text and write a list of questions that you think might generate an interesting discussion, e.g. *How did you feel when you read the text?*
Would you like to change the ending?

Interpersonal**The Reader**

As you read the text, choose part of the story that you want to read aloud to the group. Explain why you chose them.

Linguistic**The Organizer**

Draw a graphic organizer to represent the ideas in the text.

Logical**The Musician**

Read the text and select appropriate background sounds or songs with different parts of the text.

Musical**The Actor**

Select a passage from the text and think of a way to role-play it. Be prepared to present it in the group.

Kinesthetic**The feeling watcher**

As you read the text, concentrate on how you feel as you read the different parts. Share your feelings with the group. Did they feel the same?

Intrapersonal**The Visualizer**

As you read the text, what kinds of image come to your mind? Share them with the others in the group.

Visual

APPENDIX 5

Leaving on a Jet Plane

All my bags are packed, I'm ready to go
I'm standing here outside your door,
I hate to wake you up to say goodbye
But the dawn is breaking, It's early morn
The taxi's waiting, he's blowing his horn
Already I'm so lonesome I could die.

Chorus

So kiss me and smile for me
Tell me that you'll wait for me,
Hold me like you'll never let me go!
'Cause I'm leaving on a jet plane
Don't know when I'll be back again
Oh babe, I hate to go!

There's so many times I've let you down,
So many times I've played around
I tell you now, yhey don't mean a thing!
Every place I'll go, I'll think of you
Every song I sing, I'll sing for you!
When I come back I'll bring your wedding ring!

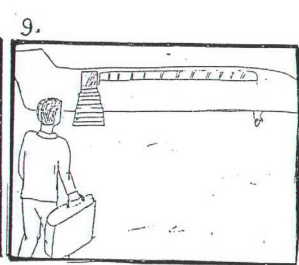
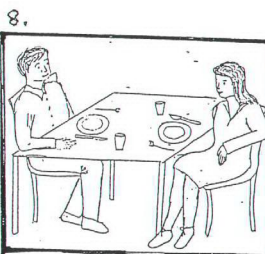
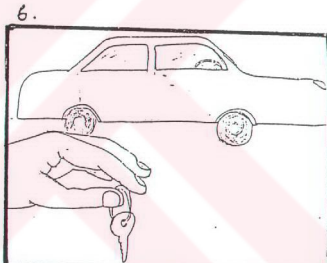
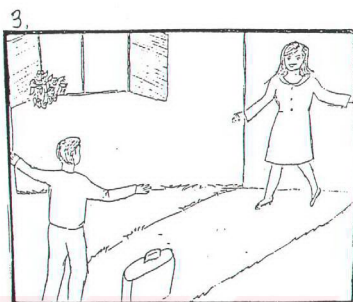
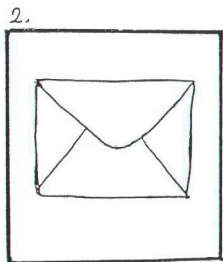
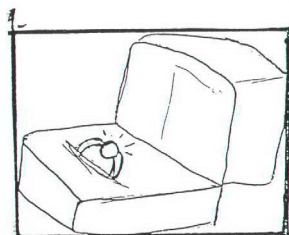
Chorus

Now the time has come to leave you
One more time let me kiss you,
Then close your eyes and I'll be on my way!
Dream about the days to come,
When I won't have to leave alone,
About the time I won't have to say

Chorus

John Denver

Listen and mark (✓) the things that he will do:



APPENDIX 7- Personal Profile Questionnaire

What is your idea of perfect happiness?

What objects do you carry with you?

Who or What is the greatest love of your life?

What is your greatest extravagance?

What is your greatest fear?

What personality trait do you most dislike in yourself?

What personality trait do you most dislike in other people?

What do you most dislike about your appearance?

What do you most like about yourself?

What is your favourite smell?

When and where were you the happiest?

What is your motto?

What keeps you awake at night?

How would you like to be remembered?

What is the most important lesson life has taught you?