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Heterogeneity in the classroom minimizes English Language learning teaching process.

Abstract

Teaching English as a second language to students has been a foremost educational policy in Sri Lanka since the independence. A challenge that teachers have to face specially in National schools is how to differentiate or adapt instructions, to cater for the diverse student needs found in mixed ability classroom to minimize the problems of student heterogeneity in learning and teaching of English language. Students in the classroom represent a diverse group of ability levels, cultures and socio- economic statuses. Even though student heterogeneity has been identified as a major concern in the language classroom, not much attention is given to teacher training or preparation of learning materials. A role model was identified where there were same ability classes to teach English. The feasibility of using same ability grouping in the National school classroom to minimize heterogeneity was experimented. Thus in the National school students were grouped in to three levels in the same class and the activities were adapted to cater to the different ability levels. The results indicated positive language learning.

Key words: heterogeneity, differentiate, diverse student needs, same ability

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