

# **CHAPTER - ONE**

## **INTRODUCTION**

This study entitled "Challenges in Managing Large English Classes at Higher Secondary Level" aimed at finding challenges in managing ELT classes. This chapter presents background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms used in this research.

### **1.1 Background of the Study**

English language teaching in the present context has become more challenging. Well-disciplined classroom is desirable in language classroom in general and in English language classroom in particular. Discipline is the central of their behaviour on the part of individual or groups in order to attain their goals and purposes.

Classroom management is so important that it is virtually impossible to be a truly effective teacher without being an effective manager. Preventive measures are the key variables in effective management. The teacher uses classroom organization and management skills that successfully establish the classroom as an effective learning environment. Many problems originate when students are crowded together or forced to wait. Teachers need to specify desired behaviour in positive terms, provide instruction and opportunities to practice routines, offer cues or reminders when particular procedures are to be followed and monitor students for compliance with expectations. Teaching strategies should maximize students' involvement in productive activities. Teachers should establish clear signals to gain students attention and alert them when an activity is beginning, provide a brief overview be an advanced organizer to help them prepare for it and then keep the activity moving at a brisk pace, avoiding unnecessary delays. The more directive aspects of classroom management can be faded to minimal levels as students acquire the ability to manage their own

learning with increasing degrees of autonomy and responsibility. Teachers who consistently apply the rules and procedures will maximize productive student activity and minimize the time students spend in neutral or misbehaving. To be most effective, all aspects of good management must occur in combination as a system.

There is no unique solution to the challenges in managing a large class, since individual instructors vary and different institutions uphold different requirements and maintain a variety of expectations. It is our opinion, however, managing a large class of students requires advanced organization and detailed planning. Students in a well set up course are better able to focus on their learning rather than dealing with logistical issue. One big challenge in teaching a large class is to make students aware that, regardless of its size, a large class is still a class with the instructor in charge. Any sign of the instructor's insecurity will be met with student's negative reactions resulting in loss of control and the ability to teach the class effectively. It is helpful for the students to spend a few minutes of the very first lecture articulating policies for the course, which include rules of conduct (regarding cell phones, talking in class, tardiness.) and address unacceptable behaviour. Occasionally, the instructor has to be tough and reinforce the rules. Good organization helps to promote good control, as it helps students to know what is expected of them and to get on task quickly and efficiently. Also, setting up routines early in the term helps the class to operate more smoothly.

## **1.2 Statement of the Problem**

Teaching has always been a difficult job, and with the advent of time and development of newer and nobler methods and techniques it has become more challenging. Having large number of students in the classroom is one of the biggest problems teacher face. Since this study focuses on challenges in managing large English classes, it will be of considerable importance to English language teachers working in large English classes. Large classes work

best when students take an active interest in the subject and when teachers personalize their presentation and respect their students. This study was an attempt to find out the challenges in large English classes, together with some steps that can be taken to help solve the problems of instructing students well in large classroom setting.

For managing large classes, teacher should realize that each student is special and recognize his or her student strengths and weakness. Plan lesson accordingly, conduct group work, maximum utilization of teaching materials. Large group for advantage, bring variety on use of classroom techniques, manage physical, psychological, socio-cultural abilities and interest as learner friendly environment and adopt the curriculum and other basic supplementary materials to fit each child's abilities, background and interest. Therefore, this research is important for finding out the teacher's views towards managing large classes and strategies adopt by them to manage the large classes in higher secondary level. It also presents some useful strategies in the area of language teaching and learning as well as changes, the existing roles and attitudes of teacher towards managing large classes.

### **1.3 Objectives of the Study**

The objectives of study were as follows:

- i. To find out the challenges in managing large English classes, and
- ii. To suggest some pedagogical implications based on the findings of the study.

### **1.4 Research Questions**

To explore the challenges in managing large English classes, the following the research questions were set for this study:

- a. What are the challenges faced by teachers in managing large English classes?
- b. What are the strategies adopted by teachers to manage large English classes?

## **1.5 Significance of the Study**

There is a flow of students in the schools and colleges. In the context of Nepal, most of the academic institutions are out of bearing capacities of the students. The affect has been seen in the classroom teaching. Large numbers of student have to be taught in a small and less facilitated classroom. Especially in the government- aided schools and universities, the teachers and students are facing a number of problems due to large number of students in the class. Teaching by untrained, incompetent, unskilled and traditional teachers in such a poor managed large class is not less challenging.

Each research work provides some fruitful views or guidelines for those who want to be familiar with that work. The study mainly concerns with the management challenges in higher secondary level classes. It shows the status of classroom management problems and their solution in the selected schools. This study will be significant to the readers, teachers and those who are directly and indirectly engaged in teaching. They will get different ways for good classroom management. Similarly, the teachers who are teaching English will be highly benefitted. It will equally be important for other person interested in this field.

In this context, my study will be focused to answering such questions like how to manage large classrooms properly and what are the effective methods, techniques, activities, materials and whole problems that we can apply in large classes. So, my intention in this research is not only explore the ways to make language teaching and learning activities more effective in the large classes. Thus, as my belief, this research will be milestone for the teachers who are teaching the English language in such schools and universities. It will also be beneficial for my colleagues, untrained teachers, and for me myself in the sense that I will be a teacher in the same scenario. I hope it will be able to knock the minds of educationists, administrators, others concerned authorities in educational fields.

## 1.6 Delimitations of the Study

The proposed study had the following delimitations:

- i. The study was limited to five higher secondary level schools of Kathmandu valley.
- ii. It was limited to fifteen English teachers at higher secondary level.
- iii. Only three classes of each teacher were observed.
- iv. Questionnaire and Observation checklist were the tools for data collection.
- v. It was limited to the challenges in managing large classes only.

## 1.7 Operational Definition of the Key Terms

Definitions of the important terms:

**Classroom Management:** Classroom management is a management of physical as well as psychological management for creating learning environment.

**Management:** Act of dealing with something or somebody in a skillful way. Here, management means making classroom appropriate for teaching and learning.

**Large Class:** In my study, I have used the term large class to refer to a class with 40 or more students.

## **CHAPTER - TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

In this Chapter, the researcher describes and reviews of the theoretical literature, review of empirical literature, implications of the review for the study and the conceptual framework of the study.

#### **2.1 Review of Theoretical Literature**

In this sub section, I describe English language teaching in Nepal, concept of large classes, concept of classroom management, advantages in managing large classes, challenges of large classes, opportunities of large classes and challenges in managing large English classes.

##### **2.1.1 English Language Teaching in Nepal**

English is a global language as it is spoken widely all over the world, thus students of English language is increasing every day but teaching English, especially in the third world and non-native countries like Nepal is a critical vocation. There are various types of difficulties in English language teaching. Teaching is purely an academic profession. It is a very challenging social profession. In the past, it was believed that teaching means just fulfilling empty mind. Brown (1994) defines language teaching as "showing or helping someone to learn how to do something, giving instruction guiding in the study of something providing with knowledge causing to know or understand" (p. 7). Similarly Stern (1983) says in the past, it was believed that teaching means just fulfilling the mentions language teaching "as activities which are intended to bring about language learning" (p.83). By his definition teaching and learning are the two sides of the same coin.

Regarding the position of English in Nepalese educational system, Awasthi (2003) opines:

English entered in the Nepalese education in 1954 when the prime minister Jung Bahadur Rana opened a high school in Kathmandu. The introduction of English language teaching (English) in Nepalese Education started only in 1971 with the implementation of National Education System Plan (NESP) and still continues (pp.22-23).

Nowadays, Nepali students have the positive attitude towards the English Language. English is taught as a compulsory subject from grade one to the university level in different departments. The government has given the high priority to develop the quality of English in Nepal. The reason behind this is that, on the one hand, it is helping them to grow and grab different opportunities available within and beyond the borders; it stands synonymously with quality of education and the knowledge about the wider world.

Many private schools have been opened in Nepal. Most of these schools have adopted the English language as the medium of instruction So, we should not ignore the great role of private schools in the development of the English language in its quality and quantity.

English in Nepal has a clear scope for endless days in the future. There is no alternative to English as a language of global importance of library diplomacy, business, education and employment literature, promotion of human rights and establishment of democracy. Nepal English Language Teachers' Association (NELTA) has been playing a vital role to develop teacher training and professional development of English teachers in Nepal for more than one decade.

### **2.1.2 Large Classes**

Large class means a class having large number of students. According to Harmer (2008), "English language classes vary greatly in size. Some students opt for private lessons, so the teacher only has to deal with one situation at a time"(p.123). Some teachers may find the size of class ranging from twenty to thirty students. However, some teachers have classes of as many as hundred students, and sometimes even more. Ur (2000) says:

Large is a course of relatives term and what a large class is will vary place to place in some private language schools a groups of twenty students may be considered large in my own teaching situation, 40-50; in some places go up to the hundreds (p.19).

Teaching a large class is a challenge, but it can also offer many opportunities for teacher to improve teachers teaching and to make it more enjoyable and rewarding for teacher and students. The techniques the teacher uses in the L2 classroom largely depends on how big classes they, are pair work and group work tasks are extremely useful in the larges classes.

In the context of large classes, teachers generally feel greater burdens and challenges than in small classes. It is certainly true that large classes have some specific challenges that the smaller classes do not have. However, there are also many benefits to teaching large classes. Basically, there is rich variety of human resources. Students in group and pairs many work more successfully in the large classes. In comparison to small class, certainly, the large class size poses the problems in dealing teaching learning activities, such as problem in giving personal attention to each students, getting them interacting with each others, making organization smooth and effective. However, the benefits of large classes cannot be avoided. According to Hess (2001), the key elements in successful large group teaching are as follows:

- a) Be organized: The bigger the group, the more we have to be organized and know what we are going to be before the lesson starts.
- b) Establish routines: The daily management of large class will be greatly enhanced if we establish routines that we and our students recognize straight away.
- c) Use a different pace for different activities: in a small or in one to one teaching-it is not difficult to vary the pace of what we do on the basis of how the students are reacting.
- d) Maximize individual works: the more we can give students individual work, even in large class, the more we can mitigate the effects of always working with a larger group as a whole.
- e) Use students: we can give students a number of different responsibilities in the class.
- f) Use worksheet: when the feedback stage is reached, teacher can go through worksheets with the whole group and all students will get the benefit.
- g) Use pair work and group work: when using pair work and group work with large groups, it is important to make instructions especially clear, to agree how to stop the activity and to give good feedback.
- h) Use chorus reaction: since it becomes difficult to use a lot of individual repetition and controlled practice in a big group, it may be more appropriate to use students in chorus.
- i) Take account of vision and acoustics: big classes often (but not always) take place in big rooms.
- j) Use the size of the group to your advantage: we should never say away from the potential that lecturing, acting and joking offer in such a citation (pp. 2-4).

### **2.1.3 Classroom Management**

Management is the way of presenting the art of organization to accomplish the goals. Management is the skills of dealing with people or situations in a successful key. Koontz and Weirich (1993, p.6) insist, “Management is the process of designing or managing an environment in which individual working together in group efficiently accomplish selected aims.”

Management is the process of managing resources and other obstacles to conduct the organization, to fulfill goals and objectives successfully.

Classroom management refers to the proper management and organization of the materials and activities while teaching in the classroom. It is one of the important components of classroom teaching and reading. Good classroom management involves equal participation of student and teacher to solve classroom related problems. Managing and controlling the behavior of students in a large class is key problems for a teacher. How successfully a teacher can do this has a strong influence on student achievement and attitudes. So, effective classroom management strategies can make the work relatively easier for the teacher. Effective classroom management strategies are not only essential for the teacher but also inevitable.

Classroom management is a key factor for teaching and learning in the formal academic classroom. More over in case of large English class, well classroom management is compulsory. If the classroom management is poor, all the activities will be worthless since teaching learning process will not take place. It is not possible to have a possible learning environment if students behaviors go unchecked and students have not developed the sense of responsibility that goes along with being a student. Good classroom management involves equal participation of student and teacher to solve classroom management. Harmor (2008) states :

Classroom management skills are important since they help to ensure the success of the teacher and the activities which are used. The most

effective activities can be made almost useless if the teacher does not organize them properly, and disruptive behavior can spoil the best classes if it not checked (p.235).

According to Richards, J.C. & Rodgers, T.S. (1990, p.38) “Classroom management refers to the ways in which students behavioral movement and interaction during a lesson are organized and controlled by the teachers to enable teaching to take place most effectively.” Here, Richards also insists on the role of the teacher to manage and control the classroom for effective teaching. In order to be effective teacher, must be proactive, facilitative, imaginative and classroom manager.

By these definitions, we can say that classroom management is a planned, organized activity and procedure which allows for effective teaching and learning take place, using effective classroom management practices, the average classroom teacher is expected to manage student behavior that falls in the range from consistently attentive to mild disruptive . Actually, classroom management is the key for learning to take place. Managing a school classroom effectively is a highly individualized job. What works for one instructor does not necessarily work for others, however the basic goals of classroom management for almost all instructors.

The concept of classroom management in this context is hard to differentiate from the concept of instruction, and these two terms are closely related in theory and practice. Good classroom managers are often good teachers. Classroom management is an essential element for the effective teaching and learning strategies.

According to Carbone (1998, p. 13), there are four practical strategies of classroom management which can be used to manage large classes. They are as follows:

**a. Personalized feedback**

It is very important to provide timely and personalized feedback to the learners of an English class. Carbone say, "No aspect of the large class is as demanding of instructors' time or as likely to pressure them to adopt impersonal evaluation method as are the challenge of grading and giving feedback."

**b. Get the Students to Listen**

It is another methods and problems adopted by teacher to manage large size English classes. There is a French proverb highlighted by Carbone (1998)" The spoken word belongs half to him who speaks and half to him who hears." If the students do not to the teacher they can't comprehend any things.

**c. Exploiting Stories and Examples**

Story telling is one of the oldest and the most basic methods of communication and the transmission of knowledge about the world. Singer (1984) states that:

When a day passes, it is no longer there. What remains of it? Nothing more than a story, if stories weren't told or books weren't written, man would live like the beasts, only for the day. Today we live, but by tomorrow today will be a story. The whole world all human life, is one long story (p. 26).

Stories make concepts vivid and clear by illustrating them rather than simply explaining them. Especially in large English classes, where the teacher is more of a lecture and less of a facilitator, stories can help lesson material come alive for students.

**d. Audio-visual Aids in English Classes**

In large size English classes teachers should adopted audio-visual aids to manage large classes. No effective language teaching is possible without

appropriate aids. This is perhaps more true of teaching English as a second language than of teaching one's own mother tongue. These aids help the students see and comprehend what they are taught whereas audio aids help them learn from what they hear. Audio-visual aids combine in themselves the technology of teaching through hearing and seeing. We can say that no audio-lingual approach can be successful in the absence of qualified and trained teachers. In our English system the high incidence of poorly qualified teachers only increases the waste of student time and public resources. Highly motivated and qualified teacher, good text books, proper examination system, records, tapes, tape recorders, language laboratories, television sets, cassettes and other audio-visual aids are an indispensable condition for a successful implementation of English program in a class of large size.

#### **2.1.4 Benefits Related to Large Classes**

Effective management of large classes is a popular topic among faculty in higher secondary education. The advantage of large class includes decreased instructor costs, efficient use of faculty time and talent, availability of resources and standardization of the learning experience. However, there are significant disadvantages to large classes, including strained impersonal relations between students and the instructor, limited range of teaching methods, discomfort among instructors teaching large classes and a perception institution.

Teaching in large class is far from easy. It is really a very challenging job due to various reasons. Although teaching in large heterogeneous class is challenging, there are so many advantages and positive aspects too. Moreover, teaching English in a large multilevel class is more beneficial because language is a means of communication, sharing of ideas between and among people. So, we can say that the better we know large English classes, the more we can use it for our convenience. Some of the advantages of large English classes are discussed here based on Hess (2001) and Dewan (2007):

### **a. There are always enough students for interaction**

In a large English class, there exists diversity in the students in terms of knowledge, cultural background, linguistic and so on. Every individual is curious to know new things and to share own experiences. As a result, interaction among the students obviously takes place. Interaction helps to enhance language learning. Hess (2001) shares his experience in teaching comparing between very small and large classes,

The class settled into a dull pace until one evening, because of absence of another teacher fifteen lower level students from another class joined us. I was amazed to see how the influx of these new students, whose presence made the class infinitely more multileveled group, engaged the interest, energy level and linguistic output of the entire group (p.2).

### **b. Rich Pool of Human Resources**

A large multilevel class is a miniature society. There are many opinions, points of references, cultural backgrounds, different experiences and expectations new styles of learning and so on. In such a class teacher can use varied meaningful and student centered lessons to create a positive classroom environment. So, large class can be handled properly.

### **c. Understanding**

In general sense, understanding means ability to understand something. In others words it is an individual's perception or judgment of a situation or sympathetic awareness or tolerance. In this regard, different kinds of students in the large class get to know each other's values, personalities and cultures that can increase their own knowledge and awareness of others. It can also help them to understand tolerance and understanding. It is one of the norms of language to be learnt.

#### **d. Fostering Collaboration**

A large class is probably diverse and multileveled in its nature. In such classes group work and peer work are the key techniques of teaching. Through these techniques, students can learn as much from one another as they learn from the teacher. Such techniques certainly enhance collaboration and cooperation among the students. Ur (1996, p.305 as cited in Ghimire, 2011) argues, “Peer teaching and collaboration are likely to be fairly common, in such classes, fostering an environment

#### **e. Enhancing learner Autonomy**

In a large class the teacher cannot pay attention every individual. This develops the feeling on the students that they should do themselves for their betterment. Thus, large class helps in enhancing learner autonomy.

#### **f. Challenging and Interesting**

The more the challenges and obstacles we face on the way, the stronger we become and reach the destination. Similarly, in the case of teaching learning process, the more challenges a teacher face in the classroom the more strong and competent they becomes. It means a teacher who has taught in such large multilevel classroom or outside the classroom. It can help in professional development of teacher through experiences.

### **2.1.5 The Challenges of Large Classes**

Teaching in a large class is a challenge and also opportunity for the teachers. Sometimes it poses problems and sometimes it may be helpful for the teachers to be creative. So, management of large class with the appropriate strategies is important for the effective teaching and learning.

“Teaching large classes is a challenge, but it can also offer many opportunities for you to improve your teaching and to make it more enjoyable and rewarding

for you and your students” (UNESCO, 2006, p.2). Therefore, large class always offers both, challenges and opportunities simultaneously.

Each learner is a unique individual. Equal treatment of all learners according to their individuality is not an easy job. In the context of large classes, teachers generally feel greater challenges rather smaller ones. In this regard, Harmer (2008, p.122) states that, “The techniques we use will depend to some extent on how big our classes are. Further, she points having students make mini-presentations is clearly less stressful for them in small groups than it is if they find themselves talking in front of fifty of their peers.” There is no exact criteria in where, teacher can group students in large classes. Though certain factors such as over-crowding, fixed furniture and entrenched students attitudes may make this challenging.

The above-mentioned challenges, there are two types of challenges:

- i. Physical challenges such as chair, desk and benches.
- ii. Psychological challenges such as motivation, intelligence, attitudes, aptitudes, learning strategies, learning abilities, co-operation, mother tongue interference, socio-cultural background and socio-political condition.

The general challenges faced by the teachers and students while teaching in large English classes are explained briefly below based on Ur (2000, p.134):

#### **a. Discipline**

Discipline means the practice of training people to obey rules or a code of behavior. It is one of the most frequent problems to manage large classes. It is an essential element in teaching learning process. A discipline class is an ideal field for a teacher to impart normal. It is one of the most frequent challenges in large English classes. When the class is diverse and the teacher cannot pay attention to each and every individual, the student usually weaker ones start

uneven behavior thinking that they were ignored and may switch into a mother tongue and start discussing problems not related to the content of the lesson.

### **b. Correcting written assignments**

Correcting all the written assignment is another challenge in a large class. Within a limited period of time the teacher has to teach the new lessons and involve them in activities or correct the large number of students written assignments. If s/he corrects the written assignment she/he does not have time to teach and move the course in proper speed, if she/he does not give time in correcting assignments, then they ignore and do not to assignments.

### **c. Interest**

Interest refers to the feeling of wanting to know about something or someone. Keeping all the students interested in the classroom is another challenge in large classes. In a large English class, all the students may not have the same interest keeping all the students interested in the classroom is another challenge in a large class. Ur (1996) says " they get bored: I can't find topics and activities that keep them all interested" (p. 303). Some of the student may be interested in one topic and activities but others may not be.

### **d. Appropriate tasks and materials**

Selecting the appropriate teaching materials to all students in large English classes is another challenge for the teacher. Provision of such helping materials requires more money and more efforts. So, Ur (2000, p. 134) says, "I can't find suitable material: the textbooks are 'homogenous'- rigidly aimed at one kind of learner with no option on flexibility".

### **e. Effective learning**

Another crucial challenge in a large class is ensuring effective learning for all. The tasks which the teacher provides to the students may be either difficult or too easy for some students. (Ur, 1996, p. 134) views; the similar problems and

says, "I can't make sure they are all learning effectively; the tasks I provide are either too difficult or too easy for many of them."

#### **f. Individual awareness**

Individual awareness means treating all students giving equal care and importance. In a large class challenging to devote time and attention equally to all students since there are too many differences to be taken into consideration.

#### **2.1.6 The Opportunities in Large Classes**

It is certainly true that teaching large classes have specific opportunities in this regards Hess, (2001, p. 14) states:

In large classes, there are always enough students to get interaction going, and there is a rich variety of human resources. Furthermore, there are many possible teachers' in the class and, as she says we will never get bored because challenge is great! ( as cited in Harmer, 2008, p125).

Large English classes setting are the opportunity to improve teacher organizational and managerial skills as their work to create and organize their classroom into comfortable, welcoming learning environment and managed the many students within it. It offer the opportunities to improve the teacher interpersonal skills as he/she tries different ways to know each students as unique through their work in class or their lives outside of it. It also gives the opportunities to improve teachers teaching and presentation skills. The value and nature of large class is that it contains a diversity of students and learning styles and teacher can use many different activities and fun ways of teaching. It can be valuable points for planning lessons and activities so that learning becomes meaningful for the students. It also helps to improve the evaluation skills as a teacher devise a variety of ways to tell whenever the students have

really learned the materials instead of relying only on short answer exams, which seem necessary for the large classes. It also provides the opportunities, the students in a class can share many different ideas and interesting life experiences from each other's. It also provides the opportunities to learn each other's through collaboration and co-operation. It also provides the opportunities to bring varieties in the classroom.

### **2.1.7 Challenges in Managing Large English Classes**

Classroom is the place where tri-polar interaction takes place among students, teachers and materials. Classroom management is the key to achieve the expected learning behavior of the students through the interaction. Managing the classroom operates various functions often classified as planning, organizing, leading, controlling and giving feedback. A good teacher should manage his/her classroom in such a way that it should be easier and enjoyable for both students and teacher, and fosters the inspiration of individual learners as well. In this regard, Harmer (2008, p.108) says, "Students can pick up much from the way their teacher walks into the room the start of that first lesson." Therefore, a good teacher should be able to adopt a variety of roles in the classroom, which facilitates the learning. So, maximizing the roles and responsibilities of a teacher to ensure the learning opportunity of an individual cannot ignore even in the post-modern era. However, it is great problematic for a teacher. In this regard Harmer (2008, p.125) states, "Having 80 students milling around the classroom presents more extreme logistical problems than it does where there are 14 students in the classroom" further she states that, how for example, we can give students personal attention? How can we get students interacting with each other? What we do to make organization smooth effective?

That is why it is difficult to enumerate the entire challenge to manage the large English classes because small class teaching as a norm and teaching in large classes as a problem. Those challenges, which are related to manage the large

English classes, cannot ignore at any time. Some of the major challenges in managing English classes are describe briefly below:

### **a. Discipline**

The practice of training people to obey rules or a code of behaviours is known as discipline. It is one of the most frequent problems to manage classes. It is an essential element in teaching learning process. A disciplined class is an ideal field for a teacher. When the class is diverse, the teacher cannot pay attention to each individual. In this regard Ur (2000, p. 136) states that, "I have discipline problems in this classes; I find them difficult to control".

### **b. Individual attention to the students**

A class is a group of individuals who belong to different backgrounds having different problems. They need to be given individual attention. However, how it is possible in a class consisting of more than 30 students? It is very difficult to speak and listen to individual students all the time within the limited period. It also becomes difficult for the teacher to know his students individually. A teacher will always find a lot of embarrassment in identifying the specific need of individual learners in a large class. It will also be difficult to locate the weak students to help them. According to Ur (2000, p. 138), "I can't get to know the progress of all the individuals in my class: there are too many of them and they are all so different".

### **c. Teachers discomfort**

An ELT teacher may be very competent in his subject but he will never find himself at ease when facing problems in class. It is not because the students are not ready to listen to him, but because overall situation is hostile. The teacher cannot keep proper eye contact with his students. He/she cannot involve his/her students in learning activities. If he/she cannot do so, gets nervous and cannot deliver his/her goods in a natural manner.

#### **d. The provision of teaching materials**

Selecting the appropriate teaching materials for all students in ELT classes is another problem for the teacher. An ELT teacher helps to teach in the class in varieties of ways. Sometimes he/she has to deliver a lecture but this may require a megaphone to insure proper listening and comprehension in a large classes. Sometimes teacher helps to show slides on overhead projectors. Many of times he/she has to distribute a copy of his/her teaching materials to the class. For a small class it is easily possible but for a large class it is difficult. Provision of such helping materials requires more money and more efforts. So, Ur (2000, p. 120) says, "I cannot find suitable materials: the textbooks are 'homogeneous'-rigidly aimed at one kind of learner with no option on flexibility".

#### **e. Teaching learning process**

Another problem to manage classes is ensured teaching learning process. In a large class, the teaching learning process gets very slow. There are many distractions and disturbances in such classes. The teacher is not audible to the students because of overcrowded much noise in the class. The students find it easier to talk with one another than listening to the teacher. As a result, the teacher does not own the class and the class does not own the teachers and the teaching learning process get disturbed. In this regard, Ur (2000, p. 134) says, "I cannot make sure that all learning are effective; the tasks I provide are either too difficult or too easy for many of them".

#### **f. Correcting written assignment**

Correcting all the written assignment is another problem in a class within a limited period of time teacher has to teach new lessons and involve them in activities or correct the large number of written assignment. If teacher corrects the written assignment, he does not have time to teach and move the course in

proper speed. If he/she gives time in correcting assignment, then they ignore and do not do assignment.

### **g. Interest**

Interest refers to the feelings of wanted to know about something or someone. Keeping all the students interests in the classroom is another problem in classes. In this regard, Ur (1996, p. 308) says, " they get bored: I cannot find topics and activities that keep them all interested". Some of the students may be interested in one topic and activities but other may not be.

### **h. Lack of the understanding**

In a class, there may not be understanding between the teacher and the students. The teacher may be unknown whether his students are following him or not. The teacher may be unknown whether his students are following him or not. In large class, the students cannot get closer to the teacher. He/she may not reach towards their existing level of knowledge and there may be communication gap between teacher and students.

Managing the classroom is a challenging task; each class should be managing physically as well as psychologically. When Sonia (2009) observed teachers classes, she found the following problems in classroom management. Such as: instructions were not clear for students, classroom management was not on a proper level, pre-task activity was omitted, task is not appropriate for the student's knowledge, the topic was not interesting to the students, low motivation and little control of the teachers, the activity did not cover their learning style.

Sonia (2009) has suggested solution to overcome the challenges that are found in classroom management. They are: make clear and short instructions, use body language, gestures, eye contract and facial expression, work in groups monitor and help weak fair, call the strongest pair to the blackboard to present their work to the class, do the pre-task activity with the class, check if students

are ready for the task according to their previous knowledge, use a lot of visual supports and flash cards, practice the new vocabulary, use different aids to support all types of learners, monitor, advise and motivate the students with brilliant marks and praise.

## **2.2 Review of Empirical Literature**

There are different aspects of teaching learning process in large classes. Among them describing learning context within classroom management is very important in present era. Managing large classes include physical, psychological and socio-cultural and ability management which go on simultaneously. A teacher as an effective manager such as motivator, environment creator, co-learner should have knowledge of student's psychology, socio-cultural background and individuality of every learner. Teaching is not only delivering the content to the learner it is more than that. Therefore managing large classes is one of the recent challenges in teaching learning process. To manage large classes, the teacher should have certain teaching strategies because the teacher is central agent to manipulate the instructions, planning and getting students prepared for learning through various techniques and strategies. In this regard, I have gone through some empirical previous literature, which is as follows:

Neupane (2007) conducted a research entitled "A Study on Language Learning in Large Classes in the Nepalese Context." The main objectives of the study were to find out the problems faced by the students and explore the ideas emerged from teacher's perspective in teaching large classes. Two sets of questionnaire were distributed to 40 secondary level English teachers working in Kathmandu valley and 40 students studying in secondary level in Kathmandu valley. From this study, the researcher concluded that individual student did not receive sufficient attention from their teacher and the teacher could not accommodate the wide individual differences.

Thani (2008) carried out her research on "The Role of Classroom Management". Her study intended to identify and analyze the physical resources of the secondary English classrooms. She selected eight secondary schools by using non-random sampling design. She used questionnaire and observation checklist for data collection. She found that physical and teaching aspects play main role in classroom management. She also focused that private schools are better in classroom in both physical and teaching aspects rather than public schools.

Chamlagain (2009) carried out a research entitled "Characteristics of a Good English Language Teachers Student's evaluation." The objective was to find out students expectation of good teacher. He selected two private and three public schools through judgmental non-random sampling procedure. He used questionnaire as tools for data collection. He found in his research that the students expect different personal, social, professional qualities of a language teacher. He also mentioned that the expected behavior of the English teachers were speaking fluently, showing different manner, taking jokes, giving equal chance to all. In addition, unexpected behavior of the English teacher were giving only lecture, giving more punishment, dominating the students and over criticizing the students.

Basyal (2010) conducted a research entitled, "Strategies of Classroom Management Used by secondary Level English Teachers." The main objective of this research was to identify the common strategies used by secondary level English teachers for classroom management. Two sets of questionnaire were distributed to twenty secondary level English teachers representing at least two teachers from each of the school. The findings of the study were physical, academic and disciplinary strategies in the secondary level English language classes. He tried to explore the major strategies adopted by the secondary level English teachers. He found that encouragement feedbacks are the major factors for classroom management.

Ghimire (2011) carried out the research on "Managing Multiple Diversity in English Classes". The main objective of the study was to identify English language teachers' awareness of diversity in English classes. He used two separate sets of questionnaire. The samples were taken from twenty selected schools of Kathmandu valley. Half of the sample population was selected from government aided schools and rest of from private schools. This research concluded that the secondary level English teachers were aware of the fact that diversity in English classes but they did not devise different levels of activities for addressing the diverse needs of students.

Khatri (2012) conducted a research entitled "Classroom Management Techniques Used by ELT Teachers". The main objectives of the study were to analyze and compare classroom management techniques used by government-aided and private English school teachers. He used questionnaire and checklist as a basic tool. The sample was taken from 12 selected lower secondary schools (government aided and private) and 36 teachers teaching in lower secondary schools in Palpa District by using non-random sampling design. He observed 6 classes particularly focusing on the physical condition and classroom practices of classroom management in ELT in Palpa district. His finding shows that there was not required numbers of English classrooms in lower secondary level in government aided schools.

The researches mentioned above are related to classroom management, but no one has tried to find out the challenges in managing large English classes in the present context at higher secondary level. Therefore, I presented the work as a new attempt in the exploration of above-mentioned untouched area.

### **2.3 Implications of the Review for the Study**

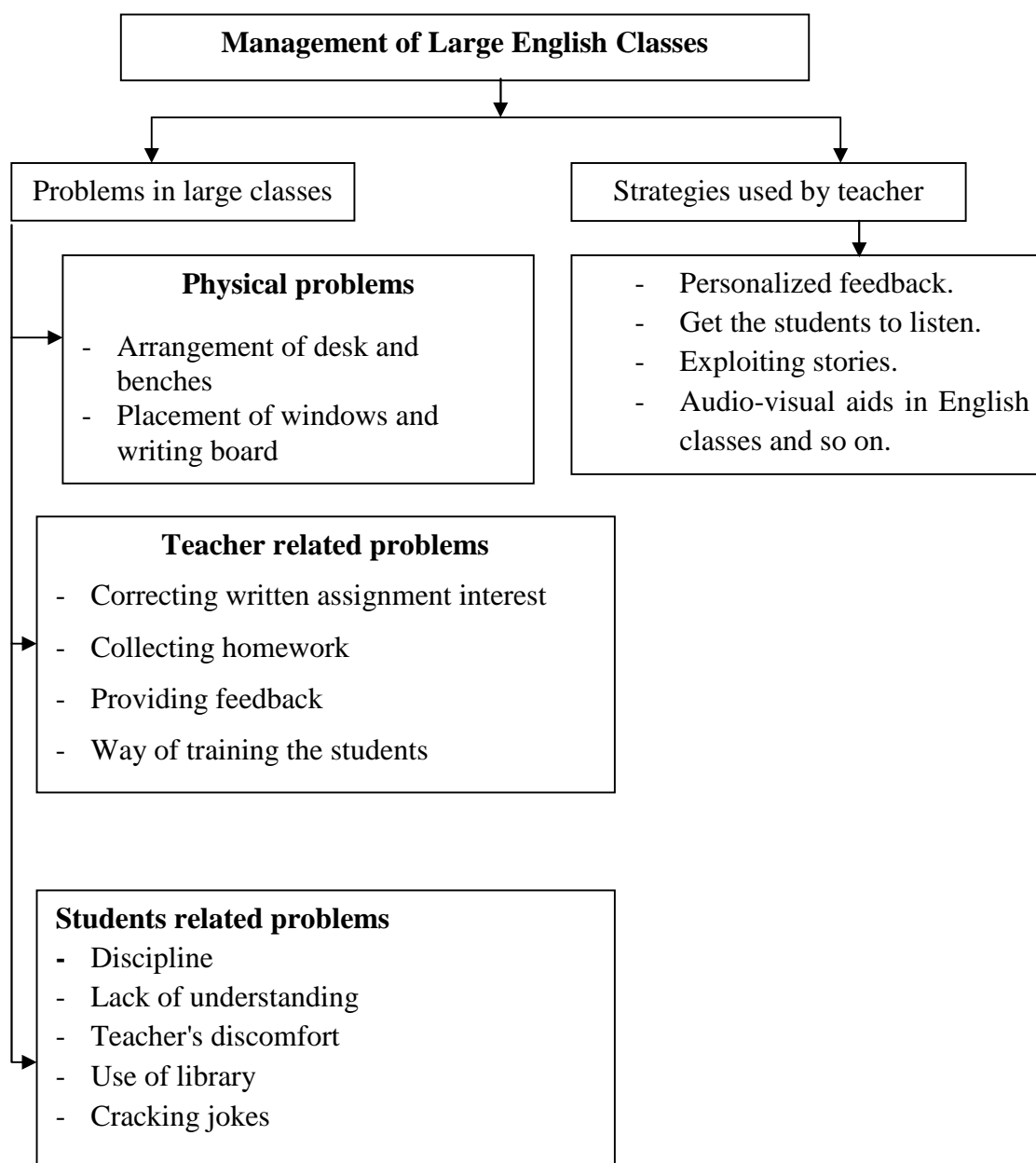
All of the studies reviewed here were conducted on the area of large classes. These studies are to some extent related to my study. After reviewing these works, I got sufficient ideas to conduct research work about challenges in managing large English classes. Particularly, I got ideas and information about

my research from the study of Neupane (2007), Basyal (2010), Ghimire (2011), Khatri (2012). In order to conduct, those researches they had used survey research design and I followed the same i.e. survey research.

Particularly the study Neupane (2007) helped me to be familiar with problems of large classes. Likewise, the work of Chamlagain (2009). Similarly, Basyal (2010) helped me to frame my theoretical background and necessary research tools and Ghimire (2011) provided me to find out the problematic aspects of large classes and design research tools.

## 2.4 Conceptual Framework

The conceptual framework is the representation of the theories by researchers and their own conceptualization of the relationship between different variables. After the intensive study of a number of theory and researches, I have come up with a conceptual framework which can be presented diagrammatically as follow:



## **CHAPTER – THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

This chapter includes with the methodology adopted to fulfill the objectives of the study. This includes design and methods of the study, population, sample and sampling strategies, study areas, data collection tools and techniques, data collection procedures and analysis and interpretation of data.

#### **3.1 Design and Method of the Study**

The research design of this study was survey research. Survey research is one of the most important areas of measurement in applied social research. The broad area of survey research encompasses any measurement problems that involve asking questions of respondent. Survey represents one of the most common types of quantitative, social science research. In survey research, the researcher selects a sample of respondents from a population and administers a standardized questionnaire to them .According to Nunan (1992) “the main purpose of survey research is to obtain a snapshot of condition, attitudes and events at a single point of time (p.140).” The aforementioned discussion helps us to derive the following characteristics of a survey research

Survey, in the context of educational research is carried out to find out the practicality, applicability and appropriateness of certain events, problems, situation and/or phenomena, Generalizing the present status of find out its detail, as a whole, is the aim of survey in education.

Nunan (1992, p.141) suggests the following eight steps of survey research:

- |                                    |  |
|------------------------------------|--|
| Step1: Define objectives:          | What do we want to find out?                       |
| Step2: Identify target population: | Who do we want to know about?                      |
| Step3: Literature review:          | What have others said/ discovered about the issue? |

- Step4: Determine sample: How many subjects should we Survey, and how will identify these?
- Step5: Identify survey instruments: How will the data will be collected questionnaire/Interview?
- Step6: Design survey procedures: How will the data collection actually be carried out?
- Step7: Identify analytical procedures: How will the data be assembled and analyzed?
- Step8: Determine reporting procedure: How will be written up and presented?

This research design enabled me to find out necessary information (data) required to finalize the study. Defining the research objectives is the first and most important steps in the survey research process. I set the objectives of this research to identify my destination. It helped me what I intended to do in my research. Then, I identified the target population of my research while conducting it. Then I reviewed theoretical and empirical literature which is related to my topic. I selected sample population or study population that I was interested in studying. Beside this, specified the size of the sample. Then I prepared tools (questionnaire and observation check list) and decided the steps or procedures that I needed to follow while collecting data. I distributed questionnaire to the teachers and observed their classes. After this, I analyzed and interpreted the data to find out the research finding and drew conclusions with some pedagogical implications.

Survey is one of the important research methods used in educational investigation. It is mainly carried out to find out people's attitude, opinions and specified behavior on certain issues, phenomena, events or situations. The finding of the survey can be generalized to the whole group. For this reason, I chose survey design in my research study.

### **3.2 Population, Sample and Sampling Strategy**

The population of the study was higher secondary level English teachers of Kathmandu Valley. The sample population of this study was fifteen teachers from five different higher secondary schools in Kathmandu valley. It was not possible to include all the population in the study because of the time and other constraints. So, the selection was done through purposive non-random sampling procedure. Three teachers from each school were selected. Following the same procedure, three classes of each English teacher from five different higher secondary level schools were observed. Altogether sixty samples were collected.

### **3.3 Study Area**

The research areas of the study were higher secondary level schools of Kathmandu Valley. Five higher secondary level private aided schools of Kathmandu valley were selected. There were more than 30 students in each classes.

### **3.4 Data Collection Tools and Techniques**

I used two types of tools for gathering required information viz. questionnaire and observation checklist. I used a set of questionnaire to obtain the views of the teachers and observation check list in order to find out the real picture of the classroom management.

### **3.5 Data Collection Procedures**

I collected the data from the primary sources by administering the questionnaire and checklist. For this purpose, I followed the following steps:

- i. At first, I visited the selected schools, talked to the authority, built rapport with them and explained them the purpose of the study to get their permission to consult English language teachers.

- ii. After getting permission from the authority, I consulted the English language teachers, built rapport with them, explained them the purpose of the research and requested them to take part in responding the questionnaire.
- iii. After this, I distributed the questionnaires forms to them.
- iv. Then, I observed classes with observation forms.
- v. Finally, I collected the questionnaire thanking the informants and school authority for their co-operation.

### **3.6 Data Analysis and Interpretation Procedures**

The collected data were transcribed, coded, analyzed, interpreted and then presented descriptively using appropriate statistical tools, diagrams and tables.

## **CHAPTER- FOUR**

### **ANALYSIS AND INTERPRETATION OF THE RESULT**

This chapter consists of analysis and interpretation of the data collected through questionnaire and observation checklist. This study has attempted to find out the challenges of higher secondary level classes. Fifteen higher secondary level English teachers' and three classes of each were observed. Questionnaire and observation checklist were the tools for data collection from the informants. The observation checklist and questionnaires were divided into the following main areas:

- a. Physical Problems of the Classroom
- b. Teacher Related Problems
- c. Student Related Problems

Some of the questions were close-ended where the respondents were requested to show their response by choosing the most appropriate option. In addition, some of the questions were open-ended, in which the respondents had to write a few words or sentences to show their views or opinion. The data collected through the questionnaire were analyzed and interpreted as follows:

#### **4.1 Analysis and Interpretation of Teachers' Responses obtained through questionnaire**

This part contains close-ended and open-ended questions, which were given to fifteen higher secondary level teachers. The main aim of these questions was to find out whether the teachers were aware of managing ELT classes the problems related to physical aspect, students related aspect and teachers related aspect.

### 4.1.1 Problems Related to Physical Facilities

In order to find out whether physical facilities cause problem in the classroom management, the respondents were asked questions. The following table presents problems of classroom management related to the physical facilities.

**Table 1**

**Physical Problems of the classes**

	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Arrangement of students desk and benches	13	86.7	2	13.3							15	100
Sitting arrangement of desk and benches	11	73.3	4	26.7							15	100
Placement of windows and writing board	6	40	7	46.7	2	13.3					15	100
Placement of teaching learning materials	3	20	10	66.7			2	13.3			15	100

The above table presents teachers views on problems related to physical aspects. Regarding the arrangement of desk and benches, among 15 teachers, 13 (86.7%) strongly agreed that the arrangement of desks and benches caused problem in ELT classroom and 2 (13.3%) agreed with this statement. Likewise, among 15 teachers, 11 (73.3%) strongly agreed that the sitting arrangement of desk and benches caused learning and teaching problem in the large classes and 4 (26.7%) also agreed with this statement. Regarding the placement of windows and writing board, among 15 teachers, 7 (46.7%) agreed, 6 (40%) strongly agreed and 2 (13.3%) were undecided in this respect. It clearly shows that majority of the teachers thought that placement of windows and writing board in the classroom caused problem and very few did not know whether it caused problem or not. Regarding the placement of teaching learning materials, among 15 teachers, 10 (66.7%) agreed, 3 (20%) strongly agreed and 2 (13.3%) were in opposite views. It clearly shows different teachers have different

opinion with the placement of teaching learning materials. From the obtained data it has been seen that infrastructures in the ELT class plays a vital role.

#### 4.1.2 Teacher Related Problems

In order to find out whether teacher related factors caused problems in managing large ELT classes, the following responses were obtained from the teachers.

**Table 2**  
**Teacher Related Problems**

	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Engage all the students in classroom activities	11	73.3	4	26.7							15	100
Focus individual pace in a large English class	4	26.7	9	60			2	13.3			15	100
Often use varieties of topics, methods and texts in a large English class	2	13.3	7	46.7	2	13.3	4	26.7			15	100
Conduct a lot of pair and group work in a large English class	11	73.3	3	20			1	6.7			15	100
Give open ended cues to the students in interaction and collaboration	4	26.7	10	66.7	1	6.7	1	6.7			15	100
Often give feedback to the students	12	80	3	20							15	100
Frequently walk around the large classroom	5	33.3	10	66.7							15	100
Often speak loudly so that the students from back benches also listen clearly			8	53.3	1	6.7	6	40			15	100
Often apply the self checking and peer checking technique while checking the class work and home work			12	80	3	20					15	100

The above table presents teacher factor that contributes to the management of large ELT classes. Among 15 teachers, 11 (73.3%) strongly agreed that they faced problem in engaging their students in classroom activities and 4 (26.7%) agreed. Similarly, among 15 teachers, 9 (60%) agreed that they faced problem in how much individual focus to the students should teacher give in a large English class, 4 (26.7%) strongly agreed with this statement, 9 (60 %) agreed and 2 (13.3%) disagreed. This shows that in managing large ELT classes, engagement of students and individual attention to the students play a vital role because majority of the teachers agreed with this statement.

Among 15 teachers, 7 (46%) agreed that they faced problem in using varieties of topics, methods and texts in a large English class, 4 (26.7%) disagreed with this statement, 2 (13.3%) strongly agreed and 2 (13.3 %) were undecided . From the opinion of the teachers, it is can be concluded that using varieties of topics, methods and texts bring varieties in learning is a problem for teachers in large class. Likewise, among 15 teachers, 11 (73.3%) strongly agreed that they faced problem for conducting pair and group work in a large English class, 3 (20%) agreed and only 1 (6.7%) disagreed with this statement.

Among 15 teachers,10 (66.6%) agreed that they faced problem to give open ended cues to the students in interaction and collaboration, 4 (26.7%) strongly agreed that they faced problem to give open ended clues to the interest of the students, and only 1( 6.7%) undecided. Similarly, among 15 teachers, How often teachers should give feedback to the students 12 (80%) teachers strongly agreed that they faced problem in giving feedback to the students and 3 (20%) agreed. This also shows that teachers have highly positive remarks on this matter. Likewise, among 15 teachers, 10 (66.7%) agreed that they faced problem in walking frequently around the large classroom and 5 (33.3 %) teachers strongly agreed. Similarly, among 15 teachers, 8 (53.3%)agreed that they faced problems in speaking loudly so that the students from back benches also listen clearly, 6 (40% ) teachers strongly agreed, and only1 ( 6.7%) undecided. This shows that voice of the teachers matters in managing large

ELT classes. Regarding applying the self checking and peer checking technique while checking the class work and home work 80 % teachers strongly agreed and 20% agreed. This shows that frequent checking of the students task is important thing in managing the large class.

#### 4.1. 3 Student Related Problems

The following table records the student related problems for the management of large ELT classes.

**Table 3**  
**Student Related Problems**

	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Maintaining discipline			10	66.7			5	33.3			15	100
Engagement in group and pair work	6	40	9	60							15	100
Asking relative question			10	66.7	2	13.3	3	20			15	100
Sharing knowledge with each other	1	6.7	11	73.3	3	20					15	100

As the table shows, out of 15 teachers 10 (66.7%) agreed that maintaining discipline is a problem but 5 (33.3%) of them disagreed. Likewise, out of 15 teachers, 9 (60%) agreed in engaging students in group and pair work is a problem whereas 6 (40%) of them strongly agreed. Similarly, out of 15 teachers, 10 (66.7%) agreed that asking relative question to the students is a problem, 2 (13.3%) disagreed and 3 (20 %) did not know about it. Similarly, out of 15 teachers, 11(73.3%) agreed that sharing knowledge with each other is a problem, 3 (20%) undecided and only 1(6.7 %) strongly agreed. This shows that maintaining discipline, the way of asking questions and sharing knowledge with each other in the classroom highly contribute to the management of large ELT Class. Students related factors caused problems in managing large ELT class.

#### **4.1.4 Strategies Adopted by Teachers to Solve the Problems**

In order to find out whether the teachers used additional strategies, an open-ended question was asked to the teachers. The main aim of this question was to find out the challenges in managing large ELT classes. Regarding the question, what other strategies teachers adopt to address the problems of a large size ELT classroom. To the answer of this question the respondents gave the following additional strategies. This part represents response open ended question and the focus of the question was on the additional strategies such as lesson planning, conducting a speech, adopting students-centered techniques selection of group leader to control the class, conduction of dialogue practice among the students and reading practice in classroom and telling stories. Likewise asking students for their presentation and motivation of students for two way communication, using electronic media, avoiding discrimination between students, using different kinds of teaching materials, adopting various teaching materials and using overhead projector large class, making group leader to control the class, dividing the class into different groups and conducting seminar cum workshops

- ◆ **Lesson planning**

Regarding the use of lesson plan in the large ELT classes, the teachers involved in this research said that lesson planning is an important strategy of managing large class. The data revealed that almost all the teachers used tentative plan of the lesson.

- ◆ **Conducting a speech**

In order to develop students speaking ability conduction oral speech is one of the teaching strategies in the ELT class. In this regard teachers were asked whether they conducted oral speech in their classes. In response to this question they said that it is necessary to conduct oral speech but due to the management of class they had difficulty to conduct this technique.

- ◆ **Adopting student-centered techniques**

In response to this question out of 15 teachers 10 said that they used student centered techniques as their additional strategies. 5 teachers viewed that they did not use student centered strategies due to the problem of the level of students and classroom management. This shows that teachers are aware of using student centered technique in the class.

- ◆ **Making group leader to control the class**

In response to this 12 teachers responded that they chose group leader to manage large class and 3 teachers viewed they did not choose group leader.

- ◆ **Dialogue practice among the students and two way communication**

Dialogue practice is an important strategy in the English class. It fosters the speaking ability of the students. Almost all the teachers responded that they conducted dialogue practices among the students in the class. It also reveals that this strategy helps to manage large class.

- ◆ **Reading practice in classroom**

Reading practice is common in our school. All the teachers said that they used reading practice in the classroom. They viewed that it was easy for them to conduct reading practice.

- ◆ **Telling stories**

Almost all the teachers involved in this study said that it is very difficult to tell the stories due to the level of students though it is the most interesting technique and strategy of teaching English.

- ◆ **Group division and Involving them for presentation**

Individual presentation or group presentation is one of the best strategies of improving students English. In response to this majority of teachers responded that it is the best techniques of teaching English but in their classes they did not involve their students for presentation.

- ◆ **Motivating students**

Motivation directs students' behavior toward their study. Considering this almost all the teachers said that they motivated their students in the class to learn English.

- ◆ **Use of Materials in the class**

Use of different kinds of teaching materials such as use overhead projector, multimedia technologies and other common teaching materials are the new strategies of teaching English. In this regard almost all the teachers responded that they did not use multimedia and overhead project due to the lack of them in their school but they used other daily used materials.

- ◆ **Seminar/ workshops**

Seminar/ workshops are the best technique of improving students English. Almost all the teachers responded that they did not conduct seminar / workshops in their classes due to lack of their own skills.

After analyzing responses of the teachers, it is said that the teachers found using lesson planning, conducting a speech, adopting students-centered techniques. Similarly they said that they selected group leader to control the class, conducted dialogue practice among the students and reading practice in classroom and telling stories. Likewise for managing large class they asked students for their presentation and motivated students for two way communication. Using electronic media, avoiding discrimination between students, using different kinds of teaching materials, adopting various teaching materials and using overhead projector large classes can be managed properly.

Making group leader to control the class, dividing the class into different groups and conducting seminar cum workshops, the problem of large class can be minimized. Similarly, other strategies which the teachers need to follow are applying task-based approach, conducting different extra activities and making group leader to control the class.

## 4.2 Analysis of Data Obtained from the Classroom Observation

This section deals with the classroom observation of forty- five higher secondary level English teachers of Kathmandu valley. I prepared checklist and observed one class of each teacher. Here, I mostly concentrated on strategies used by the teachers. In order to find out the teacher related problems in the management of large ELT classes, I used observation rating scale checklist having 'Excellent', 'Good', 'Average', 'Below the average' and 'poor'. The observation checklist and the questionnaires were distributed to the 15 teachers, and the classes of forty five teachers were observed.

### 4.2.1 Physical Problems of the Classroom

#### 4.2.2. Teachers Related Problems

#### 4.2.3. Students Related Problems

### 4.2.1 Physical Problems of the Classroom

The above mentioned areas are analyzed and interpreted on the basis of the data obtained through the classroom observation of the selected teachers. In order to find out substantiate the data obtained from questionnaire, classroom observation done. The following factors have been observed.

**Table 4**

**Physical Problems of the Classroom**

	Orderly Row		Horse Shoes		Circle		Solo Work		Separate Table		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Arrangement of students desk and benches	45	100									45	100
Sitting arrangement of desk and benches	45	100									45	100

As the table shows, the management of all the desks and benches of the classes were orderly in row; nothing was seen in the disorder used as horse shoes,

circle, solo work and separate table. From the obtained data it can be said that most of the sitting conditions of the large classes were in orderly rows.

#### 4.2.2 Teacher Related Problems

The following table records the teacher related problems for the management of large ELT classes.

**Table 5**  
**Teacher Related Problems**

	Excellent		Good		Average		Below Average		Poor		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Taking register	2	4.5	25	55.5	13	28.9	5	11.1			45	100
Collecting homework	3	6.7	25	55.5	15	33.3	2	4.5			45	100
Getting in pair and group work			13	28.9	15	33.3	7	15.5			45	100
Teacher facilitation	1	2.2	25	55.5	13	28.9	5	11.1			45	100
Appoint class monitors			10	22.2	15	33.3	20	44.5			45	100
Encourage students with cooperation			15	33.3	17	37.8	11	24.5	2	4.5	45	100
Providing feedback			11	24.5	30	66.7	4	8.9			45	100
Way of training the group of the students			10	22.2	25	55.5	10	22.2			45	100
Clarity of instructions			30	66.7	15	33.3					45	100
Distribution of the task according to the level of the students			10	22.2	22	48.9	10	22.2	3	6.7	45	100

The purpose of observing the classes was to find out whether the teachers maintained register to check the attendance of the students. Among 45 teachers, 25 (55.5%) were found good in maintaining this, 13 (28.9%) were not found maintaining attendance register properly and 2 (4.5%) teachers had maintained attendance register in an excellent way. So, they were rated as average and 5 (11.1 %) had not maintained attendance register of even a single day.

For collecting and checking homework timely among 45 teachers 25 (55.5%) were found good in collecting and checking homework regularly, 15 (33.3%)

were found average in collecting and checking homework regularly, 3 (6.7%) were found excellent at this and only 2 (4.5%) were found below average in this task. Similarly, for involving students in pair and group work, among 45 teachers 15 (33.3%) were found average, 13 (28.9%) were rated as good and only 2 (4.5%) were rated as below average.

For acting as facilitator among the observed 45 classes 1 (2.2%) was found excellent, 25 (55.5%) were rated as good, monitors 10 (22.2%) were found good, 15 (33.3%) were average 20 (44.5%) were below average. Similarly, for encouraging students with cooperation 15 (33.3%) teachers were found good, 17 (37.8%) were average, 11 (24.5%) were below the average and only 2 (4.5%) teachers were poor Likewise, for providing feedback to the students out of 45 teachers 11 (24.5%) were rated good, 30 (66.7%) were average and only 4 (8.9%) were found poor in this matter. For the ways of training the group of the students 10 (22.2%) teachers were found good, 25 (55.5%) were average and 10 (22.2%) were below the average .For the clarity of instructions 30 (66.7%) teachers were rated good, 15 (33.3%) were average. For the distribution of the task according to the level of the students 10 (22.2%) teachers were found good, 22 (48.9%) were average and 10 (22.2%) were below the average.

#### **4.2.3 Student Related Problems**

In order to find out whether the students are given opportunities to work independently in the class, the following student related problems were observed.

**Table 6**  
**Student Related Problems**

	Excellent		Good		Average		Below Average		Poor		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Read/write individually	2	4.5	15	33.3	23	51.1	4	8.89			45	100
use of library/self access material			15	33.3	25	55.5	10	22.2			45	100
Get them produce their own work			20	44.5	25	55.5					45	100
Get them encouraged their ownership in learning			10	22.2	25	55.5	10	22.2			45	100
Get students to listen			15	33.3	20	44.5	10	22.2			45	100
Clarity/visible from the last benches	3	6.7	30	66.7	12	26.7					45	100
Audible for all students	2	4.5	35	77.8	8	17.8					45	100
Sharing varieties of the life experiences	3	6.7	32	71.1	10	22.2					45	100
Acting different personality			25	55.6	15	33.3	5	11.1			45	100
Cracking jokes			10	22.2	35	77.8					45	100
Participation of the students			15	33.3	25	55.6	5	11.1			45	100

From the above table, it was found that for giving opportunities to the students on reading and writing task out of 45 teachers only 23 (51.5%) were rated average, 15 (33.3%) were rated good, 4 (8.89%) were rated as below average and 2 (4.5%) were rated excellent. In order to find out whether students use library and other self-access materials out of 45 teachers, 25 (55.5%) teachers rated average in this matter, 15 (33.3%) rated as good and 10 (22.2%) rated as below average. For getting them produced their own work independently out of 45 teachers, 25 (55.5%) were rated average and 20 (44.5%) were rated as well. Similarly, getting them encouraged their ownership in learning out of 45 teachers, 25 (55.5%) were rated as average, 10 (22.2%) rated as good and 10

(22.2%) rated as below average. For getting students to listen attentively, out of 45 teachers, 20 (44.5%) were rated average, 15 (33.3%) were rated as good and 10 (22.2%) were rated as below average.

In case of clarity of the subject matter and visible from the last benches out of 45 teachers, 30 (66.7%) teachers were rated as good and 12 (26.7%) were rated as average and 3 (6.7%) were rated as excellent. In order to find out whether the classroom was Audible for all students, out of 45 teachers 2 (4.5%) teachers were rated as excellent 35 (77.8%) were good and 8 (17.8%) were rated average in this matter. Likewise, for Sharing varieties of the life experience in the classroom out of 45 teachers, 3 (6.7%) teachers were found excellent, 32 (71.1%) found good and 10 (22.2%) were average. For acting different 25 (55.6%) teachers were rated as good, 15 (33.3%) were average and 5 (11.1%) were average. In order to find out whether the teachers cracked jokes to motivate students, the following result was observed: 35 (77.8%) teachers were found good in cracking jokes and 10 (22.2%) were found excellent.

In case of the participation of the students of the classroom activities 25 (33.3%) were found average, 15 (33.3%) were found good and 5 (11.1%) were found below the average. and provided that feedback to them if necessary. From these data it can be said that appointing class monitors majority of the teachers were found average which needs to be improved for ensuring the learning opportunities of an each individual in a large class. For encouraging students with cooperation and providing feedback majority of the teachers was rated average.

Regarding the ways of training the group of the students and the clarity of instructions, the majority of the teachers were found good and average. The condition of managing group of the students was not as effective as it is to be. It needs to be improved for ensuring the opportunities of learning of an each learner in a large class. For the task distribution according to the level of the students, majority of the teachers were rated average. From this it can be said

that that using task distribution was not effective as it was supposed to be. For giving opportunities to the students for reading and writing individually, using library and self-access materials and getting them produced their own work and provided that feedback to them if necessary, majority of the teachers were found good and average. However, ownership development in learning strategy was not as good as it to be. Likewise, getting students to listen, majority of the teachers were rated average which needs to be improved for ensuring the learning opportunities of an each individual in a large class. For the clarity and visible thing written on the board from the last benches and audible for all students, majority of the teachers were rated good with this strategy. From this it can be said that the condition of the utilization of teaching materials was satisfactory than the other. For sharing varieties of the life experiences, acting different personality and cracking jokes, the majority of the teachers were rated good. Regarding the participation of the students, the majority of teachers were rated good and average.

### **4.3 Summary of Findings**

The following findings have been drawn after completing the analysis and interpretation of the data as summary.

#### **4.3.1. Problems in Large Class**

##### **a. Physical Problems**

- i. Majority of the teachers (86.7 %) agreed that the arrangement of desk and benches caused problems in large ELT class.
- ii. Majority of the teachers (73.3%) agreed that the sitting arrangement of desk and benches caused learning and teaching problems in the large classes.
- iii. Placement of windows and writing board in the classroom caused problem.

- iv. Different teachers have different opinion with the placement of teaching learning materials. From the obtained data it has been seen that infrastructures in the ELT class plays a vital role.
- v. Teaching learning materials were not placed properly.

**b. Teacher Related Problems**

- i. Most of the teacher could not control their classes therefore class becomes out of control.
- ii. Majority of the teachers (80%) felt difficulty in teaching due to insufficient teaching materials.
- iii. ELT classes posses different problems to the teachers. For most of the teachers, it is very difficult to decide what kinds of instruction and task is appropriate for the students. When the students were varied in language proficiency, understanding level also differ. In such a situation, the same learning task and instructions are not useful for all the students.
- iv. The teachers were found average which needs to be improved for ensuring the learning opportunities of an each individual in a large class. For encouraging students with cooperation and providing feedback majority of the teachers was rated average.
- v. Most of the teachers did not provide reinforcement and feedback to the students' appropriate behavior.

**c. Student Related problems**

- i. Almost all teachers had maintained discipline in the class.
- ii. Almost all teachers (40%) teachers strongly engaged students in group and pair work.
- iii. Some of the teachers neglected the less proficient students. Therefore, there is a gap between proficient and less proficient students.

- iv. Most of the students' homework was not checked, which discouraged learners for self-learning.

#### **4.3.2 Strategies Adopted by Teachers**

1. Teachers reported that they used conducting speech, lesson planning, adopting students centered techniques, motivating students, group division, making group leader strategies.
2. Motivating students was the most widely used strategy.
3. Almost all the teachers used reading practice in the classroom.
4. Motivation directs students' behavior toward their study. Almost all the teachers motivated their students in the class to learn English.

## **CHAPTER- FIVE**

### **CONCLUSIONS AND RECOMMENDATIONS**

This chapter deals with the conclusion of the study on the basis of collected data. It also incorporates some recommendations for the policy related, practice related and also further research on the basis of the study.

#### **5.1 Conclusions**

The main aim of the study was to find out the challenges in managing large English classes at higher secondary level. I have gone through survey research design, especially purposive, non-random sampling procedure. I employed the two tools; questionnaire and observation checklist. These two tools assisted me to find out the challenges in managing large English classes. The following findings have been drawn after completing the analysis and interpretation of the data as summary.

A significant number of the teachers told that maintaining discipline is mostly a problem in large classes. It becomes very difficult to give individual attention to the weak students in a class. Four (26.7%) teachers said that they gave individual attention to the poor students and rest 11 (73.3 %) said it was necessary but it was very difficult to give individual attention in our context. Most of the teachers do not feel comfortable while teaching in large class. It becomes very difficult for teachers to carry out an effective evaluation.

A significant number of the teachers should depend on only the teachers and classroom teaching. Sitting arrangement of students' desk and benches were placed traditionally. Most of the teachers did not make lesson plans while going to the classroom. Teaching learning materials do not meet the requirement of effective teaching. All of the students were not actively engaged in group and pair work.

## **5.2 Recommendations**

On the basis of the findings of the study, I have offered the following pedagogical implications for the policy related, practice related and the further research.

### **5.2.1 Policy Related**

The government should evaluate the efficiency of the teacher training programmes in shaping the necessary practices of teachers. The teachers associated with the effective classroom management and makes decisions concerning the programs.

1. The National Center for Educational Development should provide the training to teachers to handle the large class.
2. The administration of the educational institutions that are enrolling a large number of students are suggested to develop the infrastructure and facilities in proportional to the number of the students.

### **5.2.2 Practice Related**

On the basis of findings of the study I have offered the following practical implications:

1. All the teachers should take care of their students individually. It helps to develop the good relationship between them and to create learner friendly environment in the classroom.
2. Teachers should engage students in group work and pair work.
3. School should provide resources to teacher so that they can handle with large class effectively.

### **5.2.3 Further Research Related**

Due to the various constrains, I could not include some areas in my research study. These areas could be a matter of further research to contribute more to the existing knowledge regarding problems of managing classes. Therefore, I would like to suggest the following recommendations for the further researches to explore more in these areas. This study is only starting point in the department of English education, T.U., Kirtipur. Therefore, the further researches can look the details of this area. (e.g: case study, students perception, etc.)

1. The further researcher can work on physical problems, teacher related problems and student related problems.
2. Further researcher can take this study as a guideline who wants to carry out research in the similar field.

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## **APPENDIX-1**

### **Questionnaire for the Teacher**

Dear sir/madam,

This questionnaire is a research tool for gathering information for my research entitled “Challenges in Managing Large English Classes at Higher Secondary Level” for the partial fulfillment of my Master of Education at T.U. I am carrying out this research under the guidance of Mr. Laxmi Prasad Ojha, Teaching Assistant, Department of English Education T.U., Kirtipur. The Questions are based on Managing Large English classes.

The correct information provided by you will be of great help for the successful completion of this research. Your name and the name of your school/campus are optional and your participation is voluntary. All the information collected through the questionnaire will be kept highly confidential and only for research purpose. I would be grateful if you could kindly spare some time to complete the questionnaire below.

Researcher

Kalpana Sharma

Department of English Education

T.U., Kirtipur, Kathmandu

Name of the teacher: Date:

Name of the school: Number of students:

Please go through the questionnaire and tick( ) the best option that indicates your response:

S.N.	Strategies	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1.	<b>Physical problems</b>					
	Arrangement of students desk and benches					
	Sitting arrangement of desk and benches					
	Placement of windows and writing board					
	Placement of teaching learning materials					
2.	<b>Teacher related problems</b>					
	Engage all the students in classroom activities					
	Focus individual pace in a large English class					
	Often use varieties of topics, methods and texts in a large English class					
	Conduct a lot of pair and group work in a large English class					
	Give open ended cues to the students in interaction and collaboration					

	Often give feedback to the students					
	Frequently walk around the large classroom					
	Often speak loudly so that the students from back benches also listen clearly					
	Often apply the self checking and peer checking technique while checking the class work and home work					
3.	<b>Student related problems</b>					
	Maintaining discipline					
	Engagement in group and pair work					
	Asking relative question					
	Sharing knowledge with each other					

4. What other strategies do you adopt to address the problems of a large English classroom? Please mention some of them.

- i. ....
- ii. ....
- iii. ....
- iv. ....

## APPENDIX-2

### Check list for the classroom observation

Name of the teacher: Date:

Name of the school: Number of the students:

Please go through the questionnaire and tick( ) the best option that based indicates your response:

S.N.	Observation Items	Responses				
		Orderly Row	Horse Shoes	Circle	Solo Work	Separate Table
1.	<b>Physical problems</b>					
	Arrangement of students desk and benches					
	Sitting arrangement of desk and benches					
		Excellent	Good	Average	Below Average	Poor
2	<b>Teacher related problems</b>					
	Taking register					
	Collecting homework					
	Getting in pair and groups work					
	Teacher facilitation					
	Appoint class monitors					
	Encourage students with cooperation					
	Providing feedback					
	Way of training the group of the students					

	Clarity of instructions					
	Distribution of the task according to the level of the students					
3	<b>Student related problems</b>					
	Read/write individually					
	use of library/self access material					
	Get them produce their own work					
	Get them encouraged their ownership in learning					
	Get students to listen					
	Clarity/visible from the last benches					
	Audible for all students					
	Sharing varieties of the life experiences					
	Acting different personality					
	Cracking jokes					
	Participation of the students					