

# **MANAGING LARGE CLASSES: ENGLISH TEACHERS' PERCEPTIONS AND PRACTICES**

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

**Submitted by  
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**MANAGING LARGE CLASSES: ENGLISH TEACHERS' PERCEPTIONS AND PRACTICES**

**N. 1948**

**– Durga Devi Poudyal (2015)**

## **DECLARATION**

I hereby declare to the best of my knowledge that this thesis is original; not part of it was earlier submitted for the candidature of research degree to any university.

Date: 2015/12/23

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**Durga Devi Poudyal**

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Ms. Durga Devi Poudyal** has prepared this thesis entitled **Managing Large Classes: English Teachers' Perceptions and Practices** under my guidance and supervision.

I recommend this thesis for acceptance.

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# DEDICATION

*Dedicated  
to  
my family who helped me  
to get this thesis prepared.*

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## ABSTRACT

The present study entitled **Managing Large Classes: English Teachers' Perceptions and Practices** was conducted with the main objectives of finding out the teachers' perceptions on managing large classes and to find out the current strategies adopted by the teachers. Altogether fifteen teachers were selected from the five different higher secondary schools of the Kathmandu district by using purposive, non- random sampling procedure. In addition, I observed of three classes of each teacher was done. I employed two types of tools; questionnaire and observation checklist for collecting data. The finding shows that most of the teachers are well-aware to manage the large classes and they have to adopt eclectic approach while dealing in a large class.

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



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## LIST OF SYMBOLS AND ABBREVIATIONS

%	=	Percentage
Dr.	=	Doctor
ELT	=	English Language Teaching
etc.	=	etcetera
i.e.	=	That is
No.	=	Number
p.	=	Page
S.N.	=	Serial Number
T.U.	=	Tribhuvan University
viz.	=	namely
e.g.	=	for example