

TEACHING ENGLISH IN RURAL AREA

**A Thesis Proposal Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

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1485

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

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Bhajan Pradhan** has prepared this thesis entitled “**Teaching English in Rural Area**” under my guidance and supervision.

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DECLARATION

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

Date: 2069-04-32

.....

Bhajan Pradhan

DEDICATION

Dedicated to

**My dear mother and late father
who devoted their whole
life to make me
educated.**

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ABSTRACT

The present research study entitled “**Teaching English in Rural Area**” aimed to explore challenges faced by the teachers and students with respect to teaching and learning English in a large class and as well as the best teaching practice. This study was carried out using both primary and secondary sources of data and they were collected through class observation check–list and questionnaire. The class observation check-list was used to find out challenges in association with class-room management, teaching and learning activities in large class and the best teaching practices. On the other hand, questionnaire was used to elicit experiences, perceptions and views of teachers and students from several angles. The researcher purposively selected 30 students and 10 teachers from 10 different rural secondary schools in Sindhupalchok district. The study shows that large classes in rural area have many troubles and difficulties for the teachers and students. However, the teacher put efforts for the best practice of teaching. The teacher and students’ perception, views, and experiences were found to be positive for tackling over such problems for the best practice with respect to teaching and learning in large classes.

This research consists of four chapters which are introduction, methodology, analysis and interpretation, and findings and recommendations. The first chapter contains general background, review of the related literature, objectives and significance of the study. The second chapter mainly concerns with methodology used in the study; the sources of data, sampling procedures, tools and process of data collection and limitations of study are included under this. The third chapter deals with the analysis and interpretation of data. The fourth chapter consists of findings and recommendations of the study. Finally, references and appendices are mentioned in order to give validation to the research.

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ABBREVIATION AND SYMBOLS

&	:	And
A.D.	:	Anno Domini
B.A.	:	Bachelor of Arts
B.Ed.	:	Bachelor of Education
e.g.	:	For Example
EFL	:	English as a Foreign Language
G.T.	:	Grammar Translation
Govt.	:	Government
H.S.S.	:	Higher Secondary School
i.e.	:	That is
Lab	:	Laboratory
Lg.	:	Language
M.A.	:	Master of Art
M.Ed.	:	Master of Education
P.	:	Page No.
S.L.C.	:	School Leaving Certificate
Sec.	:	Section
T.U.	:	Tribhuvan University
UNESCO	:	United Nation Education Social and Cultural Co- operative Organization
V.D.C.	:	Village Development Committee

CHAPTER ONE

INTRODUCTION

This study is about "Challenges and Best Practices of Teaching English in Large Classes in Rural Secondary Schools". This chapter consists of general background, review of related literature, objectives of the study and significance of the study.

1.1 General Background

We know that we are living in the world of globalization. In this era, English is an important language all over the world which is said to be a lingua franca and is one of the official languages of United Nations.

As Senior (1997) opines, "the latest and the most advanced discoveries and inventions in science and technology are being made in the universities located in the United States of America where English language is the means of scientific discourse" (p.51). This statement also tries to clarify the significance of the English language which keeps the people in touch with the whole world. In this regard, it can be said that English helps to link and communicate ideas from person to person and country to country. Through English, people can get enough information and can increase knowledge relating to culture, science, technology, politics, etc.

In the context of Nepal, the importance of English language teaching has been realized. So, it has been taught as a compulsory subject from grade one to bachelor level. The English language teaching in Nepal entered with the foundation of Durbar High School in 1884 A.D. after Junga Bahadur Rana's short visit to Britain. He did not pay much attention to mass education even if he was highly impressed by the English education

system. He established this school as the first school in the country. That was meant for giving education to the children of the ruling families and their favorite people. After many years, slowly, public got an opportunity to learn English.

1.1.1 Large Classes: A Brief Introduction

Teaching English is really an admirable profession but at the same time it is a very hard one in different contexts. Although many people may not agree with this fairly complex concept, everyone tends to agree when we disclose unavoidable difficulties and circumstantial evidence trouble of teachers in order to teach in large classes. Many language teachers consider that having too many students in the classroom can be problematic. Concepts, opinions may differ from person to person and country to country. Some senior academics attending a UNESCO Regional workshop on Teaching and Learning in Higher Education Moi University, Eldoret, Kenya have expressed excerpts of views related to large class as :

- There is nothing like a large class. The large class is only in the mind of the orthodox teacher.
- A large class is one with more students than available facilities can support.
- Large classes have more than 100 students enrolled.
- There is no fixed number. The large class depends on the discipline-smaller number for engineering, science and medicine and large number for the arts, humanities and social sciences.

Indeed, there is no any quantitative definition about a large class.

According to Hayes (1997, p.51), “Some people hold that 50 would be

large enough for a secondary English class others would argue that a large English class could have as many as over 100 or even 150 students.” However, most English teachers generally agree that language class with 50 – 80 or more is ‘large’ enough. According to education act of Nepal Government; a large class refers to such an English class with the pupils of being more than 40 in numbers. Therefore, in the context of secondary schools of Nepal, large class refers to those classes with the number of students ranging from 40 and above. Similarly, about the large class, Toubia (1999, p.37) presents his views as:

Whether something feels like a large class is partly a matter of the resources put into teaching it and of the skill employed by the teacher who works alone with the class of 40 – 50 and who grades students? on coursework essays and essay-type examinations finds this to be a large class. So that, a large class is one that feels large and that a sign of this will often be that we feel the size of the class stops us from working in our preferred way.

In western countries, class size of 30 students is considered large. In the developing countries, class size has to increase with the population growth as well. Ur (1999, p.134) says, “There are problems in teaching a large class where the heterogeneous types of students remain. Mostly, the difficulties of discipline, correcting the written assignments, students’ participation in learning, etc, are the major problems in such classes.”

Teaching English in large classes is a pressing issue in the present situation of Nepal. Most of the secondary schools of Nepal are situated in rural areas which are not equipped with the modern facilities. So, these

schools are unable to provide quality education to the students. In the proportion of population growth, the structures and space of schools are becoming un-adjustable and changes are rare. The students are compelled to cover a long distance to reach their schools. The classroom size is not large enough in comparison to students' number. The condition of furniture is the same and old ones.

1.1.2 Characteristics of Large Class Teaching

Most teachers agree that teaching a small group of students is easier, more enjoyable and less time consuming than teaching a large group. Unfortunately, due to the lack of budgets, space, or teachers, many schools are compelled to conduct large classes. According to Moore (1989), teaching in large class has certain features. They are given below:

i) Excessive Home/Class Work

In the large classes, teachers are obliged to check all the home works or class works given to the students. But, due to the lack of time and large number of students, a teacher alone cannot complete teaching and checking given tasks simultaneously. Therefore, this issue remains as a main challenge in teaching large class to the teacher.

ii) Low Interaction (not only between teacher and students but also between students and students)

In course of teaching in large classes, we find various types of learners having different types of behaviors to act and show in the class. Among them, only few students can be found taking part actively in the class activities. In the large group, some students can be very shy and introvert and do not want to expose themselves and interact with the teachers. The

teacher also would not get opportunity to interact with all the students due to the lack of time. In this case, in large class, the adequate interaction between the teachers and all the students would not be flourished.

iii) Difficult Classroom Organizations

The classroom organization in large class cannot be satisfactory in comparison to the small class because due to the large number of students, minimum number available of furniture and then narrow space, students are compelled to sit in congested situation. Similarly, the teacher cannot even move freely around the class in course of teaching due to which classroom organization cannot be satisfactory.

iv) Low or Uneven Participation

Generally the learners cannot pay attention to the topic in the large class teaching and learning, students can be more motivated and active when they get opportunity to get involved in different learning activities. But, a large number of participants do not get chance to get involved in such activities. If the students do not get involved in those different classroom learning activities, they cannot learn effectively and receive accurate knowledge or we can say, they cannot learn without doing the activities.

v) Disciplinary Problem

It is the major characteristic that seems in the large class teaching. When the teacher starts to teach the subject matter, the students, particularly those who sit in the back benches start to talk or fight to each other. Then, the class becomes very noisy due to which the teaching learning situation gets affected and does not become successful.

vi) Excessive Use of Mother Language

By virtue of the large number of students, in course of teaching, the teacher cannot reach around the class and check every individual student. Therefore, in non native teaching environment students also cannot use the English language properly. Instead, they try to learn using their mother tongue. In this situation, the learners cannot learn the English language according to their level because generally mother tongue may hinder to learn the foreign language.

Apart from the above mentioned characteristics of teaching in large class, there are other different characteristics such as: determining the individual need of each student, ensuring that all students are challenged, different learning style of the students, etc. Therefore, while teaching in large class, a teacher need to be familiar with all these characteristics and should teach with the positive attitude.

1.1.3 Challenges of Large Class Teaching English

Challenges associated with teaching large class can be physical, psychological and technical. The teacher may feel physically uneasy. They must speak louder and they must move often in large class. The teachers cannot have enough information of each and every student for treating them as student's expectation. Regarding the problems of large class teaching English, Hayes (1997, pp.87-90) gives the following points:

i) Discomfort

Many teachers are feeling uneasy about the large class. They are unable to promote students interaction and there is not enough space even to

move. In the large class, teachers cannot teach according to their will and knowledge because of unmanageable class and large number of students. Therefore, teaching in such classes cannot take as expected.

ii) Control

Teachers are often worried by the disciplinary aspect of large classes. They feel that they are unable to control and as what is happening in the classes. As a result, classes become too noisy. Therefore, class controlling problem is one of the major burning issues in the large class teaching.

iii) Individual Attention

Another problem which generally arises in large class is lack of individual attention. Many teachers neglect the needs of students learning situation because due to the large number of students present in class, teachers themselves only cannot tackle the problems. To make favorable learning situation, the class should be well equipped with adequate learning materials, furniture, and so on and so forth. Therefore, in order to care every student and draw the individual attention of each student, the classes' size (i.e. students' number) should be reduced.

iv) Evaluation

The teachers feel responsibility for checking all of their students' works and they are worried that they cannot do so. All the teachers want their students to be able to learn better English but understandably, they cannot do so because of the various problems which emerge in the class. In this regards, lack of appropriate evaluation all students cannot get a proper judgment.

v) Anxiety

Some teachers become nervous due to huge number of the students present. Therefore, teachers feel problem to teach in such a situation. Similarly, some students are afraid of asking questions to the teacher and participate in different pair and group works.

vi) Intimacy

Generally, intimacy between teachers to students and students to students helps to make the teaching and learning effective and enjoyable. But, in large class, basically, the intimacy cannot be enhanced between the teachers and students and also the students to students. As a result, the proper interaction between them does not take place and ultimately, the teaching and learning is hindered.

vii) Monitoring Students

Teachers may find it difficult and problematic to keep students on tasks as they monitor pair and group works.

viii) Textbooks and Resources

It is also a pressing issue which has been seen in the large classes. In the context of Nepal, due to the population growth, the number of students has been increasing day by day. But the government has not been able to provide textbooks especially to the rural students of rural area on time. While talking about the other resources, like computers and other electric materials which are the part of life, many students were able to get opportunities to only listen but not to touch. Therefore, large number of students may not get textbooks.

In this case, what we can say, it is the large class which does not allow to learn effectively to all the students equally.

1.1.4 Strategies for Coping with the Large Class Teaching

It is a matter of consideration in large class EFL teachers may encounter in their work. Mingguang (1999, p.37) writes:

In large class situation, teachers are required to know more students and names. Each student is more easily influenced by others and it is more difficult to keep good discipline in class, and teachers are required to prepare for students of different abilities, wanting to learn different things at different speed and in different ways. Likewise, teachers cannot easily support each student by individual attention as they are needed and teachers have to spend more time for checking students' works. Furthermore, teachers may have to spare more efforts to prepare a multi-level assessment for different students, etc.

Gaining insights from the above opinion expressed by Mingguang, it can be inferred that it is quite normal for inexperienced teachers to feel discouraged while dealing with all these difficulties. It is also necessary for them to know that although English teaching in large class has its disadvantages; it also has some advantages compared with small class teaching. For instance, when there are many students in a class, they share many different ideas and interesting life experience to each other. They can learn to share responsibilities and help each other when doing

group work. Therefore, only the number of students is the determinant of success in EEL teaching. How teachers manage and administer the classroom activities play significant role in teaching such classes. Regarding the teaching English in large classes, Pasigna, (1997, p. 144) provides some strategies as discussed below:

a) Understanding Individual Students

Good understanding of every student in large class is very important for a successful teaching. As we all know, the feeling of being cared by teachers may lead to interest and passion in learning, while the feeling of being neglected may depress the learners from the beginning. The students who cannot get enough care and help may be discouraged and become less interested in learning. As time goes on, they will drop out the classes. So, the overall understanding of each student in class is must for the teachers. Only by knowing the individual student better can it be possible for the teacher to serve specific help for them in their language learning and thus make teaching more prominent.

b) Clarifying Learning Goals

Knowing clearly what to do and why to do it is always helpful for students learning any subject. It is also the case in teaching English in large class. To stimulate and sustain the students' interest in learning is a priority in large class teaching. Pasign's (1997) study shows that those set of goals to guide their learning in class often get better results than their fellow classmates. Being aware of the goals they are expected to achieve and also helps the students to monitor their own learning and check their understanding against the stated objectives. As a result of all this, learners' who have interests and passion in English learning can always

save much of the teachers' effort. In this sense, it is important for the teacher to know about the best way of teaching students in large class.

c) Use of Group Work and Collaborative Learning

Group work should be used frequently in the large class and teacher's preparation should be well planned. The group work is given to each one for the promotion of group learning to all students. It not only helps the students to develop language and communication skills but also gives the students opportunity to experience co-operative learning. The positive and pleasant atmosphere will help the students to realize the subject of learners oriented language teaching. Group work also turns the competition between individual students into a race of different groups. With all these merits, group work and pair work are no doubt a very reasonable choice in large class EFL teaching. When planning a group work, the teachers should know clearly what the students are supposed to achieve and provide guidance on a how to co-ordinate the group objectives.

d) Foster the Students' Independent Learning Abilities

The secondary level students should learn how to study by themselves instead of just listening to teachers in classes. In Nepal, most teachers keep talking for the whole class while students just sit by listening. Instead of this conventional way of teaching, the teachers should also teach their students the strategies that are more effective and appropriate to their learning needs. Good learning strategies are important to anyone in learning. As opportunity for large classes students to get timely help from their teacher is much less than students in small classes, large class teachers, therefore, should spend more time to help their students to find

their 'best' method. Once, if the students from their own learning system, than they will be less dependent on their teachers.

e) Different Learning, Materials and Different Teaching Forms

Different students have different language levels and different learning styles in large classes. Some, students prefer to learn by listening, other may like visual representation; some others like to learn by doing. So, teachers should collect as much learning aids as he/she can, to meet different needs of students in a large class. How they arrange their classes are of great importance. Since students have different tastes for language learning, a teacher also needs to plan his/her room in a student-centered manner. Teachers should try their best and increase the students' interest in their classes. How can they explain the text and grammar? How can they make students involved in the practice of the conversation? How can they keep their students interested in language learning? All these questions should be taken into consideration by teachers.

There are strategies such as, talking with individual students after class, finding their problems and understanding their feelings, understanding the students with true affection, knowing their needs for English learning as well as other needs, etc. are useful for encouraging the students. In the same way, Brenner (2000) opines:

In fact, most students are easily brought up by their teachers' love and care or their devotion to work. Because of this, they will always have more passion and put more effort in the subject matter that the teachers is teaching and the teacher can therefore get twice results with the half effort.

Basically, in the large classes, teachers often neglect some of the students unknowingly. The students who are neglected are those who are not good at English and need more help from their teachers. According to Frederick (1987 p.48):

Lack of attention in classes will become negative stimulus and cause the students lose their interests and be unwilling to cooperate with the teachers in the classes. What is more, their negative feeling may spread to others and make more students feel depressed.

In this regards, teaching in large class teachers should often take some measures in their classes to arouse their students' interests and initiative.

1.2 Review of Related Literature

A number of research works have been carried out in the field of English language Education, in the department of English education T.U. Such kinds of research studies have been carried out in other universities of Nepal and in foreign universities as well. Various articles and books written on 'teaching in large classes' are also found. Some of the related major research works and articles related to the study have been reviewed here.

Poudyal (1977) carried out a research work entitled "A Study of Problems Faced by Secondary School Teachers in Teaching English in Lalitpur District". The major aim of this study was to identify the problems in teaching English and tried to solve them which were significant. He used survey method. He visited 15 schools and selected 27 teachers. The student of classes (i.e. VIII , IX and X) were taken for data collection. Questionnaire, interview and classroom observation were used as a tools to acquire necessary information. In his research work, he found the conclusion that for effective teaching , it was necessary to be teachers guide, professional supervisor assistant must be in time in the school.

Dhital (1985) carried out his research study on the topic "A Study of Problems Facing the Learning of English in Lower Secondary Level in Dhankuta District". The aim of the study was to investigate the problems in teaching English at lower secondary school. He used the questionnaire, class observations as tools to elicit necessary data from the English teacher were teaching in the same school. Consequently, he found that students were poor in listening and speaking skills and in comprehending the English Language. His research was based on schools of Dhankuta district.

Coleman (1997) conducted a study entitled "Teaching in Large Classroom" where he mentioned some of the problems that the large class teachers should face while teaching English and he also suggested some strategies that would be followed by the same classes' teachers to enhance the class effectively and grab success in teaching such classes.

Palmer (1999) conducted a research study on "Teaching Large Heterogeneous Class in Spain". In this study, he found out that the more students in the class, more chances of interaction among the students and competition among each other, too. Similarly, he also got the result that some students were found to be very poor in English due to their shameful behavior because most of them did not want to express themselves with the teachers and participate in different learning activities. His research was on the basis of many schools' pupils in Spain through authentic data of secondary schools' result, questionnaire and observation as the main tools.

Bow and Oliver (1999) carried out a research work on "Teaching in Large Class Size at the Developing World". Here, they found that the large class teaching had negative impact in education quality but smaller classes had positive impact on students' achievement on the basis of available data from different developing countries in Asia and Africa.

Chapagain (1999) conducted the study on "Use of Teaching Materials and its Impact in English Language Learning". This research aimed to determine impact of teaching English with instructional materials and the students' achievement. At last he concluded that learning is effective with only sensory organs and engage them simultaneously through seeing, feeling, hearing by using different learning activities. The main tools for

acquiring information is being used grammar, comprehension and writing test for this research.

Chaulagain (2004) carried out a research on the topic of "Problem in applying communicative approach in secondary level". This research was conducted only twenty schools in Jhapa district and found two serious problems for the application of the communicative approach. They were lack of physical facilities and untrained teachers who have no clear idea of communicative approach how to engage learners in the class communication. He found that the learners used mother tongue frequently in English class.

In the aforementioned research works, it seems that most of them are related towards the different aspects of teaching in large and small classes but none of them have tried to study the difficulties and find out the causes of such difficulties in large class teaching. In this regards, the present study is different from others because it will attempts to explore several difficulties which appear in large class teaching and causes of that difficulties in the context of rural secondary schools in Nepal.

1.3 Objectives of the Study

The objectives of this research were:

1. To explore challenges faced by teachers in teaching English in a large class;
2. To analyze best practices of teaching English in a large class;
3. To suggest some pedagogical implications;

1.4 Significance of the Study

This study will be useful for those who are involved in the field of language teaching, especially in ELT. It will play a central role for teachers, students, supervisors, researchers and the person who has interest in the field of language teaching and learning. This will have remarkable contribution in the area of teaching in large classes.

CHAPTER - TWO

METHODOLOGY

The following sources, tools, procedure and process of data collection were used from this study.

2.1 Sources of Data

Both primary and secondary sources of the data were exploited for this study.

2.1.1 Primary Sources of Data

The primary sources of data for this study were ten teachers teaching in the large classes of secondary level and thirty students of the same level from the government aided public schools of Sindhupalchok District.

2.1.2 Secondary Sources of Data

The secondary sources of this study were the related books in the large class teaching e.g. Dhital (1985), Harmer (1991), Senor (1997), Coleman (1997), Wright and Kathleen (1999), Palmer (1999), Chapagain (1999), Chaulagain (2005), Bow and Oliver (2007), Chudamani (2010) and other ELT Journals, articles, magazines, research reports, curriculum, internet related to the topic, from the Department of English Education, T.U. and many other references.

2.2 Population and Sampling Procedure

In order to carry out this research work successfully, I selected one teacher and three students from ten different secondary schools of Sindhupalchok District. While selecting the population, one English teacher from each secondary level was selected and three students were randomly selected from ninth and tenth grade.

2.3 Tools for Data Collection

As the main tools for the data collection, I basically used the observation checklist in order to observe 30 classes of teachers teaching English in large classes. Furthermore, I also prepared two sets of questionnaire for the teachers and students separately to find out the difficulties in teaching and learning English in large classes.

2.4 Process of Data Collection

For the sake of systematic collection of data, I visited ten different secondary schools of Sindhupalchok District and requested the authorities for permission to carry out this research by explaining briefly about the purpose and process of my study. After getting the permission from the school authorities, I met the English teachers and selected three students from each school. After that, I observed English classes in each school to find out the situation of classroom management and teaching learning process. Furthermore, I distributed both sets of questionnaires to the teachers and students to know the actual problems they were facing. Finally, I collected the questionnaire and thanked them for their kind co-operation.

2.5 Limitations of the Study

This study was carried out within the following limitations:

1. This research study was limited to ten teachers and thirty students of different secondary schools.
2. The research tools were observation form and questionnaire only.
3. Teachers were selected by using non-random judgmental sampling and students by random sampling procedures.
4. The area of this study was limited to Sindhupalchok District only

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter is concerned with analysis and interpretation of collected data from primary resources. The data were collected through classroom observation and questionnaire from both teachers and students of ten different schools in Sindhupalchok district. The prime objective of this study was to find out actual problems of a large class teaching and learning English and explore the teachers' concept and students' feeling about them. The obtained information from the collected data was classified under the following three main headings.

-) Best practices and challenges
-) Students' feeling towards learning in large class
-) Teachers' perception towards teaching in large class

Then the obtained information was tabulated, analyzed and interpreted with appropriate tools such as: percentages, tables, bar graphs and pie-charts.

3.1 Analysis of Best Practices and Challenges

This section deals with classroom practices which were collected by observing ten different schools in one district. Only three large classes which had more than fifty students were observed in each selected schools. The aim of the language class observation was to find out actual difficulties in the process of teaching and learning in large class and best practices for teaching. Several aspects that really appear in the large classes are presented here one by one and discussed under various subheadings:

3.1.1 Classroom Management

It is an important aspect in teaching in large class. The proper management certainly creates learnable and teachable appropriate situation. The success of teaching depends largely upon the good classroom management. Thus, keeping this in mind, thirty different large classes were observed to find out the classroom management conditions from secondary schools.

3.1.1.1 Walking Way in the Large Class

In order to teach successfully, a walking way is a necessary element that has to be wide enough to move in each class. The language teacher often needs to go all round and inspect the students time and again. The teacher's inspection of course draws the attention of students and controls the class. In such class the students are also aware of their learning and become interested in the subject matter. Considering this fact, the classes were observed to find out conditions of walking way in each class of rural secondary schools. The obtained result has been presented in the table given below:

Table No.1
Walking Way in the Large Class

Walking Way	No of classes	Percent
Wide (4feet)	8	26.6
Narrow (2.5feet)	11	36.7
No path	11	36.7

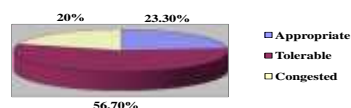
Among the observed classes under this study, 26.6 percent of the classes were found to have good condition of walking way with wide enough space to move, watch and inspect to the students and the learners also were interested in the learning matter. In the similar way, 36.7 percent of classes were observed to be narrow space to walk round for the teachers. On the contrary, 36.7 percent of classes were found having no any way. However, teachings conducted in such classes were found to be problematic. The teaching zone was also limited at the front of the class.

3.1.1.2 Number of Students and Size of the Classes

The student number should be appropriate as the class size for effective teaching but the class size has been the same since the beginning. The furniture is also the same and old ones. So, the students have to sit in congested manner and that creates trouble in learning and teaching. Therefore, realizing this fact, the classes were observed to find the student numbers as the class size in rural area's school. The obtained data has been displayed in the following pie-chart below:

Figure No.1

Number of Students as the Class Size



The above figure displays the number of students as the present class size. 23.3 percent of classes were observed having appropriate class size with enough space and furniture. On the other hand 56.7 percent of classes were found to be tolerable class size in which students were sitting difficultly. But, 20 percent of classes were found congested.

3.1.1.3 Blackboard Condition and Its Use

A blackboard plays a vital role in order to teach successfully. It has to be hung at the right place on the front wall in which each student can see from all the corners of the class. The teacher can use it to write important points and it helps to elaborate for the teaching lesson. It also assists the students to remember and note down the necessary points. The skillful and trained teachers can draw matchstick figures and attract students' attention immediately to the subject matters while teaching. For this reason, a blackboard is useful element with respect of the second language teaching process. Thus, thirty classes were observed to see blackboard condition and its uses. The data has been presented in the following bar graph:

Figure No.2
Blackboard Condition and Its Use



The preceding figure predicts the blackboard condition and its use. 10 percent of the classes were found having good blackboards which coloured black and any written points could be seen clearly all around the class. Similarly, 50 percent of classes were observed having satisfactory blackboard in which almost students could see well. But remaining 40 percent of the classes were found to be poor blackboard condition.

3.1.1.4 Neatness of Classroom

Cleanliness is an inevitable aspect in teaching and learning process. It does not only refer to clean classes, books and bags but also cleanliness of students. The students can maintain good personality and always be smart and active in term of study. Regarding this, neatness is more useful quality of each student from different angles. Keeping this fact into mind, the classes were observed to see neatness of both classes and students. The obtained data from the observation has been displayed in the

following table:

Table No.2
Neatness of Classroom

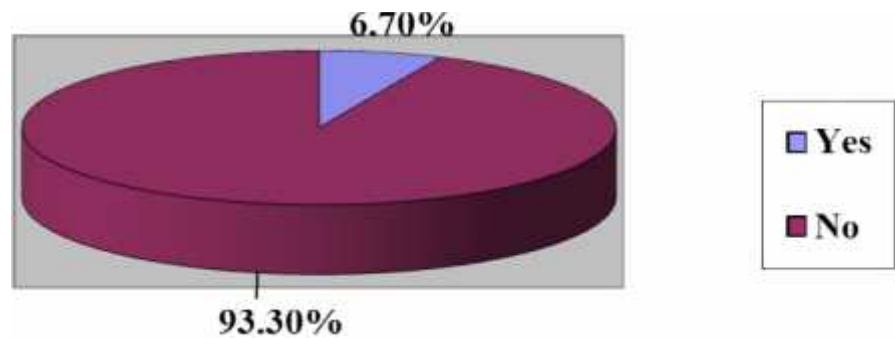
Neatness	No. of classes	Percent
Very Clean	5	16.7
Clean	10	33.3
Poor	15	50

The above table displays neatness of the classroom, out of thirty classes observed, 16.7 percent of the classes were found to be very clean with enough air passing and brightness with many windows available and the students were noticed active in their study. Similarly, 33.3 percent of classes were observed to be clean classrooms. On the contrary, 50 percent of classes were found to be poor in neatness and the students in such classes were ignorant in their cleanliness.

3.1.1.5 Wall Pictures Decoration

The great people's pictures and quotations stucked on the wall of class inspire the students and make the classroom attractive and beautiful. Such class decorations create learnable circumstance and arouse interest to both teachers and students in the process of teaching and learning. Thus, realizing this important fact into mind, the classes were observed to see whether the wall pictures decorated in the class properly or not. The result obtained from observation has been presented in the following pie-chart:

Figure No.3
Wall Pictures Decoration



The above figure shows wall pictures decoration in the class. Out of 30 classes observed, 6.7 percent of classes were decorated with wall pictures and suitable quotations maintaining appropriate learning environment. But, 93.3 percent of the classes were observed having no any pictures on the wall.

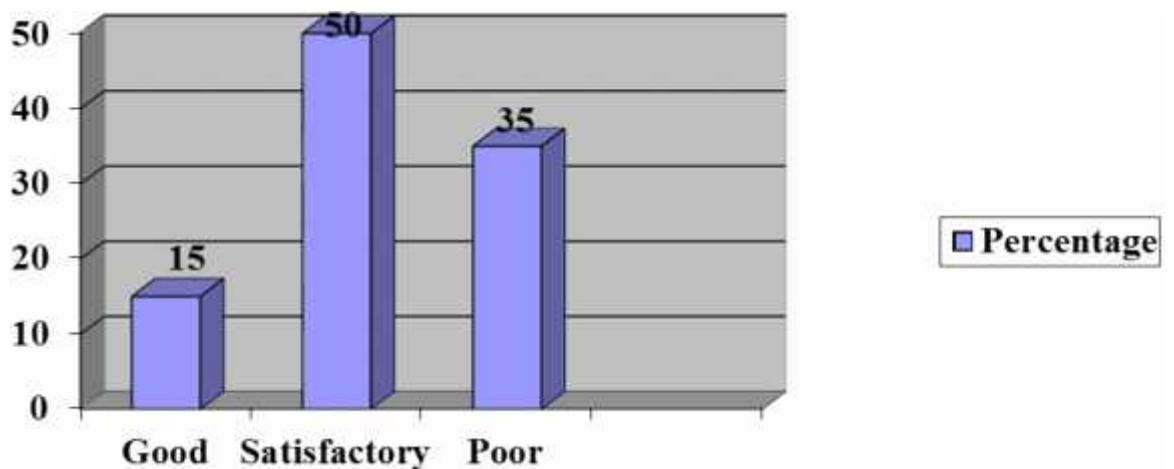
3.1.2 Teacher Activities

Teacher activities are the heart of teaching. These activities differ time to time during the class, sometimes displaying teaching materials, sometimes demonstrating the pictures, sometimes evaluating the lessons, interactions, and discussion in the class and applying methods and techniques as the demanded lesson. In such a way, a trained skillful teacher may demonstrate many different activities in the class in order to make the students understand the lesson. Thus, these important performances of the teacher in several classes were observed and analyzed under different subheading in this section.

3.1.2.1 Teacher's Control over the Class

It is an important and challenging issue teaching in a large class. Until and unless the teacher controls the class, the learners can learn nothing and teaching will be worthless. It is just the waste of time. Regarding teaching in large class, the teacher must be much aware of how to control the numerous students and arouse interest to the subject matter for successful teaching. Keeping this fact into mind the classes were observed to see whether the classes were controlled in the process of teaching or not. The information that was obtained from the observation has been displayed in the following bar graph:

Figure No.4
Teacher's Control over the Class



The above bar graph displays the teacher's control over the class, among 30 classes observation, 15 percent of the classes were found to be in good control of the teachers over the class and teaching activities occurred in peaceful circumstance. In the similar way, 50 percent of the classes were observed to be satisfactory and teaching activities occurred in somehow disturbances from few students. But, 35 percent were found to be poor

control over the classes i.e. out of controls and noisy classes.

3.1.2.2 Teacher's Voice According to Class Size

Teacher's voice refers to teacher's sound in associate with class teaching. The sound is necessary to be loud enough to hear all around the class clearly. The pupils have to listen words, sentences, stress, tone that pronounced by the language teachers in the class and the students follow as it is. If they listen mispronunciation from their teacher, they will imitate the same sounds. Then, the teaching and learning is affected more or less. Considering this fact into mind, the classes were observed to find the teacher's voice as the class size loud enough to hear or not. The information obtained from the observation has been presented in the following table:

Table No.3
Teacher's Voice According to Class Size

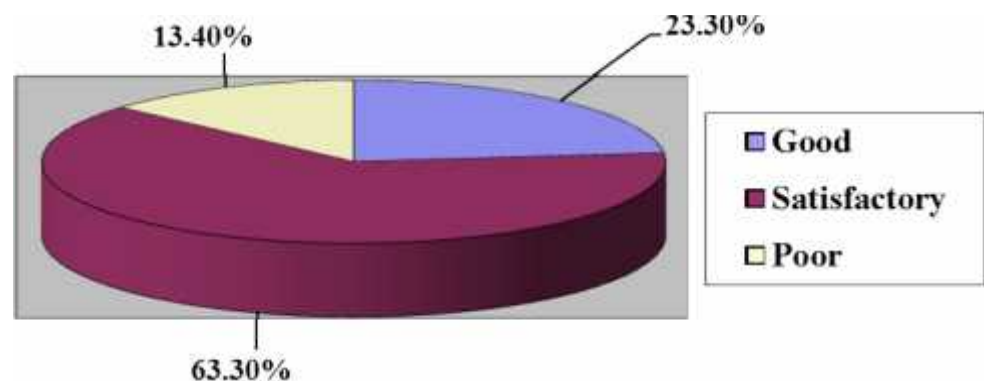
Sound	No. of Classes	Percent
Loud(Very Clear)	6	20
Clear	16	53.3
Poor	8	26.7

Among the 30 classes, 20 percent of the classes were observed to be loud in teacher's voice that was heard all around the class clearly, however the students nearby the teachers somehow were feeling irritated by that loud sound. But 53.3 percent classes were found to be clear in teacher's voice which could be heard equally from all the side of the class. The 8 classes which were equal to 26.7 percent were found to be poor in sound which was heard a bit difficult in a large class.

3.1.2.3 Teacher's Command over the Subject Matter

A competent language teacher must have good command over the subject matter. It is an important quality of teacher regarding to teaching field. Unless and until a teacher has good command over the subject matter, the teaching and learning phenomenon cannot occur in effective and satisfactory manner. In this regard, the classes of rural secondary schools were observed to examine whether the teacher had good command over the subject matter or not. The obtained data from observation have been shown in the following pie-chart below:

Figure No.5
Teacher's Command over the Subject Matter



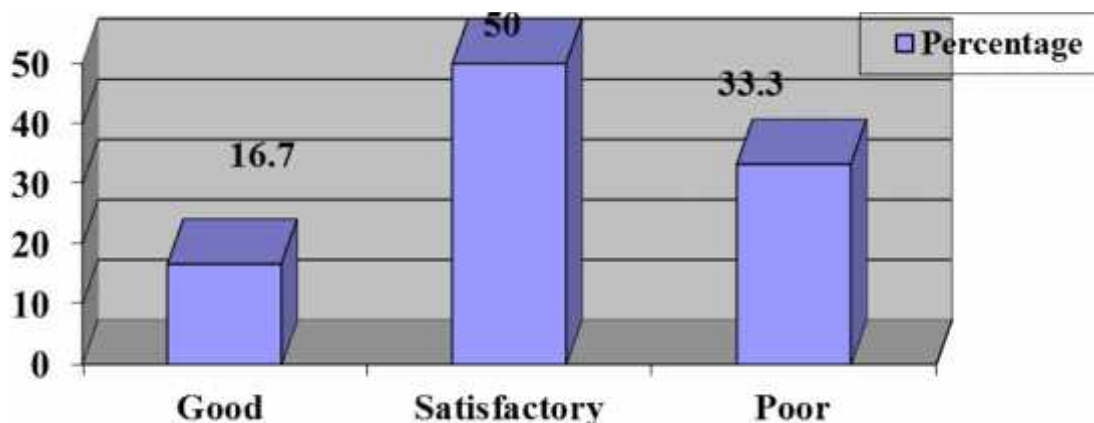
As the above figure reveals that teacher's command over the subject matter, out of thirty classes observed, 23.3 percent of the classes were found to be good teacher's command over the subject matter in which all the students were able to understand clearly. In the same way, 63.3 percent of the classes were observed to be satisfactory in teacher's command over the subject matter that means few students were still

seemed to be in dilemma. Only less percent of teachers (i.e.13.4 percent) were found to be poor command over the subject matter in which students had confusion over the subject matter while teaching in the class.

3.1.2.4 Teachers' Response to Students' Queries

Teachers' help is necessary in the difficulty faced in the class by the students. All the students have not the same learning ability and do not learn equally in the class. The weak one always has trouble in the lesson and immediate assistance is required to express in the proper context. The teacher knowingly revises as the students queries time to time to make good learning in large class. Regarding this fact, the classes were observed to see teachers' response to students' queries in the class. The acquired data from observation has been presented in following bar graph below:

Figure No. 6
Teachers' Response to Students' Queries



The above bar graph displays teachers' response to students' queries, 16.7 percent of the classes were found to be good in teachers' response as the requirement of the students' queries. Similarly, 50 percent of the classes

were observed to find satisfactory in teachers' help to the students. On the other hand, 33.3 percent of the classes were observed to be poor in teacher's response due to over students in the large class.

3.1.2.5 Use of Teaching Materials

Teaching materials play a vital role in order to make the lesson interesting and live classroom. These materials help to shorten the teaching and learning time and lessen the monotony of the class by creating the variety of class activities. They also contextualize teaching and learning environment. Taking this fact into consideration, the classes were observed to see whether the materials were used in the classroom teaching or not. The result that obtained from the observation has been presented in the table below:

Table No. 4
Use of Teaching Materials

Teaching Materials	No. of Classes	Percentage
Yes	8	26.7
No	22	73.3

The above table reflects teaching materials that used in the class. Out of thirty classes observed, 26.7percent of the classes were found to use teaching materials and the teaching was conducted effectively. On the contrary, 73.3percent of classes were observed to find not using any teaching materials.

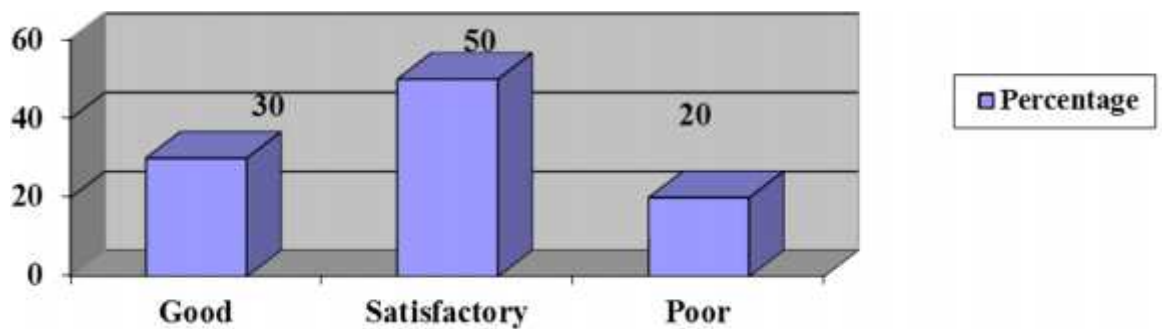
3.1.2.6 Teachers' Presentation According to the Students' Level

The students' level are more important aspect regarding teaching in large class. A teacher should always be aware of this factor in course of

teaching. The teachers' presentations should be in such a way in which even weak students can understand the lesson in the class. Then, the teaching only comes to be effective as the objective of subject matter. Realizing this fact into mind, the classes were observed to see the teachers' presentation as the students' level or not. The result has been presented in the following bar graph:

Figure No.7

Teachers' Presentation According to the Students' Level

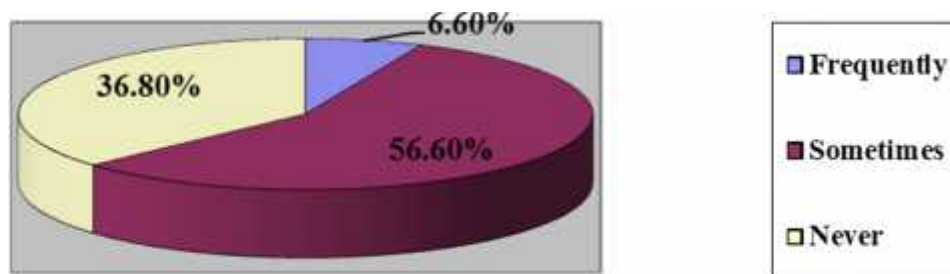


The above mentioned bar graph depicts teachers' presentation according to students' level, among the observed classes, 30 percent of classes were found to be good presentation according to the student's level in which even weak students were able to understand the lesson. Similarly, 50 percent of classes were observed to find satisfactory presentation where almost students' attention was with the teachers' presentation throughout the class. On the contrary, 20 percent of classes were found to be poor presentation as the students' levels because the teachers' presentation was focused to the good students. Therefore, it is proved that majority of classes were found to be good presentation of teacher according to students' level.

3.1.2.7 Teacher-Student Interaction on the Subject Matter

To make the English class more effective, teacher student's interaction is the most useful activity that interacted in the appropriate situation during the class time. The teacher creates suitable context and encourage taking part in the conversation through different technique like discussion, debating, raising questions, speaking in different topics. Such interaction provides chance for practice more to the students in large class and make confident in conversing with anyone. In this regard, 30 rural secondary schools' classes were observed to see whether the interaction between students and teacher occurring or not. The result has been presented in the following pie-chart below:

Figure No.8
Teacher-Students Interaction to the Subject Matter



The above pie-chart shows teacher-students interaction to the subject matter, 6.6 percent of the classes were observed to have frequently interactions between teachers and students to the subject matter. On the other hand, 56.6 percent of the classes were found sometimes to interact between teachers and students as the necessity in the context. On the contrary, 36.8 percent the classes were found having no interaction between each others.

3.1.2.8 Teaching Methods that Applied in the Large Class

Teaching method is more important aspect in teaching and learning process. The proper use of it makes the lesson understood and the student's feel comfortable learning. Communicative is better method for learning second language but translating into Nepali is supposed to be used in rural area and frequently applied in term of teaching in the class. Its application in teaching depends upon the nature of the lesson and the teacher oneself.

Table No.5
Teaching Methods that Applied in the Class

Methods	No. of teachers	Percent (%)
Translating method	9	30
Communicative	6	20
Both	15	50

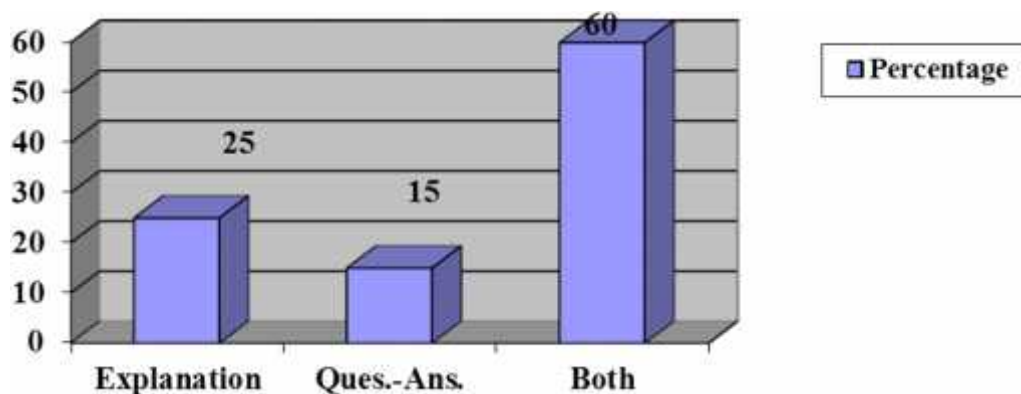
The above table reflects teaching methods that were applied in the classroom, 30 percent of teachers were found to teach, translating the lesson into native language very often. Communicative is the better one but only 20 percent of the teachers were observed to use it. In such class, English was a communicative medium throughout the class. On the other hand 50 percent of the teachers were applied both methods in their own class in respect to teaching lesson.

3.1.2.9 Use of Question –Answer and Explanation Technique

While teaching, the teacher can use various techniques in a lesson. Question-answer and explanation are often used techniques in rural secondary school which can keep the students active. The teacher can link

the subject matter and explain in detail in order to make them understand the subject matter clearly. To consider this fact, the classes were observed to find out how often these techniques were used together in term of teaching in the class. The result has been presented in the following bar graph:

Figure No. 9
Use of Question –Answer and Explanation Technique



The above bar graph exposes the techniques that are used in teaching. Among 30 classes observed, 60 percent of the teachers were found to use both techniques (i.e. question-answer and explanation). While 25 percent of the teachers were observed to use explanation technique during teaching and only 15 percent of the teachers were found to use question – answer technique in the class.

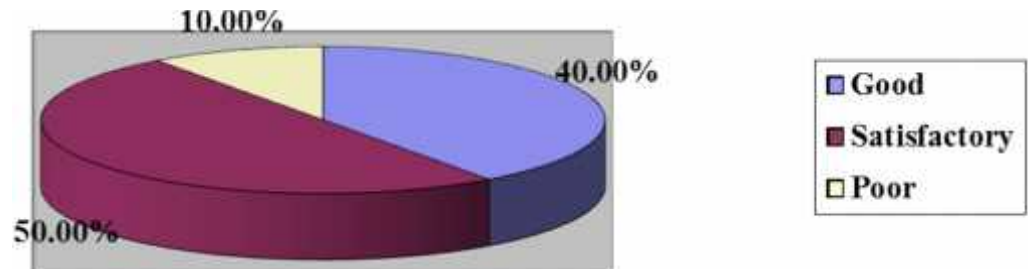
3.1.3 Student Activities

Students are inevitable part of teaching process who always stay together and perform different activities with teacher in course of learning in the class. The more important activities are taken here and they are discussed and analyzed under the various sub-heading below:

3.1.3.1 Student Discipline in the Class

Discipline is the most essential virtue of each student, which relates with both mind and physical behavior. It aims at self-control, obedience, sincerity, honesty and truth. It depends upon the class environment, teachers personality and student motivation. A disciplined student not only displays the qualities in the class but also in school premises and other places. Here taking these important activities of the students into the mind, the classes were observed to see how far the secondary students maintained the discipline in the class. The obtained result from observations has been displayed in the following pie chart:

Figure No.10
Student Discipline in the Classroom



The above pie-chart displays student discipline in the classroom. Among 30 classes observed, 40 percent of the classes were found to be in good discipline. Similarly, 50 percent of the classes were observed to maintain satisfactory discipline. On the other hand, 10 percent of the classes were found to be in poor discipline in students.

3.1.3.2 Students' Participation in Teacher-Student Discussion

Students' participation with the teacher is an obligatory phenomenon of classroom teaching. The students who participate actively in the discussion with the teacher highly motivated in the subject matter and they are often aware during the class time. Such students seem to sit in the front row of the bench and mostly weak students participate less in the discussion, they seem silence and no responding at any matter. Accepting this real evidence into mind the classes were observed to find out their participation in the class discussion with the teachers. The result has been shown in the following table:

Table No. 6
Student's Participation in Teacher-Student Discussion

Participation	No. of classes	Percentage (%)
Frequently	5	16.7
Sometimes	15	50
Never	10	33.3

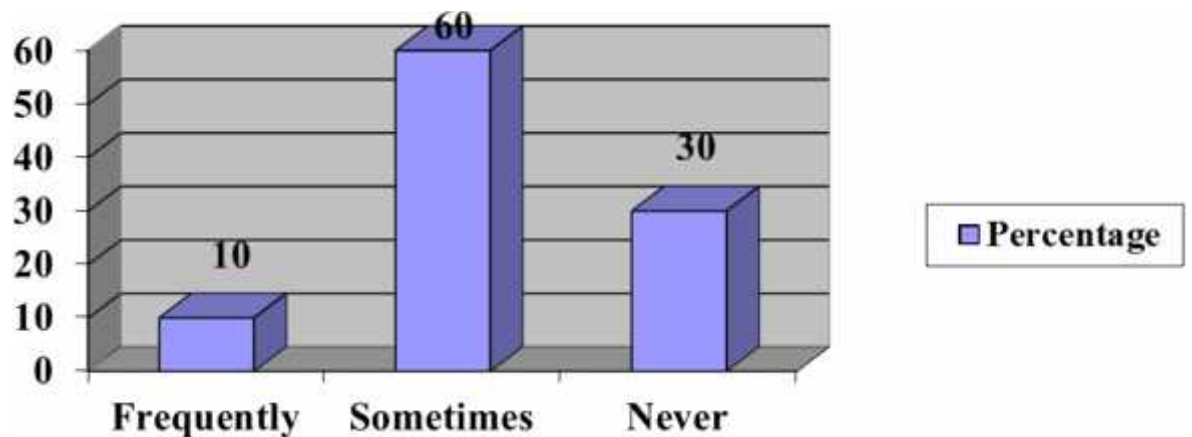
Among the observed classes, 16.7 percent of classes were found to participate frequently in the discussion with their teacher. In the same way, 50 percent of the classes were found sometimes participating in the discussion. On the contrary, 33.3 percent of the classes were observed to be not participating in any discussion.

3.1.3.3 Student-Student Interaction in English

Student-student interaction is an inevitable activity in the process of learning English. The students get opportunity to exchange their own idea and they practise themselves most of the time together in the class or

school premises. In such a way, they spend more time together with them and they have chance to interact one-another. Interaction actually promotes proficiency in language skills to the students and become fluent in speaking through debating, discussion, arguing, disagreeing. Thus, taking this fact, the classes were observed to know whether the students and students interaction in English. The obtained result from observation has been presented in bar-diagram given below:

Figure No. 11
Student and Student Interaction in English

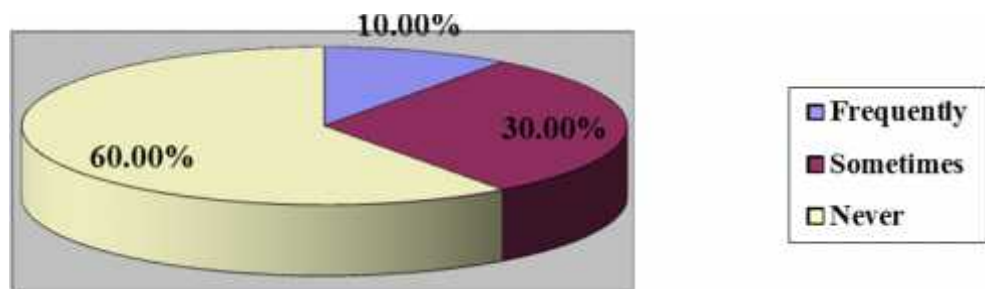


The above figure reflects interaction between students and students in English class. Among 30 classes observed, 10 percent of the classes were found to interact frequently between student and student themselves. In the same way, 60 percent of the classes were observed to be interacted sometimes between themselves of their own matter. But 30 percent of the classes were observed having not any interaction between them in the class.

3.1.3.4 Student Participation on Group or Pair Work

Pair/group is an important student center technique which is useful for large class students in which they discuss and argue any topic within the members until the final decision comes out. The participants are actively involved and practice more in such group work. Then, their mental exercise continues through discussion in the group. Understanding all these efforts, the classes were observed to see how far students participated in pair or group works. Then the result has been presented in the following pie chart below:

Figure No.12
Student Participation on Group or Pair Work



The above given pie-chart displays student participation on group or pair work. 60 percent of the classes were found not to be participated on group or pair work in the learning and the students were silent in the class. But 10 percent of the classes were observed to participate on group or pair work frequently. In the same way, 30 percent of classes were found sometimes participating on group or pair work.

3.1.3.5 Students Interest toward the Subject Matter

Until and unless students have interest toward subject matter, they can learn nothing. The second language needs more interest in learning and arouse the subject matter learning. The more interest on the subject, the students learn more. Thus, the teacher has to perform different activities in large class which increase more interest in the class. Regarding this reason, the students from the different schools were observed to know actual interest toward the subject matter. The result has been clearly presented in the table below:

Table No.7
Students Interest toward the Subject Matter

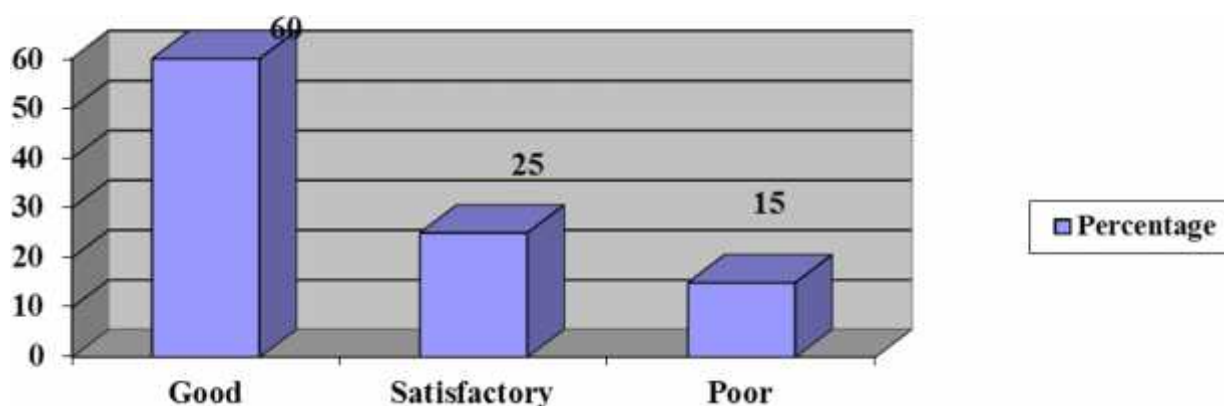
Rating	No. of classes	Percentage (%)
Very Good	1	3.3
Good	4	13.4
Average	15	50
Below Average	10	33.3

Among the classes under the study, 3.3percent of classes were found to be very good interest with students toward subject matter, in which they paid much more attention and they could learn the lesson comfortably. Similarly, 13.4percent of students were observed to find good interest with the subjects. On the other hand, 50percent of the students of different classes were found average rating scale and 33.3percent of students were under average which means less interest in the subject matter, such type of students were passive in the class. From the above proof, it can be concluded that less students showed interest in the subject matter.

3.1.3.6 Students' Motivation towards the Teachers

If the learners feel a teacher as a member of learning circle, then motivation increases automatically toward the teacher in the class-room. A good trained teacher always motivates the pupils with several attractive acts that demonstrate in the class and keep the teaching effective. Keeping this evidence into mind, the classes were observed to find students' motivation towards the teacher. The obtained result has been displayed in the following bar-graph below:

Figure No.13
Students' Motivation towards the Teachers

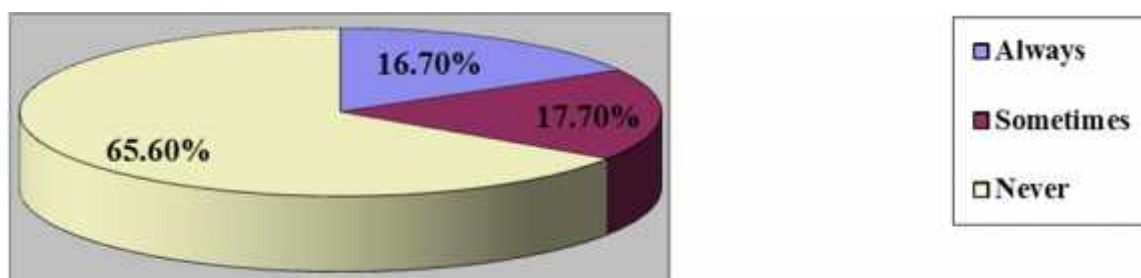


The preceding figure displays students' motivation towards the teachers, 60 percent of classes were found the students to be motivated towards teachers which mean the students were interested towards the teacher and always took his class. Similarly, 25 percent of classes were observed to be satisfactory which means more students being interested toward the teachers. On the other hand, 15 percent of classes were poor in which students' were not given any attention (motivation) towards the teachers.

3.1.3.7 Completion of Assignment Given by the Teachers

Student assignment is another important aspect which makes students to revise the lesson once more at home and be clear more than the class taught. Both oral and written assignments are necessary in teaching and learning process and they are tested in the class as the appropriation to know the acquired knowledge of the students. Oral question is more suitable compared to the written one to evaluate the students in large class. Regarding this fact, the classes were observed to know completion of assignment given by the teachers. The result has been presented in the following pie-chart below:

Figure No.14
Completion of Assignment Given by the Teachers



As the above mentioned figure reflects completion of student assignment given by the teacher, 16.7 percent of classes were observed to be good i.e. each and every students of this class had completed in time. In the same way, 17.7 percent of classes were observed the students to be completed their assignment sometimes. On the other hand, 65.6 percent of classes were found to never complete the homework. From this data, it can be decided that completion of assignment was unsatisfactory in rural secondary classes.

3.1.4 English Learning Environment

English is just one period about 45 minutes per-day from 1 to 10 classes and it is the second language. All the learners are compulsory to learn about 100 marks as the norms of government curriculum. English is completely different language and it is not similar with Nepali language. This language does not support to learn one-another and hinder much more. Thus, motivation is needed more for the new learners in this language. The rural secondary school students rarely use English language. Even English teacher often teaches grammar translation method although it is an old method because it is obligation that the class situation makes compulsion to translate into first language. The classes of rural secondary schools were observed to see actual English learning environment in large classes and school's premises. The obtained result regarding learning environment has been analyzed and discussed under different various sub-topics.

3.1.4.1 Medium of Teaching English

For teaching English effectively, English must be the medium of teaching. A teacher of English should always communicate in the class and encourage the students to speak and learn through it, too. The teacher must arouse interest and create appropriate environment for making students practice more in the class and provide the learners ample chances for using this language in the class. For this reason, 30 different classes were observed to find how much English is used for teaching in rural secondary school. The result from the observation has been presented in the following table:

Table No.8
Medium of English Teaching

Speaking English	No. of Classes	Percentage
Frequently	1	3.3
Sometimes	13	43.4
Poor	16	53.3

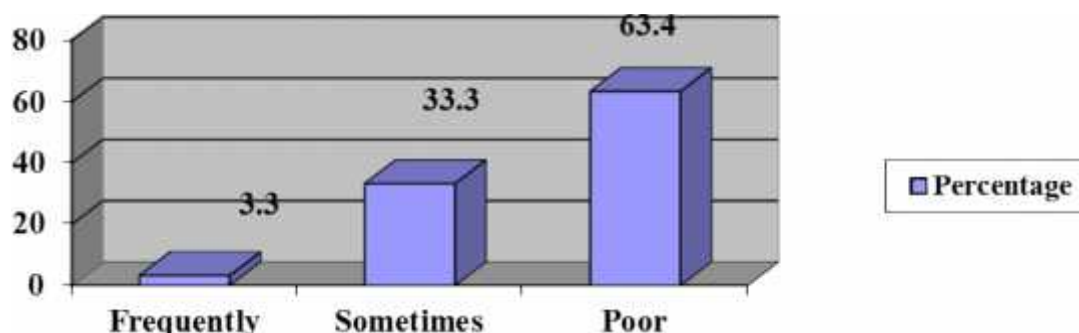
The above obtained result shows the medium of English teaching in the rural areas schools. Among the 30 classes observed, 3.3 percent of classes were found to use English as a medium frequently. Similarly, 46.6 percent of observed classes to use English sometimes. On the other hand, 53.3 percent of classes were found poor using English as a teaching medium. From above data, it can be said that in remote schools classes, English is not used as a language medium.

3.1.4.2 Interaction between Student to Student and Student to Teacher

Interaction is an important aspect in learning and teaching process in which English always has to be spoken in the class as a medium in between student to student and teacher to student both. The teacher should make appropriate circumstance among the students and express any matter with better pronunciation by which students can imitate the sound of words, sentence, stress, tone and understand lesson clearly. If the students can exchange idea, knowledge with their teachers and friends, it will be better speaking practice in the class. If possible English speaking should be used not only within the class but also in school premises. Considering this fact, the classes were observed to find interaction in English in all the classes. The obtained result has been presented in the following bar-diagram below:

Figure No.15

Interaction between Student to Student and Student to Teacher

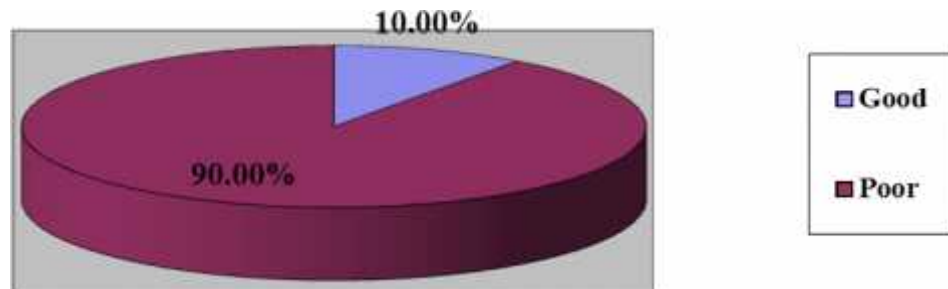


The above mentioned bar-graph reveals interaction between student to student and student to teacher. Among 30 classes observation, 3.3 percent of classes were found to be frequently speaking both student to student and student to teacher. Likewise, 33.3 percent of classes were observed to have sometimes interaction between them. But 63.4 percent of classes were found to have poor interaction. Thus, regarding this fact, it is proved that interaction in English in rural secondary school is needed to improve.

3.1.4.3 Language Lab Facilities in the School

Language Lab is used to improve language primary skills like listening & speaking and that has to be facilitated in each secondary school with all necessary equipment as cassette, player, disc with authentic speakers sound etc. Then, the students will have opportunity to go in lab for practice listening& speaking. So, they can hear and imitate exact native speaker sound, proper falling stress in word, sentences etc. Keeping this reason into mind, 30 classes were observed to watch such language lab facility in rural secondary school. The received result from the observation has been presented in the following pie-chart below.

Figure No. 16
Language Lab Facilities in the School



The above pie-chart reflects language lab facility in rural region secondary school, among 30 classes, 10 percent of classes were found to have only a cassette to hear cassette player, disk with authentic speakers sound and they were properly used. On the other hands, 90 percent of the classes were found not to be any such facilities, not having any equipment of language lab, only single English teacher presented all the activities himself. Thus, it can be said that lab facilities were unsatisfactory and immediately needed to improve in rural secondary schools

3.2 Students' Experience and Responses in Learning English in Large Class

Students are an inevitable part of learning English in a large classroom. They have different experiences that gained from their long time studying, their own school. They face problems that create trouble time and again in course of learning. The students sometimes relax in the classroom at several contexts during learning process. Therefore, such students' experience and responses are taken through the questionnaire and they have been discussed and analyzed under the several sub-topics under this heading.

3.2.1 Students' Feeling in Learning English

All the students are not the same in a single class-room. They have several quality and capacity. Some of them feel comfortable and learn easily whatever taught by their teacher and they relax and show interest in the subject matter. On the other hand, some students have trouble and face difficulties in learning English and they are habitually silence or not responding on the concerned matter. Considering this fact into mind, the 30 students were taken response to know their feeling in learning process in large class. The obtained response from questionnaire has been presented in the following table:

Table No.9
Students' Feeling in Learning English

Responses	No. of students	Percentage (%)
YES	5	16.5
NO	25	83.5

As the preceding table shows among 30 students from different schools' secondary classes under this study, 16.5 percent of students were found to respond "YES" regarding to feel easy or comfort on learning but majority of students were responded "NO" which means they feel difficulty in learning and understanding. In such way, 83.5 percent of students had been replied hard feeling. For this reason; it is proved that the student feeling in learning English was uncomfortable. Some causes listed by student for having difficulties are given below:

1. The text book has hard word and complex sentence which cannot be pronounced correctly and meant in the context.
2. English is just one period and not getting enough time for practice.

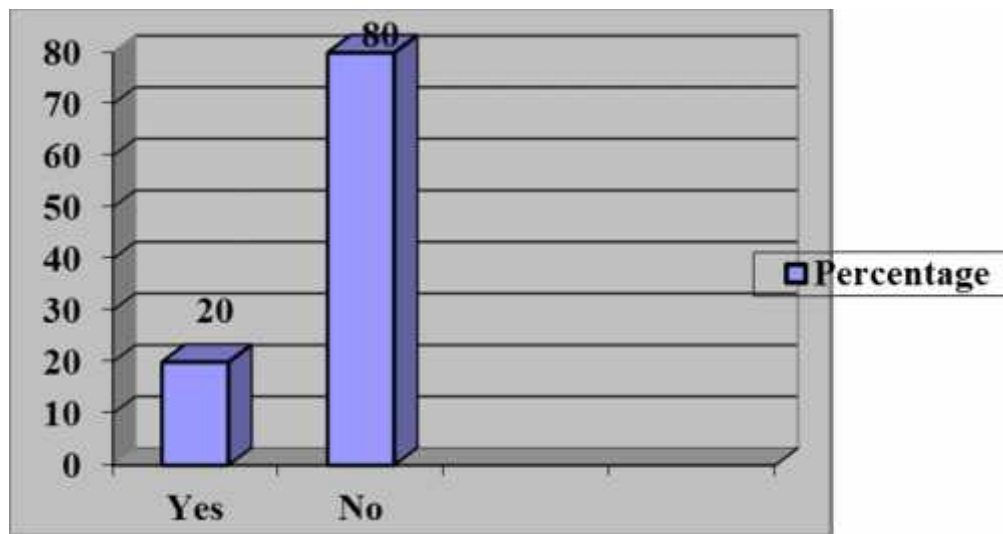
3. Reference book (i.e. Letter writing, essay, grammar etc.) and language lab with necessary equipments are not available in each school.
4. The first language (Nepali) is completely different and interfer in learning the second language (English).
5. The class is over crowd and more often noisy.
6. Individual student gets less chance to participate in any learning activities in the class etc.

3.2.2 Appropriate Number of Students for Class Size

A class should be big enough according to number of students but most of remote area schools have been constructed as the certain number of students concept many years ago which are not appropriate at the present situation. The student number is increasing year by year due to growth of population but the space and furniture in the class-room is as it is. The class is congested and teaching and learning activities have become problematic. Considering this real fact into mind, 30 students of different classes were taken to know their response towards the number of students appropriate according to class size. The result from observation has been shown in the following bar graph

Figure No.17

Appropriate Number of Students for Class Size



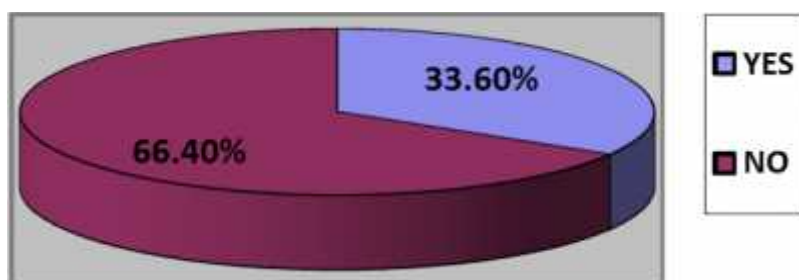
The above bar graph shows the class size according to number of students, out of 30 students of different classes, 20 percent were found to response ‘Yes’ which means that their classes were appropriate and comfortable but 80 percent responded ‘No’ which means that their classes were congested and overcrowded and much trouble appeared in the classes in teaching and learning process. Thus, these facts help to take decision that the more classes were needed to maintain immediately to make comfortable learning.

3.2.3 Blackboard Visibility and Sound Hearing in the Classroom

The blackboard is an essential component in which important points are written time and again in order to make the lesson understood. This must be placed at the suitable place on the front wall and visible from the entire corner of the class-room and big letters are needed to write. Teacher sound must be loud enough to hear from all the corner of the class. Then only learning activities can occur in a successful manner in the large class. Thus, keeping this fact into mind, 30 students from different rural

secondary classes were taken to know their response the black-board visibility and sound condition in large class in learning process. The obtained data has been displayed in the following pie charts below:

Figure No.18
Blackboard Visibility and Sound Hearing in the Classroom



The above pie-chart reflects blackboard visibility and hearing sound in large class, out of 30 students, 33.6 percent of students were found to be replied 'YES' that means the students could see the blackboard and sound was good enough to hear from all corners. On the other hand, 66.6 percent of students were observed to response 'No' which means visibility and sound condition in large classes were poor and immediately needed to maintain properly in order to make comfortable class.

3.2.4 Excessive Homework Checking

Excessive homework is a challenging issue in large class. Numerous homework is given to the students each and every time. Due to more than 50 students in a class, a teacher has problem to manage them. A clever teacher does need mass correction through writing on the blackboard as a model. Considering this fact into mind, 30 students of different classes were taken response from questionnaire whether homework checking was possible or not. The result has presented in the table below:

Table No.10
Excessive Homework Checking

Responses	No. of students	Percentage (%)
Possible	-----	-----
Impossible	30	100

The above table shows the possibility of checking excessive homework in large class. Among 30 students, cent percent of students were found to response impossible to check individual homework in a single class. Thus, this proof makes confidence to take decision that homework is better to correct mass correction as a model on the blackboard.

3.2.5 Difficulty Faced by the Students in Large Class

A large class is a problematic class itself which has numerous difficulties that come along very often not only to the teacher but also to the students parallely. In this regard, the students were taken responses about actual problem being in large class. The data has been presented in the following bar graph:

Figure No.19
Difficulty Faced by the Students in Large Class



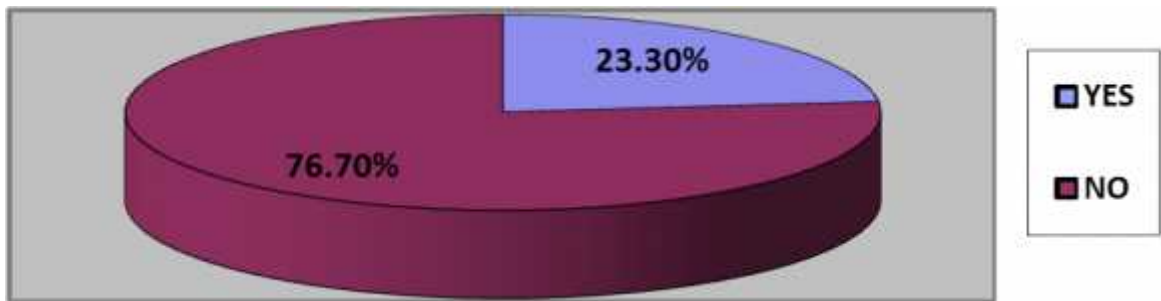
The above given bar graph displays actual difficulties that are faced by the students in the large class. Out of 30 students, 100 percent of students were found to respond 'Yes' which means having numerous difficulties faced in term of learning in large class. Some important problems that students responded are listed below:

1. The class size is not appropriate as the student number.
2. The class has not enough furniture as the student number.
3. Difficulty in homework checking.
4. Lack of teaching materials.
5. Lack of feedback, motivation and individual teaching.
6. Student's inability in understanding second language.
7. Heterogeneous class.
8. Lack of library and language lab etc.

3.2.6 Students Understanding Level in the Class

Naturally, students are of different levels and they have several ability as well. Some of them are high level who participate actively in learning activities and understand the lesson easily whereas some are passive who are not responding any during the class. They like to skip from the class activities. Actually, the weak students enjoy gossiping with their friends rather than learning. In such way, various level students are studying in a single large class. Thus, realizing these facts, the classes were watched and taken response from the student. The result has been displayed in the following pie-chart below.

Figure No.20
Students Understanding Level in the Class



As the above shown pie-chart reflects the 30 student's response from different schools, 23.3 percent of students were found to be active participating in the class activities that were conducted by the class teacher. Such students could understand the subject matter easily. The majority of students were unable to acquire any in the class and always being silent who were 76.6 percent rating scale. As a result, it can be said that the students learning level were different but the more students were low level in understanding.

3.2.7 Student Involvement in Learning Activities

All the students are not the same and cannot learn equally in the class. They have different quality and capacity and show different behavior in learning process. The high level student who are acute number in the class and always sit on the front benches often response and show interest in the subject matter. On the contrary, average students participate less in the class and their behaviors in the class is just silent. Understanding this fact into mind, 30 students' responses were taken from different classes to know how much involvement was occurred in the class learning activities. The result has been presented in following table below.

Table No.11
Student Involvement in Learning Activities

Responses	No. of students	Percentage (%)
Always	5	16.6
Sometime	10	33.4
Never	15	50

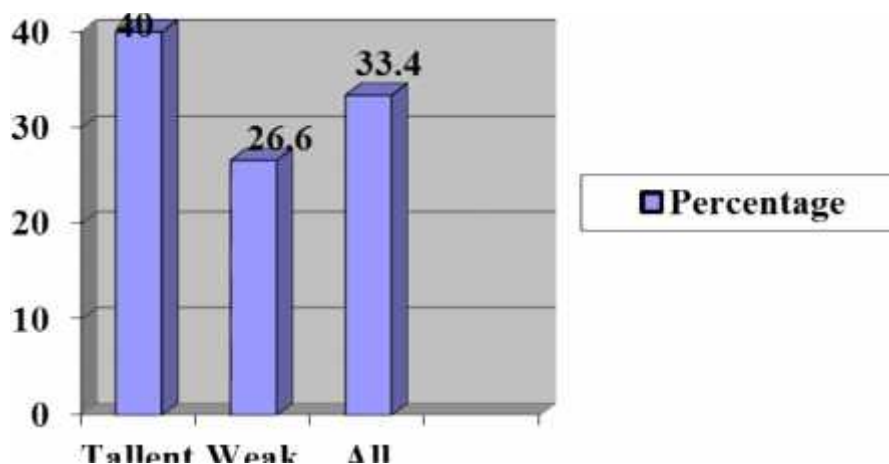
As the preceding table reveals among the 30 students under this study, majority of them i.e. 50 percent of students responded not any involvement in the class activities and similarly 33.4 percent of students from different classes responded ‘sometime’ that means involvement occurred in some activities actively. 16.6 percent of students were found to involve in class activities very often. In this sense, it can be said that student’s involvement in learning were needed to improve in rural secondary school for good learning.

3.2.8 Teacher’s Encouragement to the Students in Learning

Teacher encouragement in learning is a better technique for second language teaching because it needs more motivation that add extra energy in order to learn English in class. Infact, the learners are different level but low level students’ needs more motivation rather than high and middle level. Teacher teaching method and technique play important role to create learning atmosphere and increase motivation to the students. Therefore, in this case, the more weak students does need more motivation and talent is encouraged less rather than other level. Taking this useful fact in mind, 30 students from rural secondary schools were observed to see whether the teachers encourage to their students in the class or not. The obtained consequences has been presented in the

following bar-diagram below.

Figure No.21
Teacher's Encouragement to the Students in Learning



As the above mentioned bar-diagram shows encouragement of teacher in learning to the students, among 30 students' responses, 40 percent of them were found to encourage to the talent students who were active and participated very often in any activities and similar way, 26.6 percent of students were found to encourage to the weak ones who sat silently in the class and need more encouragement then others but all type of student were encouraged to be 33.4percent in the class. From this evidence, it is proved that teacher encouragement was mostly to the talent student in the class and less to weak ones.

3.3 Teachers Experience and Perception toward Teaching in Large Class

This section is mainly concerned with teacher's own experience and perception toward the teaching in large class. The knowledge that they gained from teaching in a long time has been tried to know through the questionnaire having many queries regarding to teaching in large class. Then the obtained views, perception, responses were analyzed minutely

and interpreted under the various sub-topics under this heading.

3.3.1 Multi Caste Students Studying in the Same Class

In the context of our country many different caste people have been living together at the same place with peaceful manner. The same reflection can be seen more or less in each and every school, too. Specially, regarding Sindhupalchok district it is not isolated and observed to find that secondary schools of several rural places have many different caste students who are studying in a class together. They are listed on the basis of teacher responses from ten different schools below.

Table No.12
More or Less Caste Students are Studying in Large Class

Name of School	Caste	Place and Distance
Shradha H.S.S.	Brahmin, Kshetry, Newar, Rai, B.K, Paheri, Sherpa, Magar, Nepal, Thami.	Duskun, Palati Ramche – 5 km away.
Setidevi H.S.S.	Majhi, Tamang, Pahari, Sanchuri, Rokka, Mijar, Bhujen, Newa, Brahmin, Khshetry.	SukuteKhatrithak 8 km away.
KaklingHarishiddhi H.S.S.	Tamang, Newar, Biswokarma, Nepali, Kshetry.	Sikre, Barna, Lakuni, Barghang 2 km away.
Shree Jalpa H.S.S.	Brahmin, Kshetry,	Bhadaure,Kavre's

	Newar, Tamang, Bhujel, Thakuri, Biswokarma, Damai.	Villages. 5 km away.
Mahendradaya H.S.S.	Brahmin, Kshetry, Newar, Tamang, B.K, Nepali.	Bargaun, Sunkhani. 4 km away.
Shree BalShiksha H.S.S.	Brahmin, Kshetry, Newar, Tamang, Biswokarma, Nepali, Majhi.	Mankha V.D.C-1 3 km away.
Shree Tripura H.S.S	Newar, thami, Tamang, Bohar, Kshetry.	Gairigaun, Chakchhama 2 km away.
Nigale S.S	Kshetry, Newar, Tamang, Majhi, Thami, Sunwar.	Thagam 4 km away.
Bansangu S.S	Brahmin, Kshetry, Newar, Tamang, Bohara.	Conung, Tapka, Kagne, Tekanpur 3 km away.
Kalika H.S.S.	Kshetry, Newar, Tamang, Bishwokarma.	Gairigaun, Chakahhama. 2 km away.

As the above table mentions more than 5 caste students are studying in each class and come to school from far distance about 5km away on foot or some by bus. Most of the students are Brahmin, Kshetry, Newar, Tamang background and they seem active and smart in learning

activities. Rest of them who belongs to Dalit society are behind in academic field and also irregular in school, then gradually drops out the class even before they reach 10 class. Some important information's that the class teacher have provided about them are listed below:

- i. Dalit students are irregular in the class and weak in learning activities.
- ii. The teacher teaches them inclusively placing in the large class.
- iii. The teacher encourages especially weak in the class.
- iv. Girls, boys and any multi caste students are equally treated in the learning phenomenon.
- v. The students are helpful among each other.

3.3.2 Facilities Provided by the School Administration

Facilities are another important aspect for teaching in a large class. The facilities are like library, language lab, teacher training, teaching materials, sports materials, etc. They must be in each and every school in order to teach effectively. Both teachers and students can enhance the knowledge of teaching and learning through such facilities.

Understanding this fact, the facilities that are provided by the school administration were tried to find from the teacher's responses through the questionnaires. Some important teacher's perception and views are listed below.

- New buildings are constructing by the help of foreign donor as the size of student number in some schools i.e. Mahendradaya H.S.S., Bal Shiksha H.S.S., Setidevi H.S.S.
- Teaching materials like furniture, duster, book etc. are available in each school.

- Some schools are lucky enough to have large lab with necessary equipments and library with reference book, newspaper, question bank etc. facilities.
- The school administration sends teachers in the training program, workshop, seminars, and conference etc. that are conducted by district education office and curriculum development center.
- Some language teacher teaches just $\frac{3}{4}$ period per-day in the school like in BalShiksha - Khadichowr, Jalpa H.S.S. -Kote.

Therefore, more facilities are provided to the government aided schools that certainly encourage to the teacher profession and improve the students' academic learning in large class.

3.3.3 Methods that Applied in the Class

A teacher can teach lesson more than one method within in a single class. The right and appropriate one makes comfortable and effective teaching and shorten the time. A good teaching always has more than one method that shifting one to another as the nature of the lesson and demanded of context. Considering this fact, different teacher of large class from each schools were taken responses on the basis of teacher questionnaire in the following table below.

Table No.13

Methods Applied by the Teacher in the Class

Responses	No. of teacher	Percentage (%)
YES	10	100
NO	0	0

The above table displays more than one method used for better teaching

in the class by the teacher, all the teacher under this study replied ‘YES’ which means more methods were applied in teaching large class. Thus, this strong evidence, it can be said that for better teaching needed more than one methods/approach in a single large class.

3.3.4 Technique Applied by the Teachers

A trained teacher obviously uses various techniques for a single class. A right and appropriate technique always keeps the class control and interesting. An additional energy is added on the learners and teacher both in teaching and learning. It is better to select as the suitable context and it arouse interest toward lesson. In this regard, the several teachers were taken responses on the basis of teacher questionnaire. The obtained responses are listed in the following way below:

Table No. 14
Technique Applied by the Teachers

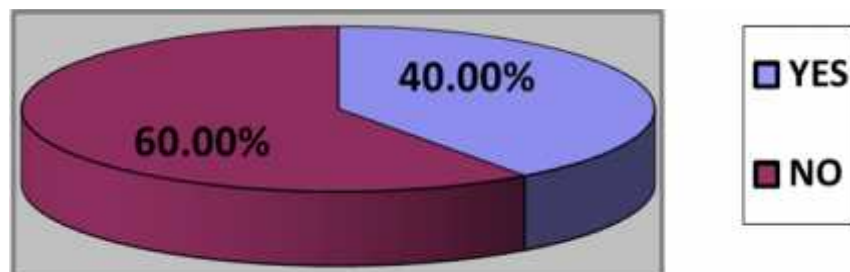
S.N	Technique applied by the teachers in the class.
1.	Pair/Graph work.
2.	Discussion.
3.	Guessing.
4.	Role Play.
5.	Interaction.
6.	Strip Story.
7.	Use of authentic materials.
8.	Dramatization.
9.	Motivation.
10.	Games.

The above mentioned techniques, which were used more than one in teaching by the teacher. Among 10 classes teachers, all the teachers responded to be applied more than one techniques in term of teaching a single class as the demand of lesson nature.

3.3.5 Controlling the Large Class

Controlling is the most challenging issue in a large class teaching. Individual student can't be paid attention during the class due to over students. However, the teacher has to keep control in order to teach the students. Unless and until the students are control, the teaching can be worthless and nothing can be gained by the learners. For the betterment, a clever teacher makes the rule of peaceful learning in a large class and that notified to follow strictly to the students time and again in order to control. Inserting this fact into mind, ten English teachers from different schools were asked questions to obtain how far large class controlling. The result of responses has been presented in the following pie-chart below:

Figure No. 22
Controlling the Large Classes

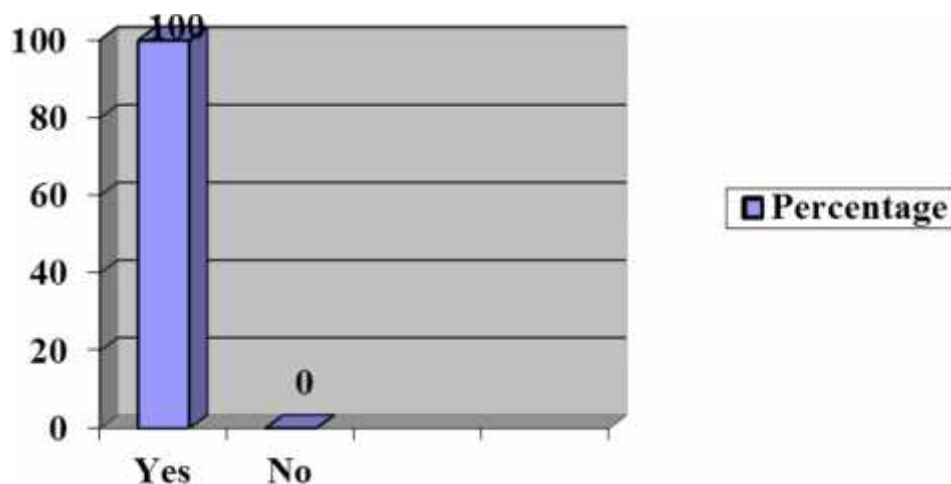


As the above presented pie-chart reveals the controlling class regarding to inaccessible places, 40 percent of teachers were found to response “yes” that means the class was controlled well and the teaching activities went on peacefully, effective manner where the students learnt as the expecting of the teachers. On the other hand, 60 percent of teachers could not control the class, well. Then, the students’ mind diverged out unnecessary matter and seemed noisy class. Actually, in real sense, it was difficult to control. Thus, it is proved that the more class was out of control in remote secondary schools.

3.3.5 Use Evaluation in Large Class

Evaluation is an inevitable part in teaching a large class which occurs very often during the class. It can be used through oral and written in order to examine whether the students understand the lesson well or not. If weakness is found in the students, timely re-teaching will occurs in order to reform immediately in the class. It also helps to move ahead to next lesson. Therefore, for this reason the teachers from several schools were taken to get responses through the questionnaire. The obtained result has been presented in the following bar-graph below.

Figure No.23
Use Evaluation in Large Class



As the above given bar-graph shows evaluation done in the class by the teachers in order to find weakness in the class timely and re-teach for reformation, then all the teachers were found to response ‘Yes’ which means evaluation occurred in large class, frequently through oral one rather than written. From this reason, it is proved that oral evaluation was more appropriate and occurred mostly in the large class only from the representative student and examine whether the taught lesson was understood or not.

3.3.6 Teaching is Satisfactory as the Plan

Trained and qualified teachers always enter in the class, taking with a teacher plan for the successful teaching. The teacher wants to teach the lesson applying with the appropriate methods, materials, teaching activities, and evaluation etc. in the large class within limited time and they have to be completed within the 45 minutes period. If the teacher can accomplish all the activities in the limited time, the teaching will be effective and satisfactory. Considering this fact into mind, the responses

of several teachers were taken to know actual feeling in the class teaching as the plan. The acquired consequence has been presented in the following table below.

Table No.15
Teaching is Satisfactory as the Plan

Responses	No. of teachers	Percentage (%)
Yes	4	40
No	6	60

The preceding table displays teaching is satisfactory as the plan, 40 percent of teachers were found to response 'yes' which means satisfactory feeling with respect to teaching in large class with plan. On the contrary, 60 percent of teachers were responded 'no' that means trouble and difficulties in teaching in large class. So, teaching couldn't be conducted smoothly as the plan in the large class. Regarding this reason, it is said that the classes were found to be problematic in order to accomplish as teacher's plan, mostly.

In the conclusion, it is obvious that there were numerous troubles and difficulties which frequently appeared along with respect to teaching in language class and they were still being faced in rural secondary level by the teachers and students both. However, the teachers knowingly tried to tackle over such challenges for the best teaching practice in order to produce quality teaching to students in the class.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the summary of findings of the research along with some recommendations and pedagogical implications.

4.1 Findings

Analysis and interpretation of the data revealed various significant findings with respect to large class teaching in rural secondary school.

The following findings have been derived:

1. Generally, classroom management with respect to large class teaching in rural secondary level was found to be problematic in the following issues.
 - a. In regarding to roaming path and neatness in language classes, it was found that above 50 percent classes were unsatisfactory and wall picture decoration was found only in 6.7 percent of the classes. Therefore, from thesis facts, it can be said that classroom management was poor.
 - b. It was found that 10 percent of classes had good condition of blackboard and 50 percent classes had satisfactory blackboard condition. Forty percent of the classes had poor blackboard condition. Thus, consequence was somehow satisfactory.
 - c. Majority of classes i.e. 56.7 percent of classes were found to have tolerable class size and 20 percent of classes were found to be congested. But only 23.3 percent of classes were observed to be in appropriate class size as the number of students.

In regarding to roaming path and neatness in language classes, it was

found that above 50 percent classes were unsatisfactory and wall picture decoration was found only in 6.7 percent of the classes. Therefore, from thesis facts, it can be said that classroom management was poor.

2. Teacher's performances in the large classroom in rural secondary school found to be different in several issues.
 - a. The teacher voice was found to be satisfactory because over 70 percent classes were observed to have (good) loud in teacher's voice that was heard all around the class clearly. But 26.7 percent of the classes were found to be poor teacher's voice as the class size creating difficulties for the students.
 - b. It were found that majority of teachers' command over the subject matter were satisfactory and they were confident in classroom teaching. But only 13.3 percent of teachers had poor command over the subject.
 - c. In case of using materials in the class, above 73 percent of teachers were found not applying any materials in the class while teaching but only few teachers (i.e. 26.7 percent) were found using teaching materials in teaching.
 - d. Teacher's presentation as the students' level was found to be satisfactory in 80 percent classes whereas 20 percent was poor.
 - e. While talking about teachers-students interaction over the subject matters in the time of teaching, only few students of classes were found to interact actively. But more students of the classes were silent or having no any interaction with the teachers.
 - f. Regarding to the selection of appropriate methods and techniques, most of the classes were found to use both methods and techniques in a class as the necessity. Most of the teachers (i.e.50 percent)

were found to use both G.T method and communicative method but 30 percent of the teachers used only G.T. method and rest of the teachers applied communicative method. Similarly, all the teachers used more than one technique while teaching.

- g. The teachers' control over the class, teachers' response to students' queries and teacher presentation as the students' levels were found to be satisfactory in teaching.
3. Some important student's activities that were found with respect to teaching in large class are given below:
 - a. It was found that 16.7 percent of classes were found to participate frequently in the discussion with their teacher. In the same way, 50 percent of the classes were found sometimes participating in the discussion. On the contrary, 33.3 percent of the classes were observed to be not participating in any discussion.
 - b. In the case of group or pair work of student's, only 30 percent of classes were found to take part frequently in the class but 60 percent were not involved in pair or group work.
 - c. Students' motivation toward the subject matter was found to be satisfactory because students were motivated in 60 percent of classes that means more students being interested toward the subject matter but 15 percent of classes were poor in which students did not give any attention (motivation) towards the subject matters.
 4. The learning environment in rural secondary schools were found in the following way:
 - a. In the school's yard and class, 3.3 percent of classes were found to use English language frequently. Similarly, 46.6 percent of classes were observed to use English sometimes. On the other

hand, 53.3 percent of classes were found poor in using English as a teaching medium.

- b. The rural area's schools had not enough quantity of reference books and equipment which is necessary for language teaching.

5. Students and teachers experience and perception in large class teaching were found to be in the following issues:

- a. Most of the students (i.e. 83 percent) of rural secondary schools perceived English as a hard language to learn.
- b. Regarding to blackboard of rural secondary school was found to be unmanaged as only 33.6 percent of the students replied that the blackboard condition was well in large class.
- c. Homework checking was an issue in large classes; all the students responded that homework checking was very difficult.
- d. All the students said that there were numerous difficulties and troubles in the large class learning such as lack of furniture, class size, sound, learning environment.
- e. The facilities like teaching materials, teacher training, workshop, seminar, books, newspaper, reference book etc. were simply facilitated by the school administration which directly or indirectly assisted in associate with promoting English.
- f. The majority English teachers (i.e. 60 percent) were not satisfied in large class teaching.

On the basis of above findings it can be concluded that a large class was problematic which had numerous difficulties and troubles in teaching and learning process. This is the situation of large class in the context of our country, especially rural area. So, each and every teacher must be aware of such challenges and should be always ready to tackle the problems.

Then only, they could minimize such problems and adjust the large class for the best teaching.

4.2 Recommendations

On the basis of findings of the study, the following recommendations and pedagogical implication have been made:

- a. The size of class-room was not found appropriate at the present condition in large class. Thus, it is suggested to build the class as the number of students where the students can sit comfortably.
- b. Blackboard is the most needed component in teaching. However it was found to be in poor condition in majority of the classes. Therefore, it should be large enough and coloured time by time and be kept good condition.
- c. In the same way, roaming path, neatness of class and wall pictures in regarding to classroom management should be appropriate which provide comfortable learning and teaching environment in large class.
- d. Teachers' presentation, voice as the class size and command over the subject matter were found to be good in secondary schools in rural area. Teachers should be encouraged to be up to date to maximize benefit.
- e. The use of teaching materials was found poor but it is very important for providing quality education. So, the teachers must make ample use of teaching materials and the teachers should be trained and suggested to produce cheap materials that are available in their surroundings.
- f. The more motivation, the more learning in second language. Considering this fact in mind, the teachers should apply

appropriate communicative method and technique such as strip story, role play, dramatization, guessing, pair and group work, to make the class effective.

- g. Students' interaction with other student and with teacher was found to be low in large class. Thus, teachers are suggested to encourage students to practice English language much more with any one in the class, and if possible, in school premises, too.
- h. Excessive homework is an issue of large class and then, therefore, it is better to do mass checking when individual feedback is not necessary. Oral question is better asked in order to evaluate the taught lesson in the entire class.
- i. Weak students should be encouraged with proper sitting arrangement by making them sit on rotation from front to back benches within few days gap.
- j. A teacher must prepare lesson plan before going to the class for teaching mind in large class.
- k. Positive attitude enhances effective in teaching. Therefore, the teacher should be friendly with students.
- l. If possible, over crowd classes should be divided into sections so that teaching becomes effective.

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