

Towards addressing the challenge of teaching mixed-level ESL/EFL classes in Sri Lankan university English Language Teaching contexts through triangulation of teaching methods

Rusiru Kalpagee Chitrasena, ELTU, University of Kelaniya

Upon joining the Sri Lankan university system as an English language tutor, one of the critical challenges encountered by the present researcher is catering to learner heterogeneity in large multi-level English classes. In response to this practical problem, this study examines the potential of methodological triangulation in ELT for catering to the learning requirements of Sri Lankan university students in mixed-level English classes. Therefore, it is a novice teacher's endeavor to develop a pragmatic and sustainable philosophy for teaching English in Sri Lanka.

Using action research methodology, methodological triangulation was used with a group of first year students from the English for Biology course. This course has been developed using a classic communicative task-based approach. This method and the triangulation method were used alternatively in class. The findings of the study suggest the usefulness of methodological triangulation to help the learners overcome difficult learning situations. Student feedback and analysis of writing were used as ways of measuring the effectiveness of methodological triangulation.

Keywords: Heterogeneity, Multi-level English Classes, Methodological Triangulation, Eclecticism, Sri Lankan Universities