

**LARGE MIXED ELT CLASSES AND THE CHALLENGES
FACED BY TEACHERS**

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

**Submitted by
Purna Bahadur Bhandari**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2015**

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**Date of Approval of the Research
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RECOMMENDARION FOR ACCEPTANCE

This is to certify that **Mr. Purna Bahadur Bhandari** has prepared this thesis entitled “**Large Mixed ELT Classes and the Challenges Faced by Teachers**” under my guidance and supervision.

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DECLARATION

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

Date: 09/08/2015

Purna Bahadur Bhandari

DEDICATION

Dedicated to

My Parents Mr. Dhan Bahadur Bhandari and Mrs. Rudra Maya Bhandari who
Devoted Their Life to Make me What I am Today.

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ABSTRACT

The present study entitled “Large Mixed ELT Classes and the Challenges Faced by Teachers” was an attempt to identify the existing teaching situation of large ELT classes and the challenges in managing those classes in terms of physical and pedagogical aspects. The main objective of this study was to find out the present teaching situation of large ELT classes and the challenges for managing classroom effectively in terms of physical aspects and pedagogical aspects. To achieve the objectives, classroom observation and questionnaire were used as the tools for data collection. The data were collected from the twelve secondary English teachers of Nawalparasi district. The samples were selected using non-random purposive sampling procedures. The collected data were analyzed descriptively and statistically. The findings show that the classroom management was not satisfactory. Teachers were not found to have been using effective classroom management techniques such as focusing child centred learning method, using post method pedagogy in the classroom, maximizing interaction, collaboration, assignments and correction, individual treatments, pair and group works to create the favourable environment for the large ELT classroom. Inadequate physical facilities, excessive use of mother tongue, failure to use the post method pedagogy in their presentation, less focus to child centred learning methods, least interaction, collaboration, feedback, assignment and correction, disruptive and emotional students were found to be the common problems. It was also found that the training and induction that the teachers had received was not sufficient to implement in the context of their schools. Similarly, even the trained experienced teachers were found neglecting using child friendly teaching approaches and techniques.

This thesis consists of five chapters. The first chapter deals with the general background, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definition of the key terms. The second chapter contains theoretical and empirical review of literature, implication of the review for the study and

conceptual framework. Similarly, the third chapter deals with the methods and procedures of the study which includes the design of the study, population and sample, sampling procedures, data collection tools and data collection procedures. The fourth chapter consists of the results and discussion of the collected data. The fifth chapter deals with the summary, conclusion and some pedagogical implications based on the analysis and interpretation of collected data. References and appendixes are attached at the end.

TABLE OF CONTENTS

	Page No.
Declaration	i
Recommendation for Acceptance	ii
Recommendation for Evaluation	iii
Evaluation and Approval	iv
Dedication	v
Acknowledgements	vi
Abstract	viii
Table of Contents	x
List of Tables	xiii
List of Abbreviations and Symbols	xv
CHAPTER- ONE: INTRODUCTION	1-8
1.1 Background of the Study	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	5
1.4 Research Questions	5
1.5 Significance of the Study	5
1.6 Delimitations of the Study	6
1.7 Operational Definition of Key Terms	7
CHAPTER- TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWOEK	9-36
2.1 Review of Related Theoretical Literature	9
2.1.1 The concept of Management	9
2.1.2 Classroom Management	10
2.1.3 Classroom Behaviour	12
2.1.3.1 Teachers' Behaviour in the Classroom	12

2.1.3.2 Students' Behaviours in the Classroom	14
2.1.4 The Concept of Large Class	15
2.1.5 Mixed Ability in Large ELT Classes	18
2.1.6 Challenges of English Language Teaching in Large Class	20
2.1.7 General Strategies Used in Large ELT Classes	25
2.1.8 Discipline Management	31
2.2 Review of Empirical Literature	32
2.3 Implications of the Review for the Study	34
2.4 Conceptual Framework	36
CHAPTER- THREE: METHODS AND PROCEDURES OF THE STUDY	37-40
3.1 Design of the Study	37
3.2 Population and Sample of the Study	39
3.3 Sampling Procedures	39
3.4 Data Collection Tools	39
3.5 Data Collection Procedures	39
3.6 Data Analysis and Interpretation Procedures	40
CHAPTER- FOUR: ANALYSIS AND INTERPRETATION OF THE RESULTS	41-75
4.1 Analysis and Interpretation of Data	41
4.1.1 Analysis and Interpretation of Data Collected on Questionnaire	41
4.1.1.1 Availability of Instructional Materials for Effective ELT	41
4.1.1.2 Availability and Appropriateness of Furniture for the Effective ELT	42
4.1.1.3 Preparing Daily Lesson Plan for ELT	43

4.1.1.4 Taking Care of the Students' Misbehaviour	44
4.1.1.5 Controlling Students with Punishment	44
4.1.1.6 Correcting the Written Assignments of the Student	45
4.1.1.7 Teachers' Use of Group and Pair Work Technique	46
4.1.1.8 Guardians' Contact to the School	46
4.1.2 Analysis and Interpretation of Data Obtained from the Classroom Observation	53
4.2 Summary of the Findings	74
CHAPTER- FIVE: SUMMARY, CONCLUSION AND IMPLICATIONS	76-79
5.1 Summary	76
5.2 Conclusion	77
5.3 Implications	78
5.3.1 Policy Level	78
5.3.2 Practice Level	78
5.3.3 Further Research Level	79

REFERENCES

APPENDIXES

LIST OF TABLES

Table No. 1:	Availability of Instructional Materials for Effective ELT
Table No. 2:	Availability and Appropriateness of Furniture for the Smooth Running of ELT
Table No.3:	Preparing Lesson Plan for Everyday ELT
Table No.4:	Taking Care of the Students' Misbehaviour
Table No.5:	Controlling Students with Punishment
Table No.6:	Correcting the Written Assignments of the Students
Table No.7:	Teachers' Use of Group Work and Pair Work Technique
Table No.8:	Guardians' Responsibility to the School
Table No.9:	Holistic Data
Table No.10:	Shape and Size of the Classroom
Table No.11:	Arrangement and Availability of Desks and Benches and the Way and Gap between these Arrangements
Table No.12:	Availability of Teaching Materials
Table No.13:	Condition of Black/White Board, Electricity, Drinking Water
Table No.14:	Condition of Door, Window, Wall and Roof
Table No.15:	Personality
Table No.16:	Self- confidence
Table No.17:	Language
Table No.18:	Competence of Subject Matter
Table No.19:	Performance Capacity
Table No.20:	Pleasing
Table No.21:	Interest and Attention

Table No.22:	Asking Relative Questions
Table No.23:	Response of the Teachers' Questions
Table No.24:	Participation in the Activities
Table No.25:	Follow Directions and Other Activities
Table No.26:	Warming Up
Table No.27:	Use of Appropriate Technique
Table No.28:	Use of Appropriate Materials
Table No.29:	Interaction in the Classroom
Table No.30:	Use of Mime and Gestures
Table No.31:	Encouraging the Shy and Weak Students
Table No.32:	Feedback and Reinforcement
Table No.33:	Collaboration Activities
Table No.34:	Maintain Gender Fair Situation in the Classroom
Table No.35:	Maintain Ethnicity and Caste Fair Situation in the Classroom
Table No.36:	Organizing Pair Work and Group Work
Table No.37:	Checking Class Work and Home Work

LIST OF SYMBOLS AND ABBREVIATIONS

%	:	Percentage
CUP	:	Cambridge University Press
Dr.	:	Doctor
EFL	:	English as Foreign Language
e.g.	:	For example
ELT	:	English Language Teaching
ESL	:	English as Second Language
et al.	:	And other people
etc.	:	et cetera
i.e.	:	That is
L2	:	Second Language
M. Ed.	:	Masters in Education
NCED	:	National Centre for Educational Development
NELTA	:	Nepal English Language Teachers Association
No	:	Number
OUP	:	Oxford University Press
p.	:	Page
pp.	:	pages
Prof.	:	Professor
SLA	:	Second Language Acquisition
S.N.	:	Serial Number
T. U.	:	Tribhuvan University