

**CHALLENGES IN MANAGING LARGE ENGLISH  
CLASSES AT HIGHER SECONDARY LEVEL**

**A Thesis submitted to the Department of English Education  
In partial fulfilment for the Master of Education in English**

**Submitted by  
Kalpana Sharma**

**Faculty of Education, Tribhuvan University  
Kirtipur, Kathmandu  
2017**

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2017**

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## **RECOMMENDATION FOR ACCEPTANCE**

This is to clarify that **Ms.Kalpana Sharma** has completed the research of her M.Ed. thesis entitled **Challenges in Managing Large English Classes at Higher Secondary Level** under my guidance and supervision.

I recommend the thesis for acceptance.

Date:09/04/2017

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## **DEDICATION**

Dedicated

*To*

*My affectionate parents*

**Giri Raj Sharma Adhikari**

*and*

**Basanta Adhikari**

*who have devoted their entire life to bring me to the present position.*

## **DECLARATION**

I hereby declare that to be the best my knowledge thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 08/04/2017

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**Kalpana Sharma**

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**Kalpana Sharma**

## **ABSTRACT**

This is a study entitled "Challenges in Managing Large English Classes at Higher Secondary Level". The main objectives of the study was to find out the challenges in managing large English classes. Altogether fifteen teachers were selected from the five different higher secondary schools of Kathmandu valley by using purposive non random sampling procedure. In addition, I observed three classes of each teacher. I employed two types of tools, questionnaire and observation checklists for collecting data. The finding shows that most of the teachers are well-aware to manage the large English classes and they have to adopt elective approach while dealing in a large class.

This thesis consists of five chapters. The first chapter deals with the introduction of the topics in which background of the study, statement of the problems, objectives, research questions, significance of the study, delimitations of the study and the operational definition of the key terms are included. The second chapter includes the review of both theoretical and empirical literature along with the implications of the review for the study. It also includes conceptual framework. The third chapter deals with the methods and procedures of the study. It includes design and method of the study, population, sample and sampling strategy, data collection tools and techniques, data collection procedures and data analysis and interpretation procedures. The fourth chapter includes analysis and interpretation of the data and the summary of the findings. The fifth chapter presents the conclusions of the study and recommendations. Moreover, it also suggests some pedagogical implications related to policy related, practice related and further research related. This chapter is followed by references and appendices used for the study.

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## LIST OF ABBREVIATIONS

%	Percentage
CUP	Cambridge University Press
Dr.	Doctor
e.g.	For example
ELT	English Language Teaching
Er.	Engineer
Et.al.	et alia ( and others)
Etc.	Etcetera
i.e.	That is
M.Ed.	Masters of Education
NELTA	Nepal English Language Teachers Organization
NESP	National Education System Plan
No.	Number
P.	Page
Prof.	Professor
S.N.	Serial Number
T.U.	Tribhuvan University
Viz.	Namely