

A Case Study on the Implementation Strategies and Effect of English Adaptive Ability Grouping Instruction in Junior High School

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This study aims to explore the implementation strategies, the problems and the solutions of adaptive ability grouping instruction and students' learning effect after the instruction in *A* Junior High School in Kinmen County by the case study method. The results showed that (1) *A* junior high school implements "Two Classes, Three Groups Instruction", which combined both Ability Grouping Instruction and Remedial Teaching. In this instruction, students were divided into group B and group C based on their exam grades and their intention to learn English. Students can switch to the other group flexibly. *A* School firstly assigned experienced formal teachers to teach group C and teachers reduced and simplified learning contents to meet students' need. (2) Students showed no significant progress in English learning motivation and English learning self-efficacy. However, they had positive attitude towards the instruction. Students of group C liked and the instruction and felt they made progress in English exams. (3) The problems were that teachers spent too much time to modify teaching materials. To ease their pressure, teachers hoped that more online teaching materials can be developed. Some students didn't fit group C, and it caused problems to group switching. Teachers hoped that the selection of group C can be more strictly. It is not easy for school *A* to hire any proper substitute English teacher; therefore, the instruction can only be implemented in the ninth grade. It was hoped that the government can take action to ensure enough teachers in these remote areas.

Keywords: adaptive instruction, ability grouping, English language teaching