

**STRATEGIES USED BY ENGLISH TEACHERS TO
MANAGE THEIR LARGE SIZE CLASSES**

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

**Submitted by
Neelam Mahara**

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

2015

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RECOMMENDATION FOR ACCEPTANCE

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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: 21/01/2015

.....

Neelam Mahara

DEDICATION

Dedicated

To

*My affectionate parents **Netra Bahadur Mahara and Sarita Mahara**
who have been devoted their entire life to bring me to the present position.*

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ABSTRACT

The present research work entitled "**Strategies Used by English Teachers to Manage Their Large Size Classes**" is an attempt to find out strategies adopted by teachers to manage large size ELT classes. The study was carried out by using both primary and secondary sources of data. To achieve the objectives, a classroom observation form and a set of questionnaire were prepared as the tools for data collection. The data were taken from the twenty higher secondary English teachers of Kathmandu valley. From each school, two English teachers were selected by using purposive non-random sampling method. The teachers were provided questionnaire and their forty classes were observed by the researcher with the help of a check-list. The data collected through the classroom observation and questionnaire were analyzed and interpreted both descriptively and statistically. It was found that there was a gap between the teachers' knowledge about the strategies that could be used in large size ELT classes and their practices in real classroom teaching.

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

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LIST OF ABBREVIATIONS

%	—	Percentage
AD	—	Anno Domini
BC	—	Before Christ
B. Ed.	—	Bachelor of Education
CUP	—	Cambridge University Press
e.g.	—	Exempli Gratia
ELT	—	English Language Teaching
et.al.	—	at alia (and others)
etc.	—	Et Cetera
i.e.	—	that is
K.U.	—	Kathmandu University
M.Ed.	—	Masters in Education
NELTA	—	Nepal English Teachers' Organization
NESP	—	Nepal Education System Planning
Ph.D.	—	Doctor of Philosophy
Prof.	—	Professor
S.N.	—	Serial Number
T.U.	—	Tribhuvan University
U.K.	—	United Kingdom
UNESCO	—	United Nations Educational Scientific AND Cultural Organizations

CHAPTER – ONE

INTRODUCTION

The present study is about the "Strategies Used by English Teachers to Manage Their Large Size Classes". This section consists of background of the study, the objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms.

1.1 Background of the Study

A language is a systematic means of communication by the use of sounds or conventional symbols. It is the code we all use to express ourselves and communicate to others. It is a system for communicating ideas and feeling using sounds, gestures, signs, or marks. Any means of communicating ideas specifically human speech the expression of ideas by the voice and sounds articulated by the organs of the throat and mouth is a language. This is a system for communication. A language is the written and spoken methods of combining words to create meaning used by a particular group of people.

Different linguists, scholars and philosophers define language in various ways but they are not complete in themselves. However different definition given by them share common characteristics of language. According to Richards et al. (1999) "Language as ... the system of human communication which consists of structured arrangement of sounds for their representation into larger units e.g. morphemes, words, phrases, sentences, utterances, etc" (p. 196). Similarly Wardhough (2000) defines language as "a system of arbitrary vocal symbols used for human communication (p.26)." From the aforementioned definitions, we can conclude that language is used for human communication and communication is done for exchanging ideas, emotions, and feeling via arbitrary voluntarily vocal symbols.

Nowadays, the English language is the only one language in the world which is widely accepted as a lingua-franca. It is an inseparable part of the present day world since it is a principal language for global communication and a gateway of administration, international communication, information technology, human rights and development has become indispensable. In the past English was viewed as the ocean of literature perspective but today it is no longer confined to understand and creating the literature of foreign country. The same view is clearly exposed by Awasthi et al. (2009) "English is a widely used medium of communication for different purpose not only the vehicle of writing or reading British or American literature" (p. iii). The value of English is so much that it has attracted a large mass of people world over. As a result the non-native speakers of English are more than its native speakers today. In this regards, Harmer (2008) states:

English is also of course, a mother tongue for many people in the world, though, as we shall see, such native speakers are increasingly outnumbered by people who have English as a second or third language and use it for international communication (p.13).

Thus, the value of English, student attraction in it, students flow in the schools and colleges, its impact in class size (i.e. large class) various problems aroused in teaching learning process and its impact in learning output are found in a chain relation. It means, due to the value of English, there is the flow of students in academic institutions, due to the flow, the class sizes are large and multileveled, due to the large multilevel classes, they arouse problems in teaching output. So, in government aided schools and colleges where class sizes are large, the students are found poor in English subjects. In this regard, teaching English in large multilevel classes is a burning issue in the Nepalese context today.

Though teaching in such large multilevel classes addressing their individual interest, differences, abilities, pace, style of learning is a difficult task, it is not completely impossible one. So, we should not be hopeless to the situation. There are several things that teachers can do for this. The large class itself is not a problem. The better you know your large class the better the students will behave for you. If the teacher is well trained, skillful, confident, proficient, controlling and commanding, the problems are far from difficult. Teachers should have the knowledge of classroom management, techniques of developing cooperation, creating interactive environment, maintaining discipline, controlling noise, participating all, beginning and ending the class properly and so on. If a teacher possesses the above mentioned things and uses the strategies accordingly, obviously the large class will be more fruitful, effective in learning the English language.

1.2 Statement of Problems

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 a large number of students in the classroom is one of the biggest problems teachers face. Since this study focuses on strategies used to manage large size ELT classes, it will be of considerable importance to English language teachers working in large size ELT classes. Large classes work best when students take an active interest in the subject and when teachers personalize their presentation and respect their students. My study is an attempt to deal with the problems of large ELT classes, together with some steps that can be taken to help solve the problems of instructing students well in large classroom setting.

1.3 Objectives of the Study

The study had following objectives:

- i. to find out strategies adopted by teachers to manage large size ELT classes.
- ii. to suggest some pedagogical implications.

1.4 Research Question

To examine the method and strategies adopted by teacher to manage large size ELT classes and to find out the problems to manage large size ELT classes the study addressed the following research question:

- a. What are the effective methods and strategies adopted by teacher to manage large size ELT classes?

1.5 Significance of the Study

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.

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 strategies 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 the forty teachers of higher secondary level
- ii. Questionnaire and observation checklist were the only tools for data collection.
- iii. It was limited to large size ELT classes.
- v. The study was focus on the problems of the possible strategies adopted by the teacher while teaching in large size ELT classes

1.7 Operational Definitions of the Key Terms

Definitions of the important terms:

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

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

Large class: The class which has large number of students is known as large class.

CHAPTER – TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Theoretical Literature

This chapter includes the theoretical reviews on language, English language teaching in Nepal, the concept of classroom management, large classes, key principles to manage large classes, problems to manage large size ELT classes and methods and strategies adopted by the teacher to manage large size ELT classes.

2.1.1 English Language Teaching in Nepal

Teaching is purely an academic profession. It is a very challenging social profession. In the past, it was believed that teaching means just fulfilling the child's 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 then prime minister Jung Bahadur Rana opened a high school in Kathmandu. The introduction of English language teaching (ELT) in Nepalese Education started only in 1971 with the implementation of National Education System Plan (NESP) and still continues (p.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 ELT 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.

A number of private schools have been opened everywhere in Nepal as mushrooming. Most of these schools are adopting 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.

ELT 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 The Concept of Classroom Management

Classroom management refers to all the teacher behaviours and classroom organizational factors that lead to an orderly learning environment. It is a technical term used in the field of education which has special connotation in ELT situation. According to Koontz and wehrich (1993) "management is the process of designing or maintaining an environment in which individuals working together in groups efficiently accomplish selected aim"(p.6).

The concept of management of large classes is broader than that of discipline, which often connotes a central goal of keeping students quieter and in their seats. There is nothing wrong with having students quiet and in their seats but

that should not be the teacher central goal. Effective classroom teachers place discipline in its proper perspective in the total instructional scene. Management also involves teaching students the ways and means to manage their own behavior in classroom settings by establishing learning situation that will allow them to do this. It is in this sense that management is broader than discipline and encompasses the teacher's overall educational goals. By implementing management plans, the teacher not only hopes to enhance students learning but also helps students develop ways and means to understand and direct their own behavior.

According to Harmer (2008)

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.238)

The concept of classroom management in this context is hard to differentiate from the concept of instruction, and the two are closely related in theory and practice good classroom managers are often good teachers.

2.1.3 Large Classes

Large class means a class having large number of students. UNESCO (2006) says that; "Five to thirty students per one teacher is considered large, while in other countries this is seen to be normal or even quite small. From a teacher's perspective, though a class is "large" whenever it feels large." While a class of more than fifty students is usually considered a large. According to Harmer (2007), "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 (1996) says

Large is a course of relative term and what a large class is will vary place to place in some private language schools a group 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 large 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. Hess (2006) says that sixty to seventy five students are not so exceptional around the world but she defines large classes as a class of thirty or more students in elementary multilevel classes as the kind of classes that have been roughly arranged. 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. (p. 2-4).

2.1.4 Key Principles to Manage Large Classes

UNESCO (2006) talks about some Key Principles to Manage Large Classes. Practical means to make schools and classrooms more inclusive, learning friendly and gender sensitive. Large classes are often perceived as one of the major obstacles to ensuring quality education. Large classes are a reality in

many schools and many countries, often as a direct result of inadequate funding and the absence of political will to provide a sufficient number of teachers and classrooms that would ensure a quality education. Providing tools to address the difficulty of teaching large classes is thus an important step towards realizing quality education for all (EFA) in school settings. For many of us faced with large classes we might be tempted to give up, thinking that there is no chance of getting so many students to learn. The problem is however, that we assume that learning occurs in proportion of class size. The smaller class, the more students learn. However, research shows that class size does not automatically correlate with student learning. Students in large classes can learn just as well as those in small ones. What counts is not the size of the class, but the quality of the teaching. Some key principles to manage large classes are as follows:

a) Creating a well managed learning environment

Managing the learning environment in the classroom for all students is a complex process. Learning environment is very important, since this environment affects how well the students can learn. The classroom environment encompasses the physical environment-including learning resources for lessons-as well as the psycho-social environment. To create well managed physical and psycho-social environments can make the difference between a calm and functioning classroom and a classroom in chaos.

Organizing the physical environment ideally, a class is held in a bright, clean, well-equipped room that accommodates every student comfortably and allows them to move around and work well either individually or in groups.

b) Maximize classroom space

In large classroom, we have to draw students into the group to create physical spaces that make them comfortable. The arrangement of a classroom may be flexible or a challenge, but the idea is to draw students into the group and to create a physical space that makes them comfortable and want to enter into a

discussion or group situation. In large class settings, space is often a luxury. To maximize what learning space is available, consider removing unnecessary furniture to reduce the feeling of over crowding and to facilitate movement

.c) Make a large class feel small

Even if the classroom is large we should think it as small. Many teachers try to make a large class small by treating it as such. They move towards a student who has asked a question, which reduces physical and social distance and they help class assistants distribute materials.

d) Actively take attendance

Call roll using the student's names several times during the beginning of the school year to connect faces and names as soon as possible. Even though there may be some names, that teacher does not seem to be able to learn, their students will greatly appreciate teachers' effort.

e) Memorize

Strive to memorize a row or group of students per day. In the few minutes before class begins, review what you've already memorized and then add another row or group of students.

f) Break Class into Small Groups

Dividing the entire group into smaller "working groups" will help facilitate name recall. Classroom time can be used to give small projects for each group. Only having to remember eight to nine people in a small group is much easier than looking at sixty plus faces. Work on visualizing which faces sit in which seats. Then work on memorizing every name from a particular group.

2.2.5 Problems to Manage Large Size ELT Classes

It is difficult to enumerate all the problems regarding to management of large size ELT classes. However there are certain problems which may look small from general point of view but may affect teaching learning process badly. But certainly there are certain problems which are related to manage the large size English language teaching classes and cannot be ignored at any time. Some of the major problems to manage large size ELT classes are explained briefly below:

a. Discipline

Discipline means the practice of training people to obey rules or a code of behaviour. 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 ELT 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 issues not related to the content of the lesson. Some problems is faced by Ur (2000) and states "I have discipline problems in these classes; I find them difficult to control" (p 134).

b. Individual Attention to the Students

A class is composed of individuals who belong to different backgrounds having different problems. They need to be given individual attention. But how it is possible if a class consists of one hundred and fifty to two hundred? It is very difficult to speak and listen to individual students all the time within the period of forty to fifty minutes. 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 learner in a large size class. It will also be difficult to locate the weak students and help them According to Ur

(2000) says "I can't get to know and follow the progress of all the individuals in my class: there are too many of them and they are all so different (ibid).

c. Teacher's Discomfort

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

d. Provision of Teaching Materials

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

e. Teaching Learning Process

Another crucial problem to manage large classes is ensuring the teaching learning process. In a class of large size the teaching learning process gets very slow. There are many distractions and disturbances. The teacher is not audible to the students. Because of overcrowding there is 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 teacher and the teaching learning process get disrupted. Ur 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. Correcting Written Assignments

Correcting all the written assignment is another problem 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. Similar view is expressed by Ur (1996) and states, "I can't keep up with making load."

g. Interest

Interest refers to the feeling of wanting to know about something or someone. Keeping all the students interested in the classroom is another problem in large classes. In a large size ELT 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.

h. Lack of understanding

In a large size class there is no understanding between the teacher and the students. Lessons are taught in isolation. The teacher is least paused whether his students have followed him or not. The teacher does not and can't establish good rapport with the students. In a large size ELT class the students can't closer to the teacher. He/she is not in their reach and this leads to lack of understanding between the students and the teacher.

According to Nolasco and Arthur (1991), the problems a group of teachers felt they encountered when they tried to introduce pair and group work into a large class are as follows:

- Discipline is a problem.
- The students are not interested when he tries things they are unfamiliar with.
- There are too many physical constrains, such as rows of desk which are screwed to the floor.
- It is virtually impossible to provide the necessary duplicated materials.
- Students prefer grammar and exam practice.
- The school administration and the teachers in the other classes do not like the noise when all the students talk at the other classes so not like the noise when all the students talk at the same time.
- Students will not use English when they are put into pairs and group
- Although group work and pair work are the key techniques to cope with various problems in large ELT classes, there are a number of problems that we have to encounter while applying there techniques. The problems faced by the group of teachers as mentioned by Nolasco and Arthur directly supports this vied.
- Some of the major problems experienced by the teachers teaching English to large size classes are discipline lack of individual attention teachers discomfort provision of teaching materials effective teaching materials students interest, lack of understanding and problems of teacher, pupil interaction, etc. all these problems require immediate attention. Unless the problems are rectified effective teaching can't be ensured.

2.1.6 Methods and Strategies Adopted by the Teacher to Manage Large Size ELT Classes

Teaching in classes of large size may not be a big problem so far as the science subject i.e. physical, chemistry, mathematics, etc. are concerned. In such subjects the students can easily be taught in the form of groups. The students can be taught through lecture method even if the class strength exceeds hundred students. But teaching English in a class of large size is really a difficult task. Following tools and strategies can help the English language teachers to teach in a class of large size.

a. Personalize feedback

It is very important to provide timely and personalized feedback to the learners of an ELT class. Carbone says, "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 method and strategy adopted by the teacher to manage large size ELT 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 listen to the teacher they can't comprehend anything.

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 size ELT classes, where the teacher is

more of a lecturer and less of a facilitator, stories can help lesson material come alive for students.

d. Audio-visual Aids in ELT Classes

In large size ELT 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 ELT 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 ELT program in a class of large size.

2.2 Review of Related Empirical Literature

Strategies used to manage large size English language classes is a prerequisite for effective teaching and learning process. Without proper management of large size classes, we cannot achieve the determined objectives of English classroom. A number of research works have been carried out by the various researchers with management of large size classes in particular in the Department of English education, TU, Kirtipur. Some of them reviewed are below:

Nyaupane (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.

Thami (2008) carried out a research on "A Study on Classroom Management". The main objective of this research was to identify and analyze the physical aspects in English classroom of lower secondary and secondary level. She collected the data through questionnaire and checklist. The sample has taken from eight secondary schools in which four schools were government aided and four were private one and 80 students were selected by using non-random sampling. Her finding was not appropriate arrangement of furniture, particularly for group discussion and conducting other activities.

Basyal (2010) conducted a research entitled, "Strategies of Classroom Management Used by Secondary Level English Teacher." The main objective of this research was to identify the common strategies used by the secondary level English teachers for classroom management. Two sets of questionnaire has distributed to 20 secondary level English teachers working in Kathmandu Valley and 10 selected secondary level schools representing at least two teacher from each of the schools. The finding of the study was none of the strategies i.e. physical, academic and disciplinary strategies were found satisfactory in the secondary level English language classes.

Ghimire (2011) carried out a research on "Managing Diversity in ELT Classes". The main objective of the study was to identify English language teachers' awareness of diversity in ELT classes. He used two separate sets of questionnaire. The total sample size consists of 40 secondary level English teachers working in Kathmandu Valley and 40 students in secondary level in the Kathmandu Valley. This research concluded that the secondary level English teachers were aware of the fact on the diversity in ELT 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 present research was mainly concerned with the empirical literature of ELT in Nepal, the concept of classroom management, large classes, key principles to manage large classes, problems of large size ELT classes and methods and strategies adopted by teachers to manage large size ELT classes.

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 to my study. After reviewing these works, the researcher got sufficient ideas to conduct research work about managing large size ELT classes. Specially, I got ideas and information about large classes from the study of, Nyaupane (2007), Thami (2008), Basyal (2010), Ghimire (2011), Khatri (2012). In order to conduct those researches they have used survey research design and I followed the same i.e. survey research.

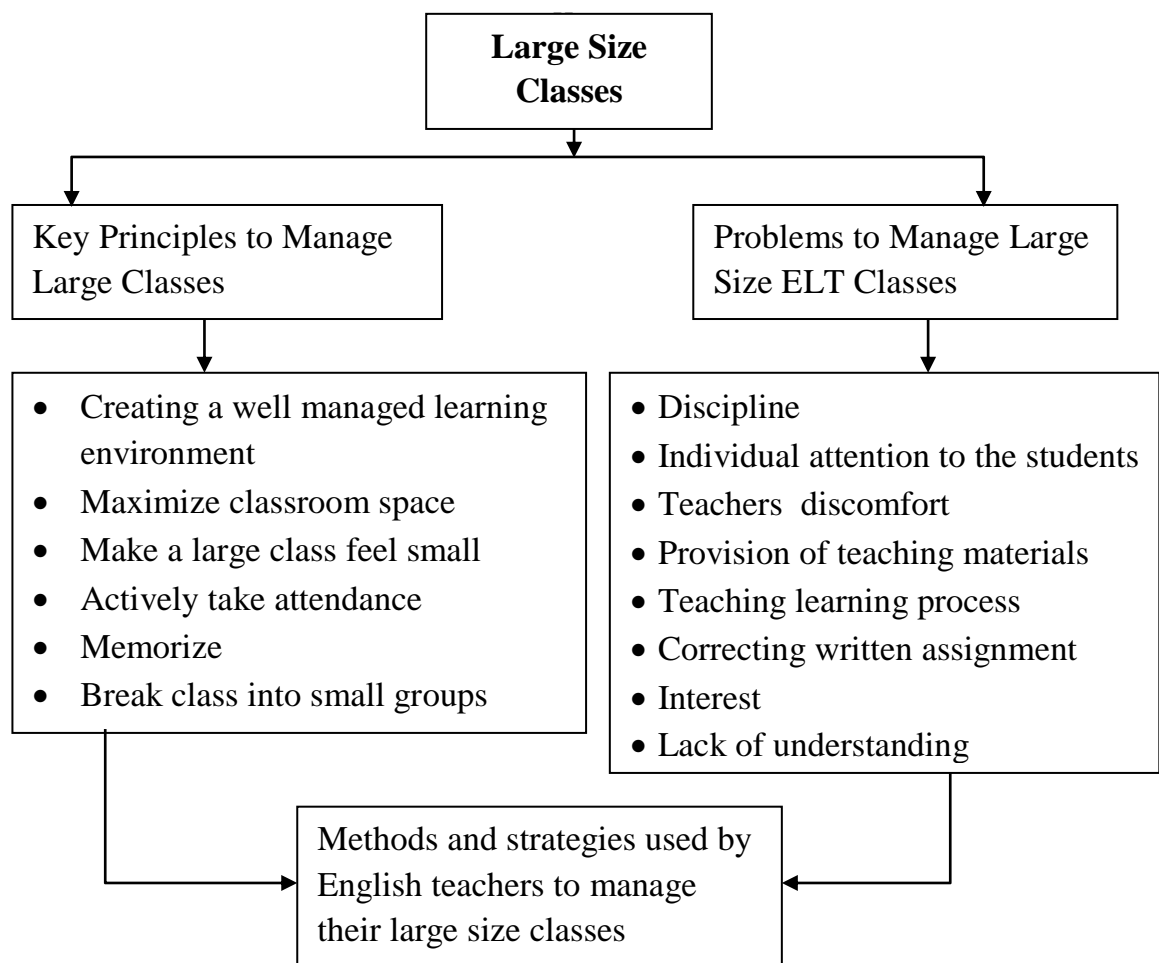
In the context of Nepal large number of student have to be taught in a small and less facilitated classroom. In this situation how to manage large classroom is becoming the central area of the study. So far we have discussed on the various research works, which have been carried out in the field of “classroom

management". The research reviews have particularly shown in that their results are no uniform. Previous research works concluded that there are many problems in managing large classes. However, there are many methods which can be applied to manage it.

All the above reviews provided a theoretical background to my study. It helped me to refine my research methodology also broadened my knowledge base in my research area, helped to bring the clarity and focus on research problem and contextualize findings. As a researcher therefore, I've gone through different literature and different articles along with journals. After reviewing the existed literature it becomes clear that there is not any single research carried out by anyone which helped to manage large size ELT classes.

2.4 Conceptual Framework

The study on "Strategies Used by English Teachers to Manage Their Large Size Classes" was based on following conceptual framework:



CHAPTER – THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals 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 the 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 procedures 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.

- i. Survey is one of the cross-sectional studies.
- ii. Survey generally addresses a large group of population in reference to the educational information.
- iii. Data is collected only of a single time.
- iv. It is a hypothetico-deductive study.

Survey, in the context of educational research is carried out to find out the practicality, applicability and appropriacy of certain events, issues, situation and/or phenomena, Generalizing the present status of find out its detail, as a whole, is the aim of survey in education. In survey research we should follow fourteen-step procedures. They are as follows:

1. Identifying the problems /framing the topic

2. Specifying objectives
3. Constructing the hypothesis.
4. Expanding the theoretical knowledge
5. Writing research proposal and preparing research tools.
6. Piloting the research tools.
7. Field visit
8. Contracting the selected institutions and authorities to establish rapport with them.
9. Requesting for the list of informants, if permissions granted,
10. Requesting for the list of informants, if permission is granted.
11. Sampling the required numbers of informants.
12. Fixing the time for data collection.
13. Eliciting the required data.
14. Analysis, interpretation and presentation of data.

3.2 Population Sample and Sampling Strategies

The populations of this study were all the higher secondary level English teachers of Kathmandu valley. Out of them, the sample of the study included 40 teachers from the Kathmandu Valley. It is 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. Following the same procedure, forty English teachers from twenty different higher secondary level schools representing at least two teachers from each of the schools were taken as sample.

3.3 Study Areas/Field

The research areas of the study were twenty higher secondary level schools of Kathmandu Valley.

3.4 Data Collection Tools and Techniques

I basically used only two tools for gathering required information viz. questionnaire and observation checklist. In this regard, I used both close-ended and open-ended questions in the questionnaire. Finally, I observed the classroom of the respondents with the help of checklist.

3.5 Data Collection Procedures

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

- i. At first, I visited the selected schools, talk 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 a purpose of the research and request them to take part in responding the questionnaire.
- iii. After this, I distributed the questionnaires.
- iv. Then, I observed forty classes with observation forms.
- v. Finally, I collected the questionnaire thanking the informants and school authority for their co-operation.

3.6 Analysis and Interpretation of the Data

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

Mainly this chapter is concerned with the analysis and interpretation of the results derived from the collected data. After collecting the data from purposive non- randomly selected 40 teachers of Kathmandu valley, I analyzed and interpreted those data which were collected from the primary sources. The main objective of this study was to find out strategies adopted by teacher to manage large size ELT classes. The data collected from the informants were based on the set of questionnaires prepared for higher secondary level in schools in Kathmandu valley and class observation. Open ended and close-ended questions were provided to the sampled teachers in order to collect their views. The views expressed by the teacher towards the large size ELT classes and the things found in classroom observation are presented, analyzed and interpreted here in this chapter. Finally, the summary of the findings is also included.

4.1 Analysis and Interpretation of Teachers' Responses

A set of questions were provided to the respondents containing close ended and open ended questions respectively. In order to draw the teachers views, a set of questionnaire (mostly closed ended questions) with five alternatives viz. 'Strongly agree', 'Agree', 'Undecided', 'Disagree', and 'Strongly Disagree' and open ended question. The teachers were given a set of twenty-two questions Among 22 questions, 21 were close-ended and only one was open- ended. The percentage is the main base for data analysis. While analyzing the data, the total number of response for each question and item was analyzed, tabulated or shown by using tables. Open-ended questions were asked to take the subjective responses from the informants. The analysis and interpretation of the data obtained from the teachers is presented below:

4.1.1 Holistic Analysis of Teachers' Responses in Managing Large Size ELT Classes

This part consists of a set of questions which are related in managing large size ELT classes by higher secondary school teachers. The data obtained from the teachers are described separately below. The responses from the forty sample teachers to each question are presented below:

Table No. 1
Teachers' Responses in Managing Large Size ELT Classes

Page No.	Distracters	S.A.		A		U		D		S.D.		Grand Total	
		N	P	N	P	N	P	N	P	N	P	N	P
1	Establishing routines	16	40	20	50	4	10	0	-	0	-	40	100
2	Making seating plan	5	12.5	25	62.5	5	12.5	5	12.5	0	-	40	100
3	Awareness in maintaining discipline	8	20	27	67.5	5	12.5	0	-	0	-	40	100
4	Students participating in the classroom activities	18	45	19	47.5	3	7.5	0	-	0	-	40	100
5	Focusing individual pace	6	15	14	35	16	40	4	10	0	-	40	100
6	Use of communicative methods in teaching	8	20	26	65	6	15	0	-	0	-	40	100
7	Interesting activities	22	55	13	32.5	5	12.5	0	-	0	-	40	100
8	Conducting pair work and group work	4	10	26	65	4	10	6	15	0	-	40	100
9	Controlling the noise level	6	15	24	610	4	10	6	15	0	-	40	100

10	Making plan to have systematic interaction	4	10	24	60	16	20	4	10	0	-	40	100
11	Using open-ended cues	5	12.5	29	72.5	6	15	0	-	0	-	40	100
12	Encouraged the quite and introvert students to speak	15	37.5	14	35	9	22.5	2	5	0	-	40	100
13	Frequent walking around the classroom	30	75	8	20	2	5	0	-	0	-	40	100
14	Speaking loudly and clearly	32	80	8	20	0	-	0	-	0	-	40	100
15	Self checking and peer checking	8	50	24	60	8	20	0	-	0	-	40	100
16	Giving positive feedback to the students	14	35	22	55	4	10	0	-	0	-	40	100
17	Creating a well managed learning environment	12	30	20	50	6	15	2	5	0	-	40	100
18	Creating a physical space	5	12.5	25	62.5	10	25	0	-	0	-	40	100
19	Calling roll using the students' name	6	15	18	45	8	20	8	20	0	-	40	100
20	Giving some kinds of input	6	15	18	45	8	20	8	20	0	-	40	100
21	Using blackboard/ white board	28	70	10	25	2	5	0	-	0	-	40	100

Legend: SA=Strongly Agree, A= Agree, U = Undecided, D= Disagree, SD = Strongly Disagree, P= Percentage

From the above table, in questions-1, it was found that most of the teachers were found to have a benefit to establish routines. Likewise, in questions-2, implies that the majority of teachers were making seating plan while teaching

in such class. Similarly, in questions-3, the result clarifies that the majority of the teachers should maintaining discipline and control over the large class. Likewise, in question-4, shows that the most of the teachers participate all the students in the classroom activities. In quesiton-5, we can conclude that majority of the teachers were known in focusing the individual pace in large size ELT class. Likewise, in questions-6, it was found that most of the teacher use communicative method while teaching in large class. In question-7, shows that the majority of the teacher makes the activities interesting by using game, short stories/jokes etc. In question-8, it was found that most of the teachers were conscious in adopting the group work and pair work techniques in large class. Likewise, in questions-9 large number of teachers' teaching in large size ELT classes were controlling the noise level and encourage the students to talk more quietly. It was found that in question-10, majority of the teachers were make a plan or routine to have systematic interaction in large classroom. Likewise, in question-11, it was found that most of the teachers should give open-ended cues to the students which enhance interaction and collaboration in large classes. In question-12, it was found that, all the teachers were encouraging the quite, introvert and weak students to speak in real classroom activities. In question-13, all of the teachers were frequently working around the large size ELT classroom. In question-14, all of the teachers were favour of applying the strategy in the large size ELT classroom. Likewise inquestion-15, it was found that majority of the teachers were often apply the self-checking and peer-checking technique while checking the class-work and homework in large size ELT classes. Likewise, in question-16, most of the teachers always give positive feedback to the students in large class. Similarly, in question-17, it was found that all the teachers of large class create well-managed learning environment. In question-18, it was found that, most of the teachers divided the students into the different group to create a physical space in such classes. Likewise, inquestion-19, shows that most of the teachers were always call roll using the student's name in large size ELT classes. Similarly, in question-20, it was found that most of the teachers were always giving some kinds of input

about the class at the end of lesson. In last question i.e. question-21, it was found that all the teachers use blackboard/whiteboard in large size ELT classes.

4.1.2 Establishing Routines in Managing Large Classes

To establish routines to manage large classes is one of the very important aspects in ELT class. Moreover, in large size ELT classes, it is indispensable. In this regards, the responses obtained from the respondents are schematically presented below:

Table No. 2
Establishing Routines to Managing Large Classes

S.N.	Item	Responses									
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%	N	%
1	Establishing routines	16	40	20	50	4	10	0	-	0	-

Legend: S.N. = Serial Number, N= Number of responses, %= Responses in.

The above table shows that 40 per cent of the total respondents strongly agreed in using the strategy, 50 per cent agreed, 4 respondents per cent undecided and none of them disagreed and strongly disagreed. On the basis of this data, we can conclude that most of the teachers were found to have a benefit to establish routines. A few number of teacher could not exactly say whether they need routine or not and no teachers are against the establishment of routines.

4.1.3 Making Seating Plan

Group work and pair work are the key techniques in large ELT classes. To conduct these activities, if the seating plan is made by the teacher, it will obviously be very easy to conduct. The responses obtained from the teachers are presented in the figure below:

Table No.3
Making Seating Plan

S.N.	Item	Responses									
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%	N	%
1	Making seating plan	5	12.5	25	62.5	5	12.5	5	12.5	0	-

Legend: S.N. = Serial Number, N= Number of responses, %= Responses in.

As it is presented in the table above, only 5 (i.e 12.5) per cent of the total respondents strongly agreed, 25 (i.e 62.5) per cent agreed, 5 or 12.5 per cent, undecided, 5 or 12.5 per cent disagreed and none of them strongly disagreed in making seating plan. The data indicates that majority of the teachers showed their agreement with the strategy using in large size ELT classes. This implies that the majority of teachers were making seating plan while teaching in large size ELT class and a few number of teacher did not and only 5 or 12.5 % teacher was not making seat plan in such classes.

4.1.4 Awareness in Maintaining Discipline

Maintaining discipline is one of the major challenges generally faced by teachers in teaching large size ELT classes. If the teacher cannot maintain discipline and control over the class, obviously, it disturbs the whole class and learning output cannot be achieved. The following table clearly shows the responses obtained from the teachers.

Table No. 4
Awareness in Maintaining Discipline

S.N.	Item	Responses									
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%	N	%
1	Awareness of maintaining discipline	8	20	27	67.5	5	12.5	0	-	0	-

Legend: S.N. = Serial Number, N= Number of responses, %= Responses in.

From the above table, it is clear that great number of teachers i.e. 67.5% agreed to maintain discipline. Among them, 20% agreed the statement, while 12.5% of them are undecided and none of them are disagreed and strongly. The result clarifies that the majority of the teachers should maintaining discipline and control over the large class.

4.1.5 Students' Participating in the Classroom Activities

Participating all the students in large size ELT classes is more challenging. In an ideal class it is expected to involve all the students in teaching learning classroom activities regardless their proficiency, ability and seating positions. Regarding this strategy used in large ELT class, the data obtained from the teachers is shown with the help of table as follows:

Table No.5
Students' Participating in the Classroom Activities

S.N.	Item	Responses									
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%	N	%
1	Students' participating in the classroom activities	18	45	19	47.5	3	7.5	0	-	0	-

Legend: S.N. = Serial Number, N= Number of responses, %= Responses in.

From the above table, it shows that 45 per cent of the total respondents strongly agreed, 47.5 agreed, 7.5 undecided and none of them disagreed, strongly disagreed. This shows that most of the teachers have to participate all the students in the classroom activities.

4.1.6 Focusing Individual Pace in Large Size ELT Class

In large multi-level ELT classes, there are a number of students who are different in their ability, proficiency, interest and so on. Due to the diversity in their ability, the pace of learning also varies from one person to another. Treating every individual focusing their correct pace of learning in a large class

is not a joke. The responses of the teachers are presented schematically in the table as below:

Table No.6
Focusing Individual Pace in Large Size ELT Class

S.N.	Item	Responses									
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%	N	%
1	Focusing individual pace	6	15	14	35	16	40	4	10	0	-

Legend: S.N. = Serial Number, N= Number of responses, %= Responses in.

The above table shows that only 6 or 15 per cent strongly agreed, 14 or 35 per cent agreed, 16 or 40 per cent undecided and 4 or 10 per cent disagreed and none of them strongly disagreed. After viewing the above data we can conclude that majority of the teachers were known in focusing the individual pace in large size ELT class, some of them were not and very few ones are in dilemma to focus the individual pace in such classes.

4.1.7 Use of Communicative Methods in Teaching

The teacher does not teach through lecture method only, communicative methods can used in large size ELT classes. The schematic presentation of the data is given below:

Table No. 7
Use of Communicative Methods in Teaching

S.N.	Item	Responses									
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%	N	%
1	Use of communicative methods in teaching	8	20	26	65	6	15	0	-	0	-

Legend: S.N. = Serial Number, N= Number of responses, %= Responses in.

The table No. 7 shows that among the total respondents only 8 or 20 per cent strongly agreed, 26 or 65 per cent agreed, and 6 or 15 per cent were undecided and none of them disagreed in using this strategy. On the basis of the obtained data, we can conclude that most of the teacher use communicative method while teaching in large size ELT classes. Only few number of teacher are not decided whether they use this methods or not and none of them are against of this strategy.

4.1.8 Interesting Activities

Keeping all the students in the classroom activities is problems in a large class. If the teacher fails to create interest among the students in classroom activities, it will result, lack of attention, de-motivation, use and mother-tongue, making noise etc. The teachers' responses on making their activities interesting are presented with the help of table as below:

Table No. 8
Interesting Activities

S.N.	Item	Responses									
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%	N	%
1	Interesting Activities	22	55	13	32.5	5	12.5	0	-	0	-

Legend: S.N. = Serial Number, N= Number of responses, %= Responses in.

Table No. 8 shows that 22 or 55 per cent of the total respondents strongly agreed in making the classroom activities interesting, 13 or 32.5 per cent agreed, only 5 or 12.5 per cent were undecided and none of them disagreed. The aforementioned data reflects that the majority of the teacher makes the activities interesting by using game, short stories/ jokes etc. But less number of teacher are not decided to making their classroom activities interesting.

4.1.9 Conducting Pair Work and Group Work

Collaboration and co-operation can be achieved through group works and pair works. If teacher conduct a lot of pair and group work in large size ELT classes, the teaching learning activities should be effective. Moreover, in the context of large size ELT classes, these are the key techniques to be applied in order to involve all and keep them busy. The schematic presentation of the data obtained on conducting pair and group work in large size ELT class is given below:

Table No. 9
Conducting Pair work and Group Work

S.N.	Item	Responses									
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%	N	%
1	Conducting pair work and group work.	4	10	26	65	4	10	6	15	0	-

Legend: S.N. = Serial Number, N= Number of responses, %= Responses in.

The above table No. 9 displays that 26 or 65 per cent of the total respondents agreed, 4 or 10 per cent were undecided, 6 or 15 per cent disagreed and 4 or 10 per cent were strongly agreed and 0 per cent strongly disagreed. Thus, from this indication the researcher reveals that majority of the teachers are conscious in adopting the group work and pair work techniques in large ELT classes. But a few numbers of teachers i.e. 10% were not decided whether they conduct pair work /group work. Likewise, out of 40, 6 teachers did not conduct pair work and group in such classes.

4.1.10 Controlling the Noise Level in Large Size ELT Classes

It has been already mentioned that group work and pair work are the key strategies to be applied in such large size ELT classes. If these techniques are applied and the classroom activities can not be managed properly, the noise level will be highly increased and the whole classroom teaching becomes

worthless. So, the teacher is expected to be very conscious in controlling the noise level. The responses of the teachers are presented schematically as below:

Table No. 10
Controlling the Noise Level

S.N.	Item	Responses									
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%	N	%
1	Controlling the noise level.	6	15	24	60	4	10	6	15	0	-

Legend: S.N. = Serial Number, N= Number of responses, %= Responses in.

The table No. 10 shows that 15 per cent of the total respondents strongly agreed, 60 per cent agreed, 10 per cent undecided, 15 per cent disagreed and none of them strongly disagreed. From this indication the researcher concludes that majority of the teachers teaching in large size ELT classes are controlling the noise level and encourage the students to talk more quietly.

4.1.11 Making Plan to Have Systematic Interaction

Plan is a detailed proposal for doing or achieving something. Any plan helps to do the task properly and systematically to reach the destination or goal. In the teaching learning process, if the teacher makes the plan to involve all the students or interaction between teacher and students, students and students, obviously the class becomes peaceful and s/he gets the positive output. The responses obtained regarding this strategy are presented schematically.

Table No. 11
Making Plan to Have Systematic Interaction

S.N.	Item	Responses									
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%	N	%
1	Making plan to have systematic interaction.	4	10	24	60	16	20	4	10	0	-

Legend: S.N. = Serial Number, N= Number of responses, %= Responses in.

The above table displays the data that 4 or 10% of the total respondents were strongly agreed, 24 or 60% agreed, 16 or 20% undecided, only 4 or 10% disagreed and none of them strongly disagreed. This indication helps me to infer that majority of the teachers were make a plan or routine to have systematic interaction in large ELT classroom and some of them were not.

4.1.12 Using Opened-ended Cues in Large size ELT Classes

Open-endedness deals with inviting the class to respond to stimulus or questions that have a range of possible answers. Open-ended exercises offer students many opportunities for choosing appropriate language items and gearing the exercises to their own level of competence and even helps in creating collaborating environment to engage all in the large size ELT classes. The following table shows the data obtained from the respondents.

Table No. 12
Using Opened-ended Cues in Large ELT Classes

S.N.	Item	Responses									
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%	N	%
1	Using open-ended cues	5	12.5	29	72.5	6	15	0	-	0	-

Legend: S.N. = Serial Number, N= Number of responses, %= Responses in.

The above table shows that 5 or 12.5 per cent of the total respondents strongly agreed in using the open-ended cues, 29 or 72.5 per cent of them agreed 6 or 15 per cent undecided and none of them were disagreed and strongly disagreed. Analyzing the above data, we can conclude that most of the teachers should give open-ended cues to the students which enhance interaction and collaboration in large size ELT classes. Some of them are in dilemma.

4.1.13 Encouraging the Quiet and Introvert Students to Speak

The students are of various natures. Some of them are introvert and some extrovert. Generally, the students with extrovert nature, bright students and the

students sitting on the front benches speak more but the students with introvert nature, weak and sitting on the back benches are found to speak less. Then, the students who do not take part actively in the classroom activities start making noise and showing undisciplined behaviour. So, all the students should be given equal opportunity to speak and especially the weak introvert and sitting on back benches should be encouraged to speak. The data obtained from the respondents are presented in the following diagram.

Table No. 13
Encouraging the Quiet and Introvert Students to Speak

S.N.	Item	Responses									
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%	N	%
1	Encouraging the quiet and introvert students to speak.	15	37.5	14	35	9	22.5	2	5	0	-

Legend: S.N. = Serial Number, N= Number of responses, %= Responses in.

The above table shows that 15 or 37.5 per cent of total respondents were strongly agreed, 14 or 35 per cent agreed, 9 or 22.5 per cent were undecided, 2 or 5 per cent disagreed and none of them were strongly disagreed. The data indicates that in large size ELT classes all the teachers were encouraging the quiet, introvert and weak students to speak in real classroom activities by giving equal opportunity to the students.

4.1.14 Frequent Walking Around the Classroom

In large size ELT classes, teachers should not stand as a pillar in front of the class. Rather s/he should walk frequently around the classroom with the eye to eye contact/to every individual so that the teacher could have control over the whole classes. The data obtained from the respondents is presented as below:

Table No. 14

Frequent Walking Around the Classroom

S.N.	Item	Responses									
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%	N	%
1	Frequent walking around the classroom.	30	75	8	20	2	5	0	-	0	-

Legend: S.N. = Serial Number, N= Number of responses, %= Responses in.

The above table shows that 75 per cent of the total respondents strongly agreed, 20 per cent agreed, 5 per cent undecided and none of them were disagreed and strongly disagreed. From this data we can infer that all of the teachers were frequently walking around the large size ELT classroom.

4.1.15 Speaking Loudly and Clearly in the Large Size ELT Class

While teaching in the large classroom, teacher should speak loudly and clearly. If s/he should not speak loudly and clearly the students cannot listen clearly and they were going out of track and teaching learning process were not effective. The data obtained from the teacher in this section is presented as follows:

Table No. 15

Speaking Loudly and Clearly in the Large Size ELT Class

S.N.	Item	Responses									
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%	N	%
1	Speaking loudly and clearly.	32	80	8	20	0	-	0	-	0	-

Legend: S.N. = Serial Number, N= Number of responses, %= Responses in.

The above table shows that 32 or 80 per cent of the total respondents strongly agreed, 8 or 20 per cent agreed and none of them were undecided, disagreed

and strongly disagreed. This data indicates that majority of teachers i.e. 100% were favors of applying this strategy in large ELT classes.

4.1.16 Self Checking and Peer Checking Strategy in Large Size ELT Classes

Checking a large number of written assignments is a matter of burden for the teachers and s/he has to spend most of the time on it. So, self checking and peer checking among the students is the sole strategy to overcome the problems. The schematic presentation of the data regarding this strategy is as below:

Table No.16

Self Checking and Peer Checking Strategy in Large Size ELT Classes

S.N.	Item	Responses									
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%	N	%
1	Self checking and peer checking	8	20	24	60	8	20	0	-	0	-

Legend: S.N. = Serial Number, N= Number of responses, %= Responses in.

The above table shows that 8 or 20 per cent of the total respondents strongly agreed, 24 or 60 per cent of them agreed, 8 or 20 per cent were undecided and none of them disagreed and strongly disagreed using the strategy. From this data we can conclude that majority of the teachers were often apply the self-checking and peer-checking technique while checking the class work and homework in large size ELT classes.

4.1.17 Giving Positive Feedback to the Students in Large ELT Classes

Feedback plays an important role in teaching and learning process. It is information that is given to the learners about his/her performance of a learning task. Giving feedback individually in a large size ELT class is really very challenging task. The data obtained from the teachers is presented as follows:

Table No. 17

Giving Positive Feedback to the Students in Large ELT Classes

S.N.	Item	Responses									
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%	N	%
1	Giving positive feedback to the students.	14	35	22	55	4	10	0	-	0	-

Legend: S.N. = Serial Number, N= Number of responses, %= Responses in.

The above table displays that 55 per cent of the total respondents agreed 35 per cent strongly agreed, only 10 per cent were undecided and none of them disagreed and strongly disagreed. From this data the researcher reveals that majority of the teachers always give positive feedback to the students in large size ELT classes.

4.1.18 Creating a Well-managed Learning Environment

Learning environment is very important, since this environment affects how well the students can learn. Managing the learning in the classroom for all students is a complex process. In large size ELT classes, the teacher should create a well- managed learning environment. The data obtained from the respondents are presented in the following table:

TableNo.18

Creating a well-managed Learning Environment

S.N.	Item	Responses									
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%	N	%
1	Creating a well-managed learning environment	12	30	20	50	6	15	2	5	0	-

Legend: S.N. = Serial Number, N= Number of responses, %= Responses in.

The above table shows that 12 or 30 per cent respondents were strongly agreed, 20 or 50 per cent agreed, 6 or 15 per cent undecided and only 2 or 5 per cent disagreed and none of them strongly disagreed. The data indicates that majority of the teachers always create a well-managed learning environment in large size ELT classes.

4.1.19 Creating a Physical Space in the Large Size ELT Classes

In large classroom, the teachers have to draw students into the group to create a physical space that makes them comfortable. The arrangement of a classroom may be flexible or a challenge, but the idea is to draw students into the group and to create physical space that makes them comfortable and wants to enter into a discussion or group situation. The data obtained from the teachers is presented as follows:

Table No. 19
Creating a Physical Space in the Large Size ELT Classes

S.N.	Item	Responses									
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%	N	%
1	Creating physical space	5	12.5	25	62.5	10	25		-	0	-

Legend: S.N. = Serial Number, N= Number of responses, %= Responses in.

The above table displays the data that 62.5 per cent teachers were conscious in creating a physical space in the large size ELT classes. 12.5 per cent of total respondents were strongly agreed, 25 per cent undecided and none of them were disagreed and strongly agreed. The data indicates that 75% teachers divided students into the different groups to create a physical space in large size ELT classes.

4.1.20 Calling Roll Using the Students' name in Large Size ELT Classes

While taking attendance, the teacher should call roll using the students' names several times during the beginning of the school year to connect faces and

names as soon as possible. The schematic presentation the data regarding this strategy is as below:

Table No. 20

Calling Roll Using the Students' Name in Large Size ELT Classes

S.N.	Item	Responses									
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%	N	%
1	Calling roll using the students' name	6	15	18	45	8	20	8	20	0	-

Legend: S.N. = Serial Number, N= Number of responses, %= Responses in.

The table shows that 6 or 15 per cent of total respondents were strongly agreed, 18 or 45per cent of them agreed, 8 or 20 per cent were undecided and 8 or20 per cent were disagreed and none of them were strongly disagreed. From this data we can conclude that 75 % teachers were always call roll using the students' name in large size ELT classes.

4.2.21 Giving some Kind of Input at the End of Lesson

Input refers to the language to which the learner is exposed. It can be spoken or written. Input serves as the data which the learners must use to determine the rules. It is important for teachers to give some kinds of input at the end of the lesson in large size ELT classes. The schematic presentation the data regarding this strategy is as below:

Table No. 21

Giving Some Kind of Input at the End of Lesson

S.N.	Item	Responses									
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%	N	%
1	Giving some kinds of input	6	15	18	45	8	20	8	20	0	-

Legend: S.N. = Serial Number, N= Number of responses, %= Responses in.

Table no. 20 shows that 6 or 15 % of total respondents strongly agreed in giving input to the students, 8 or 45 % were agreed, 8 or 20 % were undecided, 8 or 20 % were disagreed and none of them were strongly disagreed. The aforementioned data reflects that the 65% of teachers were always giving some kinds of input about the class at the end of lesson.

4.1.22 Using Blackboard/Whiteboard in Large Size ELT Classes

The most versatile and indispensable visual aid is the blackboard/whiteboard. No classroom can be without a blackboard. In large size ELT classes, blackboard should use for drawing the students' attention to the main points of the lesson. The responses of the teachers are presented schematically as below:

Table No. 22

Using Blackboard/Whiteboard in Large Size ELT Classes

S.N.	Item	Responses									
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%	N	%
1	Using blackboard/whiteboard	28	70	10	25	2	5	0	-	0	-

Legend: S.N. = Serial Number, N= Number of responses, %= Responses in.

The table no. 22 shows that 28 or 70 per cent of the total respondents strongly agreed, 10 or 25 per cent agreed 2 or 5 per cent undecided and none of them were disagreed and strongly disagreed. The data indication that concludes that majority of the teachers i.e.95% use blackboard/whiteboard in large size ELT classes and a few number of teacher i.e. 5% could not exactly say whether they need blackboard while teaching such classes.

4.1.23 Additional Strategies Applied in Large ELT Classes

Apart from the above strategies which were stated in the questionnaire as closed ended questions, the respondents had given additional strategies they viewed which could be applied in such large size ELT classes. The last and only one open ended question in the questionnaire was 'What other strategies

do you adopt to address the problems of a large size ELT classroom? Please mention some of them'. The additional strategies as mentioned by the respondents are given as below:

- ◆ Lesson planning
- ◆ Conducting a speech
- ◆ Adopting students-centered techniques
- ◆ Asking the students to be more cooperative rather than competitive
- ◆ To motive the students telling jokes, poem etc.
- ◆ Provide different topic to enhance their creativity and presentation
- ◆ Psychological treatment to the undisciplined students
- ◆ Making group leader to control the class.
- ◆ Making the class beneficial for all the students.
- ◆ Applying task based approach.
- ◆ Facilitating classmates in various activities
- ◆ Promoting learner autonomy through encouraging self learning and helping them to take responsibilities themselves.
- ◆ Avoiding discrimination between students
- ◆ Encouraging for self study and search of websites
- ◆ Team as collaborative and cooperative learning
- ◆ Using multimedia technologies
- ◆ Special attention to the less proficient students and engaging them in different task
- ◆ Dividing the class into different group
- ◆ Using different kinds of teaching materials.

After studying the above listed responses it has been found that the teachers have to adopt student-centered teaching techniques, provide psychological treatment to the undisciplined students, use multimedia technology and treat equally to all the students. 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 Result and Discussion of the Classroom Observations

This section is concerned with the observation of 40 classes of higher secondary level English teachers teaching in large size ELT classes. I prepared an observation checklist and observed forty classes of the twenty selected teachers representing two classes of each teacher mostly concerning the strategies used in large size ELT classes. I observed the classroom teaching mainly to verify the strategies which they had claimed to apply in the given questionnaire. For analyzing the adopted strategies I used two rating scaled observation checklist having two alternatives 'Yes' and 'No'. 'Yes' if the mentioned strategy is used by the teacher otherwise 'No'. Here the individual strategies as obtained from the observation checklist have been analyzed and interpreted separately as below:

4.2.1 Physical Setting of the Classroom

Physical setting is one of the aspects to be considered by the teacher while teaching in large class as a strategy. The classroom observation shows that 80% teachers were managing the physical setting of the classroom properly in the large size ELT classes and 20% were not. While observing the physical settings, the researcher had taken into consideration on the various aspects of the classroom for example: arrangement and availability of furniture and the number of students, hierarchy of the desks benches, placement of the chalk board in proper place, cleanliness of the room and so on.

4.2.2 Making Seating Plan

Making seating plan is another strategy to be considered in large size ELT classes. It is essential to conduct group work and pair works in a proper and systematic way forming new groups that enhance collaboration and cooperation among the students. Similarly, it also helps to save the time. The

classroom observation checklist clearly shows that only 30 per cent teachers used this strategy and 70 per cent teachers were not found to be using this strategy of making seating plan in such classes.

4.2.3 Maintaining Discipline in the Large Size ELT Classes

Maintaining discipline is another strategy to be considered in large size ELT classes. It is one of the most frequent problems to manage large classes. It is an essential element in teaching learning process. So, the teacher should be commanding and to fully control over the class using various strategies. In this regards, the classroom observation checklist clearly displays that majority of the teacher's i.e. 60% were found maintaining discipline properly in the large size ELT classes and 40% were unable to do so.

4.2.4 Students' Equal and Active Participation in the Large Size ELT Classes

The modern approaches of teaching English mostly prefer the students' active participation in teaching learning activities. In the large ELT classes, active participation of all the bright and weak students equally is a matter of challenge. Anyway, the teacher should involve all through various student centered activities and focusing on the weak students. The data obtained from the classroom observation regarding the students' active and equal participation shows that majority of the classes (i.e. 60 %) did not actively and equally participate in large size ELT classes and only 40% student equally and actively participate in such classes.

4.2.5 Focusing on Individual Pace of the Students in Large Size ELT Classes

In a diverse class, it is important to provide opportunities for students to work at their own pace, in their own style, and on topic of their own choosing. All the students in the class are not same in their ability. Some students learn faster but others may not run with them. Due to the different pacing of learning, the

teacher is in dilemma whether to follow the faster or slower ones. Regarding the correct pacing in the large size ELT class, the data shows that majority of the teachers i.e. 75 per cent were found not focusing on the individual pace of the learners in the large size ELT classes. Only 25 per cent teachers were focusing on individual pace of the students.

4.2.6 Using Communicative Methods

The communicative method is in reality an umbrella term-abroad approach rather than a specific teaching methodology, and has now become the accepted 'standard' in English language teaching. It is the tools for motivating and creating interest to the students in such classes. The data of classroom observation shows that only 40 per cent teachers were found using this strategy but rest of them i.e. 60 per cent were not found so. This data reveals that majority of the teachers failed in using communicative methods in the large size ELT classes.

4.2.7 Conducting Interesting Activities

Keeping all the students interest in the classroom is another strategy to be adopted by the teachers in teaching large size ELT classes. It is one of the major challenges to be faced by the teachers. The classroom activities should be interesting to the students. The observation checklist shows that 55 per cent teachers were found making their classes interesting by using various activities and 45 per cent teachers were not found so interesting. They adopted just lecture method but did not make any interesting student centered activities. From this, it can be interpreted that conducting interesting activities is the key strategy to involve all in the large size ELT classes.

4.2.8 Conduct Group Work and Pair work

When using pair work and group work with large group, it is important to make instructions especially clear, to agree how to stop the activity and to give feedback. Group work and pair work make students engage in interaction to

each other. They are very useful techniques for teaching students in an interactive way. The data obtained in using this strategy shows that 30 per cent teachers were found to be conducted group work and pair work and in rest of them 70 per cent were not found to be adopted these techniques. This data infers that in majority of the classes, group work and pair work were not found to be adopted.

4.2.9 Control of Noise Level in the Large size ELT Classes

If the class is not managed, the level of noise goes high and it gets out of control. When the students speak at the same time and listen to anyone all the activities becomes worthless. So, the teacher should be very a ware in controlling noise level through various activities. The classroom observation checklist shows that except 75 per cent teachers were control of noise level and rest of them (i.e.25) per cent were not control of noise level in large size ELT classes. The data indicates that the majority of the teachers adopted this strategy in the large size ELT classes.

4.2.10 Making Plan or Routine to Have Systematic Interaction

If the plan is made the teacher to have systematic interaction, most of the disciplinary problems and deviation from the continuous learning process are solved. It also helps to save time in the classroom teaching. The data obtained from the classroom observation shows that majority of the classes i.e. 65 per cent were not found using this strategy in the large ELT classes. But some of the classes i.e. 35 per cent were found to use this strategy.

4.2.11 Using Open-Ended Cues in Large size ELT Classes

Open-ended cues offer students many opportunities for choosing appropriate language items and gearing the exercises to their own level of competence and even helps in creating collaborative environment to engage all in the large multilevel classes. The data obtained from classroom observation displays that

75 per cent were found using this strategy and 25 per cent were not found using open-ended cues in large size ELT classes.

4.2.12 Encouraging Quiet and Introvert Students to Speak

All the students are equal in the eyes of the teachers, however, the teacher should give much focus on those who are weak, introvert and sitting on back benches and encourage them to speak and involve in teaching learning process. Thus, the data obtained regarding this strategy has been shows that 80 per cent of the total respondents did not use this strategy but only 20 per cent only used this strategy. From this indication we infer that majority of teachers were not found to encourage the quiet, weak and introvert students to speak and involve in active classroom activities.

4.2.13 Frequent Walking Around the Classroom

Another strategy to be applied in large size ELT classes is frequent walking by the teacher around the classroom. The teacher is not a pillar standing in front of the class and deliver a continuous lecture. S/he should walk frequently around the classroom with the eye to eye contact and observing the various good and undisciplined behaviour in the large class. The data obtained from observation checklist displays that out of total classes observed, 90 per cent teachers used this strategy and only 10 per cent did not. This data infers that most of the teachers walked frequently around the large size ELT classroom.

4.2.14 Speaking Loudly and Clearly

The teacher should speak loudly and clearly while teaching in the classroom. It should be beneficial for students as well as teachers. The obtained data from observation checklist shows that among the total classes observed, 80 per cent teachers used this strategy and only 20 per cent did not. From this data, the researcher can conclude that most of the teacher user found speaking loudly and clearly in the large size ELT classes.

4.2.15 Self Checking and Peer Checking

Self checking and peer checking is another strategy adopted by teacher in large size ELT classes. The teacher cannot check written assignment within a limited period of time. In this case, the teacher can use the strategy of self checking and pair checking to check their written assignments which helps them to save their time as well as develop co-operation among students. The data obtained from class observation shows that majority of the classes i.e. 60 per cent teachers did not use this strategy and only 40 per cent were found using this strategy. It means majority of the teachers were not self-checking and pair checking in as the best way the large size ELT classes.

4.2.16 Giving Feedback to the Students in Large size ELT Classes

Feedback is one of the essential aspects to be considered by the teacher in teaching process. Here, regarding this strategy the data obtained from classroom observation shows that majority of the teacher i.e.80 per cent were found using that strategy in the total class observed and rest of the 20 per cent did not. This data indicate that majority of the teachers gave feedback to the students in a whole group in the large size ELT classes. They give feedback in group only.

4.2.17 Creating a Well Managed Learning Environment

Managing the learning environment in the classroom for all students is another strategy to be considered in large size ELT classes. To encourage active learning and student involvement, seats are arranged so students can see each other as well as the teacher. The data obtained from class observation clearly shows that 70 per cent teachers were found not to be using the strategy of creating a well managed learning environment in such classes and few i.e. only 30 per cent teachers used this strategy.

4.2.18 Creating a Physical Space in Large Size ELT classes

The arrangement of a classroom may be flexible or a challenge, but the idea is to draw students into the group and to create a physical space that makes them comfortable and want to enter into a discussion or group situation. The data obtained from class observation shows that 75 per cent teachers were found creating a physical space of the classroom properly in the large size ELT classes and 25 per cent teachers were not create a physical space in the classroom.

4.2.19 Calling Roll Using the Students' name

To be familiar with students' name, the teacher should use students' name while calling their roll number. Students give their name each before they speak. This can be continued until every one feels they know the people in the classroom. The following data obtained in using this strategy shows that majority of the classes i.e. 60 percent were not found using this strategy in the large size ELT classes. But some of the classes i.e. 40 per cent were found to use this strategy.

4.2.20 Giving Some Kinds of Input at the End of Lesson

Input is one of the essential factors for language learning. In teaching learning process, teachers ask the students to take out a sheet of paper at the end of the lesson, and give some kind of input about the class. The data obtained from class observation displays that out of total classes observed, only 30 per cent teachers used this strategy and 70 per cent did not. This data infers that most of the teachers did not give some kinds of input in large size ELT classroom.

4.2.21 Using Blackboard/Whiteboard in Large Size ELT Classes

Blackboard provides multiple features that allow teacher to conduct the course at a distance. Teacher can use blackboard to provide course materials to students; to hold chart, to post students grades during and at the end of the

course. It is very useful for teachers as well as students. In this regards, the data obtained from class observation clearly displays that out of total class observed, 90 percent teachers used this strategy and only 10 per cent did not. This data infers that most of the teachers used blackboard in large size ELT classes.

4.2.22. Additional Strategies Explored from Classroom Observation

Apart from the strategies which were stated in the classroom observation checklist, the additional strategies that I found in the classroom observation have been given in points as below:

- ◆ Appropriate use of gesture.
- ◆ Apply lecture methods.
- ◆ Divide the class in section.
- ◆ Adopting teacher centered roles.
- ◆ Finding interesting subject/field.
- ◆ Motivating the students.
- ◆ Using chalk talk methods.
- ◆ Counseling in group.
- ◆ Multi ideas can be generated from different students.
- ◆ Use of encouragement and inspiration.
- ◆ Comprehensible and simple language use.
- ◆ Developing learner autonomy consulting library searching websites etc. by providing guidelines.
- ◆ Asking the students to have their seat in the classroom through rotation system and so on.
- ◆ Conducting extra curricular activities.
- ◆ Encouraging students for silent reading.
- ◆ Maintaining personality and standard of the teacher him or herself.

4.3 Summary of the Findings

The present study is about "strategies used by English teachers to manage their large size classes". The main objective of the study was to find out strategies adopted by teachers to manage large size ELT classes. The study was based on the survey of teachers practice. It was conducted in natural setting using both primary and secondary sources of data to achieve the objectives. Primary sources of data were the 40 teaching personnel of higher secondary school of Kathmandu Valley. I adopted purposive non-random sampling procedure. As a researcher, I utilized mainly two tools, questionnaire and observation checklist for data collection. Then I analyzed and interpreted the collective data from qualitative and quantitative point of view. After the analysis I came up with the following major finding.

- a. Ninety per cent teachers were aware to establish routines to manage large size ELT classes.
- b. Majority of the teachers i.e. 80% were aware in creating a well-managed learning environment in large size ELT classes.
- c. A significant number of teacher i.e. 75% hold that creating a physical space in large size ELT classes but few number of teacher were not to do so.
- d. The majority of teachers were used blackboard while teaching in the classroom but only 10 per cent teacher was not found to use the blackboard.
- e. Majority of the teachers i.e. 80% were aware in making seating plan in the large classes but only 20% teachers were found success in real practices and 80% were failure in applying this strategy.
- f. Regarding maintaining discipline in the large ELT classes 90% were conscious but only 60 per cent were found succeed in real classroom teaching.
- g. Ninety per cent teachers agreed to involve student equal and active participation in the classroom activities but only 40 per cent teachers

succeed to adopt as their claim. Generally, it was found that only the brighter, extrovert and sitting on the front benches dominated the whole class.

- h. Fifty percent teachers were conscious in adopting correct pacing focusing on the individual ability, 40 per cent were unknown about this strategy but only 20 per cent were found adopting correct pacing in the large ELT classroom and rest of them 80% failed to apply. The classes were found to be moved taking base to the brighter students.
- i. Eighty-five per cent teachers claimed to use communicative method in the large classrooms but only 55 per cent teachers were found succeed in the practices.
- j. Almost all (i.e. 95%) the teachers know making their activities interacting through various student centered activities but only 50% teachers were found making their activities interesting in the large ELT classes.
- k. Regarding to the strategies i.e. controlling the noise level, using open ended cues frequent walking around the classroom, speaking loudly and clearly and giving feedback, the teachers claim and their practices in real classroom teaching were found approximately matched.
- l. In conducting group work and pair work, making plan or routine to have systematic interaction, encouraging quiet and introvert students and self checking and peer checking, the teacher knowledge about the strategies and their application in real practices were found different. The teachers were found failure in using the strategies in their practices.

CHAPTER – FIVE

CONCLUSIONS AND RECOMMENDATION

This chapter encapsulates all the major finding in precise on the basis of analysis and interpretation of the data. It also deals with implications, which are made on the basis of summary and conclusions discovered from the study.

5.1 Conclusions

After we drew the summary from analysis and interpretation of the data what we also can conclude from the same discussion, analysis and interpretation is the most of the teachers use different strategies, methods and techniques while managing large size ELT classes which make the classroom interesting, enjoyable and fruitful. The teacher has to consider many factors while managing large size ELT classroom. S/he should know the students' ability, interest and maintain discipline in the classroom. From this study I found that all the English teachers teaching higher secondary level did not apply all strategies. There was a gap between the knowledge of the strategies that could be used in the large size ELT classrooms and the practice i.e. real use of those strategies in such large size ELT classes.

- A signification number of the teachers found that maintaining discipline is mostly a problem in large size ELT classes.
- It becomes very difficult to give individual attention to the weak students in a class of large size.
- Most of the teachers did not feel comfortable while teaching in large class.
- It becomes very difficult for teachers to carry out an effective evaluation in a large size ELT classes.
- Teachers found it almost impossible to check the home assignments of all the students in large size ELT class as regard basis.

- Most of the English language teachers teaching large classes lack professional competence which leads to classroom management problems.
- Most of the teachers agreed that the large size ELT classes have specific problems.
- When all the students studying in the classroom were not involving in teaching learning process, raise various problems in the large classroom.
- Most of the educational institutions who are enrolling a large number of students had problems to develop the infrastructure and facilities in proportional to the number of the students.
- A significant number of the teachers depended on only the teacher-centered classroom teaching in large size ELT classes.

5.2 Recommendations

This study has become very much useful and beneficial for teachers who are teaching in large size ELT classes. It is not only applicable/ significant for novice teachers but also researchers for their further research. Mostly, the English teachers have been benefited from the existence of this thesis for various reasons. From the finding of the study, I would like to suggest few recommendations to the policy maker, practitioner and further researchers.

5.2.1 Policy Related Recommendation

This study can be helpful for curriculum developers, textbook writer, teacher trainers and experts to formulate the policy relating to encourage the teachers to manage large size ELT classes. Similarly it would be helpful for curriculum development center to incorporate different strategies which can manage large size ELT classes.

5.2.2 Practice Related Recommendation

Teachers can change their strategy and roles to manage large size ELT classes which will be backbone for their professional development in the field of English language teaching. It also suggest that academic professionals have to apply different strategies to manage large size ELT classes which helps the students to learn and teacher to teach. The teachers who are teaching in large size ELT classes are suggested to conduct student centered activities to develop collaborative and interactive environment in class.

5.2.3 Recommendation for Further Research

The current study only has been limited to the higher secondary level teachers in managing large size ELT classes. This is why other level and areas of study need further research. This work can serve as a reference tools for those who are interest in and want to carry out further research on this area. The thesis writer in the department may also use this present thesis as the secondary sources of data. Similarly research can be conducted in other areas of Nepal.

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APPENDIX-I

QUESTIONNAIRES TO THE TEACHERS

Dear Respondents,

This questionnaire is a research tool for gathering information for my research entitled " Strategies Used by English Teachers to Manage Their Large Size Classes " for the partial fulfillment of my Master of Education in English at T.U. I am carrying out this research under the guidance of Dr. Laxmi Bahadur Maharjan, Professor, and Department of English Education. The questions are based on the challenges and strategies used in large size ELT classes. The information provided by you will be of great help to me and I assure you that your information will be used for academic purpose only.

Researcher

Neelam Mahara

Teacher's Name:-

Name of the college :-

No. of students :-

Please go through the questionnaire and tick (√) the best option

Strategies Adopted by Teachers to Manage Large size ELT Classes

S.N.	Strategies	SA	A	U	D	SD
1	I always establish routines to manage large classes, such as rows of desk which are screwed to the floor.					
2	I often make a seating plan so that group work and pair work, can be conducted easily.					
3	I maintain discipline in the large classes update myself about the different consulting sources like, internet, journals.					
4	I have participate all the students in classroom activities					
5	I focus individual pace in a large ELT class by conducting role play technique.					
6	I often use communicative methods in teaching large ELT class.					
7	To solve the problem of large ELT class, I make the activities interesting by using game, short					

	stories/jokes.					
8	I conduct a lot of pair and group work in a large ELT class like for teaching the items.					
9	I stop the group work activity briefly (short time) if the noise level is getting too high and encourage the students to talk more quietly.					
10	I make a plan or routine of how to allow the students to speak to me, how to speak to each other and how to stop the whole class.					
11	I give open ended cues to the students which enhance interaction and collaboration like to answer the questions (textbooks)					
12	I often encourage the quiet and introvert students to speak in the classroom giving equal opportunity to the students of front and back benches.					
13	I frequently walk around the large classroom.					
14	I often speak loudly so that the students from back benches also hear clearly.					
15	I often apply the self checking and peer checking technique while checking the class work and homework.					
16	I always give positive feedback to the students.					
17	I always create a well managed learning environment in the large size ELT classes.					
18	I have to draw students into the different group to create a physical space that makes them comfortable.					
19	I always call roll using the students' name several times during the beginning of the school year to connect faces and names.					
20	I always ask the students to take out a sheet of paper at the end of the lesson, and give some kind of input about the class.					
21.	I always use blackboard/whiteboard teaching large classes.					

SA = Strongly agree, A = Agree, UD = Undecided, D = Disagree, SD = Strongly Disagree

Modified model of Azhar, (2004), Management of large size English language teaching classes: A study at high school level in district Abbottabad.

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

(i)

(ii)

(iii)

APPENDIX-II

Classroom Observation Form

(To be filled after every class observation)

Name of the teacher :

Name of the institute :

No. of students:

Date:

Observe:.....

S.N.	Strategies	Adopted by the teachers	
		Yes	No
1	Physical setting of the classroom		
2	Seating plan		
3	Maintaining discipline		
4	Students' equal and active participation		
5	Focusing on individual pace		
6	Use communicative method		
7	Interesting activities		
8	Conduct group work and pair work		
9	Control of noise level		
10	Making plan or routine to involve all		
11	Open ended cues		
12	Encouraging quiet and introvert students		
13	Frequent walking around the classroom		
14	Speaking loudly and clearly		
15	Self checking and peer checking		
16	Giving feedback		
17	Create a well managed learning environment		
18	Create a physical space		
19	Call roll using the students' name		
20	Give some kind of input at the end of lesson		
21	Use blackboard or white board.		

22. Additional strategies used by the teacher to manage large size ELT classes.

(i)

(ii)

(iii)

(iv)

D.A.V. COLLEGE

Appendix-I

QUESTIONNAIRES TO THE TEACHERS

Dear Respondents.

This questionnaire is a research tool for gathering information for my research entitled "Strategies used by English teachers to manage their large size classes" for the partial fulfillment of my Master of Education in English at T.U. I am carrying out this research under the guidance of Dr. Laxmi Bahadur Maharjan, Professor, Department of English Education. The questions are based on the challenges and strategies used in large size ELT classes. The information provided by you will be of great help to me and I assure you that your information will be used for academic purpose only.

Researcher.

Neelam Mahara

Teacher's Name:- Bipin Subedi

Name of the college :- D.A.V

No. of students :- 51

Please go through the questionnaire and tick (✓) the best option

Strategies Adopted by Teachers to Manage Large size ELT Classes

S.N.	Strategies	SA	A	U	D	SD
1	I always establish routines to manage large classes, such as rows of desk which are screwed to the floor.		✓			
2	I often make a seating plan so that group work and pair work, can be conducted easily.		✓			
3	I maintain discipline in the large classes update myself about the different consulting sources like, internet, journals.		✓			
4	I have participate all the students in classroom activities	✓				
5	I focus individual pace in a large ELT class by conducting role play technique.		✓			
6	I often use communicative methods in teaching large ELT class.				✓	
7	To solve the problem of large ELT class, I make the activities interesting by using game, short stories/jokes.	✓				

8	I conduct a lot of pair and group work in a large ELT class like for teaching the items.		✓			
9	I stop the group work activity briefly (short time) if the noise level is getting too high and encourage the students to talk more quietly.			✓		
10	I make a plan or routine of how to allow the students to speak to me, how to speak to each other and how to stop the whole class.				✓	
11	I give open ended cues to the students which enhance interaction and collaboration like to answer the questions (textbooks)		✓			
12	I often encourage the quiet and introvert students to speak in the classroom giving equal opportunity to the students of front and back benches.	✓				
13	I frequently walk around the large classroom.	✓				
14	I often speak loudly so that the students from back benches also hear clearly.		✓			
15	I often apply the self checking and peer checking technique while checking the class work and homework.		✓			
16	I always give positive feedback to the students.	✓				
17	I always create a well managed learning environment in the large size ELT classes.	✓				
18	I have to draw students into the different group to create a physical space that make them comfortable.			✓		
19	I always call roll using the students' name several times during the beginning of the school year to connect faces and names.			✓		
20	I always ask the students to take out a sheet of paper at the end of the lesson, and give some kind of input about the class.		✓			
21.	I always use blackboard/whiteboard teaching large classes.		✓			

SA = Strongly agree, A = Agree, UD = Undecided, D = Disagree, SD = Strongly Disagree

Modified model of Azhar, (2004), Management of large size English language teaching classes: A study at high school level in district Abbottabad.

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

- (i) I always use English language to teach and don't let students to speak Nepali.
- (ii) I often conduct extra-curricular activities regarding discipline.
- (iii) I always show friendly behaviour with students and respect their opinion as well.
- (iv) I frequently ask the question make eye contact with the students who shows disruptive behaviour.

D.A.V. COLLEGE

APPENDIX-II

Classroom Observation Form

(To be filled after every class observation)

Name of the teacher : Bipin Subedi

Name of the institute : D.A.V.

No. of students: 51

Date:

Observe:

S.N.	Strategies	Adopted by the teachers	
		Yes	No
1	Physical setting of the classroom	✓	
2	Seating plan	✓	
3	Maintaining discipline	✓	
4	Students' equal and active participation	✓	
5	Focusing on individual pace	✓	
6	Use communicative method	✓	
7	Interesting activities	✓	
8	Conduct group work and pair work	✓	
9	Control of noise level		✓
10	Making plan or routine to involve all	✓	
11	Open ended cues	✓	
12	Encouraging quiet and introvert students	✓	
13	Frequent walking around the classroom		✓
14	Speaking loudly and clearly		
15	Self checking and peer checking		✓
16	Giving feedback	✓	
17	Create a well managed learning environment	✓	
18	Create a physical space		✓
19	Call roll using the students' name		✓
20	Give some kind of input at the end of lesson	✓	
21	Use blackboard or white board.	✓	

22. Additional strategies used by the teacher to manage large size ELT classes.

- (i) Make group leaders to control the class.
- (ii) use pair work and group work
- (iii) Divide the large class into section.
- (iv) Active participation of students to make rule and regulation which make students to the feeling of responsibility to follow it.