

وزارة التعليم العالي و البحث العلمي
MINISTERE DE L'ENSEIGNEMENT SUPERIEUR ET DE LA RECHERCHE SCIENTIFIQUE
ⵎⵓⵍⵓⵔ ⵎⵓⵎⵎⵉⵔ ⵓⵏⵉⵔⵓⵣ ⵓⵏ ⵜⵉⵣⵓⵣ
X.⊙V.⊔XIMC:M:V.XC4:C:C:QIXX*%*%
X.*%^^.XIXI+⊙%X%⊔XIVX:X%X%
MOULOUDMAMMERIUNIVERSITY OF TIZI-OUZOU
FACULTY OF LETTERS & LANGUAGES
DEPARTMENT OF ENGLISH



جامعة مولود معمري - تيزي وزو
كلية الآداب و اللغات
قسم الإنجليزية

**A dissertation submitted in partial fulfilment of the requirements for the
degree of Master in English**

**Domain: Letters and Foreign Languages
Field: English language
Specialty: Didactics of foreign languages
Title**

**Students' involvement in the mixed-ability class:
An analysis of EFL first year learners' and teachers'
views in Chahid 16 secondary school at Bordj Bou
Arreridj.**

Presented by:

- **Ms. BEN MAMMAR Olaya**
- **Mrs. SAAD SAOUD Yasmina**

Board of Examiners :

Chairman: **Mr. CHETOUANE Madjid, MAA, MMUTO**
Supervisor: **Mr. HAMMOU Mohamed, MAA, MMUTO**
Examiner: **Mrs. LADJALI Djamil, MAA, MMUTO**

Academic year: 2021/2022

Dedications

I dedicate this work to my family and my friends

A special feeling of gratitude to my loving parents, Nabil and Yamina whose have
strengthened my

will, and without their support I would never succeeded. My sweetest sisters, Rima &
Nabila for being

there for me. My dear brothers, Alaa & Ehab.

I also dedicate this modest dissertation to all my friends who have supported me
throughout the

Process.

Olaya

I dedicate this modest work to:

My beloved parents Ahmed and Karima

My wonderful husband Amine

To my loveable grandmother

To my Aunt Laila and my best friends Marezaka

And to all who supported me to achieve this work and believed in my abilities.

Yasmina

Acknowledgments

First of all, our thanks go to Allah Almighty who gave us the strength to finish this work, and also we would like to express our gratitude and appreciation for our supervisor Mr. Hammou whose guidance and encouragement has been invaluable throughout this study. We feel privileged to express the fact that without his assistance and valuable suggestions this research work would not have taken the present shape. In addition, we are especially indebted to our teacher Mr. Aouine for the time, efforts, and support he provided us with through various phases of completing this dissertation. Deepest sense of gratitude and respect go to the members of the jury for accepting to read, correct, and evaluate our work. Finally, we would like to thank all people who made this dissertation possible and an unforgettable experience.

Abstract

The essence of the present study is to shed light on students' involvement in the mixed ability class according to EFL teachers and students. The aim behind this research is to fulfill two major objectives. First of all, it seeks to determine the role of EFL teachers for helping learners engage heterogeneously. Secondly, it aims to explore the most challenges and difficulties that EFL teachers encounter when involving their students in the mixed-ability class of Chahid 16 secondary school at Bordj Bou Arreridj. To reach these purposes, our work relies on Ainslie (1994) mixed-ability teaching and Astin (1984) student' involvement (a development theory for higher education) as theoretical frameworks. Furthermore, we have adopted a mixed method research in order to accomplish our aims. Indeed, two data collection tools are used: a questionnaire addressed to thirty-five first year students in the secondary school of Chahid 16 at BBA, and an interview conducted with six EFL teachers. Concerning the data analysis, we have depended on descriptive statistical analysis for the quantative data and qualitative content analysis for the qualitative one . The findings of the current research reveals that both of EFL teachers and students of Chahid 16 secondary school at BBA believe in the fact that learners' involvement is an indispensable process within mixed-ability class in order to use the English language effectively. Moreover, the analysis of the results demonstrates that the teachers of the English language have an efficient role for helping learners with various levels to overcome all the obstacles they face during their engagement.

Key words: first year learners, mixed-ability classes , students' involvement.

List of Abbreviations

BBA: Bordj Bou Arreridj

EFL: English foreign language.

FLN: Flipped learning network.

QCA: Qualitative Content Analysis.

SPSS: Statistical Package for Social Sciences.

List of Tables

Table 01: students' preferences for mixed-ability class.....	20
Table 02: EFL learners' opinions of their teacher' way in dealing with different levels	22
Table 03: The spirit of challenge in heterogeneous class according to students.....	23
Table 04: Communication in the classroom between students.....	24
Table 05: The feeling of the students when they ask or answer the teacher.....	26
Table 06: The feeling of the students when they are engaged in the class.....	28

List of Diagrams

Diagram 01: Students' evaluation of their level in English.....	21
Diagram 02: Students' views about the influence of heterogeneous class on their academic level.....	21
Diagram 03: Students' motivation in mixed-ability class.....	22
Diagram 04: Students' views about the difficulties that teachers face in teaching.....	23
Diagram 05: Teachers' difficulties toward teaching in heterogeneous class for students.....	24
Diagram 06: Students' views about the most engaged activities in the classroom.....	25
Diagram 07: Students' enjoyment of group work in mixed-ability class.....	25
Diagram 08: Students' participation in heterogeneous class.....	26
Diagram 09: The atmosphere of heterogeneous class according to students.....	27
Diagram 10: Students' effort in the class.....	27

Contents

Dedication.....	I
Acknowledgement.....	II
Abstract.....	III
List of Abbreviations.....	IV
List of Tables.....	V
List of Diagrams.....	VI

General introduction

Statement of the Problem.....	1
Aims and Significance of the Study.....	2
Research Questions and Hypotheses.....	3
Research Techniques and Methodology.....	4
The structure of the Dissertation.....	4

Chapter one: Review of Literature

Introduction.....	5
A/Teaching English as a foreign language in heterogeneous classes.....	5
1- Definition of heterogeneity (mixed-ability classes).....	5
2- The characteristics of heterogeneous classes.....	6
2-1-Learning styles.....	6
2-2-Learning strategies.....	7
2-2-1-Cognitive strategies.....	8
2-2-2-Meta-cognitive strategies.....	8

2-2-3-Social strategies.....	8
3- The challenges of EFL teachers in heterogeneous class.....	8
B/ EFL teachers' role toward students' involvement in learning the English language.....	10
1-Definition of students' involvement (engagement) and its dimensions.....	10
1-1-Cognitive engagement.....	11
1-2-Behavioral engagement.....	12
1-3-Emotional engagement.....	12
2- The role of EFL teachers in enhancing students' engagement.....	12
Conclusion.....	14

Chapter two: Research design

Introduction.....	15
1/Research method.....	15
1-2-Setting and Participants.....	16
2/Procedures of data collection.....	16
2-1-Questionnaire.....	16
2-2-Interview.....	17
3/Procedures of Data Analysis.....	18
3-1-Quantitative Analysis.....	18
3-2-Qualitative Analysis.....	18
Conclusion.....	18

Chapter Three: Presentation of the Findings

Introduction.....	20
1/Presentation of the Results of the Questionnaire.....	20
2/ Presentation of the findings of the Interview.....	29
Conclusion.....	35

Chapter Four: Discussion of the Findings

Introduction.....	36
A/ Discussion of students' questionnaire.....	36
1-The difficulties that students struggle with in mixed-ability class.....	40
B/Discussion of EFL teachers' interview.....	41
1-The strategies of EFL teachers to engage learners in mixed-ability class.....	44
1-1-Variation of tasks between individual, group, and pair work.....	44
1-2-Variation of using different activities in teaching English.....	44
1-3-Variation in content.....	45
1-4-Variation in media.....	45
2- The challenges that EFL teachers face in heterogeneous class.....	46
Conclusion.....	47
General Conclusion.....	48
Bibliography.....	51
Appendices.....

General Introduction

- **Statement of the problem**

Teaching English as a foreign language within the Algerian secondary schools is very important at the national level, especially as it has become a basic requirement for almost all Algerian students in order to master it advantageously. Yet, effective education depends on some factors, among them the educational environment which is the basis of any educational system where both teachers and students feel at ease in the teaching and learning process, the EFL teachers are regarded as the leaders all day because of their effort in leading learners through challenging activities to help them learn the English language. However, one of the great challenges that EFL teachers face in teaching English at Algerian secondary schools is the lack of learners' involvement in the mixed-ability class or a heterogeneous class; which is known by the various abilities, skills, and needs of the learners. In fact, this challenge requires a big responsibility for every single teacher to manage the classroom, and use appropriate teaching methods to involve all the learners into the learning process.

The issue of mixed-ability or heterogeneous classes has been a subject of many studies which it has proved that these classes include a number of complications. One of these studies is done by Wafaa Hafhaf at Abou Bekr Belkaid University in Tlemcen in 2018 entitled: "Dealing with mixed ability classes in comprehension and written expression teaching ", it is a descriptive study conducted with first year students in order to identify the challenges that EFL teachers face in teaching heterogeneous classes, and the appropriate strategies to fulfill the students' needs in these classes. The results have showed that dealing with heterogeneous classes need big efforts from both EFL teachers and learners, and there should be relevant strategies and techniques to create a helpful teaching-learning environment.

Another descriptive study is conducted by Belhadj Djamila in 2018 at Abdelhamid Ibn Badis University in Mostghanem entitled: “The impact of cooperative learning on teaching mixed-ability classes.” The objective was to discover the effectiveness of cooperative learning in teaching mixed classes. The outcomes have demonstrated the effectiveness of cooperative learning in mixed classes teaching. Besides, the debate among researchers who make studies about heterogeneity in classes, and deduce solutions and techniques to teach and manage the classes. But, few studies have dealt with students’ involvement in heterogeneous classes in the department of English at Mouloud Mammeri University of Tizi-Ouzou. On this account, there is a need to increase the research knowledge in this era.

Therefore, our research attempts to investigate EFL learners’ and teachers’ views about learners’ involvement in the mixed-ability class (a heterogeneous class) at Chahid 16 secondary school in Bordj Bou Arreridj. Learners’ involvement has a vital importance in learning languages. It helps the students learn the target language, and also assist EFL teachers to know their learners’ interest, ideas and emotions despite EFL teachers’ difficulties when engaging every single learner in the mixed-ability class.

- **Aims and Significance of the Study**

The reason behind choosing this subject is the belief that the educational environment has a deep relationship with teaching and learners’ involvement. Teachers as well as educational authorities need to understand this link, which helps them deriving insights as a way to improve the right conditions and techniques for an efficient teaching-learning process. It is beyond this study to determine the effectiveness of learners’ involvement within the mixed-ability class and identify the challenges of EFL teachers and learners in dealing with it. Therefore, this process is very essential for a higher achievement in the classroom because it is needed in all schools. The overall aim of our study is to get a deeper understanding of

EFL learners' and teachers views toward the involvement of learners in a heterogeneous class. This research seeks to attain two major objectives. The first objective is set to know EFL teachers' role to achieve learners' engagement in the mixed-ability class, and the second one is to explore the challenges and difficulties that occur during the involvement in the mixed-ability class according to EFL learners and teachers.

• **Research Questions and Hypotheses**

In order to investigate the concept of students' involvement in heterogeneous class, we address the following questions:

-Q1. What are the views of EFL learners and teachers toward learners' involvement in the mixed-ability class?

-Q2. What is the major role of EFL teachers in involving the learners in the mixed-ability class?

-Q3. What are the difficulties that EFL teachers and students face in a heterogeneous class during learners' engagement?

In an attempt to answer these research questions, we advance the following hypothesis:

-H1. According to EFL teachers and students, the involvement in a heterogeneous class is important to all learners with various levels in order to use the language productively.

-H2. The EFL teacher is a focal point to provide his/her students with the appropriate atmosphere for helping them engage in the mixed-ability class.

-H3. The most challenging issue that EFL teachers and students face in a heterogeneous class is the variety of abilities.

- **Research Technique and Methodology**

This study is conducted following the mixed method approach that relies on quantitative and qualitative data collection and analysis method. Furthermore, to gather data for this dissertation, this research is based on a questionnaire for EFL learners and structured interview assigned for teachers at the secondary school of Chahid 16 in Bordj Bou Arreridj. For the data analysis, two techniques are used: a descriptive statistical data analysis for the quantitative data, and qualitative content analysis for the qualitative one.

- **The Structure of The Dissertation**

In terms of organization, this dissertation is structured conforming to the traditional simple model that consists of a General Introduction, four chapters and General Conclusion. First of all, the General Introduction describes our work in term of stating the research problem, the aims and significance of the study, research questions and hypotheses, research technique and methodology as well as the structure of our work. The first chapter called *Review of Literature* of review consists on reviewing some main concepts related to our study by mentioning several works and different definitions in order to have a good command of the topic. The second chapter entitled *Research Design* provides a detailed description of data collection and data analysis. The third chapter is named *Presentation of the Findings* reveals the results of the collected data. The fourth chapter labelled *Discussion of the Findings* which is the main part of the present dissertation as it represents a significant contribution revolving around the topic through answering the research questions and hypotheses. Finally, the General Conclusion summarizes the key points tackled throughout the study.

Review of Literature

Introduction

This current chapter is about the various concepts, which are related to our study. As its title suggests students' involvement in the mixed-ability class according to EFL learners and teachers. It is divided into two main sections. The first one deals with teaching English as a foreign language in heterogeneous classes. It aims to enlighten on the concept of heterogeneity, its different features, its strategies, and the challenges of EFL teachers in dealing with it. The second section represents the role of EFL teachers toward learners' involvement in the English language; it intends to highlight the notion of learners' engagement and its dimensions in a heterogeneous class.

A. Teaching English as a foreign language in heterogeneous classes

The process of teaching is a deliberate procedure that interchange in a way that learners work for their goals, new knowledge, behaviors, and skills to enhance their personal experience in learning. Learning English as a foreign language becomes a key demand of numerous students in order to master this language because it has recognized as a universal language recently to become competent throughout the world. However, most of EFL teachers struggle with time management, maintaining class discipline, and taking care of the needs of every single learner because of the different levels of language proficiency of EFL classrooms, or as it is known by mixed-ability classes.

1. Definition of heterogeneity (mixed ability classes)

Currently, most of classrooms are comprised of learners who differ in many ways. The concept of heterogeneity has been defined by many researchers and writers as *the quality of consisting of dissimilar elements*, which students have clear differences in their language

levels. *“There are differences in the level of their abilities, in receptive and productive skills fluency and accuracy work, grammatical knowledge, size of vocabulary, command of pronunciation and so on.”* (Valentic , 2005.p.54)

Additionally, Mattewes, Aydinili and Horne (2006) have claimed that mixed ability classes are the classes where learners vary in their levels of competence in listening, reading, speaking and writing because students own various needs and learning styles. Besides, Valentic (2005) has assumed that heterogeneous classes include those learners who are unlike in their attitudes towards learning a language. Into the bargain , Kelly (1974) has affirmed that a mixed ability teaching in striction for heterogeneous groups while implying equality in education must find the effective ways in order to lead lerners through educational aims individually. The last but not the least Ainslie (1994) who thinks that heterogeneous classes are those classes that are composed of learners who have different personalities, skills, interests, and learning needs i.e. they have various strengths, weaknesses, and approaches to learning. As a result, they respond to classrooms situations differently.

2. The characteristics of heterogenous classes

Heterogeneous classes classify under many areas concerning the differences of learners, mentioning two of them: learning styles and learning strategies.

2.1. Learning styles

Generally, learning styles refer to set of behaviors and attitudes that make learning easier for an individual in a given situation. According to Cornett learning style is the concept in which individuals differ in regard to what study is most effective for them. He believes that learning styles are *“The overall patterns that give general directions to learning behaviors.”* (Cornett.1983, p.03) In the same way, others define learning style as *“The biologically and developmentally imposed set of Characteristics that make the same teaching method*

wonderful for some and terrible for others. ” (Dunn and Griggs .1988, P.03) which means that EFL learners get along with the encouragement in different styles. Hence, learning styles are those educational conditions under which a student is most likely to learn. The term of learning style has been divided into many types as what has been conducted by Bousbia the first one is auditory learners who are interested in listening activity only. The second type is visual learners who observe rather than talk by seeing. Thirdly, kinesthetic learners those who learn through solving real life troubles. The last type is called: verbal learners who must discuss with their teachers to get the point easily. (Bousbia, 2015.p. 07)

2.2. Learning strategies

Learning strategies focus on strategies that make learners successful at learning and give them the advantage in order to be better than the others. According to some researchers , *“A learning strategy is an individual way of organising and using a particular set of skills in order to learn content or accomplish other tasks more effectively and efficiently in school as well as in non academic settings.”* (Schumacher and Deshler.1992) meaning that it facilitates the process of learning by teaching students how to learn and how to use what they have learned to solve problems. Moreover, Searcella and Oxford have defined this term as *“ Specific actions, behaviors, steps or techniques such as seeking out conversation partners, or going oneself encouragement to tackle a different language task, used by students to enhance their own learning.”*(Scarcella and Oxford.1992, P.63). By the way of explanation, learning strategies refer to actions, tools thoughts process that are deliberately used by students to help them use a language effectively. McKeachine et al (1987) have identified three main divisions of learning strategies: cognitive strategies, meta- cognitive strategies, and social strategies.

2.2.1. Cognitive strategies

According to Rubin (1981), cognitive learning strategies refer to the steps of operations used in learning or problem solving that require direct analysis, transformation or syntheses of learning materials such as summarizing, paraphrasing.

2.2.2. Meta-cognitive strategies

Rubin (1981) has also defined meta-cognitive as a strategy that empowers students to use their personal capacity over their own learning like self-questioning. It means that meta-cognitive learning strategies are steps taken before cognitive learning which are used to regulate and self directed language learning. As it has explained before, a learner generally goes through different steps in realizing any task; firstly he/she has to organize or plan before starting any given task. The second step is managing the task through working on it; Then, making sure of doing it correctly (monitor).The last one deals with evaluating after finishing the task (Bousbia, 2015.p.09).

2.2.3. Social strategies

According to O' Malley (1985), social affective strategies are those strategies that can be related to social mediating, activity, and transacting with others due to the fact that “*social strategies are those activities that learners engage in which afford them opportunities to be exposed to and practice their knowledge.*” (Rubin and Wenden: 1987, p.27) which means some students feel engaged in some specific activities that do not limit their opportunities for expressing their knowledge easily. Therefore, EFL teachers should take into account these learners whenever they introduce the different strategies.

3. The challenges of EFL teachers in a heterogeneous class

Dealing with students who show different interests, abilities, attention, and attitudes is considered to be one of the most challenges for EFL teachers, especially when the classroom includes more than 35 students which make it more complicated. “*Mixed ability classes are*

grouping of students who have greatly varying capabilities motivation for learning, experiences, interests, learning needs, learning styles, language, cultural background.” (Baker. 2002 , p.25). Moreover, “ These classes are also multileveled hence pose varying degrees of challenge to the teacher based on how multileveled they are.” (Baker.2002, p.45).

Teaching students through various materials and resources can be difficult as well. When the EFL teacher tries to help her/his students individually, and keep their attention all the time because of their lack of motivation. According to Kelly (1974), students have their own learning, especially low level students who may face more complications in dealing with a tumultuous atmosphere.

Moreover, a mixed ability class may seem uncooperative, low level students can feel intimidated by high level ones, and sometimes all students may get bored easily. “*Avoid boring the fast learners.*” (Tomlinson.2005, p. 262) because every learner has his / her own needs towards learning; some may find the lesson boring, and some others feel interested. Thus, EFL teachers have to use appropriate materials and methods to deal with all students at one time to overcome the class heterogeneity, as the view of Hess (2001) that the teacher may feel unable to manage the class because of the time along with planning the lesson and suitable materials can take so long for students.

The EFL teachers also find difficulties in providing learners with interesting and motivating activities that strengthen their will at the learning process. According to Bowman (1992), the huge problem of a teacher in mixed ability class is his / her unawareness of the need for his / her learners' new content to deal with. In addition, teachers of English struggle with discipline problems. When the classroom is chaotic, learners lose concentration and teachers cannot control it easily. Tomlinson (1999) has given an argument about this case that grouping students into one "slow" and one "fast" separate class has been researched, and

studies show that students do not improve enough to fit into a typical class, and that they stay remedial.

B. EFL teachers' role towards students' involvement in learning the English language

Teaching English as a foreign language is not an easy undertaking mission to deal with in normal classes, not to mention heterogeneous classes which is considered to be one of the most challenging issue for some EFL teachers in light of the fact that it's known as "the heart of diversity." Simultaneously, the English language requires to be conveyed in an interesting manner for all the students who are willing to acquire it . On that account, EFL teachers have an important role to help these students to learn the global language by enhancing their skills (reading, writing, listening, and speaking) through the observation, participation, organisation, and the assessment in order to involve EFL learners in mixed-ability classes.

1. Definition of students' involvement (engagement) and its dimensions

The students' involvement in general refers to the efforts that learners show in the classroom through their attention, desire, willingness, and interests. This concept has been defined by many scholars and researchers, among them; Austin who has described it as "*the amount of physical and psychological energy that students devotes to the academic experience.*" (Astin.1984, p.300). However, the involvement of students occurs into two ways: the first, in school when students spend a lot of energy to study in the campus while the second one when he/she tries hard to learn what school offers in an active way. Furthermore, students' involvement is viewed as one of the best manners in improving one's skills and abilities in the learning process.

“the more students study or practice a subject, the more they tend to learn about it, likewise the more students practice and get feedback on their writing, analysing or problem solving, the more get adept they should become.” (Kuh .2003, p.24). Since the learning process nowadays requires a higher level of thinking (especially those who want to learn foreign languages), *“the students get to involve in classroom through their various abilities such as passion. That is, students who are involved in educationally productive activities in college are developing habits of the mind and heart that enlarge their capacity for continuous learning and personal development.”* (Shulman.2002, p.36_44).

In order to ensure the success, learners should be active in their involvement. Students engagement refers to *“the amount (quantity) and type (quality) of students 'active participation and involvement in language learning tasks and activities.”* (Hiver et al .2021). The same idea for Carver et al (2021) that students' academic engagement is at the heart of their success. Besides, students' academic engagement as a complicated and multidimensional concept that interact to demonstrate students' positive emotions toward the learning process, regarding the importance of EF in their success. The students' involvement is known as a practical process that combines the three dimensions of behavioral, emotional, and cognitive involvement.

1.1. Cognitive engagement

According to Henrie et al (2015), cognitive engagement refers to the state of being thoughtful and exerting effort for comprehension of complex ideas or mastery challenging skills. Put forward by Craven et al (2007) who have believed that it encompasses the act of seeking conceptual understanding rather than acquiring surface knowledge of the subject. For instance, searching for information on internet, or learning new skills.

1.2. Behavioral engagement

According to Reeve (2012), behavioral engagement refers to the state of active participation and involvement in academic, social and extracurricular activities. In other words, it is the existence of desirable behaviors rather than negative ones such as learner's participation in the classroom (positive behavior), and failure in the exam as a negative behavior, or learning new tasks which requires the effort, contribution, and persistence of a student toward his/her own learning.

1.3. Emotional engagement

Henrie et al (2015) have defined emotional engagement as the positive (or negative) emotions and reactions to teachers, classmates and school. It is so important because it represents the positive feelings only. For example, sense of belonging and the appreciation of success. That exactly what some scholars agree on, how “*emotion is likely the fuel for the kind of behavioral and cognitive engagement that leads to high quality learning.*” (Skinner and pitzer.2012 , p.33.).

2-The role of EFL teachers in enhancing students’ engagement

EFL teachers play an important role in enhancing and increasing the engagement of learners through different activities that help them to be involved effectively and easily. However, technology becomes an indispensable tool in the learning process especially in the language classroom. For that reason, most of EFL teachers use it in order to facilitate and improve students’ engagement in learning English as a foreign language. Among all the technological devices:" the flipped classroom".

According to Hung (2015) and Bond (2020), flipping the classroom have garnered increasing attention. This concept has emerged for addressing the weaknesses of traditional education using modern technology in which students feel comfortable in taking up the points that want to discuss with the teacher. Hence, students get engaged in learning the English language in a fun way. It has introduced by Jonathan Bergman and Aron Sans for student who has missed the class, so recording videos by teachers clear up all what he / she misses. *“using a flipped classroom, the lecture no longer must take two hours while students take notes.”*(Bergman and Sans .2012).

Other studies by Bishop and Verleger (2013) have showed that interactive online videos have a better effect and performed in person lectures. EFL teachers guide their students by providing them the most efficient and helpful tasks; the Flipped learning network (FLN). (2014) has described this concept as an instructional approach through which teachers create videos or use them for students to access before the class. Even though there are many ways of defining the flipped classroom, most researchers agree on the fact that the flipped classroom puts learners at the centre by learning materials and improving the students' engagement. In addition, for Hiver et al (2020), it has become a prominent area of inquiry in second language acquisition. so, learners' engagement has significant implications in learning the English language.

Many researchers have claimed that flipped classroom has a great impact on EFL students' engagement such as Amir yousefi (2017) who has investigated the impact of flipped instruction on 69 Iranian university students in order to compare between the traditional and flipped listening and speaking classrooms. As a result, he has discovered that learners has been more engaged with course materials and learning content in the flipped classroom than traditional one; students on the Flipped class have revealed more interest, confidence, and willingness and they have spent more time in learning English than those in the traditional

classroom. Also, students in flipped class Have more robust behavioral, emotional and social engagement than those in traditional class based on Savalbergl's language.

Overall, EFL teachers use the flipped class to enhance learners' engagement in learning the English language due to the fact that this classroom has a positive impact on involving learners in a various activities *"the positive results of flipped learning in EFL contexts may be because learners are exposed to preclass learning materials so that they have are more prepared to participate in interactive based language tasks. "* (Lee and wallance .2018). Put forward by Vitta and Al Hoorie (2020) increases opportunities for interaction between instruction and learner; may lead to closer teacher student rapport and more peer trust. Therefore, using the flipped clsroom promote active learning during activites in order to enhance learners' involvement, *"learning support and access to modern technology while designing and implementing flipped language courses."* (Li and Li. 2022).

Conclusion

This chapter has reviewed the relevant literature related to the present study in details concerning the involvement of EFL learners in the mixed-ability class (a heterogeneous class). At first, this chapter helps to get a full understanding about the concept of heterogeneous class, its characteristics: learning styles and learning strategies, and its challenges according to EFL teachers depending on Ainslie's (1994) mixed-ability teaching as a theory. In the second part, the objective sets to focus on the concept of learners' engagement with regard to its dimensions: cognitive, behavioral, and emotional engagement relying on Astin's (1984) student' involvement as a theoretical framework. Additionally, it has highlighted the major role of EFL teachers to engage their learners in mixed-ability class by using the flipped classroom.

Research Design

Introduction

This chapter is methodological, it explains the research techniques used to analyse the concept of learners' involvement in the mixed-ability class in Chahid 16 secondary school at BBA in order to reach our aims and answer the research questions stated in the general introduction. Since our research is based on a case study using mixed methods approach, it consists on both quantitative and qualitative research method. This chapter comprises three main sections. The first one provides descriptive information about the settings of the participants throughout this investigation. The second section, typifies the instruments used for data collection namely a questionnaire and structured interviews. The last part explains the procedures of data analysis of the gathered data in our study.

1/Research Method

In order to make a deep investigation to our study and gain a better understanding of our topic, we have adopted a mixed method research for getting as many pieces of information as possible. In this context, mixed method research is defined by Dornyei as: "*A mixed method study involves the collection or analysis of both quantitative and qualitative data in a single study with some attempts to integrate the two approaches at one or more stages of the research process.*" (Dornyei, 2007. p. 163). It does not consist on one type of research method but it involves both qualitative and quantitative ones to collect data. The quantitative method applied to collect statistical data from the closed-ended items of the students' questionnaire that presents in the form of tables, diagrams, and pie charts while the qualitative method adopts to explain the open-ended items of teachers' structured interview and students' questionnaire that analyzes in the shape of paragraphs to sort out the intended meaning of the

participants. Therefore, the mixed methods approach is the best way to have clear insight of our topic.

1-2-Setting and Participants

This present study is done in a realistic setting that is Chahid16 secondary school at Bordj Bou Arreridj during the academic year 2021/2022. For the sake of gathering our data, we have chosen to work with two different groups of participants: thirty-five of EFL learners, who are randomly selected from a long population. Besides, this investigation is conducted with the participants of six EFL teachers in the same secondary school in order to investigate their views about the involvement of EFL learners in a heterogeneous class.

2/Procedures of Data Collection

In order to get a better understanding of the issue under investigation, a mixed method approach has been adopted. This latter combines between the quantitative and qualitative procedures using two instruments namely questionnaires which are designed for first year EFL learners, and structured interviews that are administrated to EFL teachers in Chahid 16 secondary school at BBA for investigating the present topic. A qualitative data is collected through open-ended questions where both EFL learners and teachers express their opinions while quantitative one is gathered through close-ended questions to the learners through selecting answers.

2-1-Questionnaire

A questionnaire is one of the most common instruments of the data collection. It is a set of written items designed for a particular group of people to get answers or opinions about a particular issue. It guarantees the anonymity of the participants and allows gathering data from large number of participant. So, it is the most popular tool for gathering information.

According to Brace a questionnaire is " *a set of written items that can be used in many different situations and many different data gathering media*" (Brace, 2008,p.01). It means that the researcher can collect both quantitative and qualitative data from different people through the use of the questionnaire.

In the present study a questionnaire is designed for first year learners. As it has already mentioned, we have selected thirty five (35) pupils to get the important information about their background, attitudes and opinions towards the engagement in heterogeneous class. The questionnaire (see appendix one) contains seventeen (17) questions divided into sixteen (16) close-ended choice questions that require to be answered by choosing yes or no, or choosing a suitable answer, and one (1) open-ended question where the learner is given an opportunity to express his/ her opinion freely. In fact, a questionnaire is considered to be the easiest tool for collecting data. Dorneyei (2003) agree on the fact that a questionnaire is one of the most suitable tools for gathering data since it does not require much time and effort for the researcher, and also the financial resources.

2-2-Interview

The interview is the second instrument used to obtain supplementary data to the research topic. It can defined as an oral conversation that is used with some respondents to figure out their outlook on a given idea, "*A conversation where one person –the interviewer –is seeking the response for a particular purpose from the other person – the interviewee.*" (Gilham, 2000. P.01). In other words, it is an interactive process where one person seeks the response of a particular issue from the other one. The structured interview is one type among other types of interviews that contains predetermined limited number of questions handed to limited number of participants, and it can include open-ended and also close-ended questions. Structured interviews were conducted with six (6) EFL teachers who teach in the secondary

school “Chahid16”, we have asked seven (7) open-ended questions for teachers equally in the same order without any change. Each interview has taken around 30 minutes where both the researchers and respondents have had the opportunity to ask for further information in order to ensure a clear description. The main aim of the interviews is to provide the researchers with a full understanding of the EFL teachers’ perceptions of their major role to help the students engage in a mixed-ability class, and also express their views about the involvement of those learners in such classes.

3/Procedures of Data Analysis

3-1-Quantitative Analysis

The data collected from close-ended questions of the learners’ questionnaire are quantitative data, this type of data is analysed by following the statistical and numerical analysis of data relying on the statistical package of social sciences (SPSS). It is “*general statistical soft ware tailored to the needs of social scientists and the general public.*”(Blumenthal, 2010.p.1). In a simple way, it is computer program which helps transforming statistical data into different forms such as tables and diagrams.

3-2-Qualitative Analysis

Beside the quantitative data, a qualitative content analysis is used to analyze the data gathered from the open-ended questions of the questionnaire as well as the structured interviews which are related to the opinions and attitudes of both EFL teachers and learners. It is regarded as “*a research method for subjective interpretation of the content of the text data through systemic classification process of coding and identifying themes or patterns.*” (Hsieh and Shannon, 2005.p.02).The answers related to open-ended questions are examined

inductively using qualitative content analysis to sort out the intended meaning of the participants.

Conclusion

This chapter has presented the general design of our dissertation. At the beginning, it has highlighted the type of the research which is the mixed method research, and has also provided information about the participants as well as the place of investigation of the study. Then, it has described the data collection tools used in this study. Concerning data collection, a questionnaire was addressed to (35) first year learners and structured interviews were conducted with six EFL teachers in the secondary school of Chahid 16 at BBA. Finally, the current chapter is carried out the qualitative and quantitative data; where SPSS is used to cover the close-ended questions, and QCA is used to resolve the open-ended item.

Presentation of the Findings

Introduction

This chapter presents the results of our research. It provides the findings of students' questionnaire which was distributed to thirty five (35) First year students. It also exhibits the results of structured interviews that were conducted with six (6) EFL teachers in Chahid16 secondary school at BBA. Therefore, the close-ended questions are presented via pie charts, tables of percentages and histograms, and the open-ended questions are appeared by using qualitative content analysis. The chapter is split into two sections .The first one presents the results gathered from the questionnaire, and the second reports the findings from the structured interview.

1/Presentation of the Results of the questionnaire

Q1: Do you prefer learning in a mixed-ability class?

The answers	The Number	The percentage
Yes	13	37.1%
No	22	62.9%
Total	35	100%

Table 1: Students' preferences for learning in mixed-ability class.

As it is indicated in the above table, the participants who do not prefer learning in the mixed-ability class are more than half, that is, 62.9% which stands for 22 learners. However, 37.1% of those participants prefer learning in such classes.

.Q2: How do you consider your level in English?

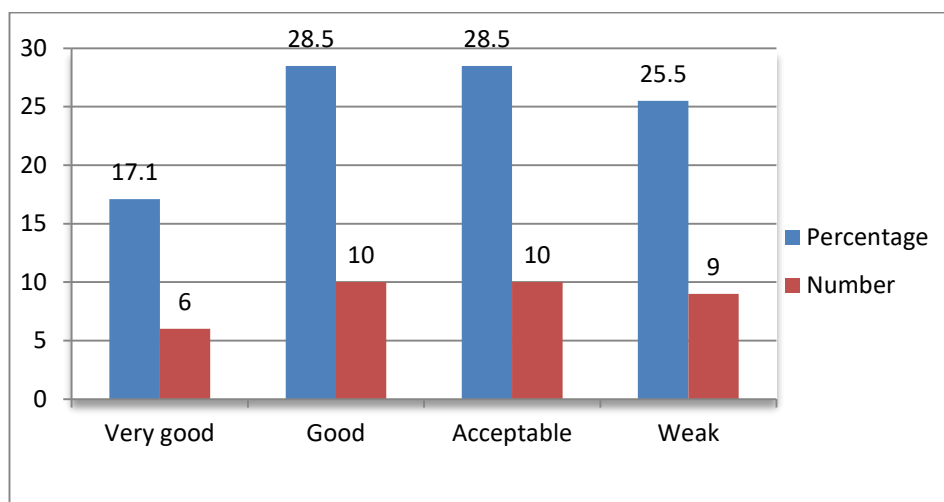


Diagram 1: Students' evaluation of their Level in English.

It is apparent from the first diagram that 28.5% of the participants have a good level in English as well as those who think that their level is acceptable, and (25.5%) of the students reveal that they have a weak level. The minority of them (17.1%) denote that they have a very good level since they want to use the English language effectively.

.Q3: As a student, do you think that learning in a heterogeneous class influences your academic learning?

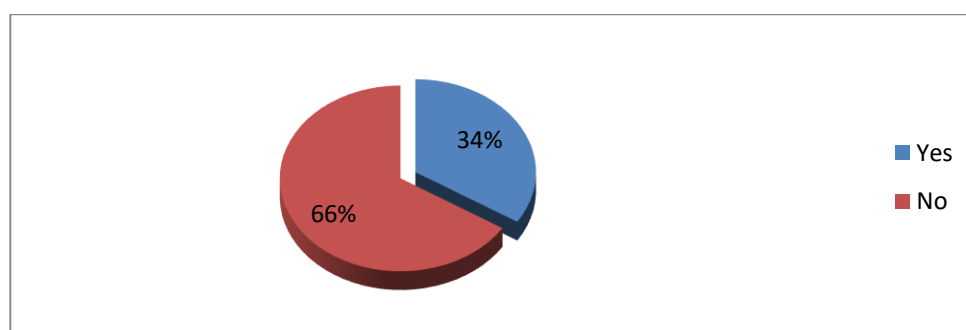


Diagram 2: Students' views about the influence of a heterogeneous class on their academic level.

As for students' views about the influence of a heterogeneous class, the results of diagram (2) indicate that most learners (66%) agree on the fact that a mixed-ability class does not influence their academic level; by stating that it is difficult to deal with such classes because of the big effort that takes daily. Others (34%) report the opposite since it creates a competitive spirit between them.

.Q4: Do you feel that your teacher takes into account your different levels while teaching?

The answers	The number	The percentage
Yes	24	68.6%
No	11	31.4%
Total	35	100%

Table 2: EFL Students' opinions about their teacher's way of dealing with different levels

Regarding students' about the way of their teacher, the table above shows that twenty four learners who represent (68.6%) confirm that their teacher always takes into account their diversity. However, the rest of those students (31.4%) think that their teacher ignores their various levels within the classroom.

.Q5: How motivated are you in the mixed-ability class?

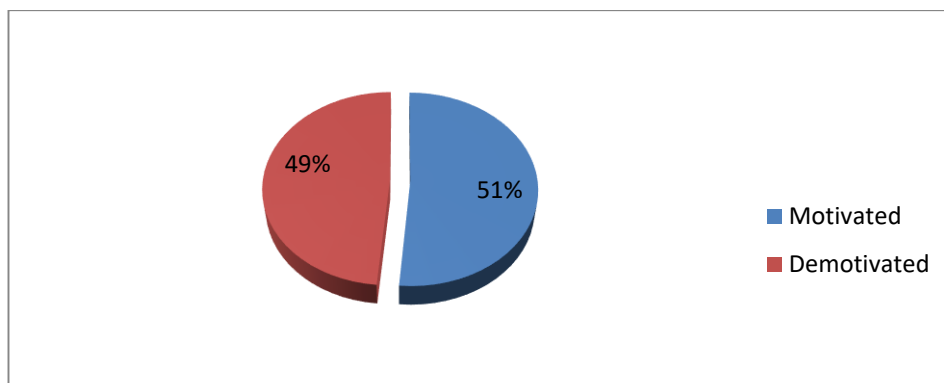


Diagram 3: Students' motivation in mixed-ability class.

As it is appeared in the pie chart above half (51%) of the students are motivated in the mixed ability-class. This is justified by the major role of their teacher in helping them through some motivated activities. The others (49%) do not seem motivated.

.Q6: Do you think that heterogeneity create a spirit of challenge between students?

The answers	The number	The percentage
Yes	15	42,8%
No	17	48,6%
No answer	3	8,6%
total	35	100%

Table 3: The spirit of challenge in a heterogeneous class according to students.

As it is showed in the table above, the findings denote that 42.8% of students affirm having the spirit of challenge because of a mixed-ability class unlike the rest (48.6%) who think that heterogeneity does not create this spirit.

Q7: Have you ever noticed your teacher facing any difficulties while teaching?

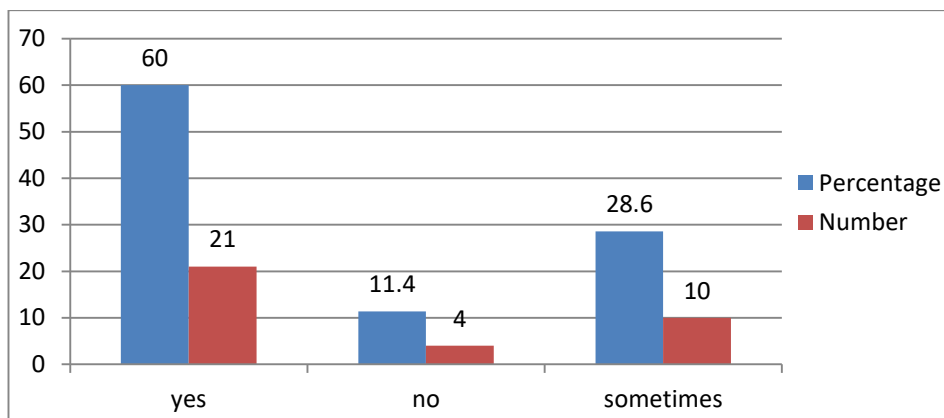


Diagram 4: Students' views about the difficulties that teachers face in teaching.

Concerning the views of EFL learners about their teacher's difficulties, the diagram 4 demonstrates that (60%) of the students answer that the teacher face difficulties in teaching, especially in creating the appropriate activites which suit the level of each learner. Other paraticipants (28.6%) approve that sometimes EFL teacher face complications as long as he/she tries his/her best in taking care of their needs. Yet, the minority of the participants (11.4%) deny these difficulties.

. Q8: If yes, what are these difficulties?

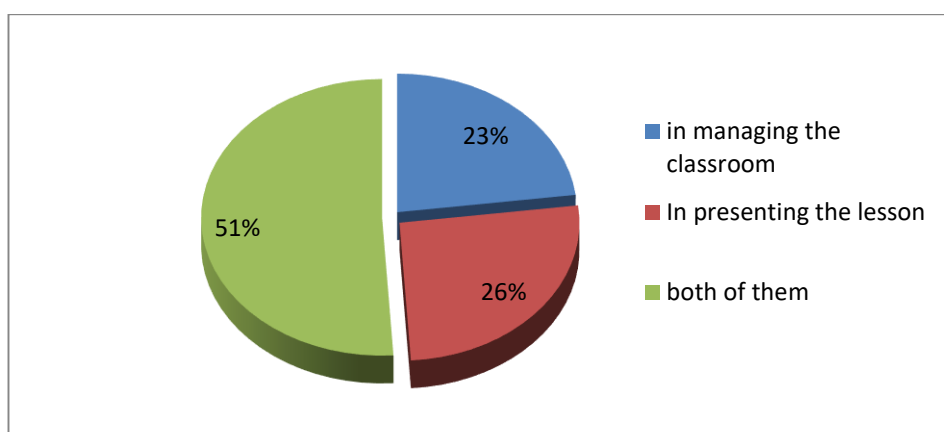


Diagram 5: Teachers' difficulties toward teaching in a heterogeneous class for students.

The respondents have expressed their arguments concerning the difficulties of EFL teachers in the mixed-ability class, as it is illustrated in diagram 5; (23%) of them relate these obstacles in managing the classroom, and (26%) of those learners answer that EFL teachers

suffer from presenting the lesson because they cannot make a balance between high achievers and low level students. However, the totality of learners(51%) confirm that their teachers struggle with both of them.

.Q9: Is there any kind of communication and interaction between you and your classmates in the classroom?

The answers	The number	The percentage
yes	25	71.4%
no	10	28.6%
Total	35	100%

Table 4: Communication in the classroom between students.

A quick glimpse of this table shows that the overwhelming majority of the participants (71.4%) reveal that, there is communication and interaction with their classmates while only 28.6% of them invalidate this fact since those pupils do not prefer learning in teams.

.Q10: What activities do you find most engaging in the class?

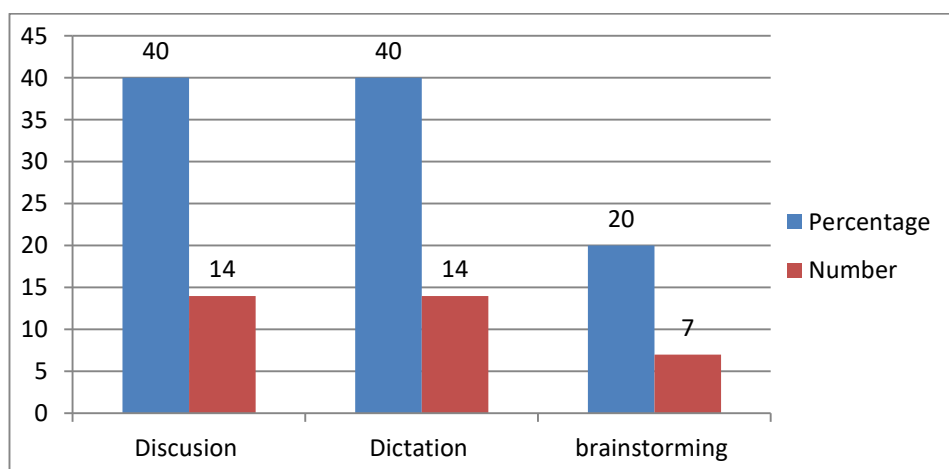


Diagram 6: Students' views about the most engaged activities in the classroom.

As it is understood in diagram 6, divergent points of view have been given regarding the most engaged activities in the classroom. The highest number of learners response that discussion (40%) and dictation (40%) are regarded as the most engaging activities due to the fact that these kinds of materials assist them within the classroom. On the other hand, less than half (20%) say that brainstorming is the only engaging activity in the class.

Q11: Do you enjoy group work in mixed-ability class?

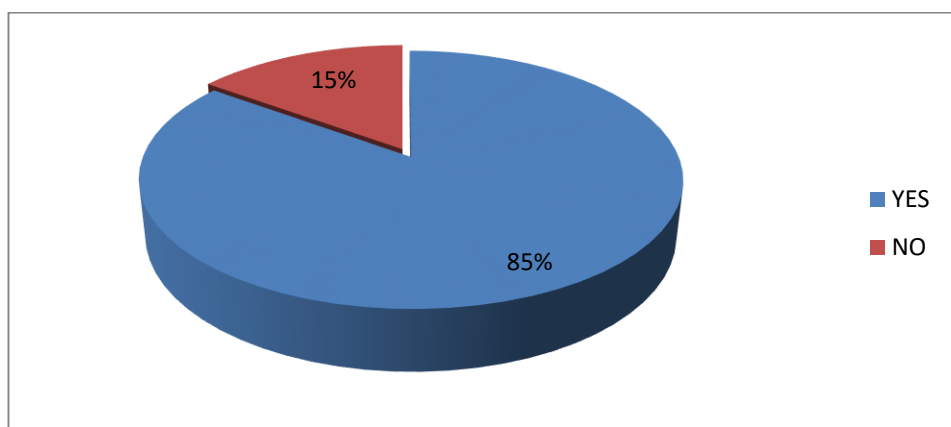


Diagram 7: Students' enjoyment of group work in mixed-ability class.

The diagram denotes that almost all the participants (85%) enjoy the group work in a mixed ability class. This is explained by the fact that such classes enhance their will to work harder on themselves. Nevertheless, the few of them (15%) do not enjoy working in groups.

.Q12: How often do you participate in a heterogeneous class?

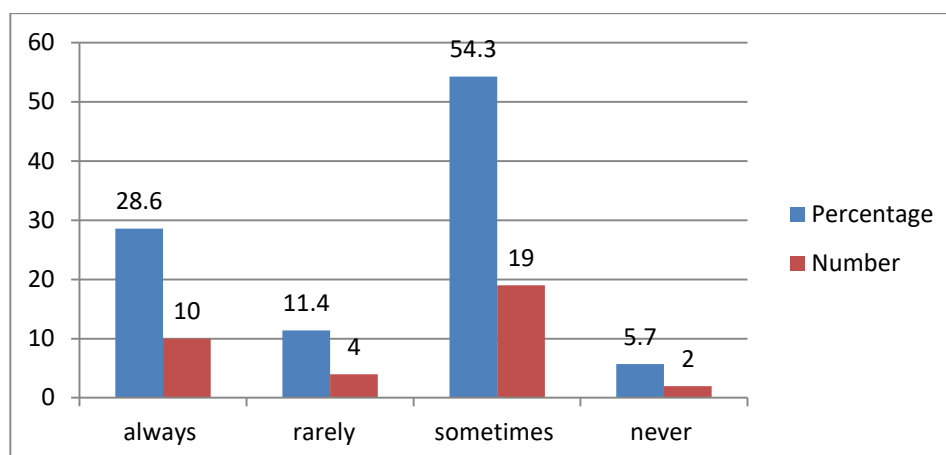


Diagram 8: Students' participation in a heterogeneous class.

As it is mentioned in the diagram 8, half of the learners (54.3%) declare that they sometimes participate in the class and (28.6%) of those respondents confirm that they always participate because of their aim of acquiring the English language. Yet, 11.4% of the participants who answer by “rarely”, and the rest which only represent 5.7% response by “never”.

.Q13: Do you feel embarrassed or ashamed to ask or answer the teacher?

The answer	The number	The percentage
Yes	13	37.1%
no	22	62.9%
Total	35	100%

Table 5: the feeling of the students when they ask or answer the teacher.

Concerning EFL learners' feeling in communicating with their teacher, the results in this table indicate that more than half (62.9%) of the respondents do not feel ashamed to ask or answer the teacher. But, 37.1% of them confirm that they feel embarrassed during the communication with their teacher.

.Q14: In your opinion, the atmosphere of a heterogeneous class is:

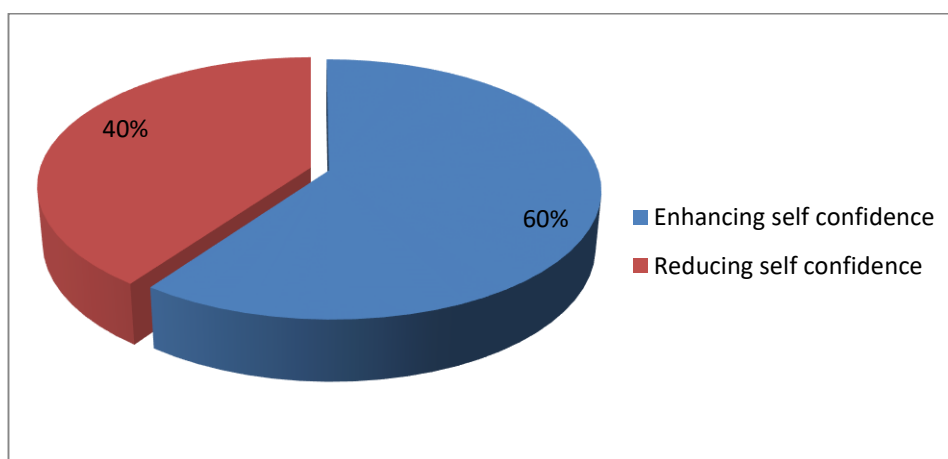


Diagram 9: The atmosphere of a heterogeneous class according to students.

Based on the results in the pie chart above, 60% of the participants answer that the atmosphere of a heterogeneous class enhance their self confidence whereas another group, (40%) of the students think that this atmosphere reduce their confidence.

.Q15: how much effort are you putting into your class?

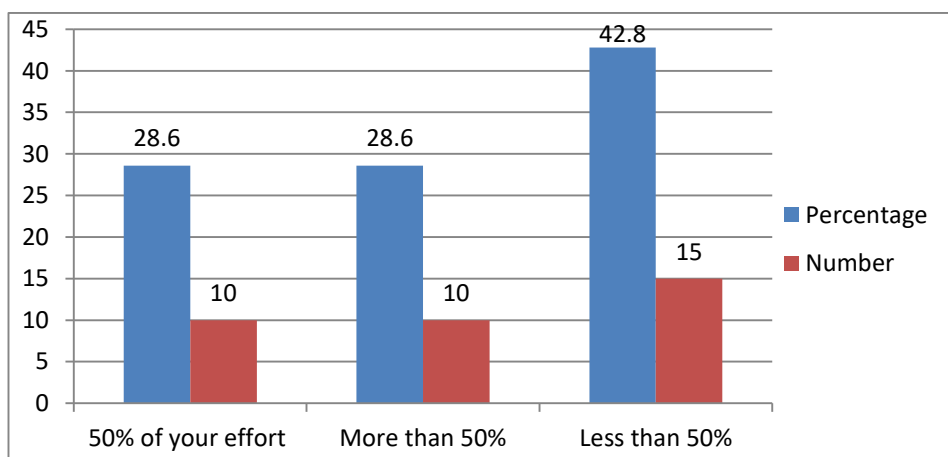


Diagram 10: Students' effort in the class.

Diagram 10 depicts that, almost half of the students (42.8%) answer that they put less than 50% of their effort in the class, and 28.6% of the participants approve that they always make an effort while learning .

.Q16: How do you feel when you are engaged in the classroom?

The answers	The number	The percentage
Feeling attached	11	31,4%
Feeling belonged	9	25,7%
Feeling responsible to it	15	42,9%
Total	35	100%

Table 6: The feeling of the students when they engaged in the class.

The table above illustrates the degrees of EFL learners' feeling toward their engagement, the majority of them (42.9%) feel responsible during their engagement since they want to learn, and 31.4% of the students feel attached whenever they are engaged in the classroom. Only nine participants who represent 25.7% answer having the sense of belonging within the class.

.Q17: What are the problems that you find in the mixed-ability class?

Relying on the gathered data, EFL learners have different opinions concerning the problems and difficulties in a mixed-ability class. The majority of the participants state that the big problem in such classes is chaos which is caused by naughty learners, especially those pupils who have no will to learn. So that, the rest who always concentrate with their teacher feel distracted because of the noise. It is also hard for EFL teacher who spends most of his/her time controlling the class rather than presenting the lesson. Moreover, Other participants get annoyed by the differences in level which cause frustration, and sometimes the marginalization and preference that teacher makes among students. Additionally, learners struggle with teachers' materials and methods which are most of the time unsuitable for some learners. Yet, only few numbers of participants deny facing problems in the mixed-ability class.

In brief, the findings of students' questionnaire reveal different opinions about their involvement in a mixed-ability class, their attitudes toward this class, and its influence on their level along with the obstacles that they face in such classes.

Results of EFL teachers' interviews

Introduction

This part deals with the analysis of the results obtained from EFL teachers' interviews who were asked to answer seven open-ended questions. The interviews are audiotaped, that is transcribed into paragraphs. This analysis is done using qualitative content analysis in order to figure out the views of EFL teachers of Chahid secondary school about their learners' involvement in the mixed-ability class. Another aim of these interviews is to identify the major role of those teachers to get their pupils engaged within the class. The responses to the open-ended questions of the interviews are presented below following QCA.

Analysis of teachers' responses

Question one: How do you manage a class with mixed abilities?

Generally, the answers to this question express different views towards the management of heterogeneous class. Responses are divided between those who think that to manage a heterogeneous class, the EFL teacher must use instructions for the different levels variety of tasks with various grouping strategies in order to help high level students with low level ones, and those teachers who believe that to manage a mixed ability class in a successful way, the EFL teacher has to make a balance between high level students and low level ones by studying, watching and evaluating them. Most importantly is to let them know their hidden abilities and how special they are. Besides, she / he tries to have some time for each one due

to the possibilities of low level students that increase the discussion between learners during the lesson.

Teachers gave their arguments as far as their views are concerned, most of the respondents agree that the management of heterogeneous class is all about knowing how to deal with low level students and high achievers in an equitable way. As it is said by one of the respondents that the EFL teacher tries to pay attention to them when explaining a lesson because in most cases they will not understand so she/he has to explain again by simplifying the instructions and information such as using imagination, drawings, games, and so on concerning low level students, but for the high level students, teacher should make them help the low level learners in order to create a great atmosphere for learning. In addition, EFL teacher attempts to get one of them to the board to explain a lesson depending on a learner's own methods for increasing their confidence and encouraging the low level students. So, those teachers can conduct the mixed ability class in a balanced way.

Question two: what are the challenges you face in the mixed ability class?

According to the respondents, teaching English in the mixed ability class takes a great deal, awareness, and responsibility from the teachers in order to help their learners get involved in the learning process. For them, a heterogeneous class is not easy at all to deal with due to its difficulties every day, and each one of them explain these challenges according to his/her context.

Participants 1, 2 and 3:

Those participants relate these challenges mainly to the wide gap in students' level which make it hard for them during the lesson. In addition, the big size of classes is the fiercest obstacle in controlling the classroom and supporting them individually.

Participants 4 and 5:

The fourth and fifth participants claim that they struggle with planning a lesson which seems inappropriate for some students sometimes, and it is also enormous for them to provide their learners with relevant resources and materials because of the various abilities of students.

Participants 6:

The sixth respondent states that most challenges come only at first that is why EFL teachers have to figure out the way of dealing with all the students. In short, he acknowledges that it is important to know how to handle them otherwise they cannot be engaged within the class. For instance, the high level students be arrogant in which sabotage the low level ones. Consequently, the EFL teacher has to provide opportunities and a preparatory assignment to avoid these problems within the mixed-ability class.

Question three: what do you think of students' involvement in general?

All the participants confirm that learners' involvement is very important within the classroom, and each one of them provides us with different explanation.

Participants 1 and 2:

The first and second respondents point out that the involvement of learners is an obligatory for every single pupil. For that reason, EFL teacher has to assist, guide, and encourage them through different methods. For instance, when the teacher wants to ask questions, he/she has to pick volunteers randomly.

Participants 3 and 4:

Those teachers claim that learners' involvement must be presented in the class daily due to its valuable impact on EFL teachers and students. Yet, teachers have a sufficient role in dealing with each one in order to avoid any kind of marginalization within the class which is a great way to let them be involved easily.

Participants 5 and 6:

The fifth and sixth participants confirm that EFL learners have to be involved within the class in order to use the English language effectively. Even through the majority of learners do not give much attention to their engagement nowadays; EFL teachers make an effort to motivate them through using various techniques and activities.

Question four: how difficult is to involve students in heterogeneous class?

On the whole, all EFL teachers' responses to this question reveal that it is hard for all the students to feel interested and involved in a heterogeneous class which requires a high responsibility for teachers to help all students be engaged in such classes. Subsequently; EFL teachers should vary activities with different levels and involve the high achievers as assistants to help students in doing tasks. Furthermore, the boring lesson with students' view of the language that is a second language only generates many complications in dealing with it. Therefore, EFL teachers should get their students' attention as much as possible for arousing their curiosity, and deal with them patiently as long as the class includes more than 35 pupils.

Question five: what impact would heterogeneous class have on students' involvement?

The responses of this question allow us to divide them into two groups. The first group of the respondents think that a heterogeneous class has a negative impact on students'

involvement, and the second one includes those who believe that it has a positive influence on the engagement of learners .

Participants 1, 2 and 3:

According to those teachers, the mixed ability class has a negative impact, especially if the teacher could not balance the lessons and activities along with the number/ class size which has more adverse. So, if the class is overcrowded, it is hard for the teacher to engage all students that is why students' involvement is different too. Additionally, if the teacher focuses on high achievers, the low level students feel frustrated and disappointed in the class. Thus, it is hard for all EFL learners to feel interested and be involved within the classroom every day, the teacher should vary activities, and assign the high achievers as helpers to low level students in doing tasks. On the other hand, it depends on students' own motivation regardless the level “the student can be involved if she/he has intrinsic motivation”.

Participants 4, 5 and 6:

For those participants, a mixed-ability class has rarely a negative influence on students' engagement since all schools are known by heterogeneous classes administratively. In addition, it is not a major obstacle to the involvement of learners because in each class there must be different levels.

Question six: what is your point of view about students' engagement in a heterogeneous class?

All the answers of this question are mostly the same; the respondents assert that even though the students' involvement is a little hard in a heterogeneous class, it is basically an obligation for each pupil who wants to learn. As one of the respondents say: “the higher students' involvement, the more successful is the lesson”. Nevertheless, the teacher plays a

major role in enhancing their engagement in such classes by using different methods to create a cosy atmosphere for learning. As a result, both kinds of students increase their abilities and determination even higher.

Question seven: As an EFL teacher, how can you engage learners in a heterogeneous class?

Each one of the respondents describes his way of engaging the learners heterogeneously according to their perspective.

Participant 1:

The first participant claims that engaging the learners in a mixed-ability class takes a great effort from the teachers. On this account, the teacher always tries to plan lessons that include all the various levels of learners.

Participant 2:

The second respondent asserts that the EFL teacher has to vary all the activities and materials including educational games used in the class in order to assist the engagement of learners in a heterogeneous class.

Participant 3:

The third participant states that the involvement of learners in a mixed ability class happen effectively through the use of pair and group work which allow the high level and low level students interact and communicate with each other. So that, the high achievers feel like they have more responsibility, and the low level learners receive more help.

Participant 4:

According to this teacher, one of the best ways of engaging the students heterogeneously is, the use of assessments which can help identifying learner's individual skills, learning styles, and interests since they have different abilities.

Participant 5:

The fifth respondent points out that the EFL teacher has to provide learners with the appropriate environment through managing and controlling the classroom where all the students can concentrate. Thus, the EFL students can be involved easily.

Participant 6:

The sixth participant says that engaging learners in a heterogeneous class happen effectively when EFL teacher encourages his/her learners to participate within the class, and sometimes forces them gently.

Conclusion

To conclude, this chapter has introduced the outcomes gained by the two research tools which are a questionnaire and interview. The results of the questionnaire have been presented in tables and diagrams while the findings of interviews have taken the form of paragraphs. From the gathered findings, we have concluded that EFL teachers of Chahid 16 secondary school in Bordj Bou Arreridj play a major role in helping their learners engage in a heterogeneous class while students try to make an effort for being involved in such classes to reduce their difficulties in the mixed-ability class.

Discussion of the Findings

Introduction

The present chapter is concerned with discussion of the results of the study in relation to research questions through the students' questionnaire, and EFL teachers' interview which are analyzed together. The results are then discussed with regard to literature review presented in chapter one. The main aim of this part is to provide relevant responses to the research questions in order to check the validity of the hypotheses. This chapter comprises three main sections, the First part intends to introduce students' questionnaire, and permit us with their difficulties in dealing with a heterogeneous class. The second one deals with the discussion of EFL teachers' interview that include the different strategies to engage their students and also their challenges in the mixed-ability class. Finally, the third section summarizes everything we have taken up in this chapter.

A/ Discussion of students ' questionnaire

The present study shows that, most of students confirm that the engagement in a heterogeneous class is not easy at all that is why the EFL teachers are highly asked to help their learners to be involved in this class. According to the results, learners' involvement in the mixed-ability class goes well whenever the teacher knows how to deal with every student without any marginalization since it is the right way to succeed the lesson. However, learners may help their teacher by trying to learn what they are asked to learn actively, and to focus at their learning process ; as it is proved by Kuh who claims that *“the more students study or practice a subject, the more they tend to learn about it, likewise the more students practice and get feedback on their writing, analyzing or problem solving, the more they should*

become.” (Kuh, 2003.p.04). It means that Students' involvement has a positive impact on their learning and it is considered to be a focal point in improving learners' skills.

Depending on the results of the findings, the majority of students do not feel at ease studying in a heterogeneous class whether for high level or low level students. For high achievers, they are always asked to help learners with disabilities which requires a lot of patience, and they also feel disappointed whenever their teacher give more opportunity to low level learners for encouraging them. Additionally, the large number of students make the students always feel pressured and anxious especially when they are in groups. As a consequence, a heterogeneous class influences the academic level of all students negatively.

The analysis of our data confirm that, EFL teacher is the focal point in the learning process by guiding and assisting students. Teachers help learners by using effective strategies since the mixed ability class requires teachers' assistance to involve their students. It helps students with various abilities to feel comfortable and successesfull at learning. This result supportes the view of Schumacher and Deshler (1992) that learning strategy is one of the effective ways which allow learner to use some of his/her skills for achieving various activities effectively in school or another surroundings.

The data exposes that, around 51% of students are motivated in a heterogeneous class. Necessarily, EFL teachers work on increasing learners' motivation through designing syllabus that suits every single student. As opposed to, some participants who admit that heterogeneity creates a competitive spirit between them despite the fact that low level students face more difficulties in adopting than high achievers. EFL teacher create this spirit

by simplifying the instructions and information using different methods to solve some problems in using the English language.

These findings confirm the views of Searcella and Oxford “*specific actions, behaviors, steps or techniques such as seeking out conversation partners, or going oneself encouragement to tackle a different language task, used by students to enhance their own learning.*” (Searcella and Oxford, 1992.p.63). Indeed, these strategies are a set of actions which are used by learners in order to acquire the English language effortlessly. Moreover, our study conveys that more than 60% of learners concur that EFL teachers face difficulties in teaching while the rest who represent (40%) say the contrary. One of these obstacles is managing the mixed-ability class through using differentiated instructions and creating groups that combine between the high and low level learners. Furthermore, most of the students consent that they are rarely communicated and interacted with their classmates when the teacher does not figure out the way of dealing with them individually.

The findings of our study support that, students' engagement is very necessary Within the class; it plays a vital role in the success of lessons and its presentation, especially teaching English as a foreign language that needs a higher level of thinking and focus to be accomplished. These outcomes are in conformity with Schulman who views that “*the students get to involve in classroom through various abilities such as passion. That is, students who are involved in educationally productive activities in college are developing habits of the mind and heart that enlarge their capacity for continuous learning and personal development.*” (Schulman, 2002.p.44).

Relying on the investigation of the present study, around 40% of participants

denote that the most engaging activities in the class represent in discussion and dictation which EFL teachers use to build students' critical thinking, and also improve their listening and writing skills. Yet, only some learners can be easily involved in a heterogeneous class because of its hardship.

Hence, the participation of students is not the same and sometimes it is almost non-existent. For this reason, EFL teachers resort other ways to facilitate learning the English language by using different styles which fit every learner. For instance, in order to enhance their confidence, EFL teacher has to give them a chance to use their methods in explaining. These findings support the view of Cornett who states that: "*the overall patterns that give general directions to learning behavior.*" (Cornett, 1983.p.03) which means these styles are a set of attitudes that make the learners feel at gratified the learning process.

Regarding our data, less than 62.2% of the respondents feel ashamed and embarrassed to answer or even ask questions. For this reason, almost all the EFL teachers adopt the methods of questions which it is also a good way to assist learners enhancing their confidence during teachers' discussion. Another main point that needs to be mentioned is students' opinion about the atmosphere of a heterogeneous class. Studying in the mixed-ability class is difficult to assimilate everything concerning the lesson, but some of these difficulties create a suitable atmosphere for students to compete among themselves. As results, the confidence of most participants increase through being involved within the mixed ability class.

While gathering data, we notice that almost all learners try their best in order to get involved in a heterogeneous class effectively. Some learners feel responsible to do that because it is an obligatory since they want to learn through participating and doing tasks and activities to reach their goals, and some others feel attached to it as long as there is a competition between their classmates. However, Around 25.7% of participants feel belonged

whenever they are engaged in the class because of the communication and interaction between their colleagues and teachers.

1 .The difficulties that students struggle with in the mixed-ability class

The outcomes of our study reveal that, the majority of the learners struggle with a set of difficulties in a heterogeneous class. Firstly, EFL students get distracted by chaos in the class especially those learners who want to focus with the teacher, who in turn spends most of his/her time controlling the class. In addition, some learners face problems in dealing with activities and materials when EFL teacher does not take into account their diversity as it is proved by Kelly (1974) (See chapter one). As a consequence, low level students cannot engage easily within the class because of their anxiety all the time, and high achievers may feel pressured to be the assistants of learners with disabilities. The last but not the least, the data confirm that some learners suffer from marginalization and preference that is made by their teacher because of their various abilities, that is learners become marginalized when EFL teacher focuses only with stronger students due to their high levels. Consequently, having this kind of feelings reduce their motivation in learning the English language this result supports Bowman's view who says: *“It is important to set certain rules with the students about how to behave with a good learning situation. A teacher should discuss proper rules for a good learning situation with the students.”* (Bowman, 1992).

All these findings answer the second question which is ***“what is the major role of EFL teachers in involving the learners in the mixed-ability class?”*** And confirm the second hypothesis which states that ***“the EFL teacher is a focal point to provide his/her students with the appropriate atmosphere for helping them engage in the mixed-ability class.”***

B/ Discussion of EFL teachers' Interview

As an analysis of the findings, the majority of EFL teachers of Chahid 16 secondary school have difficulties conducting the lesson in a heterogeneous class. On this account, they intend to use different grouping strategies in the interest of aiding all students at one time. O EFL teachers find it very sufficient to develop students' abilities through various learning styles and strategies since they have different approaches to learning in which allow them to response differently within the class, as it is mentioned in the view of Ainslie (1994) that mixed-ability classes include those learners with various skills, interests and even learning needs. However, some teachers prefer grouping their students heterogeneously due to the fact that it comes up with a spirit of challenge between all students, and each one of them does his/her best to be more better through communication and discussion.

The results of our study reveal that, most of EFL teachers feel responsible of every single student in the mixed-ability. She/he takes into account the low level students who cannot easily integrate with high achievers. They always need encouragement from their teachers to help them showing their strengths and enhancing their confidence such as whenever a teacher explains a lesson, she/he has to pay attention to those learners and make sure to repeat the explanation more than once or even give them an opportunity to explain it according to their own method.

Depending on the findings, almost all EFL teachers agree on the fact that students' involvement in a heterogeneous class is really tough since not all the students feel comfortable in dealing with it. Hence, EFL teachers play an important role in helping them engage comfortably. Furthermore, most of teachers state that the engagement in such classes is very necessary because of its positive impact on learners. Yet, each classroom requires students' involvement throughout using their interests and abilities to vast the acquirement of

the English language. These outcomes support the view of Astin, who says that students “*involvement is all about the different energy that students show in the classroom through their willingness, action, and attention.*” (Astin, 1984.p.300). So, most of teachers intend to enhance students engagement and increase their psychological and mental abilities by applying different techniques in the class.

The findings exhibit that, EFL teachers always try to get their students involved in the mixed-ability class effectively using a set of methods; which are suitable for their different learning styles. For those teachers, a heterogeneous class takes a lot of focus effort, responsibility, and awareness. Especially, when the class comprises more than 35 students which make it more harder for them to support those learners individually.

According to EFL teachers of Chahid 16 secondary school, a heterogeneous class has a negative impact on students' involvement mainly when the teacher does not know how to deal with students' different levels or even handling an overcrowded class. But, they try to decrease some of these difficulties by motivating learners, and involving high level students as assistants to low level once in order to reduce the fear, anxiety, and frustration of students with disabilities. Consequently, most of students feel involved and interested daily.

Our study also demonstrates that, controlling every single student is viewed as the issue of some of EFL teachers of Chahid 16 because students' involvement has to be presented in the class every day. So, it depends on EFL teachers' role in order for the success of learners' engagement despite its obstacles. Indeed, every student thinks differently from the other; some learners are not interested to learn the language because of their fear and disabilities while the rest feel impatient and pressured within the class. In this context, Mattewesand Horne (2006) claims that “*Mixed-ability classes are the classes in which*

learners vary in their levels of competence in listening, reading, speaking, and writing.”

Therefore, Teachers of the English language get through this by breaking the usual routine in introducing the lesson, and using new activities every day. So that, the majority of students start to get along with each other without any problem.

The findings of this study approve that, EFL teachers have a big responsibility to enhance students' involvement in a heterogeneous class. Since this latter requires an effective management where all students feel comfortable to use the English language effectively. As it is viewed by Shulman “ *The students get to involve in classroom through their various abilities such as passion. That is, students who are involved in educationally productive activities in college are developing habits of the mind and heart that enlarge their capacity for continuous learning and personal development.*” (Shulman, 2002,p.44). Additionally, they play a crucial role for providing those learners a variety of instructions in order to avoid the hardship of being engaged in such classes.

Moreover, they work on having a good relationship between high level and low level students, and keep them feeling interested through various strategies; which help learners. First, EFL teacher tries enhancing their self-esteem & self- confident by using set of materials. Secondly, he/she also supports them using their own abilities to acquire the language by searching and questioning themselves. The last but not the least, EFL teacher attempts making them interact with their classmates by peer teaching. This result goes hand in hand with Mckeachine et Al (1987) who identifies three main divisions of learning strategies: cognitive, meta-cognitive, and social strategies (see chapter one). The teachers of English use all of these to create a good atmosphere which gathers all the learners to accomplish their aim in learning the English language.

1. The strategies of EFL teachers to engage learners in the mixed -ability class

The analysis of the present study show that, teaching English in Algerian mixed ability classes is one of the major issues that some teachers of Chahid 16 secondary school deal with due to its complication and energy consuming during the lesson. As a result, in order to make it accessible for them, they have used different strategies to get their students involved heterogeneously. This is confirmed in Schumacher and Deshler's (1992) words: *"A learning strategy is an individual way of organising and using a particular set of skills in order to learn content or accomplish other tasks more effectively in school as well as in non academic settings."* These strategies are as follows:

1.1. Variation of tasks between individual, group, and pair work

EFL teachers use this strategy to help learners feel comfortable and less shy, and be able to speak in front of the whole class. It also gives them the opportunity to use the English language in conversation with their classmates. Team work helps students to feel responsible for their own actions, it also developed their skills. As Rubin and Wenden assume *"Social strategies are those activities that learners engage in which afford them opportunities to be exposed and practice their knowledge."* (Rubin and wenden, 1987.p.27)

EFL teachers use the mixed-ability groups to encourage their learners work together because every student can give the other additional explanation and instructions. So, each one of them can explain by his/her own words which is a good way to expand their knowledge and skills.

1.2. Variation of using different activities in teaching English

Teachers of English in Chahid 16 use the most sufficient methods to facilitate students' involvement in a heterogeneous class. They create a variety of teaching English by questioning all the students, and when they notice that some of them are not interested, EFL

teachers try forcing them to focus gently. In addition, they always intend to create interaction between all learners which is very helpful for them during the discussion. In relation to this, O'Melly (1985) states that social strategies are these affective strategies that can be transacted with others.

Some teachers use a flipped classroom to aid their students getting certain content at their own pace. It enable those learners to obtain information independently through videos. For those teachers, it has a positive effect on students' involvement unlike traditional education. These findings come as a support evidence to the views of Hiver et Al (2020) that flipped classroom became indispensable tool in acquiring the language in which make the engagement of students more easier to obtain the English language.

1.3. Variation in content

Additional explanation and revision is very important in the mixed ability class due to the fact that students with different knowledge and background feel ignored when the teacher concentrates only with high level students. For this reason, EFL teachers try to avoid it by an extra explanation until all students understand. For instance, giving examples from different settings or asking learners to present the lesson from their own pace. This point goes hand in hand with Rubin 's (1981) view that meta-cognitive strategy empowers students to use their personal capacity over their own learning. Therefore, those students feel interested within the class in which allow them having a good relationship with high achievers.

1.4. Variation in media

Media is one of the helpful strategies that EFL teachers adopt to engage their learners heterogeneously. This method plays an efficient part to vast a variety of information

through using videos and games in order to improve students' involvement and motivation. Teachers give them more attention to participate in different tasks, and also they make use of PowerPoint presentation to clarify the structure of their lessons. It helps them in their teaching methods to vast students' learning and enhance their intellect. Additionally, it facilitates communication and interaction between learners and teachers so that each one of them can interpret and engage in the mixed ability class.

2. The challenges that EFL teachers face in a heterogeneous class

The outcomes of our study confirm that, EFL teachers of Chahid 16 secondary school experience several challenges in the mixed ability class daily. First of all, they struggle with planning a lesson that suits all students with different levels. Secondly, a heterogeneous class turns to be uncooperative in which let some students feel bored quickly. This finding get along with what Tomlinson says: *“Avoid boring the fast learners.”* (Tomlinson, 2005.p.262) In addition, most of those teachers find difficulties to create the appropriate activities and materials that help learners to avoid any kind of distraction and keep their motivation all day long, as it is affirmed by Kelly (1974) students have their own learning, and low level students may find more difficulty working in a noisy atmosphere because of their distracted nature.

The last but not the least, EFL teachers have to provide them with the most helpful strategies every day as long as they have a responsibility to take care of every single students' needs. Yet, they find it complicated to be delivered in the mixed-ability class because of the large number of students with different levels. These results are in line with the previous study of Baker (2002) who argues that is not just the fact that there are many students in the class, but all of them have different ability levels which provide the biggest challenge, and she further claims that in mixed ability classes, it can be difficult to keep the attention of all students.

Their motivation can be poor and the teacher can feel frustrated because he/she does not have enough time to assist the weaker students.

In light of what is said in the gathered results, they answer the first research question which is *“what are the views of EFL learners and teachers toward students’ involvement in the mixed-ability class?”*, and validate the first hypothesis which says *“ According to EFL teachers and students, The involvement in a heterogeneous class is very important for all learners with different levels in order to use the language productively.”*

Conclusion

This chapter discusses the results obtained through the two research tools which are the questionnaire and the interview. It answers the research questions and confirms the first and the second hypotheses stated in the general introduction. Depending on the gained results, we can conclude that engaging students with different abilities, knowledge and interests requires a big responsibility from the EFL teacher generally and learners specifically to use the English language fluently in Chahid 16 secondary school at Bordj Bou Arreridj . Besides, EFL teachers have an important role to enhance students ‘involvement in a heterogeneous class.

General Conclusion

The study was set out to investigate learners' involvement in the mixed-ability class in Algerian secondary school of Chahid16 at BBA. This dissertation seeks to figure out the views of EFL learners and teachers about the involvement of learners in a heterogeneous class. It also states two main objectives, the first objective is to determine EFL teachers' role in involving their learners heterogeneously. The second one is to show the difficulties of EFL students and teachers in such classes. Thereby, investigating this research study shows that the educational environment has a deep relationship with the success of students' engagement.

For the sake of conducting this investigation and answering the research questions, the mixed method was adopted to gather and analyze data; both quantitative and qualitative methods were combined to evaluate data. 35 first year learners of Chahid 16 secondary school were randomly selected to respond to a questionnaire. Furthermore, six EFL teachers were chosen to be interviewed. Concerning data analysis, a computer program software (SPSS) was implemented for the analysis of quantitative data. In addition, qualitative content analysis (QCA) for the analysis of non-numerical data which were collected from the six interviewees and the answers to open-ended questions were collected from the questionnaire relying on the data analysis.

Based on the results of our study, we can conclude that the three hypotheses were confirmed. The findings of this research reveal that EFL learners and teachers agree on the fact students' involvement in the mixed ability class is very important despite its lack within such classes. As it was said by one of the respondents: *"The higher students' involvement the more successful is the lesson"*. Thus, this result confirms the first hypothesis which says that EFL learners and teachers think that the involvement of learners is very necessary within the mixed-ability class.

Moreover, the findings have demonstrated that EFL teachers play a crucial role in the classroom and have a big responsibility toward their student in a heterogeneous class because of the value of students' involvement in the EFL classroom. In addition, the engagement process requires effective management where the student feels comfortable to learn through providing them with the various strategies and materials, and supporting them to use their own abilities. These results validate the second hypothesis, that is, EFL teacher is the focal point to provide his/her students with the appropriate atmosphere for helping them engage in the mixed-ability class.

Our study has also showed that, both of EFL teachers and students face some difficulties in a heterogeneous class such as taking care of learners' needs individually for EFL teachers, and the feeling of discomfort for learners. Hence, these findings validate the third hypothesis, which is, the most challenging issue that EFL teachers and students face in a heterogeneous class is the variety of abilities.

Some limitations can be noted in our research study. First, Time constraints do not allow us to have interviews with more than six EFL teachers, or even with another secondary school, so the findings are limited in this school. Additionally, depending on the objective of our research work, we cannot generalize the findings to all the EFL teachers and learners who deal with a heterogeneous class, relying on the data obtained from the structured interview and questionnaire.

This dissertation can provide some suggestions for further research. First of all, further studies may examine the impact of multimedia on students' engagement in the mixed-ability class according to EFL teachers. Moreover, the same topic may be conducted in other secondary schools or universities.

Bibliography

- Ainslie, S. (1994). *Mixed ability teaching: Meeting learners' needs*. Network03: teaching language to adults. London: center of information language teaching and research.
- Astin, A. W. (1984). *Student involvement: A development theory for higher education*. Journal of college student personnel, 25(4), 297_308.
- AL-Hoorie, A.H., All Showily, A. S. (2020). *Vision theory vs. goal. Setting theory: article analysis*. Port a ling arum, 33, 217_229.
- Baker, J. (2002). *The English language teachers' handbook how to teach large classes with little recourse*. New York: continuum; London: Cassel.
- Bousbia, H. (2015). The impact of classroom heterogeneity on learners' motivation: master's thesis. Kasdi Merbah University, Ourgla Available <https://dspace.univ.ourgla.dz>
- Bowman, B. (1992). *Teaching English as a foreign language to large multilevel classes*. Washington, DC: center for applied linguistics.
- Brown, S.T., Power, N., Bowman, A. and Foster, S. (2018). *Student engagement in a human anatomy and physiology course: a new Zealand perspective*, Advanced in physiology Education, Vol42, pp. 636_643.
- Blumenthal, E. (2010). *Introduction to SPSS 16-0*. Seattle, U.S.A: University of Washington.
- Brace, I. (2008). *Questionnaire Design: how to plan, Structure and write survey materials for effective market Research*. 2nd edition. Koyan page: London and Philadelphia.
- Bergmann, J., & Sams, A. (2012). *Flip your classroom: reach every student in every class every day* Washington, DC: Internal society for technology in education.

- Bishop, J. L. & Verleger, M. A. (2013). The flipped classroom: A survey of the research. In ASEE national conference proceedings, Atlanta, GA 30(9), 1_18.
- Bond, M. (2020). *Facilitating student engagement through the flipped learning approach in K12: a systematic review* Comput.Educ.151:103819. Doi: 1016/j.compedu.2020.103819.
- Carver, C., Jung, D., and Gurzynski-Weiss, L. (2021). *Examining learner in relationship to learning and communication mode*, in student engagement in the language classroom Eds P. Hiver, A.H., AL-Hoorie, and S. Mercer (Bristol: Multilingual matters).
- Cornett, C. (1983). *What you should know about teaching and learning styles*. Bloomington: IN.
- Carven, P.L. (2007). EEG correlates of task engagement and mental work hard in vigilance, learning and memory tasks, Aviation, space, and environment medicine, 78(5), B231_B244. Available at <http://doi.org/10.1016/j.biopsycho.2011.03.03>.
- Dunn, R. and Griggs, S. (1988). *Learning styles: Quiet revolution in American schools*.VA: National Association of Secondary School principals.
- Dornyei, Z. (2007). *Research Method in Applied linguistics*, Oxford: Oxford University Press.
- Dornyei, Z. (2003). *Questionnaire in second language research: Construction, administration, and processing*. Mahwah, NJ: Lawrence Erlbaum.
- Fredrick, J.A., & Mccolskey, W. (2012). *The measurement of student engagement: A comparative analysis of various methods and student self-report instruments*. In S.L. Rashly & C. Wylie, (Eds), Handbook of research on student Engagement (pp.763_782). Boston, MA: Springer Science + Business Media. Available at https://doi.org/10.1007/978_1_4614_2018_7.

- Flipped learning network (FLN) (2014). *The four pillars of F-L-I-P*. March 12, 2014. Available at <http://flippedlearning.org/site/Default.aspx?PageID=92>.
- Gilham, B. (2000). *The Research Interview*, London: Bloomsbury publishing.
- Hiver, P., AL-Hoorie, A.H., & Mercer, S. (Eds.) (2021b). *Student engagement in the language classroom*. Clevedon: Multilingual Matters.
- Hernie, C.R., Halverson, L.R., & Gralram, C. R. (2015). *Measuring student engagement in Technology*. Mediated learning: A review computers & Education.90: 36_53.
- Hung, H., T. (2015). *Flipping the classroom for English language learners to foster active learning*. Comput. Assit.lang.learn.28, 81_91. Doi: 10.1080/09588221.2014.967701.
- Hess, N. (2001). *Teaching large multilevel classes*, Cambridge: Cambridge university press.
- Hseih, H. and Shaman, S. E. (2005). *There Approaches to Qualitative content Analysis*, qualitative health research, 15(9): 1277_1288.
- Hiver, P., Al-Hoorie, A.H. & Larsen freeman, D. (2021a). *Toward a transdisciplinary integration of research purposes and methods for complex dynamic systems theory: beyond the quantative_qualtative divide*. International of the review of applied linguistics in language: teaching. Epub head of print. February, 2021. Available at http://DOI:101515/iral_2021_2022.
- Kelly, A.V. (1974). *Teaching mixed ability classes: an individualized approach*. London: Hoper & Row Ltd.

- Kuh, G.D. (2003). *What we're learning about student engagement from NSSE: Benchmarks for effective educational practices*. Change: The magazine of higher learning 35(2)24_32.doi: 10.1080/00091380309690.
- Lee, G. & Wallace, A. (2018). *Flipped learning in the English as a foreign language classroom: outcomes and perceptions*. TESOL.quarterly, 52, 62_84.
- Li, Z. Y. (2022). *Book review: engaging language learners in contemporary classrooms* by Mercer, S. and Dornyei, Z. RELC J. 1-3. Doi: 10.1177/00336882211043664.
- Mathews-Aydinli, J., & Van Horne, R.C. (2006). *Promoting the success of multilevel ESL classes' center for adult English language acquisition (CAELA)*, April 02, 2006, Washington, Available at <http://www.cal.org/caela/esl/resources/briefs/multivel.pdf>. Last accessed November15, 2019.
- Mckeachine, W. J., Pintrich, P.R., Lin, Y.G. & Smith. D.A.F. (1986).*Teaching and learning in the college classroom: A review of research literature* (Tech. Rep.No.86-B_001.0.).Ann. Arbor, MI: University of Michigan. National center of research to improve postsecondary teaching and learning.
- O'Malley, J.M., Chamot, A. U., et al. (1985). Learning strategies applications with students of English as a second language. TESOL Quarterly, 19(3), 557_584.
- Rubin, J. (1981). *The study of cognitive processes in second language learning*. *Applied linguistics*, 2, 117_131.
- Rubin, J. (1987). Learner strategies: *Theoretical assumptions, research history and typology*. In A.L. Wenden & J. Rubin (Eds.) learner strategies in language learning (pp.15_30). Englewood Cliffs, NJ: Prentice-Hall.

- Reeve, J. (2012). *A self domination theory perspective on students' engagement*. In S. L. Christenson, A.L. Rashly & C.Wylie (Eds.) *Handbook of research on student engagement*. (pp.149_172). Boston, MA: Springer.U.S.
- Skinner, E.A., Chi, U., & The learning-Gardens Educational Assessment Group (2012). *Intrinsic motivation and engagement as "active ingredient" in garden-based education: Examining models and measures derived from self-determination theory*. *Journal of Environment education*, 43(1), 16_36.
- Schulman, L. S., (2002). *Making differences: A table of learning*. *Change*, 34(6), 36_44.
- Scarcella, R.C. & Oxford, R.L. (1992). *Tapestry of language learning: The individual in the communication classroom*.p.63.Boston, MA: Heinle & Heinle.
- Tomlinson, C. A. (2005). *Grading and differentiation: paradox or good practice*. *A theory into practice*, 44(3), 262_269.
- Tasopoulou, K. and Tsiotras, G. (2017). *Benchmarking towards excellence in higher education on, Benchmarking*. *An international journal*, Vol.24.pp.617_634.
- Valentic, D. (2005). *ELT. In multilevel classes hupe newsleher*.U.S.A. Retrieved from <http://www.cal.org/caela/esl resources/Briefs/multilevel.pdf>.
- Wenden, A.L. (1987a). *Conceptual background and utility*. In A.L. Wenden & J. Rubin (Eds.), *learner strategies in language learning* 3_13. Englewood chiffs, NJ: Prentice Hall.

Appendix 1

(EFL learners' questionnaire)

Dear students,

This questionnaire is a part of our research study on students' involvement in the mixed-ability class according to EFL learners and teachers. In order to reach this aim, you are kindly requested to answer the questions. Your answers will be used only for academic purposes. Thank you in advance for your contribution.

Please, put a tick (✓) on the appropriate box and write your comments whenever necessary.

- Definition of a heterogeneous class: is a class which consists of students with different abilities, attitudes, needs, and levels and many more, it is also known by the mixed-ability class.

Q1/ Do you prefer learning in the mixed-ability class?

a) Yes ☐ b) No ☐

Q2/ How do you consider your level in English?

a) Very good ☐
b) Good ☐
c) Acceptable ☐
d) Weak ☐

Q3/ As a student, do you think that learning in a heterogeneous class influences your academic learning?

a) Yes ☐ b) No ☐

Q4/ Do you feel that your teacher takes into account your different levels while teaching?

a) Yes ☐

b) No ☐

Q5/ How motivated are you in the mixed-ability class?

a) Motivated ☐

b) Demotivated ☐

Q6/ Do you think that heterogeneity create a spirit of challenge between students?

a) Yes ☐

b) No ☐

Q7/ Have you ever noticed your teacher facing any difficulties while teaching?

a) Yes ☐

b) No ☐

c) Sometimes ☐

Q8/ If yes, what are these difficulties?

a) In managing the classroom ☐

b) In presenting the lesson ☐

c) Both of them ☐

Q9/ Is there any kind of communication and interaction between you and your classmates in the classroom?

a) Yes ☐

b) No ☐

Q10/ What activities do you find most engaging in the class?

a) Discussion ☐

b) Dictation ☐

c) Brainstorming ☐

Q11/ Do you enjoy group work in the mixed-ability class?

- a) Yes ☐ b) No ☐

Q12/ How often do you participate in a heterogeneous class?

- a) Always ☐ b) Rarely ☐
c) Sometimes ☐ d) Never ☐

Q13/ Do you feel embarrassed or ashamed to ask or to answer the teacher?

- a) Yes ☐ b) No ☐

Q14/ In your opinion, the atmosphere of a heterogeneous class is:

- a) Enhancing self confidence ☐
b) Reducing self confidence ☐

Q15/ How much effort are you putting into your class?

- a) 50% of your effort ☐
b) More than 50% ☐
c) Less than 50% ☐

Q16/ How do you feel when you are engaged in the class?

- a) Feeling attached ☐
b) Feeling belonged ☐
c) Feeling responsible to it ☐

Q17/ What are the difficulties you face in the mixed-ability class?

.....
.....
.....
.....

Appendix 2

(EFL teachers' interview)

The following interview is intended to gather information about teachers' views about students' involvement in heterogeneous classes. We will be thankful if you could answer the questions below as long as your responses are very important for the validity of our research. Thank you in advance for your time.

1. How do you manage a class with the mixed abilities?
2. What are the challenges you face in the mixed ability class?
3. What do you think of students' engagement in general?
4. How difficult is to involve students in a heterogeneous class?
5. What impact would a heterogeneous class have on students' involvement?
6. What is your point of view about students' engagement in a heterogeneous class?
7. As an EFL teacher, how can you engage learners in a heterogeneous class?

Thank you for your collaboration.