CHAPTER- ONE

INTRODUCTION

This is the study entitled "Large Mixed ELT Classes and the Challenges Faced by Teachers". This study consists of general background, statement of the problem, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 General Background

As many of the basic resources, today the study of the English language has been one of the very basic needs of the world's people. English is well known as a global or international lingua franca for world communication. The contribution of English to globalization is often appreciated. It has gained the status of mother tongue in some countries and second or foreign language in other countries. A quarter of world's population speaks English for various purposes. According to Harmer (1991), "More than 40% of the global population would ever become functional users of English". (p. 18). Among all languages in the world, English language is one of the most prestigious and dominant languages in the world. The demand of English language teaching and learning in Nepal has been increasing day by day despite various constraints like-resources, diverse needs, expectations and heterogeneity of learners and limited opportunities for exposure and the use of English in Nepalese context. The English language in Nepal has been used for various purposes such as survival, functional, professional and academic. The English language gives access to information in the areas of business, finance, science, medicine, technology, education, and internet and so on. As a result, the fame of English language is spreading day by day.

The act of language teaching is a complex phenomenon though it is an established profession. The teacher is the key person who has a key role to foster language learning genuinely and naturally. It is intellectually challenging

and it is a matter of having dynamic personality to execute as the classroom situations demand. English is taught as a compulsory subject from primary level to bachelor level in Nepal. Due to the growing demand of English, it has gained the higher status among other languages. Language teaching therefore requires certain skills on the part of teachers. According to Sthapit (2000, p.1) "The objective of teaching a thing is to help the learners in learning it. Teaching therefore should be geared to facilitating learning on the part of the learners. This is true of language teaching as well." However, things do not go as they had planned. There may be myriad reasons for this, but the one that many teachers find most difficult to deal with is when students fail to co-operate in the classroom. This of course disrupts smoothness of teaching and learning process when students get significantly out of control, lessons have to stop and the teacher has to reestablish the order of language teaching.

Sharma (2006, p.34) argues "English classes are naturally noisy because we, English teachers assign them different group works, pair works and projects. Indiscipline, however, is not a problem of only English classes it is equally problematic for teachers of all subjects." Disciplined classroom is a desirable in language classes in particular. Smooth running process is the chief outward manifestation of discipline in the classroom. Discipline is the central of their behavior on the part of individual or groups in order to attain their goals and purpose. According to Ur (1996), "It seems fairly clear that in a disciplined classroom it is easier to activate students in the way the teachers want and that time will be probably spent on-task rather than wasted on organizational problem or disruptive behavior." (p. 288). Good and qualified teachers are essential for efficient functioning educational systems and for enhancing the quality of learning. Teachers also have a fundamental role in their learner's academic achievement and their quality can highly influence students' outcomes. Classroom management is a planned, organized activity and procedure that facilitates learning environment. Classroom management is so important that it is virtually impossible to be a truly effective teacher without

being an effective manager. The teacher uses classroom organization and management skills that successfully establish the classroom as an effective learning environment. According to Richards (1990,p.58), Classroom management refers to the ways in which students behavior movement and interaction during a lesson are organized and controlled by the teacher to enabling teaching to make place most effectively. Creating a safe and orderly environment in the classroom is a survival skill for teacher and optimizes the learning environment for students. The strategies teachers use to create such classroom environment have been studied as the area of 'Classroom management' for many years. Classroom management includes several issues ranging from furniture arrangements to discipline managements to dynamics. A well-managed classroom will certainly be more productive than usual. Many problems originate when students are crowded together or forced to wait. Teachers need to specify desired behavior in positive terms, provide instruction and opportunities to practice routines, offer cues or reminders when particular procedures are to be followed and monitor students for compliance with expectation. Thus, classroom management is a management of physical as well as psychological management for creating learning environment. A teacher as an effective manager should have knowledge of students' psychology. Nowadays, managing students' behavior is one of the issues of classroom management. The teachers have been facing so many challenges in managing large mixed ability classes because they are the central factors in effective teaching learning activities. The basic goals of classroom management for all instructors articulated by Eggen and Kauchak (a cited in Campbell 1999, p.34) are as follows;

〕 Creating best learning environment possible.

〕 To develop students' responsibility and self-regulation.

It is not possible to have good learning environment without proper classroom management. Good classroom management involves equal participation of students and teachers that involves the classroom related problems. It is

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possible to plan well but not be able to react to the classroom dynamics or students' needs. We must not only prepare for what we want to teach in periods, we also somehow have to prepare ourselves for the expected behaviors of the students. Without the plan of carefully constructed classroom management, teacher cannot develop defensive reaction to disruptive students and this will not certainly compromise their effectiveness as teachers.

Thus, the classroom management is the management of physical as well as psychological management for creating learning environment. And, it is also the term used by the teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior of students.

1.2 Statement of the Problem

Effective teaching learning activities cannot take place without the proper classroom management. Classroom management is a planned, organized activity and procedures that facilitate learning environment. As teachers are the central to a well managed classroom, certain qualities are basic to the successful management. As we know that teachers can use management skills to promote a democratic, trusting and caring environment in the classroom, they need to use classroom management skills with a commitment to cultural and social democracy. Managing the classroom is a challenging task as each and every class should be managed physically as well as psychologically. Despite the fact that all the teachers have certain challenges in managing ELT classrooms such as:

a. Creating a safe, motivating, democratic and orderly environment for effective ELT.
b. Managing physical as well as psychological aspect of the classroom.
c. Managing disruptive behavior for the smooth running of the class.
d. Managing heterogeneous/diversified class.
e. Managing pedagogical factors.

1.3 Objectives of the Study

The objectives of the study were as follows:

i. To identify the existing situation of large mixed ELT classes and the challenges faced by teachers in managing those classes in terms of physical aspect and pedagogical aspects such as: teachers' behavior, students' behavior, presentation and classroom practice such as interaction, discipline, participation, individual awareness, assignment, correction, and collaboration.

ii. To suggest some pedagogical implications based on the findings of the study.

1.4 Research Questions

The study had following research questions.

i. What is the existing situation of management in large mixed ELT classes?

ii. What are the challenges faced by the teachers associated with effective classroom management in terms of physical aspect and pedagogical aspects?

1.5 Significance of the Study

Each and every research work provides some fruitful views or guidelines for those who want to be familiar with that work. This study mainly concerns with the existing situation of large mixed ELT classes and the challenges faced by the teachers in managing those classes regarding physical and pedagogical aspects. Though a single study can't be of equally valuable in every field, this study is hoped to play a significance role in the field of language teaching in general and classroom management in particular. This study will be significant to the teachers, ELT managers, course designers, material writers etc. This research will be equally significant for those who want to carry out further study in this field in the future.

1.6 Delimitations of the Study

The study was restricted on the following points:

    a. The study was limited to the twelve secondary schools of Nawalparasi district.

    b. The study was limited to the 12 secondary level English teachers of the selected schools.

    c. The study was limited to the challenges of managing large ELT classes in terms of physical and pedagogical factors.

    d. The study was limited to the set of questionnaire and a checklist as the tools for data collection.

    e. The study was limited to the purposive non random sampling procedures.

1.7 Operational Definition of the Key Terms.

a. Classroom management: Creating a safe and orderly environment in the classroom. Harmer (1991, p.258). In this definition, classroom management refers to the process of managing resources, students, physical infrastructures and other obstacles to conduct the organization, to fulfill its goals and objectives successfully.

b. Classroom behavior : Joint activities performed by teacher and students in the classroom. It is a combined interactive activities of teacher and students to achieve pedagogical goals.

c. Students' behavior : Activities performed by students in the class. Different group works, pair works, project activities, collaborative works and some disruptive activities of the students.

d. Teacher's behavior : The behavior maintained and demonstrated by a teacher at the time of carrying out his teaching activities in the classroom along with his friends. Mangal and Mangal (2009, p.391). This definition gives the idea that the teacher's various roles and activities such as facilitator, motivator, helper, guide, manager and so on.

e. Discipline : The subset of management that focuses directly on teachers' action in responses to student behavior that detracts from the order and safety of the environment or interferes with the opportunity to learn Eggen and Kauchak (1994,p.489) This definition indicates that discipline is the code of conduct and it is the most important part of the

classroom management. For the smooth running of the teaching and learning activities, discipline plays an inevitable role.

CHAPTER-TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

We can find a number of research works carried out to identify the problems of managing ELT classes. However, the researcher didn't carry out any study that could address the existing situation of large ELT classes and the challenges faced by the teachers in managing those classes in terms of physical and pedagogical aspects. The related theoretical literature, empirical literature, implication of the review and conceptual framework of the study are mentioned in this section.

2.1 Review of Theoretical Literature

This section includes the following theoretical reviews on the problems of managing ELT classes.

2.1.1 The Concept of Management

The term management refers to the act of running and controlling a business or similar organization or the process of dealing with or controlling people or things. "Management is the process of designing or maintaining an environment in which individuals working together in groups effectively accomplish selected aims." (Koontz and Weihrich 1994, p.1). In the same way for stoner, "Management is the process of planning organizing, leading, controlling the work of organizational goals." The above definitions indicate that management is the process of getting works done efficiently, effectively and through other people to achieve expected goals. The jobs are done by coordinating human, physical and financial information resources. Management is the process of managing resources, employees and other obstacles to conduct the organization, to fulfill its goals and objectives successfully.

2.1.2 Classroom Management

A classroom is a place where students gather to learn. Classroom management refers to all the teachers' behavior and classrooms' organizational factors that lead to an orderly learning environment. This includes the established routines, school and classroom rules, teacher's responses to student's behaviors and the instruction that promotes a climate conducive to student learning. Creating a safe and orderly environment in the classroom is a survival skill for teacher and optimizes the learning environment for students. According to Harmer (1991,p. 258), the strategies teachers use to create such classroom management have been studied and developed as the area of 'Classroom management' for many years.

Classroom management includes several issues, ranging from furniture arrangement to discipline management to dynamics. A well managed classroom will certainly be more productive than usual. In EFL classes, this issue is more crucial as language teaching is heavily based on process more than contents. It can be defined as a teacher's ability to co-operatively manage time, space resources students' behavior and to provide a climate that encourages students' learning. In 1970s and 80s, researchers and practitioners examined management issues such as how to organize the room, make it safe and establish the rules of behavior for the students in that classroom. Discipline is the subset of management that focuses directly on teacher actions in response to the students' behaviors that detracts from the order and safety of the environment or interferes with the opportunities to learn. According to Eggen and Kauchak these behaviors commonly labeled misbehaviors. Management is working with and through others to accomplish the organizational goals.

Wragg (1981, p.7) defines classroom management as "What teachers do to ensure that children engage in the task in hand, whatever they may be." Here the focus is on teachers' activities in managing classroom. How the teachers manage their classrooms depend upon what activities they do apply in the classroom. Successive and goal oriented learning is always directed by the

activities that are implemented in the classroom. The activities that the teachers implement in the classes not only help to achieve the goals of learning but also help to manage the class. By Wragg definition of classroom management, we can say that learning activities and good management of the class are co-inter-related factors. Less emphasis on the one factor hinders the other too. Thus, classroom management is a management of students for creating learning environment. And it is also a term used by the teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior of students. According to Richards "Classroom management refers to the ways in which students behavior movement and interaction during a lesson are organized and controlled by the teacher to enabling teaching to make place most effectively." Likewise, according to Smith (1995, p.85-90), "Good teacher is able to raise pupils self esteem, develop a positive work ethos without restoring to punitive regime, praise, rather than criticize and use pupils enthusiasm and interest in a creative and positive way."

By all definitions, we can conclude that classroom management is a planned and organized activity and procedure which allow for effective teaching and learning taking place. Through the use of effective classroom management practices the average teacher is expected to manage student behavior that falls with the range from consistently attentive to mildly disruptive. Actually, classroom management is the key for learning to take place. Managing a school classroom effectively is a highly individualized job. What works for one instructor does not necessarily works for other. However, the basic goals of classroom management for almost all instructors, articulated by Eggen and Kauchak (1994, p.490) are:

⟩ To create the best learning environment possible.

⟩ To develop students responsibilities and self regulations.

It is not possible to have a positive learning environment if students' behavior goes unchecked and if students have not developed the sense of responsibility

that goes along with being a student. Good classroom management involves equal participation of student and teacher to solve classroom related problems. It is possible to plan well but not be able to react to the classroom dynamics or students' needs. Some of the most important features of classroom management are the things that students do not necessarily see and instructors find difficult to describe. We must not only prepare for what we want to teach in a period, we also somehow have to prepare ourselves for the unexpected behavior of the students as well without carefully constructed classroom management plan, teachers may develop defensive reactions to disruptive students and this will most seriously compromise their effectiveness as teacher.

Thus, the classroom management is the management for creating learning environment. And it is also term used by the teachers to describe the process of ensuring that classroom lesson smoothly despite disruptive behavior of the students.

2.1.3 Classroom Behaviour

The term behavior refers to the actions or reactions of an object or organism, usually in relation to the environment. It is an action or reactions of something under some circumstances. In other words, it refers to the way; person behaves, especially towards other people. It is a cover term. It can be good or bad behavior. In school, there is a particular environment which is provided in the school. From this environment, a child seeks a lot from the environment which is provided in the school. In environment, there are many factors that influence the behavior of a child.

2.1.3.1 Teacher Behavior in the Classroom

Teacher behavior is the performance of teacher which is demonstrated by teacher in the classroom while teaching. It is a significant factor for effective teaching. Ryans as cited in Naidu (2009, p.4) defines teacher's behavior as "the behaviors, or activities or persons they go about doing whatever is required of

teachers, particularly those activities which are concerned with the guidance or direction of the learning of others." Similarly, Mangal and Mangal (2009, p.391) say "The term teaching or teacher behavior refers to the behavior (verbal and non-verbal) maintained and demonstrated by a teacher at the time of carrying out his teaching activities in the classroom along with his students." The way teacher behaves during teaching is almost guided by his own personal philosophy and environment. That's why, teacher behavior may be regarded as a function of the characteristics of the teachers, his environment and the task in which the teacher engages. Thus, teachers' behavior is teaching functions which are practical classroom activities. These are verbal questions, explains, and non-verbal movement, gestures, pause, demonstration, using blackboard. These behaviours are instructional activities practiced by teachers in the language classroom. Teachers' behaviours can be different from subject to subject.

Moskowitz (1976, p.4) says, "The teachers' behaviours are devised into two types of influences direct and indirect. The direct categories limit the actions of students and their opportunity to participate. The indirect categories encourage the actions of students and their opportunity to participate." Teachers' behaviours can be both desirable and undesirable but by nature desirable behaviours are effective and undesirable behaviours are ineffective for the success of teaching process. Successful teaching takes place only when teacher performs desirable behavior in a classroom. Performing desirable behavior in a classroom is a good sign of well managed classroom. To perform desirable behavior, teacher has to play different roles in a classroom. Harmer (1991, pp.235-243) mentions the multiple roles of teacher in English classroom they are: controller, assessor, organizer, prompter, participant performer, tutor, investigator, teaching aid, language model, motivator, resource, feedback provider, facilitator and observer.

Spratt (1996, p.134) found that classroom behavior of a good teacher is to:

⌡ Make your classroom attractive.

⟩ Make your work easy.

⟩ Plan your lessons well.

⟩ Mange your pupils' needs to be calm, patient and measured.

⟩ Provide more reward than punishment.

⟩ Be consistent.

⟩ Evaluate systematically.

Thus, teachers' behavior is teaching which include practical classroom activities. These are verbal-questions, explanations, and nonverbal-movement, gesture, pause, demonstration, using blackboard, etc. These behaviours are instructional activities practiced by teacher in the language classroom.

2.1.3.2 Students' Behaviours in the Classroom

Student's behavior in the classroom refers to the activities done by students within the classroom. Students might have good or bad behavior. There are various forms of students' behaviours. They are troublesome beahviour, emotional behavior, aggressive behavior and disruptive behavior etc. In case of teaching and learning process, teacher always complains discipline problems of students that are causes of failure of behavioural problems on internal characteristics of students. Shrestha (2010, p.8) says, "By nature students will have had bad behaviours in general." Similarly, Harmer (1991, p.235) writes, "The most effective activities can be made unless if teacher does not organize (disruptive behaviours) properly and disruptive behavior can spoil the best classes if it is not checked." The teacher believes that the school environment is a prime location for resilience to be nurtured. Treatment of bad behavior is implemented to lead to successful outcomes or effectiveness of teaching. Teaching learning process cannot be separated from student's behavior and teachers' behaviours.

Mishra (2009, p.4) states, "Teachers tends to value academic progress over behavioural progress." Progress is needed on bad behaviours. Good behaviours

practicing to sustain academic progress. Students' disruptive behaviours should be well managed to get the academic goal in the classroom. Following Brophy and Everston (1976), Eggen and Kauchak (1994, p.494) have given different stages of students characteristics which affect classroom management. According to their view, students think, act and feel differently at different stages of intellectual and moral development. A student progress through different grade, level, the ways that then interpret and respond to classroom rules and procedures vary. In addition, their ability to regulate and control their own behavior increases over time. In those stages, we see a pattern of increasing independence and self-regulation as students develop. In the process they retreat somewhat form their compliance and affection for teachers and become more likely to question authority. The process peaks during early adolescence. When students' responses to their won physical, emotional and intellectual changes are the most uncertain. In later adolescence, during the high school years, self-regulation matters and students behave as young adults and respond well to being treated that way.

2.1.4 The Concept of Large Classes

Large class generally means a class having large number of students. In fact, it is really a complex task to define what large class is because people have different opinions on how large number of students should be in a so called large. About the size of a perfect class, the views differ from one person to another, one country to another. Regarding this, Ur (1996) state:

> Large of course a relative term, and what a large class is will vary from
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> place to place. In some private language schools a group of twenty
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> students may be considered large, in my teaching situation 40-45; in
>
> some places numbers go up to the hundreds. A study done by the team
>
> of the Lancaster - Leeds Learning in Large Classes Research Project

(Project Report No. 4 Coleman et al; 1989) indicates that an perception of the large class may be around 50 students (302).

Similarly, Hess (2006, p.2) opines that sixty to seventy five students are not so exceptional around the world but she defines large classes as a class forty or more students in elementary, secondary and adult in the tertiary setting.

Thus, a large class has many students and students are of different levels. There are many learner's difference in the large classes such as difference on language learning, ability, their cultural background, learning style, age, attitude to language, motivational orientation etc.

Many commentators talk about large classes as problem, and it is certainly true that they present challenges that smaller classes do not. How for example, can we give students personal attention? How can we get students interacting with each other? What can we do to make organization smooth and effective? However, there are many benefits to teaching large classes. As Hess (2006, p.2) points out, "In large classes there are always enough students to get interaction going, and there is a rich variety of human resources".

In a large class, all students may not be similar regarding their ability or they may not be homogenous in ability. The students may be of different genders, maturity, occupations, ethnic group, cultural and economic background, as well as personalities. There are differences among students which teacher should be fully aware.

Although teaching in large classes is far from easy, nevertheless, one could hardly believe that there are some advantages of it. In small classes students lack individual attention and interactive class atmosphere is missing too. In large classes, the teacher is faced with different cultural values, experiences and learning styles. The dissimilarity can help the teachers in creating students centered work and a stimulating classroom climate thanks to variety of human resources he has in the class.

Generally, it is believed that small classes achieve more desirable results than large ones. Studies have also brought into clearer focus the reasons why smaller classes led to improve student outcome. According to Upadhyaya (2000), "Large classes are not necessarily less effective than smaller ones but they do not require more conscious effort and learning. The exact number does not really matter; what matters in how the teachers sees the class size in his/her on specific situation and how effectively he/she applies the suitable methods of getting all the students to participate in the class activities uniformity" (p.67).

Large classes work best when students take an active interest in the subject and when teachers personalize their presentation and respect their students. In large classes, it is difficult for the teacher to make contact with the students at the back and it is difficult for the students to ask for and receive individual attention. It may seem impossible to organize dynamic and creative teaching learning sessions. Frequently, large classes mean that it is not easy to have students walking around or changing pairs etc. Most importantly, large classes can be quite intimidating for inexperienced teachers. Despite the problems of larges classes Harmer (2008) suggests the following key elements in successful large group teaching:

- Be organized
- Establish routines
- Use a different pace for different activities
- Use the size of the group to your advantage
- Maximize individual work
- Use work sheets
- Use pair work and group work
- Use chorus reaction
- Take account and vision and acoustics

It is said that there is no right way to teach a large class. One can develop his/her own way to deal with it. But generally it is believed that teaching a

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small group of students is easier than teaching a large group. But unfortunately due to budget and space constraints, many ESL (English as a second language) schools only offer large classes that may consists of 50 or more students. No matter what the size of your class is, an ESL teacher has to come up with ideas and activities that interest and engaged his/her students.

The large class phenomenon is complex to explain because of the tendency to impose much importance to class size. Class size also matters in respect of physical facilities, cultural norms, and number of activities within a short class time. In terms of class- size, what is defined as a large class varies from one teacher to another and one country to another. In spite of this, large classes are a wide spread phenomenon, large classes are the norm rather than the exception. In addition to the large numbers of students teachers have also had to teaching equipments, poorly motivated students and inadequate classroom environments.

2.1.5 Mixed Ability in Large ELT Classes

Mixed ability in large ELT classes is a norm rather than exception. Since no two individuals can be the same in terms of learning ability, educational and cultural background and so on. In a large class all students may not be similar regarding their ability or they may not be homogenous in ability. The students may be of different genders, maturity, occupations, ethnic groups, cultural and economic backgrounds, as well as personalities such a class is defined as a class of mixed ability class. It is poor view to think that our classes could be homogeneous. Therefore, there is mixed ability in large ELT classes in one or another way.

In any given language classroom there may be students who differ from each other in motivation, goals for learning, aptitude, zone of proximal development, ethnic or national origin, socio-economic status and linguistic or cultural heritage. Even in classes in which students appear to be relatively

homogeneous in background and goals, they may differ along with some other dimension (as cited in Ghimire, 2011, p.8).

There are many classes in our schools which are large and have mixed ability. Mixed ability in large ELT classes is as natural as in the society. The classroom is a miniature society in which we have students of different age, cognitive style, culture, education, ethnicity, language proficiency, gender identity, geographical background and so on. Therefore, it is redundant that each student in the class is different individual. In this regard Richards (2004) every class we should ever teach is mixed ability. Today, schools are witnessing an increased number of students in terms of racial, cultural, and ethnic diversity. The classrooms are receiving a large number of students with different expectations. Good teachers should be able to consider the individual expectations of their students, formulate the necessary alternations, and tackle those expectations.

) Not two humans are the same.

) Human beings have multiple intelligences.

) There is no point in teaching everybody in the same way.

) There is no such thing as homogenous class.

) By nature large classes are multilevel or heterogeneous.

Similarly, Ur (1996) Says:

> The differences which cause problems in large heterogeneous classes are in language learning ability, language knowledge, cultural background, learning style, attitude towards language, mother tongue, intelligence, world knowledge, learning experience, knowledge of the language, age, gender personality, confidence, motivation, interests and or educational level (p.304).

However, these variations may occur in different degrees in different classes. Because of such a diverse composition of the classroom, the teachers' responsibilities have been multiplied. The challenges to language teacher are to explore the common expectations of students and help them. The teachers need to create safe and comfortable learning environment in the class to that they have a place and voice in the classroom. But exploring common expectations and creating such environment is really challenging for the teachers.

It is impossible to find homogenous classes, no matter where we live or at which school we teach. For this Kelly (1979) states:

In the middle of 1930's some in the United Kingdom (UK) decided to divide students according to their IQ tests. However, it was seen that the new groups still had variations among students, and it is not feasible to change these groups and the curricula every time (as cited in Copur, 2005, p.1).

Even when students are grouped according to their test scores, their progress rates will always be at different level due to the teaching methods, materials and/or learning style differences. "Hence, the teacher is the key factor in exploring common expectations of every student in the class. It is important for teachers to be aware of the problems resulting from mixed abilities in their classes and to decide on techniques and strategies that could be used to solve such problems.

2.1.6 Challenges of English Language Teaching in Large Classes

Majority of the large classrooms are made up of multilevel groups where the students have different needs and learning styles. This type of diversity may enrich the variety of social interaction, more life experiences and knowledge, more varied opinions more interests and ideas but it also creates situations that challenge teachers' resourcefulness while trying to give each student an opportunity to learn and success in English language learning. The situation is more challenging in our context where the classrooms are not well equipped,

and are very small size. Teachers are not well trained; available materials are not sufficient and only have to depend on text book, higher influence of mother tongue and influence of traditional Grammar Translation Method. Harmer (2008) also expresses the similar view

> Many teachers are extremely worried about the fact that they have students in their classes who are at different levels of proficiency. Indeed, mixed-ability classes are a major preoccupation for most of us because they appear to make planning and the execution of plans in lesson extremely difficult (p.127).

Hence, large mixed ability classes bring about many challenges to teachers. The most crucial challenges of such classes are to explore the common expectations of the students deciding appropriate level of instruction and ensuring effective learning for all.

According to Moskowitz (1976), once teachers lose control of their classroom, it becomes increasingly difficult for them to regain that control. Also research from Brophy & Good (1997) shows that the time that teachers have to take to correct misbehavior caused by poor classroom management skills results in a lower rate of academic engagement in the classroom. From the students' perspectives, effective classroom management involves clear communication of behavioral and academic expectations as well as co-operative learning environment, managing the classroom is a challenging task each and every class should be managed physically as well as psychologically. When Soniam (2009) observed teachers class he found the following problems in classroom management.

a. Instructions were not clear for students.

b. Classroom management was not on a proper level.

c. Pre-task activity was omitted.

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d. Task was not appropriate for the student's knowledge.

e. The topic was not interested to the students.

f. Low motivation and little control from teacher.

g. The activity didn't cover their learning style.

Here, Soniam (ibid) has suggested the following solutions of overcome the problems that are found in the classroom management:

a. Make clear and short instructions

b. Use body language, gestures, and eye contact and facial expressions.

c. Work in groups monitor and help weak pair.

d. Call the strongest pair of the blackboard to present their work to the class.

e. Do the pre-task activity with the class.

f. Check if students are ready for the task according to their previous knowledge.

g. Use a lot of visual supports and flash cards.

h. Find the topic challenging the age group of your students.

i. Practice the new vocabulary use different aids to support all types of learners.

j. Monitor advice and motivate the students with brilliant marks and praise.

Some of the major challenges of mixed ability classes are described briefly based on Ur (1996), Hess (2006), Copur (2005), and Ghimire (2011).

a) Effective learning for all

In a large mixed ability ELT classes, it is challenging for a teacher ensuring effective learning for all. The tasks the teacher provides to the students may be either too difficult or too easy for some students. Hess (2006, p.6) says, "We

would like to allow each of our students to find his/her preferred and unique way of learning." In such condition there will always be learners who would get nothing from some tasks and activities.

b) Selecting appropriate tasks and materials

It is really a challenge for a teacher to select tasks and materials which can be appropriate for types of students. Devising differentiated tasks and selecting with different materials is not easy one. In this regards, Copur (2005) says:

> Since most language textbooks are designed for an ideal homogeneous classroom environment, teachers always have to deal with the problem that students react to the textbook differently due to their individual differences. First of all, some students may find the textbook boring and very hard, whereas some find interesting or very easy (p.2).

c) Participation

Another major challenge in large mixed ability class is ensuring the equal participation of all types of students. Ur (1996, p303) says, "I can't activate them all: only a few students the more proficient and confident ones seem to respond actively to my questions." Where the students are of different levels some students may be extrovert and some introvert or quite in nature. Activating the latter types of students is very difficult in such classes. In this regard, Hess (2006, p.6) says, "We often feel discouraged when only few students participate and we cannot manage activating a great many others who look and out bored." Only a few students, the more proficient and confident ones, seem to respond actively to the teacher's questions.

d) Discipline

One of the most frequently discussed challenges in large mixed ability class is discipline. When the class is large and students are in different abilities at that time the teacher cannot pay attention to each and every individual, the students, usually weaker ones start uneven behavior and start discussing which are not related to the lesson. Same problem is faced by Ur (1996, p.303) and states, "I have discipline problems in these classes; I find them difficult to control." Similarly, Hess (2006 p.4) says, "Because the class is so large, we often feel that we have lost authority." Generally, quicker students finish the tasks given before the slower students. As a result, they may misbehave while waiting for the others to finish. The weaker students, on the other hand cannot finish the tasks as quickly as the strong ones and may lose their confidence and/or show ill disciplined behavior for a variety of reasons related to that, consequently, mixed abilities may result in classroom management problems.

e) Interest

Interest refers to the feeling of wanting to know about something or someone. Bringing all the students interested in the classroom is another challenge in a large mixed ability ELT classes. Ur (1996, p.303) says, "They get bored: I can't find topic and activities that keep them interested." Some of the students may be interested in one topic and activities but others may not be. In this regard Copur (2005) states:

> Interest problems may arise due to the difference among students in terms of their attitude towards the matter and/or the teacher, their knowledge of language, and their personality. For instance, some students may fine lessons boring, as the topic, as the topic has no familiarity with their own life or their interest (p.2).

f) Individual awareness

In any large mixed ability class, it is challenging to treat all the students at the same time. There are too many things which the teacher needs to take into consideration. Ur (1996, p. 3003) 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're all so different."

g) Correcting written assignment

Correcting all the written assignment is another challenge in large mixed ability classes. Within a limited period of time the teacher has to teach the new lessons and move the course in a proper speed. In this regard, Hess (2006, p.5) says, "In our large multilevel classes, the amount of paper work, however, is so enormous that we often feel completely overwhelmed and not up to the task." When the teacher ensured in such class he is in dilemma whether to teach the lesson and involve the students in activities or corrects the written assignments s/he does not give time in correcting assignment, then they ignore and do not do assignments. Similar view is expressed by Ur (1996, p.303) and says, "I can't keep up with the marking load."

Thus, the problems related to effective learning for all, selecting appropriate tasks and materials, participation, discipline, interest, individual awareness and correcting written assignment are the most but not least challenges of large mixed ability ELT classes.

2.1.7 General Strategies Used in Large ELT Classes

Strategy is a plan of action designed to achieve a particular goal. Strategy deals with 'how aspect' rather than 'what'.' The strategies used in large ELT classes are the plans where the teacher applies with in the classroom for effective teaching and learning process. The strategy in this context can be defined as the techniques, methods, activities, procedures and tricks making all the students

take part actively and interestingly in teaching learning process to fulfill the objectives determined.

Regarding the strategies used in large multilevel classes, educationists have said that there is no right way to teach large class. One can develop his/her own way to deal with it. The effectiveness of teaching English in large multilevel class depends on the teacher how he creates interest, management of the classroom conducts group work and peer work, selects appropriate methods and techniques, maintain discipline problems and involves all the students in teaching learning activity focusing the individual differences and treating them with the view that every individual is specific. So, the teacher should seek unity in diversity.

Although teaching in large ELT classes is far from easy, and there are a number of challenges the teacher has to face, it is not impossible for the effective teaching learning process. Various methodologists have suggested different teaching tips and strategies for coping with the challenges of large ELT classes. There are also strategies that "can turn a struggle into a challenging trial" Hess (2003).

The challenges of a large multilevel ELT class can be turned into opportunities by following appropriate principles and strategies. Some of the key principles are as follows:

(a) Variety in Topics, Methods and Texts

Variety is one of the fundamental principles to be taken into consideration while working in large classes. Varieties of tasks suit different level of students they keep students occupied for longer time and keep attention and interest. Varieties of teaching strategies can activate the quiet students variety is extremely important in provoking interest in large group of students. So, Ur (2000, p. 135) suggests to the teachers to vary their topics, methods and texts so that problems related to the discipline, and interest can be minimized.

Similarly, giving equal importance to the principle of variety, especially in large multilevel ELT class Hess (2006) states,

> A variety of activities and techniques is important in all learning situations but particularly relevant in the large multilevel class because varieties of task can accommodate different levels in our class students cannot concentrate on an activity for more than a limited length of time. It activity goes on too long, the mind begins to wander, no matter how fascinating the subject.

(b) Pace

Pace is another principle to be takes in to consideration while teaching in large multilevel class. Activities should be adapted to the correct pace accepted by the class. Neither too fast nor to slow tempo is good for teaching process. With false planning students can get either bored or frustrated. Then they usually make trouble in the class. Similarly, Hess (2006, p. 9) says, "Each class has different demands for pacing and only careful observation can teach us just what kind of pace to set for our students".

(c) Interest

Creating interest in teaching learning process is another significant principle or solution to face the challenges of large multilevel ELT class. It reduces the endless monotony of boring lessons. The more the interesting activities happens in the teaching learning process, the more the students pay attention and take part in teaching learning process. And the more actively they take part in teaching learning process, the more problems related to discipline and boredness are solved. Similar view is expressed by Hess (ibid), "In the large class interest is particularly important because as soon as group of students

losses interest, they are likely to either cause trouble or create the kind of distraction that will fours on them rather than on the lesson."

In order to create interest the teacher can keep the students curious dealing with important questions and topic especially the ones concerning their loves. This can be achieved using variety of activities like attractive visuals, problem solving activities, personalization and role play. They keep all students involved and interested in teaching and learning. Interesting lessons will attract students to get involved.

(d) Collaboration and Cooperation

Collaboration means working together and cooperating. It is another significant principal or aspect to learn to accept somebody else's opinion, to take a risk to speak, to develop self-confidence. None can be absolutely competent in any subject but it is the matter of degree. One very competent in one aspect may be weaker in another. In this case, exchange of knowledge through collaboration and cooperation certainly benefits others. In this regard, Hess (2006, p. 10) says,

> In large multilevel classes collaboration is a must. In a large class, a teacher simply cannot be everywhere at the sometimes and cannot solve the immediate needs of all students. Students therefore must soon learn to use on another as language resources (p. 10).

More progressive students realize that they learn even more when they explain something to other. Some of the popular strategies that help to collaboration and cooperation are: group work, pair work, peer review, brainstorming, projects, poster presentation, peer review, correction and so on. Although group work, peer work, project work essential for large classes, most of the teachers get frightened to do these as they think they will not control the class but a good task can make everyone work well. Ur (2000, p. 135) suggests

encouraging collaboration to get students to work cooperatively and as to maintain engagement when the teacher can't interact with individual.

(e) Personalization

Teacher should pay attention to personalization. Every student should be treated as a person not as a number in the register book. If students feel that their opinion is not important and that they do not fit into the class, they will cause trouble to both the teacher and the fellow students. It is good to give them opportunity to express their thoughts, to discuss their plans and different topics. The teacher can use reading, listening, and speaking tasks which lead to writing and help students to express themselves. Students can be asked to write letter (of complaint, to the editor etc.), present their wishes and dreams, discuss their profession, describing their experience and memorable events in their life.

(f) Individualization

Individualization is another is another significant strategy to be adopted in multilevel class. When teachers want to find out particular student in a group, he/she can apply the strategies of individualization in his/her teaching. That means that s/he will use the strategies which allow a student to work at his own pace, in his own way on the topic of his interest. Ur (2000, p. 135) suggests to allow the learner choice in what task materials they use and how. Such strategies can be a poster repot, individual writing (a diary, and advertisement, an article, a review, his own dictionary etc).

(g) Choice and Open-Endness

Another thing to be considered by the teacher working in large ELT class is what types of response to seek from the students i.e. either only one word with no alternative or multiple alternatives with the choice or interest of the students. Close-ended exercises do not bring such a result as open-ended ones in which students choose their language and exercises. Highlighting the open-ended exercise, Hess (2006, p. 13) opines, "open-ended exercises allow

students many possibilities for choosing appropriate language item and gearing the exercise to their own level of competence. This is why they work so well in the large multilevel class." Some of the students of open-ended exercises are governing students beginning of sentences and allowing them to complete in an appropriate way, writing their own definitions of words, brain storming etc.

(h) Setting up Routines

The teacher working in large class should be very clever, tactic and punctual. He/she should be aware of the activities to be done in the classroom for that, he/she should set up routines that help him/her to run the class properly. Here, setting up routines the teacher should decide when to take attendance, when to present the lesson, when to check assignments, when and how to conduct group work and peer work etc. If the routine is set, both the teacher and students to not lost within themselves rather they move on smoothly as their duty determined. It the routine does not work than, it can change for our convenience. Regarding the importance of routines and plans Hess (2006) says, "plan conventions and routines are used to guide us, not to bind us". So, setting up routines can reduce the problems of discipline and noise in the classroom.

(i) Enlarging the Circle

Here, enlarging the circle means involving the students as much as possible in the classroom activities through various ways. We often worry about the face that few and bright students participate, and quiet listeners are passive participants who may show behavioral problems. In this case, we can enlarge the circle of active attention in our classes though various ways:

a) We should ask questions in whole group before calling the name of the students to answer and ask to raise the hands as much as possible to answer the question.

b) When a student is speaking in the class we should not go nearer rather we should encourage him/her to make the voice louder so that all the students could listen to him/her.

c) We should not call on students in a predictable order rather we should call or ask randomly mostly focusing on the quiet and undisciplined students.

2.1.8 Discipline Management

Discipline is the act of extinguishing negative behaviors and the teaching of positive and appropriate behavior through the use of various behavior management techniques. Behavior management technique is a form of discipline that relies on the administration of rewards and consequences to gain compliance from others. Eggen and Kauchak (1994, p.489) define discipline as "The subset of management that focuses directly in teacher actions in response to students behaviors that detract from the order and safety of the environment to learn." Similarly, Harmer (1986, pp 209-210) defines, "A code of conduct which binds a teacher and a group of student together so that learning can be more effective." Code of conduct determines the classroom behavior. It ensures equal opportunity for both teacher and students. The goal of classroom management is to avoid discipline issue that is to channel students' behaviors in such a way they maintain a conducive learning atmosphere for the whole class. Discipline management is prevention rather than the cure which is crucial to establish and maintain effective learning environment. It helps teachers to make classroom efficient. This is why, most of the school present disciplines (Code of conduct) at the first day of school. This disciplinary view is also in contradiction. For this Brophy and Good (1997, p.127) state the findings coverage on the conclusion that teachers who approach classroom management as a process of establishing and maintaining effective learning environment tend to be more successful than teachers who place more emphasis on their role as authority figures or disciplinarians.

According to Cohen and Manion (1996, p.218), "Good classroom management involves establishing clear rules are needed, avoiding unnecessary ones, eliminating punitive ones, reviewing them periodically and changing or dropping them when appropriate." Kelly (2010) has listed top ten tips for classroom discipline and management, they are as follows:

-) It's easier to get easier
-) Fairness is key
-) Deal with disruptions with a little interruption as possible
-) Avoid confrontation in front of students
-) Stop disruptions with little humor
-) Keep high expectation in your class
-) Over plan
-) Be consistent
-) Make rules understandable
-) Start fresh every day

In this way, discipline management is prevention rather than cure which is crucial to establish and maintain effective learning environment. It helps teachers to make classroom efficient. That's why, most of the schools present discipline at the first day of school. Thus, good classroom management involves establishing clear rules are needed, avoiding unnecessary ones, eliminating punitive ones, reviewing them periodically and changing or dropping them when appropriate.

2.2 Review of Empirical Literature

A number of research works have been carried out in the field of classroom management in the department of English education. The review of some of the related major research works are mentioned below.

Samadarshi (1998) carried out a research on 'Expected Classroom Behaviors of Trained English Teachers' to find out the expected classroom behaviors of trained teachers in English classroom. The research tools he used were

classroom observation form and questionnaire for teachers and head teachers. In his study, he found the teachers were 'good' for twelve behaviors such as teaching of grammatical items, classroom control, etc. But majority of the teachers were found poor for eighteen behaviors like use of English appropriately, teaching functions of language, etc.

Thani (2008) carried out her research entitled 'The Role of Classroom Management'. Her study was intended to identify and analyze the physical resources of the secondary English classrooms. She selected eight secondary schools by using non random sampling design. She used questionnaire and observation checklist as tools for data collection. She found that physical and teaching aspect play the main role in classroom management. Her finding also showed that the condition of present classroom management is satisfactory (i.e. neither too good nor too bad). She focused on that private schools are better in classroom management in both physical as well as teaching aspects rather than the public schools.

Chamlagain (2009) conducted a research entitled 'Characteristics of a Good English Language Teacher: Student Evaluation.' The objective of his research was to find out students' expectations of a good teacher. He selected two private and three public schools through judgmental non random sampling procedure. He used questionnaire as tools for data collection. In his research he found that the students expect different personal, social, professional qualities of a language teacher. He mentioned the expected behaviors of the English teacher were speaking fluently, showing friendly manner, cracking jokes, giving equal chance to all etc. and unexpected behaviors of the English teachers were giving only lecture, giving more punishment, dominating the students, over criticizing to the students etc.

Bashyal (2010) carried out his research on the same field. The title of his research was 'Strategies of Classroom Management used by Secondary Level English Teachers'. He tried to explore the major strategies adopted by the

secondary level English teacher. He selected nine teachers from government aided secondary schools by using purposive sampling procedure. He used questionnaire and checklist as the tools for data collection. He found that the teachers' treatment on disruptive behavior of the students were to make them sit in the front bench of the class.

Shrestha (2013) conducted a research 'Teacher's Characteristics Associated with the English Language Classroom Management'. She tried to analyze teacher's characteristics managing English classes in terms of caring, firmness and democratic. She selected five teachers and twenty students of secondary level of Lamjung district by using non-random purposive sampling procedure.

She used questionnaire, observation checklist, as tools for data collection. She found that the teacher's behaviors shown by them determine the characteristics of teachers. Teachers' characteristics had a strong influence on students' behavior and learning.

In conclusion, all aforementioned researches are related to classroom management and teacher's roles but none tried to find out the challenges faced by public school teachers in managing ELT classes at secondary level. So, I want to find out such issue which is very important in effective management. The present work is new attempt in the exploration of above mentioned untouched areas.

2.3 Implications of the Review for the Study

Through the intensive study of the aforementioned and other related literature, the researcher pinpointed the fact that the previous researchers missed the investigation on the challenges faced by the government aided public school teachers in managing large mixed ability ELT classes. The review of the related literature made the researcher feel the need to carry out this study. They also helped the researcher to lubricate his/her courage and curiosity and logical and psychological factors. In literature review our central focus is to examine
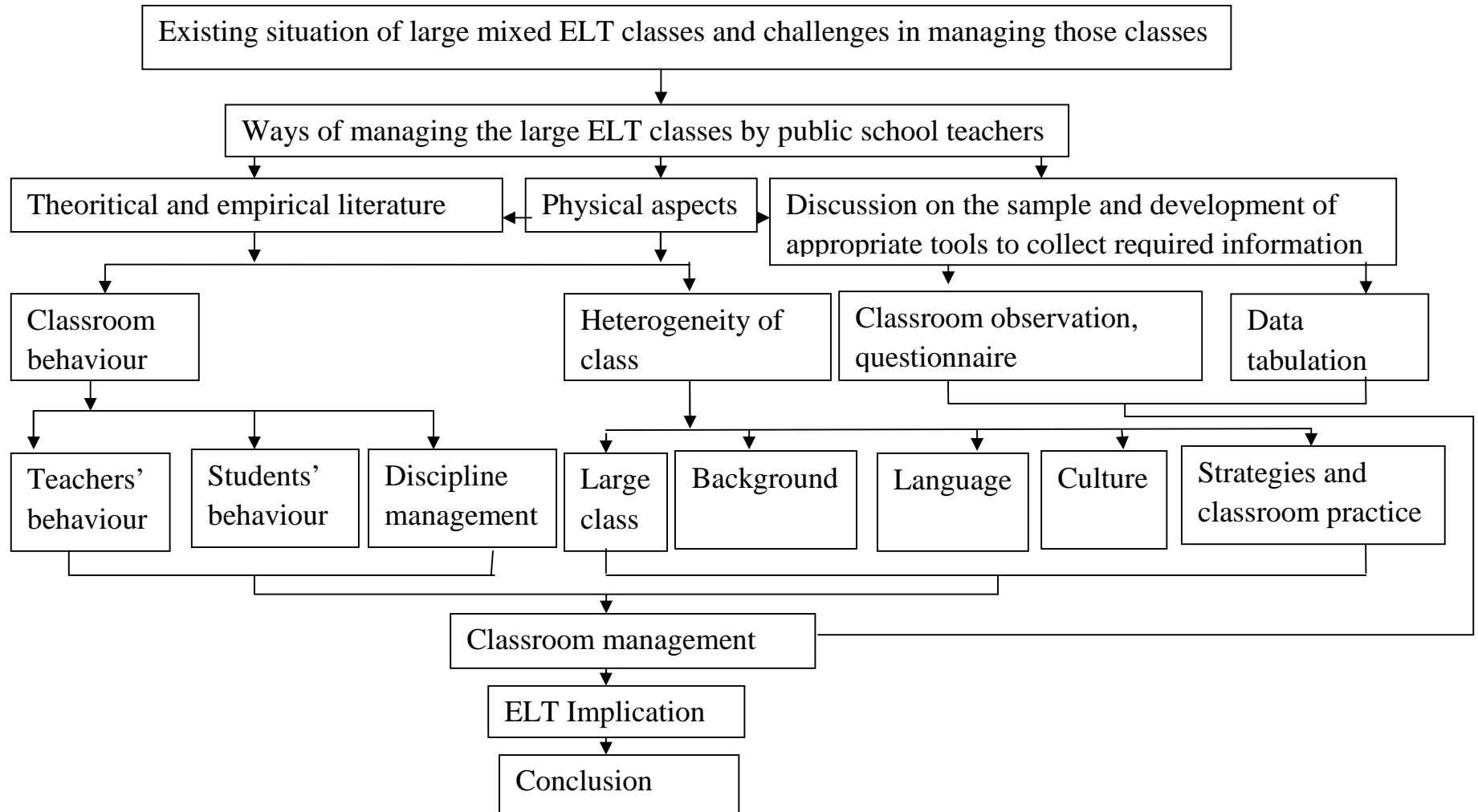
and evaluate what has been before on a topic and establish the relevance of this information to our own research. This review of the study may obtain from the variety of sources including books, journals, articles, report etc. This entire source helps to bring the clarity and focus on the research problem, improve methodology and contextualize the findings. It is also equally important to examine and evaluate what has been said before on a topic and what has not been said yet for finding new area for further research. The review should describe, summarize, evaluate and clarify this literature. It should give a theoretical basis for the research and help us to determine the nature of our own research.

Shrestha's (2010) study about the disruptive behavior of students in English classroom has however, the implication on the present study in a sense that such behaviors have a key role in managing ELT classes. Teachers have to face problems in managing such behaviors. From the same token, the review of Tani(2008) and Bashyal (2010) research works and similarly others have direct or indirect implication on this study. Similarly, Dhungana's (2011) study "Classroom Management in Teaching of Speaking Skills" implies that the ways of managing classroom to tackle the problems in teaching speaking skill.

After reviewing the existed literature, it is found that there is still an untouched area of challenges faced by public school teachers in managing large mixed ELT classes, so I have selected this topic. Therefore, my study is new in the field of English education especially in the Department of English Education and this work is a new attempt in the exploration of above mentioned untouched areas. This has been a single study to address the existing teaching situation of large mixed ELT classes and the challenges of managing those classes in terms of physical and pedagogical factors. So, this seems to be new study.

2.4 Conceptual Framework

The conceptual framework of my research is as follows:

Existing situation of large mixed ELT classes and challenges in managing those classes

Ways of managing the large ELT classes by public school teachers

Theoritical and empirical literature

Physical aspects

Discussion on the sample and development of appropriate tools to collect required information

Classroom behaviour

Heterogeneity of class

Classroom observation, questionnaire

Data tabulation

Teachers' behaviour

Students' behaviour

Discipline management

Large class

Background

Language

Culture

Strategies and classroom practice

Classroom management

ELT Implication

Conclusion

CHAPTER- THREE

METHODS AND PROCEDURES OF THE STUDY

I used the following methodology and procedures to fulfill the objectives of the study.

3.1 Design of the Study

Survey research was used to complete this study. To identify these challenges of managing large ELT classes at public school, I followed mixed research design (i.e. qualitative and quantitative) in general and the survey research design in particular. In this type of research, I visited the determined field/area to find out existing data. Specifically, it is carried out in large number of population in order to find the public opinion on certain event, issue or situation. Survey research study was selected because such study is carried out to address the large population by selecting sample population which is the representative of the study population as a whole. In this context, Cohen and Manion (1985), (as cited n Nunan, 1992, p.140) write:

> Surveys are the most commonly used descriptive method in educational research, and may vary in scope from large scale governmental investigations through to small-scale studies carried out by single researcher. The purpose of survey research is generally to obtain the snap shot of condition, attitudes, and /or events at a single point of time.

Similarly, Nunan (1992, p.140) states "Surveys are widely used for challenging data in most areas of social inquiry from politics to sociology, from educational to linguistics." Likewise, Cohen et.al. (2010) write that survey research in which researchers gathers data at a particular point of time especially to describe the nature of existing situation or to identify most standard one against the existing situation.

From aforementioned definitions we can conclude that survey research is a type of research which studies large and small population by selecting sample population chosen from study populations. Survey is also carried out in educational sectors to obtain a snapshot of conditions, attitude and events at a single point of time.

According to Nunan (1992, p.140) "The main purpose of survey research is to obtain a snapshot of conditions, attitudes and or events at a single in points." Nunan (1992, p.141) suggests the following eight step procedures of survey research.

Step 1 : Define objectives-What do we want to find out?

Step 2 : Identify target population-Who do we want to know about?

Step 3 : Literature review-What have others said/discovered about the issue?

Step 4 : Determine sample-How many subjects should we survey, and how will identify these?

Step 5 : Identify survey instruments-How will the data be collected? Questionnaire/interview?

Step 6 : Design survey procedure-How will the data collection actually be carried   out?

Step 7 : Identify analytical procedure-How will the data be assembled and analyzed?

Step 8 : Determine reporting procedure-How will results be written up and Presented?

The discussion above entails that survey one of the important research methods used in educational investigation. It is mainly carried out to find out people's attitude, opinions and specified behavior on certain issues, phenomenon, events or situations. The findings of survey are generalized to the whole group. For this reason, I chose survey design in my research study.

3.2 Population and Sample of the Study

Twelve English teachers of secondary level of Nawalparasi district were the sample for this study.

3.3 Sampling Procedure

Twelve secondary schools of Nawalparasi district were selected by using non-random purposive sampling design. Twelve English teachers were also selected from their schools using non-random purposive sampling procedures. With the reference of classroom observations, twenty four classes were observed from the sampled schools by using observation checklist and a set of questionnaire was asked for the teachers.

3.4 Data Collections Tools

The researcher used observation checklist and questionnaire as research tools for data collection.

3.5 Data Collection Procedures

Following steps were followed to collect data for this research.

i)   At first, the researcher visited the selected schools of Nawalparasi district and requested the authority for permission to carry out the research.

ii)   After that the purpose and process of research were explained to the authority.

iii) After getting permission, the English language teachers were consulted, rapport was built with them and the purpose of the research was explained.

iv)   After that the concerned teachers was requested and their classes were observed with the help of observation checklist.

v) Then, the questionnaire forms were distributed to the concerned teachers and requested them to complete them.

vi) After that, the filled questionnaires were collected from teachers. At last, all the informants and school authority were thanked for their co-operation.

3.6 Data Analysis and Interpretation Procedures

In this study, the qualitative data were analyzed in a narrative way with description and quantitative data were analyzed and interpreted with the help of simple statistical tool like table.

CHAPTER- FOUR

ANALYSIS AND INTERPRETATION OF THE RESULTS

Mainly this chapter is concerned with the analysis and interpretation of the results derived from the collected data. After collecting the data from purposively selected 12 teachers of Nawalparasi district, I analyzed and interpreted those data which were collected from the primary sources. The main objective of this study was to find out the existing situations of large ELT classes and the challenges faced by the teachers in managing those classes in terms of physical and pedagogical aspects. The data were collected with the help of questionnaire and observation checklist. Open ended and close- ended questions were provided to the sampled teachers to collect their views. The views expressed by the teachers and the things found in classroom observation are presented, analyzed and interpreted here in this chapter. Finally the summary of findings is also included.

4.1 Analysis and Interpretation of Data

This section consists of analysis and interpretation of both questionnaire (open-ended and close-ended) and classroom observation.

4.1.1 Analysis and Interpretation of Data Collected on Questionnaire

Here both open-ended and close-ended questions are analyzed and interpreted.

4.1.1.1 Availability of Instructional Materials for Effective ELT

This was close-ended question asked to find out whether there were sufficient instructional materials for effective English language teaching. "Are there sufficient material for teaching English in your classroom?" The responses obtained from the teachers have been presented as below.

Table No. 1

Availability of Instructional Materials for Effective ELT

Management of teaching materials	Good		Satisfactory		Poor	
	No. of teachers	%	No. of teachers	%	No. of teachers	%
	4	33.33	7	58.33	1	8.33

This table shows that 33.33 % respondents responded that they have good source of instructional materials for effective ELT. One of them responded that there were not any instructional materials except chalk and board in his school, whereas 58.33% respondents responded that they have not enough instructional materials required for the effective ELT.

On the basis of collected data, it can be concluded that most of the schools have not sufficient teaching materials due to which it is difficult in teaching English.

4.1.1.2 Availability and Appropriateness of Furniture for Smooth Running of ELT

This question was asked to find out the condition of physical infrastructure of their schools for the smooth running of English language teaching and learning. So the respondents were asked "Is the furniture appropriate for comfortable sitting, study and group discussion?" The responses obtained from them have been presented as below.

<div align="center">**Table No. 2**

Availability and Appropriateness of Furniture for the Effective ELT</div>

Management of furniture	Good		Satisfactory		Poor	
	No. of Teachers	%	No. of Teachers	%	No. of Teachers	%
	4	33.33	7	58.33	1	8.33

This table shows that 33.33% respondents responded that they have good facility of furniture for ELT. Majority of the respondents (58.33%) responded that their school didn't have better facility of furniture. One of the respondents responded that his school was poor regarding the appropriateness of the furniture. The table shows that the result was not satisfactory.

During my study, I found majority of the schools had lack of furniture according to the number of students. In majority of the classes, 4-6 students sat at the single bench. The condition of other furniture was also not satisfactory.

4.1.1.3 Preparing Lesson Plan for Everyday ELT

This question was asked to find out whether the teachers prepared lesson plan for everyday teaching. So they were asked "Do you prepare lesson plan for everyday classroom presentation?" The responses obtained from the respondents have been presented as below.

<div align="center">**Table No. 3**

Preparing Lesson Plan for Everyday ELT</div>

Do you prepare lesson plan for everyday ELT?	Good		Satisfactory		Poor	
	No. of teachers	%	No. of teachers	%	No. of teachers	%
	2	16.66	7	58.33	3	25

This table shows that only two respondents i.e. 16.66% prepared lesson plan daily for their teaching but three of them i.e. 25% teachers never prepared

lesson plan for everyday teaching. Rest of the teachers prepared lesson plan occasionally. According to this table, the result was not satisfactory.

During my study, I didn't find any of the teachers' written lesson plan though they claimed. They were just teaching orally as they used to.

4.1.1.4 Taking Care of the Students' Misbehavior

This question was asked to find out whether the teacher was careful to the students' disruptive behaviors and treated such misbehaviors. So the respondents were asked "Do you take care of the students' misbehavior?" The responses obtained from the informants have been presented as below:

Table No. 4

Taking Care of the Students' Misbehaviors

Do you take care of the students' misbehavior?	Always		Often/sometimes		Never	
	No. of Teacher	%	No. of Teacher	%	No. of Teacher	%
	5	41.66	7	58.33	-	-

This table shows that five respondents i.e. 41.66% responded that they always took care of the students' misbehavior. Rest of the other teachers responded that they sometime took care of their misbehaviors. The table shows that the result was not satisfactory.

During my study, I found some of the classes were disruptive but majority of the classes didn't show much disruptive behaviors. Teachers immediately controlled them by suggesting.

4.1.1.5 Controlling Students with Punishment

Giving punishment to the students for their disruptive behavior is one of the factors of managing classroom. This question was asked to find out whether the teachers punish their students to control and shape their behavior. So the

respondents were asked "Do you punish your students?" The responses obtained from the respondents have been presented.

Table No. 5

Controlling Students with Punishment

Do you punish your students?	Always		Often/sometimes		Never	
	No. of Teachers	%	No. of Teachers	%	No. of Teacher	%
	1	8.33	9	75	2	16.66

This table shows that only two respondents i.e. 16.66% responded that they never punish their students but majority of teachers control their students with some sorts of punishment.

During my study, I found that majority of the students didn't show much misbehavior but some of the students show some minor misbehavior such as making noise, sleeping on the bench, not doing class work and homework etc and the teachers immediately treated them by suggesting.

4.1.1.6 Correcting the Written Assignments of the Students

Only giving class work and homework is not good thing but the correction and feedback is most important thing. This question was asked to find out whether teachers corrected the written assignments of the students in the class. So they were asked "Do you correct the written assignments of the students?" The responses obtained from the teachers have been presented as below:

Table No. 6

Correcting Written Assignments of the Students

Do you correct the written assignment of the students?	Always		Often/sometimes		Never	
	No. of Teacher	%	No. of Teacher	%	No. of Teacher	%
	3	25	9	75	-	-

According to this table, almost all the teachers give and correct the written assignments of the students. So, the result was satisfactory.

4.1.1.7 Teachers' Use of Group Work and Pair Work Technique

Group work and pair work is mostly used technique in large classes. This question was asked to find out whether teachers used this technique in large classes. So they were asked "Do you involve the students in group work and pair work?" The responses obtained from the teachers have been presented as below:

Table No. 7

Teachers' Use of Group Work and Pair Work

Teachers' use of group work and pair work technique.	Always		Often/sometimes		Never	
	No. of Teacher	%	No. of Teacher	%	No. of Teacher	%
	-	-	11	91.66	1	8.33

This table shows that using group work and pair work technique in a large class was not satisfactory.

During my study, I found that majority of the teachers didn't form any pair and groups but they just taught through lecture method. Only a very few teachers occasionally divided the class into small groups to complete the tasks.

4.1.1.8 Guardians' Responsibility to the School

School is established in the society by the society. The guardians should have responsibility to the school. This question was asked to find out whether the guardians were responsible to their children and school. The responses obtained from the respondents have been presented as below:

Table No. 8

Guardians' Responsibility to the School

Guardians' responsibilities to the school	Always		Often/sometime		Never	
	No. of Teacher	%	No. of Teacher	%	No. of Teacher	%
	-	-	12	100	-	-

This table shows that all the respondents responded that guardians visited the school occasionally. In conclusion, guardians' visit to the school was not satisfactory. It was found that there was lack of parents and guardians' guidance and supervision to their children learning.

Similarly, a set of open-ended questionnaire was developed to get further opinion of the teachers on the challenges of managing large mixed ELT classes. On the basis of the teachers' responses on those items, the analysis and interpretation of them have been presented below:

(a) Teachers' Perception on the Effective Classroom Management

This question was asked to get the general ideas about the classroom management. I tried to find out the concept of classroom management on the part of teachers. So they were asked *"In your opinion, what is the effective classroom management?"* Almost all the teachers responded that classroom management is an act of creating constructive environment for effective teaching with the help of available physical resources such as light, furniture, black/white board, size/shape of the room etc.

Regarding the classroom management, T_1 opined *"nice and warm correlation among teacher, students and available physical resources"*. Likewise, T_2 responded *"an act of creating constructive environment for effective teaching with the help of available physical resources such as furniture, size/shape of the room etc"*. Similarly, T_3 opined *"effective classroom means good*

management of physical infrastructures as well as pedagogical aspects such as students' behavior, discipline, collaboration etc".

From the obtained data, it is clear that classroom management is managing necessary elements in the classroom and making a favorable condition for teaching and managing teaching materials. It is also helpful for the effective teaching and learning.

(b) Problems in Creating Effective ELT Management

This question tried to explore the problems that a teacher has to face in his/her daily classroom practice. So they were asked *"What problems do you have in creating effective management in ELT classroom?"* One of the respondents responded *"lack of physical resources, large mixed ability classes, disruptive and emotional students etc".* Likewise, T_2 opined *"mainly the lack of sufficient instructional materials, lack of time, shape and size of the rooms, large mixed ability classes etc".* Similarly, T_3 responded *"furniture, teaching materials, absence of students, large classes etc".* Majority of teachers responded that the problems like lack of furniture, lack of instructional materials, light, ventilation, large classes, disruptive and emotional behavior of the students, destroying the school properties, making noise and fighting in the classroom etc were the problems in creating effective ELT management.

From the obtained data, it is clear that outnumbered of students, lack of physical infrastructure, instructional materials, disruptive and emotional behavior of the students such as making noise in the classroom, bullying the younger students, fighting, stealing the things and destroying the school properties etc are the responsible factors for hindrance in creating effective management in the classroom.

(c) Teachers' Perception on the Role of Teacher in Effective Classroom Management

This question was asked to explore the role of teacher in creating effective classroom management. So they were asked *"What is the role of teacher in effective classroom management?"* Majority of teachers responded that teacher has to play different roles such as director, facilitator, motivator, evaluator, performer, guide etc. T_1 responded *"teacher should be source of expertise and s/he should be source of advice, tutor as well as s/he should have sharing roles and caring roles"*. Similarly, T_2 responded *"s/he has to play different roles for eg, good friend, helper and supporter etc"*.

From the obtained data, I found that teachers have to play different roles to manage the classroom such as guide, facilitator, tutor, promoter, performer, manager, organizer, arranger, counselor, advisor, friend, care takers, supporters and so on.

(d) Activities that Arouse Students' Interest in Learning

This question was asked to find out the way that arouses students' interest in learning. So the respondents were asked *"What type of activities do you provide which arouse students' interest in learning?"* T_1 said *"team works, collaborative works, praise and motivation, telling comedies etc"*. Similarly, T_2 opined *"I provide functional and communicative activities to the students"*. T_3 responded *"I often tell jokes and stories related to the lesson"*. Majority of the teachers responded that they assigned different tasks in groups, learning through games, using role play technique, project work, team work etc.

From the above data, I found that most of the teachers use different activities to arouse interest in learning such as praise the students, teaching through games, group works, individual works, collaborative works, field visit, dramatization etc. Especially communicative and functional approaches have to be practiced in which students read, discuss, express their views logically

specially group discussion, pair talking and personally speaking practice have to be focused.

(e) Dealing with Students' Misbehaviour

As a teacher, s/he has to face different misbehaviors in the classroom in course of teaching. Such types of behaviors definitely affect the teaching learning activities. This question was asked in order to find out whether teachers took care of the students' disruptive as well as emotional behaviors. So the teachers were asked *"Do you take care of the students' misbehaviors? If yes, what sorts of misbehaviors have you found in your classroom?"* All the teachers responded that they took care of the students' misbehaviors. One of the respondents (T_1) responded *"I found students' misbehaviors such as making noise, teasing the teacher, fighting and bullying with younger students, not obeying the rules etc".* Similarly, another teacher (T_2) opined *"students show various disruptive behaviors such as sleeping, fighting, making noise, destroying goods in the classroom, stealing things etc".*

The responses show that all the teachers were careful to the students' misbehaviors such as bullying, fighting, not obeying rules, teasing teacher, using mobile while teaching, forgetting homework/class work, sleeping during class time, making noise, breaking rules and regulations etc are the misbehaviors that the teachers have to face in their everyday classroom practice.

(f) Providing Responsibilities to the Students to Manage their Classroom

Students are the major target of our teaching learning activities. They should be responsible to their own learning. They should be provided some responsibilities to manage their own classroom. This question was asked to find out whether teachers provide any responsibilities to their students in the management of their classroom. So they were asked *"Do you provide*

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responsibilities to your students to manage the classroom? If yes, what type of responsibilities do you provide to your students?"

Most of the teachers responded that they provided more or less responsibilities to their students to manage their classroom. One of the teachers (T_1) responded *"I often ask them to choose the monitor for the classroom control, to form and collect instructional materials etc"*. Similarly, another teacher (T_2) responded *"I provide responsibilities such as taking help of students in classroom decoration and cleaning, choosing monitor, classroom control committee etc"*.

From the collected data, I found that almost all the teachers took help of the students and provided some responsibilities to their students such as choosing monitor system, making them responsible of taking care of the goods, collecting and creating teaching materials, classroom decoration, group exercise, collaboration among students, cleaning the room, classroom control committee etc.

(g) Teachers' Use of Strategies in Teaching Large Classes

Mixed ability in large class is a norm rather than exception. Teaching large class is definitely a challenging job which requires some skills to run teaching and learning activities smoothly. This question was asked to explore the ideas that the teachers employed in teaching large classes. So they were asked *"How do you run your teaching smoothly in a large class?"* They responded that large classes were taught using different techniques. One of the teachers (T_1) responded *"I use group work/ pair work techniques, setting different tasks for the students of various level, maximizing individual works etc"*. Similarly, another teacher (T_2) responded *"I run the large classes using group works, helping weak students using students for better classroom management techniques, managing teachers' roles, managing realistic teaching etc"*. Majority of the teachers responded that they used group works activities, maximizing individual works, treating all the students equally etc.

From the collected data, I found that teachers were adapting different methods, approaches and techniques to run large ELT classes smoothly such as working in groups monitor and help weak pair, setting up routines for works and tasks, maximizing individual work as well as group work, using students for better classroom management, managing teachers' roles, managing realistic teaching etc.

(h) Teachers' Perception on the Appropriate Ways to Improve the Classroom Management

This question was asked to the teachers in order to elicit the ways to overcome the classroom management problems. So they were asked *"In your opinion, what may be the appropriate ways to improve the classroom management?"* One of the teachers (T_1) responded *"classroom management techniques like changing sitting style, putting the board in centre, use of materials, inductive method, group division etc"*. Similarly, another teacher (T_2) opined *"teaching through simple to complex order, giving personal time and provide immediate feedback, child friendly teaching method etc"*. T_3 viewed *"more practical classes, presenting lesson logically and all the concerned peoples: students, teachers, parents, school administration, school management committee and policy makers should be responsible"*. All the teachers responded their views.

Including all the teachers' views it can be concluded that student centered method, group work, learning by doing method, learning through games, child friendly teaching method, making lesson plans, regular interaction, focus to all students equally, fixing materials in proper places, eye contact with students, clarity of voice, gestures, motivation to the students etc were the techniques for better management of teaching and learning activities. Some of the respondents responded that students, teachers, guardians, school administration school management committee, teacher parent organization, policy makers from the government side should be responsible for the proper management and improvement of teaching and learning activities.

4.1.2 Analysis and Interpretation of Data Obtained from Classroom Observation

In order to collect data, I employed observation tool. I prepared the observation checklist in order to find out the existing situation of large ELT classes and the challenges faced by the teachers in managing those classes in terms of physical aspects and pedagogical aspects. To succeed this study and to get more accurate data, twenty four classes from the sampled schools were observed. There were four main headings and other sub headings under main headings. The following table provides a holistic picture of data.

Table No. 11

Holistic Data

S.N.	Observed Items	Responses			
1	**Physical Facilities**	**Good**	**Satisfactory**	**Poor**	**Remarks**
	Shape and size of the classroom	29%	59%	12%	
	Arrangement and availability of desks and benches and the way and gap between these arrangements	12%	55%	33%	
	Availability of teaching materials	5%	41%	54%	
	Blackboard	80%	20%	-	
	Electricity	50%	30%	20%	
	Drinking water	38%	54%	8%	
	Condition of door, window, wall and roof	30%	70%	-	
2.	**Teacher**				
	Personality	58%	34%	8%	

	Self-confidence	54%	42%	4%	
	Language	8%	58%	34%	
	Competence of subject matter	42%	54%	4%	
	Performance capacity	30%	58%	12%	
	Pleasing	21%	45%	34%	
3	**Students**				
	Interest and attention	13%	62%	25%	
	Asking relative questions	5%	25%	70%	
	Response of the teacher's questions	9%	71%	20%	
	Participation in the activities	13%	41%	46%	
	Follow directions and other activities	13%	87%	-	
4	**Presentation and classroom practice**				
	Warming up	13%	62%	25%	
	Use of appropriate technique	5%	87%	8%	
	Use of appropriate materials	-	13%	87%	
	Interaction in the class	13%	20%	67%	
	Use of mime and gestures	21%	50%	29%	
	Encouraging the shy and weak students	-	30%	70%	
	Feedback and reinforcement	9%	42%	50%	
	Collaboration activities	5%	45%	50%	

	Maintain gender fair situation in the classroom	92%	4%	4%	
	Maintain ethnicity and caste fair situation in the classroom	92%	8%	-	
	Use punishment for negative behavior	-	-	-	Not seen
	Organizing pair work and group work technique	5%	20%	75%	
	Assigning class work, homework	20%	35%	45%	

The four main headings including thirty one sub headings were observed to identify the existing situation of large ELT classes and the challenges faced by the teachers in managing those classes in terms of physical aspects and pedagogical aspects.

From the above table, we can conclude that majority of the schools did not have better physical infrastructures needed for the effective teaching and learning activities such as appropriate shape and size of the room, availability of desks and benches, enough space for pair work and group works, teaching materials, electricity, ventilation. It was found that the condition of black/white board was good in most of the schools in the name of physical infrastructures in comparison to other structures.

Majority of the teachers were good at taking responsibility in their duties. They entered the class in time. They did not discriminate students on the basis of gender, caste and ability (92%), a very few teachers focused only talent and active students. Majority of the students were found passive in the classroom interaction, but they did not show much disruptive behaviors. Majority of the teachers taught their classes in their own style without caring the students' desires. Almost all the teachers taught English classes in Nepali language and

without using any concrete instructional materials. Majority of the teachers taught their students using teacher centered techniques i.e. lecture method. Some characteristics were always seen, some were frequently seen and some were very rarely seen. If the teachers always showed certain characteristics, they were kept at 'good' ratings and if they sometimes or frequently showed same characteristics, they were kept at 'satisfactory' ratings and if they rarely showed or almost did not show certain characteristics, they were kept at 'poor' ratings.

4.1.2.1 Analysis of Physical Resource Management

This section consists of the analysis of physical resources of the schools.

a) Shape and Size of the Classroom

Classroom should be appropriate and comfortable according to the population of the students. It plays vital role for the effective teaching and learning activities.

Table No. 12

Shape and Size of the Classroom

Ratings	Good	Satisfactory	Poor
Percentage	29%	59%	12%

The above table shows that only 29% schools were good regarding the size and shape of the classroom.

During my study, I found that majority of the classes had large number of students. 4-6 students had sit on a single bench. There was no enough space for the classroom interaction in some of the schools. But some of the schools had satisfactory regarding the size and shape of the classroom. In conclusion the result was not satisfactory.

b) Arrangement and Availability of Desks and Benches and the Way and Gap between these Arrangements

Arrangement of desks and benches play vital role in classroom management. We can arrange desks and benches according to our need in the classroom. Regarding the arrangement of the students' desks and benches and the way of movement between these arrangements, the fact is presented below.

Table No. 13

Arrangement of the Desks and Benches and Ways of Movement between these Arrangements

Ratings	Good	Satisfactory	Poor
Percentage	12%	55%	33%

This table shows that only 12% classes were good, 55% were satisfactory and 33% classes were poor.

In my observation I and II, I found only a few classrooms had good arrangements of desks and benches. They had managed the desks and benches in orderly rows and there was some space for the activities. But in majority of the schools, there were full of desks and benches in the classroom. There was no space for the extra activities. In conclusion, the result was not much satisfactory.

c) Availability of Teaching Materials

It is said that a single concrete material can be much more effective than a hundred of verbal words to explain something. So using materials in course of teaching and learning process is necessary. Regarding the availability of teaching materials the following table shows that only 5% classes were good, 41% classes were satisfactory and 54% classes were poor.

Table No.14

Availability of Teaching Materials

Ratings	Good	Satisfactory	Poor
Percentage	5%	41%	54%

During my study, I did not find good availability of teaching materials in majority of the schools. A very few schools had some posters and pictures on the wall. Only few schools had audio cassettes and tape recorder for the listening activities. They had adequate library. Majority of the schools did not have any teaching materials required for the ELT. Teachers taught using chalk and talk. Looking at this table, we can say that the availability of teaching materials was not satisfactory.

d) Condition of Blackboard, Electricity and Drinking Water

The following table shows that the condition of black/white board in most of the school was good. 50% schools had good facility of electricity. Some of the schools had generator in case of load shedding for the computer lab. 20% schools were poor in electricity. They had no generator, solar, fans, computer lab etc in their schools. Most of the schools had drinking water tank. 38% schools were good for drinking water. 8% schools had water taps but they were facing shortage of water problem. The fact is presented below.

Table No. 15

Condition of Black/White Board, Electricity and Drinking Water

Ratings	Good	Satisfactory	Poor
Black board	80%	20%	-
Electricity	50%	30%	20%
Drinking water	38%	54%	8%

Looking at this table, we can conclude that except the condition of black/white board, electricity and drinking water was not much satisfactory.

e) Condition of Door, Window, Wall and Roof

The following table clarifies that 30% classes were good and 70% classes were satisfactory regarding the condition of door, window, wall and roof. The fact is presented as below:

Table No.15

Condition of Window, Door, Wall and Roof

Ratings	Good	Satisfactory	Poor
Percentage	30%	70%	-

During my study, I found that almost all the schools had good condition of door and window. Some of the schools had old bricked walls and some had new. But only a few schools had permanent roof. Looking at this table, we can say that the result was satisfactory.

4.1.2.2 Teacher

A teacher as an effective manager should have different qualities that has significant role to play in effective classroom management. They are presented below:

a) Personality

Good personality is one of the qualities of a teacher. Attractive personality speaks many things about the person that can determine the performance of the person. Teachers' personality affects the classroom activities.

Table No. 16

Personality

Ratings	Good	Satisfactory	Poor
Percentage	58%	34%	8%

This table shows that 58% teachers were found with good personalities whereas 8% teachers were found in poor personalities. Their classes were not found much satisfactory.

During my study, I found that almost all the teachers presented with good personality but only a few teachers presented with poor personality. Their voice and appearance was not much attractive in both observation. One of the teachers seemed careful to his personality. He was with sound body and attractive voice. His classes were well controlled.

b) Self Confidence

This is another quality of a good teacher. The following table shows that 54% teachers were found confident whereas 4% teachers lost their confidence while teaching. 42% were presenting their classes occasionally losing their confidence.

Table No.17

Self Confidence

Ratings	Good	Satisfactory	Poor
Percentage	54%	42%	4%

During my study, I found that almost all the teachers' I and II presentation was same regarding the self confidence. Only two teachers' II presentation was strong rather than I presentation. Only one teacher could not present his lesson very well due to the lack of confidence. But his II presentation was little bit improved.

c) Language

The classes were also observed to find out the use of the target language. The situation of the use of target language is presented below:

Table No. 18

Language

Ratings	Good	Satisfactory	Poor
Percentage	8%	58%	34%

The above table shows that only 8% teachers were good. 58% teachers were satisfactory and 34% teachers were poor regarding the use of the target language.

During my study, I found no special change in observation I and II. They did the same thing in observation II what they had done in observation I. Only two teachers used target language very well. Their classes were also romantic. Majority of the teachers used more Nepali language than English in the classroom. Some of the teachers did not use English language except a few words. So, the result was not found satisfactory.

d) Competence of Subject Matter

The teachers must have the adequate knowledge of subject matter otherwise s/he cannot perform her/his duties successfully. The research study concludes the following result.

Table No. 19

Competence of Subject Matter

Ratings	Good	Satisfactory	Poor
Percentage	42%	54%	4%

According to this table, 42% teachers were good, 54% teachers were found satisfactory. 4% teachers were found poor in the subject matter.

During my study, I found that almost all the teachers were found satisfactory regarding the level of competence of subject matter. One of them usually got confused in the subject matter. His performance was also not satisfactory in both I and II presentation. Some teachers' presentation were found good. They were presenting the lesson using simple language.

e) Performance Capacity

The observation showed that 30% teachers were found good in their performance whereas 12% teachers were found poor and 58% teachers were

found satisfactory in the performance of the subject matter. The following table presents the performance capacity of the teachers.

Table No.20

Performance Capacity

Ratings	Good	Satisfactory	Poor
Percentage	30%	58%	12%

During my study, I found that almost all the teachers' both presentation I and II remained the same but only two teachers' II presentation was better than I. Two of the teachers' performance was good. They were presenting the class confidently using very simple language. Students were interested in their classes.

f) Pleasing

Pleasing is one of the qualities of a good teacher. The following table reveals the fact as below.

Table No.21

Pleasing

Ratings	Good	Satisfactory	Poor
Percentage	21%	45%	34%

This table shows that 21% teachers were found good whereas 34% teachers were not found such quality. 45% teachers were found satisfactory.

During my study, I found that majority of the teachers did not show this quality. One of them presented with pleasing mood. He was presenting the classes very nicely.

4.1.2.3 Students

Students are the major goals of our teaching and they are the stakeholders of teaching learning activities. They should take active participation in the

learning activities. Some of the qualities shown by the students are presented below:

a) Interest and Attention

Regarding the interest and attention paid by the students in the classroom is presented below.

Table No. 22

Interest and Attention

Ratings	Good	Satisfactory	Poor
Percentage	13%	62%	25%

Here the table shows that 13% classes were found good, 62% classes were satisfactory and 25% classes were found poor regarding the interest and attention of the students.

During my study, I found that most of the students remained passive in the class. What I found in majority of the classes was the teacher entered the class and started his lesson without any materials using lector method. Students neither showed interest nor disturbed the teacher. I found a very few students showed interest and attention to their teacher. Only two teachers' classes were found more attentive and interesting.

b) Asking Relative Questions

Students should be curious about the subject matter. They can ask different relative questions in the classroom. The following table shows the fact about the asking relative questions on the side of the students.

Table No.23

Asking Relative Questions

Ratings	Good	Satisfactory	Poor
Percentage	5%	25%	70%

Here the table depicts that only 5% classes were found good whereas 25% classes were satisfactory but 70% classes were found poor regarding asking questions related to the lesson.

During my study, I found that the students did not raise any questions. They were found passive in the classroom. Only a very few students rarely raised few questions.

c) Response of the Teacher's Questions

Regarding the response of the teachers' questions, the information is presented as below.

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Table No.24

Response of the Teacher's Questions

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Ratings	Good	Satisfactory	Poor
Percentage	9%	71%	20%

This table shows that only 9% classes were good, 71% classes were satisfactory and 20% classes were found poor.

During my study, I found that almost all the teachers taught their students in their own style but majority of them ignored assessment aspect. Teachers rarely asked the questions to their students and students responded the teachers if they had known the answer. From the collected data, the result was not much satisfactory.

d) Participation in the Activities

Without students' active participation in the learning activities, no expected outcomes would be achieved. The following table presents the state of students' participation in the classroom activities.

Table No. 25

Participation in the Activities

Ratings	Good	Satisfactory	Poor
Percentage	13%	41%	46%

This table shows that only 13% classes were found good, 41% classes were satisfactory and 46% classes were poor regarding students' participation in classroom activities.

During my study, I found that majority of the teachers ignored child centered teaching methods. Majority of the teachers did not form pair and groups and assigned tasks. It was found that teachers were teaching in their own style and the students were just the passive listener. Only a very few teachers frequently assigned different class works and made the students involve.

e) Follow Directions and Other Activities

The data collected from the observation is presented in the following table.

Table No. 26

Follow Directions and Other Activities

Ratings	Good	Satisfactory	Poor
Percentage	13%	87%	-

The table shows the fact 13% classes were good, 87% classes were satisfactory.

During my study, I found that almost all the classes were teacher directed. Students were passive listener. Students were doing whatever their teacher demanded. So the result was satisfactory.

4.1.2.4. Presentation and Classroom Practice

Here classroom pedagogical factors of both teacher and students are analyzed and presented:

a) Warming Up

Warming up is stimulating the students for the learning. The following table shows that 13% classes were found good, 62% classes were satisfactory and 25% classes were poor in warming up activities.

Table No. 27

Warming Up

Ratings	Good	Satisfactory	Poor
Percentage	13%	62%	25%

During my study, it was found that none of the teachers did special for the stimulation. Majority of the teachers just entered the class and started their lessons. Only a very few teachers revised the previous lessons just for the sake of stimulation. One of the teachers often told comedies for the stimulation. Looking at this table, it can be concluded that the result was not satisfactory.

b) Use of Appropriate Technique

The teachers should have to select and use the adequate techniques according to the situation. In this research study I found only 5% classes were good, 87% classes were satisfactory and 8% classes were found poor in applying appropriate technique according to the situation of the classroom. The data is presented below.

Table No. 28

Use of Appropriate Technique

Ratings	Good	Satisfactory	Poor
Percentage	5%	87%	8%

During my study, it was found that almost all the teachers used the same method i.e. lecture method to teach all the subject matter. There was no special change in the presentation of almost all the teachers in both observation I and II. One teacher's presentation was very nice. He used very simple language along with different techniques at a single period. So, the result was not satisfactory.

c) Use of Appropriate Materials

Using teaching materials in course of teaching learning process is necessary for the effective learning. The following table reveals the fact that none of the classes were found good in using materials. Only 13% classes were satisfactory and 87% classes were poor in using teaching materials in the classroom. The data is presented below.

Table No. 28
Use of Appropriate Materials

Ratings	Good	Satisfactory	Poor
Percentage	-	13%	87%

Looking at the table, we can conclude that the result was not satisfactory.

During my study, I found that no special material was used except daily used teaching materials. A very few teachers used newspaper and some pictures. But almost all the teachers taught their students using only white board, marker and textbook in the name of teaching materials.

d) Interaction in the Classroom

The following table reflects the condition of interaction in the classroom.

Table No. 29
Interaction in the Classroom

Ratings	Good	Satisfactory	Poor
Percentage	13%	20%	67%

The table clarifies that 13% classes were good, 20% classes were satisfactory and 67% classes were found poor regarding interaction in the classroom.

During my study, I found that interactive activities in the classroom were not satisfactory. What I found in majority of the classes was teachers entered the class and started their lessons. They ignored students centered learning techniques. The teachers spent the whole period delivering lectures. Forming

groups and involving in different interactive activities were not found. Most of the students remained passive in the classroom. Among the twelve respondents, only three respondents' II presentation regarding the interaction in the classroom was found good. The observation showed that interaction in the classroom was not satisfactory.

e) Use of Mime and Gestures

The following table shows that the use of mime and gestures in the classroom.

Table No. 30

Use of Mime and Gestures

Ratings	Good	Satisfactory	Poor
Percentage	21%	50%	29%

This table shows that 21% teachers were found good, 50% teachers were found satisfactory and 29% teachers were found poor in using mime and gestures in the classroom.

During my study, I found that only a very few teachers' presentation regarding use of mime and gestures was satisfactory. A very few teachers presented the class very well. Their facial expression and gestures was good. Majority of the teachers ignored this quality. So the observation showed that the result was not much satisfactory.

f) Encouraging the Shy and Weak Students

In mix ability classes, certainly there are some students who are weak and shy. All the students do not have same ability to learn and grasp the things. Some students do not want to take part in classroom activities even if they have knowledge. They feel shy to speak. So, it is the responsibility of teacher to involve all the students in classroom activities. The following table displays the data.

Encouraging the Shy and Weak Students

Ratings	Good	Satisfactory	Poor
Percentage	-	30%	70%

From this table, we can say that only 30% teachers sometimes encouraged the shy and weak students but 70% teachers were not found encouraging their shy and weak students. They were found presenting their classes without caring the students.

During my study, I found that encouraging the weak and shy natured students was not satisfactory. What I found was majority of the students remained passive. Neither they took active participation in the learning activities nor they distrubed the class. Teachers also took the whole time in teaching. Only a very few teachers rarely asked some questions to the last benchers and shy natured students. But majority of the teachers frequently asked questions to the active and talent students. One teacher's II presentation regarding this quality was good.

g) Feedback and Reinforcement

Feedback and reinforcement are the information that is given to the learner about his/her performance of learning task with the objectives if improving the performance. Positive reinforcement and feedback encourage the students. The following table displays the data.

Table No. 32

Feedback and Reinforcement

Ratings	Good	Satisfactory	Poor
Percentage	9%	42%	50%

From the above table, it can be said that only 9% result was good. 42% result was satisfactory and 50% result was poor.

During my study, I did not find enough evaluation activities of the students. Almost all the teachers just presented their lessons but evaluating and providing immediate feedback and reinforcement was not found. Only two teachers frequently asked questions to the students and provided positive feedback. Majority of the teachers did not assess the students' achievements and provided immediate feedback and reinforcement. Looking at this table, it can be concluded that the result was not satisfactory.

h) Collaboration Activities

To make teaching learning activities fruitful, collaboration activities is needed in the classroom. The following table shows the data.

Table No. 33

Collaboration Activities

Ratings	Good	Satisfactory	Poor
Percentage	5%	45%	50%

From the above table, it can be said that only 5% teachers were found conducting collaborative activities in the classroom whereas 45% teachers were found sometimes conducting collaborative activities and 50% teachers were found poor regarding collaborative activities.

During my study, I found that collaboration activities in the classroom were not satisfactory. Almost all the teachers did not involve their students in such types of activities. One of the teachers just provided some tasks to the students and asked them to solve in groups. Some teachers rarely asked the students to find the solution in the groups. But majority of the teachers ignored collaboration activities. They taught their classes in their own style. So, the result was not satisfactory.

i) Maintain Gender Fair Situation in the Classroom

Gender fair situation is the most obligatory part of effective management. If teachers only focus on one gender then other feel biasness. They become disruptive in the classroom. The following table shows the fact.

Table No. 34

Maintain Gender Fair Situation in the Classroom

Ratings	Good	Satisfactory	Poor
Percentage	92%	4%	4%

The above table shows the data that almost all the teachers (92%) always created gender fair situation in the classroom. They equally treated boys and girls. Only 4% teachers sometimes focused only one gender.

During my study, I found that almost all the teachers maintained gender fair situation in the classroom. One of them frequently focused only one gender in course of teaching. In conclusion, the result was satisfactory.

j) Maintain Ethnicity and Caste Fair Situation

In a heterogeneous classroom, there are no students with the same ethnicity and caste. Teachers should behave them equally. Biasness in terms of ethnicity and caste is a crime in our context. The following table shows the data.

Table No. 35

Maintain Ethnicity and Caste Fair Situation

Ratings	Good	Satisfactory	Poor
Percentage	92%	8%	-

From the above table, it appears to me that there was not biasness in terms of ethnicity and caste in practice from the teachers.

During my study, I found that there was no smell of caste and ethnicity in the classroom. Almost all the teachers were careful to maintain ethnicity and caste fair situation in the classroom. They addressed their students using their names.

A very few teachers rarely called the name and their caste in course of teaching. So, the result was satisfactory.

k) Use of Punishment for Negative Behavior

In a heterogeneous class, no two persons are equal in nature. In a single class, there are many students with different attitudes and behaviors. Some students have calm nature whereas some are offensive and disruptive nature. Some of the students always try to dominate and threaten other either physically or mentally. Some students show negative behaviors in the classroom such as making noise, beating the friends, quarrelling, not obeying the teachers, not responding to the teacher etc. The teachers should have the knowledge to treat such type of students in a positive way.

During my observation, in most of the classes, I did not see such type of activities from the students. In a very few classes, they tried to show such habits, some teachers took reaction immediately and some left them by suggesting.

l) Organizing Pair Work and Group Work

Pair work and group work make students engage in interaction to each other. They are learner centered techniques. They are very useful for teaching students in an interactive way especially in a large class. In this study, I wanted to explore whether the teachers organized these works or not to manage their classroom. The following table displays the data.

Table No. 36

Organizing Pair Work and Group Work

Ratings	Good	Satisfactory	Poor
Percentage	5%	20%	75%

The above table shows that only 5% teachers were found good regarding organizing pair work and group work to manage the classroom. 20% teachers rarely conducted such works and 75% teachers never organized such works.

During my study, I found that majority of the classes were large. Teaching through students centered techniques were not found satisfactory. Almost all the teachers taught through lecture method. One of the teachers often divided the class into groups and assigned tasks. Some of the teachers rarely provided the tasks in groups and majority of the teachers never organized pair and group works for teaching. So, the result was not satisfactory.

m) Assigning Class Work, Homework

Class work and homework are the measuring tools of students' achievement. The teachers can measure their effectiveness through class work and homework. The teachers should give and check the class work and homework to measure their progress. The following table shows the data.

Table No. 37

Assigning Class Work and Homework

Ratings	Good	Satisfactory	Poor
Percentage	20%	35%	45%

The above table shows the data that 20% result was good, (35%) result was satisfactory and (45%) was poor.

During my study, I found that majority of the teachers ignored giving class works and homework. They just taught and left the class. Evaluation aspect was weak in majority of the classes. But a very few teachers often asked questions orally in course of teaching. They provided some tasks in the classroom and home work. Some teachers just provided homework but they did not check. Majority of the teachers did not assign any tasks in the classroom and home. So, the result was not satisfactory.

4.2 Summary of the Findings

The presents study is about "Existing situation of large ELT classes and the challenges faced by the teachers in managing those classes". The main objective of this study was to explore the existing teaching situation of large ELT classes and the problems occurring in the effective management of the classroom in terms of physical and pedagogical aspects. The study was conducted in natural setting using both primary and secondary sources of data to achieve the objectives. The researcher adopted purposive non-random sampling procedures. As a researcher, I utilized mainly two tools, questionnaire and observation checklist for data collection. Then I analyzed and interpreted the collected data qualitatively and quantitatively. The information obtained from the analysis and interpretation of the data yielded the following results as the findings of the study.

4.2.1 Physical Aspects

Regarding the physical aspects in the classroom management, the following findings have been achieved:

⟩ It was found that the maximum numbers of class were congested.
⟩ Physical infrastructure such as furniture, size, shape, numbers of rooms, electricity, drinking water, adequate toilets, adequate and well managed library etc were not satisfactory. But black/white board is good in almost all the schools.
⟩ Teaching materials were not sufficient in the classroom.
⟩ Computer labs and science labs were not satisfactory in the schools.

4.2.2 Pedagogical Aspects

After the study, I concluded the following findings under pedagogical aspects:

⟩ Teachers were found using usual materials instead of using contextual materials.

꒑ It was found that majority of the teachers did not use different techniques according to the situation.

꒑ Due to the over crowd class, students were disturbed.

꒑ Majority of the teachers were not found with framework of teaching in the classroom.

꒑ Interaction and classroom practice were not satisfactory.

꒑ Most of the teachers did not use mime and gestures.

꒑ Majority of the teachers presented their lessons with no encouragement to the weak and shy students.

꒑ In majority of classes, English language was not used as the medium of instruction.

꒑ It was found that majority of teachers did not organize group work and pair works to manage the classroom.

꒑ It was found that almost all the teachers did not make lesson plans to present the subject matter.

꒑ It was found that almost all the teachers maintained gender and caste fair situation in the classroom.

꒑ Collaboration activities in the classroom were not found satisfactory.

꒑ Some of the teachers faced disciplinary problem in the classroom.

꒑ Majority of the teachers ignored assigning and checking class work and homework.

꒑ It was found that majority of the students were passive in the classroom interaction.

꒑ Guardians' responsibility to the school was not found satisfactory.

꒑ Lastly, the teachers were not found as practical as they responded in the questionnaire forms. There was a gap between theory and practice in a great deal.

CHAPTER- FIVE

SUMMARY, CONCLUSION AND IMPLICATIONS

This chapter deals with the summary and conclusions of the research on the basis of collected data. It also incorporates some pedagogical implications for policy level, practice level and further research on the basis of the findings of the study.

5.1 Summary

The main objective of this study was to explore the existing teaching situation of large ELT classes and the challenges faced by the teachers in managing those classes in terms of physical aspects and pedagogical aspects. Classroom observation and questionnaire were the tools to collect required data.

This thesis consists of five chapters. The first chapter deals with the background of the study, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter consists of 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 result is presented under the two main headings: physical aspects and pedagogical aspects. In the discussion part, the data are analyzed qualitatively and quantitatively. The fifth chapter deals with the summary, conclusion and some pedagogical implications. In summary section, chapter wise summaries are included and in conclusion, major findings of the study are included. Finally, implications of the study are presented for the policy level, practice level and further research.

5.2 Conclusion

From the comparison of questionnaire, observation checklist and my direct interaction to the teachers, it was found that teachers are facing different problems regarding classroom management. Good classroom had a strong influence on the effective teaching and learning activities.

Majority of the teachers did not have better physical infrastructures such as classrooms are not well equipped and are of very small sizes, lack of appropriate shape and numbers of rooms, availability of desks and benches, enough space for pair work, group works and other extra activities, teaching materials, electricity, computer labs, adequate and well managed library, pure drinking water, comfortable and adequate toilets, ventilation and temperature etc. It was found that the condition of black/white board in most of the schools was good.

Majority of the teachers were good at taking responsibility in their duties. They did not discriminate students on the basis of gender and caste (92%), but a very few teachers focused only talent and active students. Although the majority of the teachers were competent in the subject matter, their classroom practices were not found satisfactory. Majority of the teachers (87%) did not use any teaching materials except textbook and board marker. Only a very few teachers (5%) were found good to use the situational techniques in their classroom presentation. Majority of the teachers taught their classes in their own way without caring the students' interest. Almost all the teachers taught English classes in Nepali language. But what I had seen in their classroom practice is that there was a huge gap between their teaching theory and classroom practices. Theoretically, they were well informed but in reality, it was found that they were using any methods and techniques which they find easier for them not for the students. Some of the teachers blamed to the school administration only for the use of modern instructional materials but they could use many locally available low and no cost materials to make the teaching

more interesting and effective. Likewise, they were not seemed to use the skills of training what they received. Majority of the teachers neglected assigning and correcting class works and homework of the students. Similarly, there seemed some kind of superiority and inferiority nature among the experienced and novice teachers. As a result, there was less collaboration between them.

5.3 Implications

On the basis of the findings of the research, I have made the following pedagogical implications for the policy level, practice level and further research.

5.3.1 Policy Level

) The government should evaluate and examine the efficiency of the teachers training programmes associated with effective classroom management and make decisions concerning the programs.

) Teacher trainer should train the teachers to develop certain skills and abilities to manage the classroom effectively.

) Curriculum designers, course designers and textbook writer should develop the related ideas while designing the curriculum, course book, training course, textbook materials etc and they should design according to the user perspectives.

) School management committees should employ teachers who have the right mix of different qualities.

) Parents can choose the best teacher for their children.

) The schools should develop the infrastructures which suit the generation.

5.3.2 Practice Level

) All the teachers should be close to their students. It helps to develop good relationship between them and then classroom will be well managed.

⟩ Teachers should conduct extra-curricular activities frequently. It can make a significant contribution in managing a good atmosphere in the classroom.

⟩ The teachers should provide responsibilities to the students in managing classroom.

⟩ Teachers' own confident in using the language has a great influence on the students' willingness to speak in English. So the teachers should teach English through English. It helps to avoid unnecessary noises in the classroom.

⟩ All the teachers should address the shy and weak students to make teaching learning effective.

⟩ Classroom should be democratic and teachers should be friend of students.

⟩ Maximum use of teaching materials and provision of equal participation in the learning help for good management of classroom. So, teachers should be aware of using such techniques in the classroom.

⟩ Techniques such as providing motivation, treating misbehaviours immediately, focusing students equally, teaching through simple to complex order and preparing daily lesson plans create better learning environment. So, such special techniques should be used by the teachers to improve teaching.

⟩ Frequent communication with the students, managing physical facilities, learning by doing, child friendly teaching techniques etc are helpful in managing classroom practices.

⟩ Teachers should use reward and punishment techniques in the classroom.

5.3.3 Further Research

The present research will be very helpful for those who want to carry out further research in the related areas. They will get good source of secondary data.

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