

CHAPTER-ONE

INTRODUCTION

The study is on "Managing Large Classes: English Teacher Perceptions and Practices." This chapter provides the general background, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and finally operational definitions of the key terms, which are used in the research.

1.1 Background of the Study

English is an international language. It is the language of power, prestige, properties and life style in the present scenario. It is the language of employment practice, classroom pedagogy, learning goal, norms and models for teaching, commerce, travel and tours, innovation, media, administration, communication, information technology, human rights, e-media, arts, culture, literature and so on. Therefore, the craze of English language teaching and learning is raising in the present era. English language has been widely used for understanding and creating the literature of foreign countries. This view is clearly expressed by Awasthi (2009, p. 3) "English is widely used also medium of communication for different purposes, not only the vehicle of writing or reading British, American literature." This means English language is used in different countries for different purposes i.e., not only for basic purposes, communication but also language for business and official. The demand for English language by non-native speakers has been increased in most of the countries where English is used as a second or foreign language. In this regard, Harmer (2007, p. 21) states, "The speaker of world English is perhaps capable of dealing with wider range of English varieties than someone stuck with the native-speakers attitudes and competence."

The users of English are multiplying day-to-day and English language is now a language of common mass, not only a few elites. So, the identity of English

language is not only 'English' but also 'Englishes'. English language is the most widely used foreign language in the world. If we observe a short glance, the history of language teaching in general and English language teaching in particular, we found that language came into its own as a profession in the 20th century but it has inner- several changes in the last 100 years. Regarding this, Richards and Rogers, (2005 p.1) state," Language teaching in the twentieth century was characterized by frequent change and innovation by the development of sometimes competing language teaching ideologies."

The concept of language teaching and learning has been shifted the existing roles of both the teachers and students. Today, education is perceived as fundamental rights of human beings. It fosters all the potentialities and holistic development of an individual that language teacher put each learner at the central point of teaching process. Such as classroom management and organization of activities are in favor of their needs, abilities and emotions. Thus, teaching learning process emphasizes not merely the right to education but also particularly the right to quality of education for all. In this regard, Bhattarai and Gautam (2008) state that:

In Nepal, it is used to be the exclusively British English prescribed for the ELT curricula, however, due to the globalizing world through trade, technology, media and relation. Nepal, for the last decades has experienced transition in the use of English language in terms of variety. This situation has demanded to adopt the more flexible approach in the selection and use of English language each and eclectic manner rather than being prescriptive. (p. 13)

To keep the changing concept, ELT planners and practitioners of Nepal have recently introduced and used more eclectic, interdisciplinary, multidisciplinary eclectism methods and materials. From methodological perspectives, we are in

the post-methods era. To be the context sensitive, self-innovative for adaption of newer and nobler methods, which are suitable for the particular context, would work for better solution of ELT problems. Larsen-Freeman,(2008, p.183) says, "when teachers, who subscribe to the pluralistic view of methods, pick and choose from among methods to creates their own blend methods used in their practice is said to be eclectic".

To ensure the quality of education and provide equal learning opportunities for each individual, there are some new emerging issues and approaches such as inclusive education, learner friendly environment, gender sensitive education, glocalization, blanket Vs bracket approach, need based education and life based education. Therefore, to ensure the learning opportunity, the teacher should focus such specific issues that need to be addressed when teaching in large classes. Thus, teachers' perception towards managing large classes and their current strategies to adopt suitable materials and all-round ability to cope such problems is becoming the main concern. Large classes often perceived as one of the major obstacles to ensure quality education. However, managing large classes in ELT classroom is not an easy job. It requires quite a great effort to a teacher to play various roles, ideas, abilities and consciousness. Therefore, the ELT modern era is based on hybridization of various methods and techniques to create own unique third method and technique in a dynamic way. It need not to be a standard method to follow in all cases, it needs to be self-innovative.

1.2 Statement of the Problem

Learning context of English language in Nepal in Higher Secondary Level varies due to the class size, managing mixed ability, monolingual, bilingual and multilingual status. To manage large classes and adopt appropriate methods and technique in a classroom is certainly a difficult task. However, it is not impossible one. For many of us faced with large classes, we might be tempted to give up, thinking that there is no chance of getting so many students to learn. The problem is that we assume learning occurs in proportion to class size. The

smaller class, the more students learn. However, research shows that class size does not automatically correlate with students learning but the quality of teaching. Students in large class can learn just as well as in small ones. What counts is not the size of the class but the quality of the teaching. Evidence shows that students place more emphasis on the quality of teaching than the size of class. The teacher can apply several things for this. In this regard, Hadfield and Hadfield, (2008, p. 152) state:

It may feel like an impossible task to try to satisfy all the individual need of yours students, and you are right! However, there are some practical things you can do to make sure that there is something for everyone in each of your lesson.

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

1.3 Objectives of Study

The study had following objectives:

- i. To find out the English teachers' perceptions on managing large classes.

- ii. To find out the current strategies adopted by English teachers for managing large classes.
- iii. To provide some pedagogical implications.

1.4 Research Questions

To explore the teachers' perceptions and practices towards managing large classes, the following are research questions:

- i. What are the English teachers' opinions towards managing large classes?
- ii. Are they aware of managing large classes?
- iii. What are current real practices to manage large English class?

1.5 Significance of the Study

Teaching is a complex phenomenon with the advent of time, new knowledge, methods and innovation of this field (Harmer, 2008). Language teaching trend is moving from simplicity to complexity, from uniformity to diversity, and from oneness to pluralism due to cross cutting issues are emerging day by day. Such as life-based education, need based education, mother tongue education, local curriculum, virtual learning and mass learning. English language teachers have been surrounded with challenges of teaching students such as diverse and mass classes', multi-abilities together as well. Having students with difference in language proficiency is one of the problems that teachers face. This study was focused on awareness of managing large classes at the higher secondary levels and some useful strategies, which will be exploring to cope with problems. This will be useful for those who are facing such kinds of problems. Especially it is useful for English language teachers who are facing the problem of large classes at higher secondary level. It was equally useful for those who are directly and indirectly involve in designing curriculum, preparing materials and writing textbook. In sense that, they should keep in their mind that the materials they are going to prepared for the learners, they must be addressed such differences and individuality. Moreover, it was useful for further research in this field.

1.6 Delimitations of Study

The proposed study had following delimitations;

- i. The study was delimited to five higher secondary level schools of the Kathmandu district.
- ii. This was delimited to fifteen English teachers at higher secondary level.
- iii. This was delimited for managing large classes only.
- iv. Only three classes of each teacher were observed.
- v. Questionnaire and observations list are the only tools for data collection.

1.7 Operational Definition of the Key Term

Large classes: A class having more than 40 numbers of students at higher secondary levels.

Teacher's perceptions: Views of teachers at higher secondary levels at Kathmandu district.

The Teachers : Higher secondary school teachers at Kathmandu district.

CHAPTER-TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

In this section, the researcher describe and review of the related literature, review of empirical literature, implication of the review for the study and conceptual framework of the study.

2.1 Review of Related Theoretical Literature

In this sub section, I describe present the teachers beliefs towards managing large classes, concept of large classes, problems of managing large classes, challenges and opportunities of large classes and strategies for managing large classes.

2.1.1 Teachers' Beliefs and Teaching Learning Process

Beliefs refer to a perceptions or attitudes towards a particular thing or an object. Richards, et al. (2010, p. 30), "Beliefs refer to teachers' pedagogic behavior, or those beliefs of relevance to an individual teaching." Teacher beliefs are mostly explore in the field of teaching learning and learner's subject matter and the role of teachers. Similarly, Feiman-Nemser and Folden (1986) cited in Richards, et al. (2010. p.30). "Teaching cultures are embodied in the work related beliefs and knowledge of teacher share. Beliefs about appropriate way of acting on the job and rewarding aspects of teaching and knowledge that enables teachers to do their work." Teaching beliefs systems are derive from the culture of teacher, which he/she think do and experimented. Thus, teacher beliefs are permeable and dynamic in structure that acts as a filter through which new knowledge and experiences are screen for meaning. Therefore, teacher beliefs bring new goals, attitude, role and decision in teaching that influences their teaching experiences and facilitate the learners to alter their beliefs. It is important for teacher to become aware of his or her own goals and their learners beliefs during teaching learning process. It can be argued that,

without sensitize teachers with their own beliefs; there is no change in teaching and learning process. Therefore, teachers' beliefs play a central role in the process of classroom management. Regarding this, Hedge says that, "Indeed, building the cohesiveness within the group is clearly an important managerial role of the teacher. The composition of groups or teams for projects is also an important consideration" (Hedge, 2008). Therefore, there are wide ranges of roles of a teacher such as, making groups and pair work, facilitating them, managing resources, providing feedback, presenting new language item. Furthermore, a good teacher should deal with time, setting up activities and access the learning achievements.

2.1.2 Concept of the Large Classes

English has been used in diverse context around the globe. Teaching English in large multilevel classes is one of the major challenges in ELT setting. The majority of classroom consists of multilevel groups where, students have different needs, learning styles, age, attitude towards the target language, learning experience, motivational orientation etc. Large class means a class having a large number of students. English language classes greatly vary in size not only because of teaching aids but also because of the learning context and medium of instructions. Harmer says, (2007, p.122) says, "Everything depends on the particular education system that a teacher is working in. That is why if you ask a teacher what a 'large classes' is they might answer, 20, 40, 60 or 80 even as many as 100 (and sometimes even more)." A large class has no 'exact size' usually it measures in terms of the number of students per teacher.

a. Large Classes

Large is a relative term difficult to define in its isolation. It always determines comparison with others. Nolasco and Arthur (1991, p.4) say, "The answer of large class is varies, they further says that the teachers who are use to groups of twelve to fourteen students might find a group of twenty to be rather threatening. Other may be relieved when they only forty."

Similar view is presented by Ur, (2005, p. 9). "Large is of course, a relative term and 'what a large class' is will varies in place to place", further she states that, 'heterogeneous' class is one that has different kinds of learners in it, as opposed to a 'homogeneous' class, where the learners are similar. Thus, a large class has many students and a multilevel class has students of different levels. According to UNESCO, (2006, p. 1),

Actually, a large has no 'exact size' usually it is measured in terms of number of students per teacher (student teacher ratio). In some countries 25 to 30 students per one teacher is consider large, while in other countries this is seen to be normal or even quiet small. From the teachers perspectives, a class is 'large' whenever it feels large while a class of more than fifty students is usually considered a large class to those of you who normally teach twenty five students or fewer students class of 35 can be large and overwhelming.

"Classes of 40 or more students: indeed, sometimes considerably more than 40 are the norm for the majority of English teachers and learners in the world but this reality has received relatively little attention in 'mainstream' ELT discourse." (Retrieved by pre-publication version of a paper in Pattison, T. (ed.) 2012, IATEFL 2011). Therefore, large class is a relative concept which measures the dependency of the diversity of various components such as linguistic status, learning context, class size, mixed abilities, methodologies, resources, physical facilities and teacher ability to tackle the problem and handle the classes.

b. Large Classes in the Context of Nepal

By nature, a large class has many students including those who communicate in English at different linguistic competence are heterogeneous as above-

mentioned ELT classes in the context of Nepal. It varies in terms of various factors such as level wise bases, economical bases, socio-political bases, geographical and regional bases, psychological and pedagogical bases, cultural and contextual bases and system of academic institution. In this regard, Naslaco and Arthur, (1991, p. 4) say, " Large class are often found at secondary level but we have seen very large classes of several 100 students in a university."

In the context of large classes, a teacher generally feels greater burden and challenges than in small once. Hess (2001, p. 4) says, "Sixty to seventy five students are not so exceptional around the worlds but large classes thirty or more students in elementary multilevel classes as the kind of classes that have been roughly arranged." According to Education Regulation (2059) maximum number of students in a single class at secondary level depends on the geographical regional criteria. Such as, in terai or valley the maximum number of students is up to fifty. Similarly, in the hilly region, the maximum number of students is up to forty-five and in the mountainous region, the maximum number of students in a single class is up to forty. Similarly, School Sector Reform Plan (SSRP, 2066 - 2072) declared that the maximum number of students in a single class is decreasing at the secondary level. Such as, in the beginning phase of this program, the existing number of students in a single class was up to forty-two whereas, twenty-five numbers of students in a single class is the ultimate goal of this programme, which is going to be achieve by the year 2015 A.D. That is to say, 25 numbers of students in a single class at secondary level is the desirable number of students for a teacher to handle the classroom properly. Therefore, there is no any exact size and accurate number of students to be a large ELT classes in context of Nepal too. Therefore, for the fulfillments of my research objectives, I assume that a large class is that, which have more than forty students in a single classroom. So, large class is consists in these research not less than forty students in the single class.

2.1.3 Problems of Managing Large Classes

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

That's why; it is difficult to enumerate all the problems to manage the large ELT classes because small-class teaching as a norm and teaching in large classes as a problem. Those problems, which are related to manage the large ELT classes, cannot ignore at any time. Some of the major problems to managing large according to Ur (2000) classes explain briefly as below:

a. Discipline

The practice of training people to obey rules or a code of behavior is known as discipline. It is one of the most frequent problems to manage large classes. It is

an essential element in teaching learning process. A disciplined class is an ideal field for a teacher. When the class is diverse, the teacher cannot pay attention to each individual. In this regard Ur, (2000, p. 134) states, "I have discipline problems in this classes; I find them difficult to control."

b. Individual Attention to the Students

A class is composed of individuals who belong to different backgrounds having different problems. They need to be given individual attention. However, how it is possible in a class consisting of more than 30 students? It is very difficult to speak and listen to individual students all the time within the limited period. It also becomes difficult for the teacher to know his students individually. A teacher will always find a lot of embarrassment in identifying the specific need of individual learners in a large class. It will also be difficult to locate the weak students to help them .According to Ur, (1996, p.303). "I can't get to know the progress of all the individuals in my class: there are too many of them, and they are all so different."

c. Teachers Discomfort

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

d. The Provision of Teaching Materials

Selecting the appropriate teaching materials for all students in large ELT classes is another problem for the teacher. An ELT teacher helps to teach in the class in varieties of ways. Sometimes he/she has to deliver a lecture but this may require a mega phone to insure proper listening and comprehension in a large classes. Sometimes teacher helps to show slides on overhead projectors.

Many of times he/she has to distribute a copy of his/her teaching materials to the class. For a small class it is easily possible but for a large class it is difficult. Provision of such helping materials requires more money and more efforts. So, Ur, (2000, p.134) says, " I cannot find suitable materials: the textbooks are 'homogeneous'-rigidly aimed at one kind of learner with no option on flexibility."

e. Teaching Learning Process

Another problem to manage large classes is insuring teaching learning process. In a large class, the teaching learning process gets very slow. There are many distractions and disturbances in such classes. The teacher is not audible to the students because of overcrowding much noise in the class. The students find it easier to talk with one another than listening to the teacher. As a result, the teacher does not own the class and the class does not own the teachers and the teaching learning process get disturbed. In this regard Ur, (2000, p. 303) says, "I cannot make sure that all learning is effective; the tasks I provide are either too difficult or too easy for many of them."

f. Correcting Written Assignment

Correcting all the written assignment is another problem in a large class within a limited period. A teacher has to teach new lessons and involve them in activities or correct the large number of written assignment. If teacher corrects the written assignment, he does not have time to teach and move the course in proper speed. If he/she gives time in correcting assignment, then they ignore and do not do assignment. In this regard Ur. (1996, p.303) states, "I cannot keep up with making load."

g. Interest

Interest refers to the feelings of want to know about something or someone. Keeping all the students interests in the classroom is another problem in large classes. In this regard Ur, (1996, p. 303) says, "they get bored: I cannot find

topics and activities that keep them all interested." Some of the students may be interested in one topic and activities but other may not be.

h. Lack of the Understanding

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

According to Nolasco and Arthur, (1991) state the problems of a group of teacher felt they encounter when they try to introduce pair and group work into a large class which are as follows:

- a. Discipline is a problem.
- b. The students are not interested when the teacher talks about which they are unfamiliar with.
- c. There are too many physical constrains, such as rows of desks which are screwed to the floor.
- d. It is virtually impossible to provide the necessary duplicated materials.
- e. Students prefer grammar and exam practice.
- f. The school administration and teachers in the other classes do not like the noise when all the students talk at the other classes so not like the noise when all the students talk at the same time.
- g. Students will not use English when they are putting into pairs and groups.
- h. Although group work and pair work are the key technique to cope with various problems in large ELT classes, there are a number of problems that we have to encounter while applying their techniques. The problems face by groups of teachers as mentioned by Nolasco and Aurther directly supports this view.

- h. Some of the major problem experienced by the teacher teaching in large classes are lack of discipline, lack of individual attention, teacher discomfort, provision of teaching materials, effective teaching materials, students interest, lack of understanding and problems of teacher, pupil interaction etc problems require immediate attention. Unless the problems are rectified, effective teaching cannot be ensure.

2.1.4 Challenges and Opportunities of Large Classes

"Teaching large classes is a challenge, but it can also offer many opportunities for you to improve your teaching and to make it more enjoyable and rewarding for you and your students" – UNESCO, (2006, p. 2). Therefore, large class always offers both, challenges and opportunities simultaneously.

a. Challenges of Large Classes

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

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

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

b. Opportunities of Large Classes

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

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

Large ELT classes setting the opportunity to improve teacher organizational and managerial skills as their work to create and organize their classroom into comfortable, welcoming learning environment and managed the many students within it. It offer the opportunities to improve the teacher interpersonal skills as he/she tries different ways to know each students as unique through their work in class or their lives outsides of it. It also gives the opportunities to improve teachers teaching and presentation skills. The value and nature of large class is that it contains a diversity of students and learning styles and teacher can use many different activities and fun ways of teaching. It can be valuable points for planning lessons and activities so that learning becomes meaningful for the students. It also helps to improve the evaluation skills as a teacher devise a variety of ways to tell whenever the students have really learned the materials instead of relying only on short answer exams, which seem necessary for the large classes. It also provides the opportunities that being large class, the students in a class can share many different ideas and interesting life experiences from each other's. It also provides the opportunities to learn each other's through collaboration and co- operation. It also provides the opportunities to bring varieties in the classroom.

2.1.5 Strategies for Managing Large Classes

“Many commentators talk about large classes as a problem and it is certainly true that they present challenges that smaller classes do not” Harmer, (2008, p. 125) variety of difference is as natural as in the society. Teaching English language in a large class is a difficult task. We have to change the way to teach. We have to recognize that we are teaching a group of different individuals not a single student. Students are different in many ways along with linguistic background and proficiency. Some are brilliant, some are average and some are below the average, some are confident, others are shy, some like working with friends, others are not. Various methodologies have suggested different teaching tips and strategies for coping with challenges in large classes. In this regard, Hess (2006) presents the key elements in successful teaching in large classes as follows:

a. Be Organized

The bigger the group, the more we have to organize and know what we are going to be before the lesson starts.

b. Established Routines

The large classes will be managed daily if we establish routines that our students and we recognize straight away.

c. Use a Different Place for Different Activities

In a small or in one to one teaching, it is difficult to vary the pace of what we do base on how the students are reading.

d. Maximize Individual Works

The more we can give students individual work even in a large class, the more we can mitigate the effects of always working with a large group as a whole.

e. Use Students

We can give students a number of different roles and encourage them to take a risk in their learning and encourage them to develop ownership in learning and take responsibilities in their learning.

f. Use Worksheet

When the feedback stage is reach, teacher can go through worksheet with the whole group and all students will get the benefit.

g. Use Pair Work and Group Work

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

h. Use Chorus Recitation

Since it becomes difficult to use a lot of individual repetition and controlled practice in a big group, it may be more appropriate to use students in chorus.

i. Take Account of Vision and Acoustics

Big classes often (but not always) take place in big rooms.

j. Use the Size of the Group to your Advantage

We should say that lecturing, acting and joking should be offer in large classes.

UNESCO (2006) some practical strategy for teaching for large classes as follows:

- a. Creating a well-managed classroom community, so that teacher and students are ready to learn in a comfortable, physical and psycho - social environment.

- b. Teaching in large classes includes planning lessons and choosing effective, alternative to the standard lecture format.
- c. Evaluating and teaching a large class, so that the teacher can provide the good opportunities for students to show what they are learning and teacher can reflect on their own teaching practices.

According to Carbone (1999) some practical strategies for managing large classes:

a. Personalized Feedback

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

b. Get the Students to Listen

It is another methods and strategies adopted by teacher to manage large ELT classes. There is a French proverb highlighted by Carbone" The spoken word belongs half to him who speaks and half to him who hears." If the students do not listen to the teacher, they cannot comprehend any things.

c. Exploiting Stories and Examples

Story telling is one of the oldest and most basic method of communication and the transmission of knowledge about the world. Stories make concepts vivid and clear by illustrating them rather than simply explaining them. Especially in large ELT classes, where the teacher is more of a lecturer and less of a facilitator, stories can help listening materials come alive for students.

d. Audio Visual Aids in Large Classes

In large classes, teachers should adopt audio -visuals aids to manage large classes. No effective language is possible without appropriate teaching aids.

This is perhaps more true of teaching English as a second language than of teaching one's own mother tongue. These aids help the students to see and comprehend what they taught whereas; audio aids help them to learn from what they hear. Audio-visual aids combine in themselves the technology of teaching through hearing and seeing. We can say that no audio -lingual approach can be successful in the absence of qualified and trained teachers. In our ELT system, the high incidence of poorly qualified teachers only increases the waste of student time and public resources. High motivated and qualified teachers, good textbooks, proper examination system, tape recorder, language laboratories, television sets, cassettes and other audio-visual aids are an indispensable condition for a successful implementation of ELT program in a large class. Large classes is rich varieties of human recourses though, it need to be tactful, skillful teacher to manage large classes successfully. It is always beneficial for conducting group and pair works in such class.

2.2 Review of Related Empirical Literature

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

various techniques and strategies. In this regard, I have gone through some empirical previous literature, which are as follows:

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

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

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

Bashyal (2010) carried out a research on the same field entitled "Strategies of Classroom Management Used by Secondary Level English Teacher." The main objective of this research was to identify the common strategies used by secondary level English teacher for classroom management. Two sets of questionnaire have been distributed to twenty secondary level English teachers representing at least two teachers from each of the school. The findings of the study were no one the strategy i.e. physical, academic and disciplinary strategies were not founding satisfactory in the secondary level English language classes. He tried to explore the major strategies adopted by the secondary level English teachers. He found that, encouragement, feedback are the major factors for classroom management.

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

The researches mentioned above are related to classroom management, but no one has tried to find out the views of teacher's on managing large classes teachers perceptions' and practices in the present context at higher secondary level. Therefore, I presented the work as a new attempt in the exploration of above-mentioned untouched area.

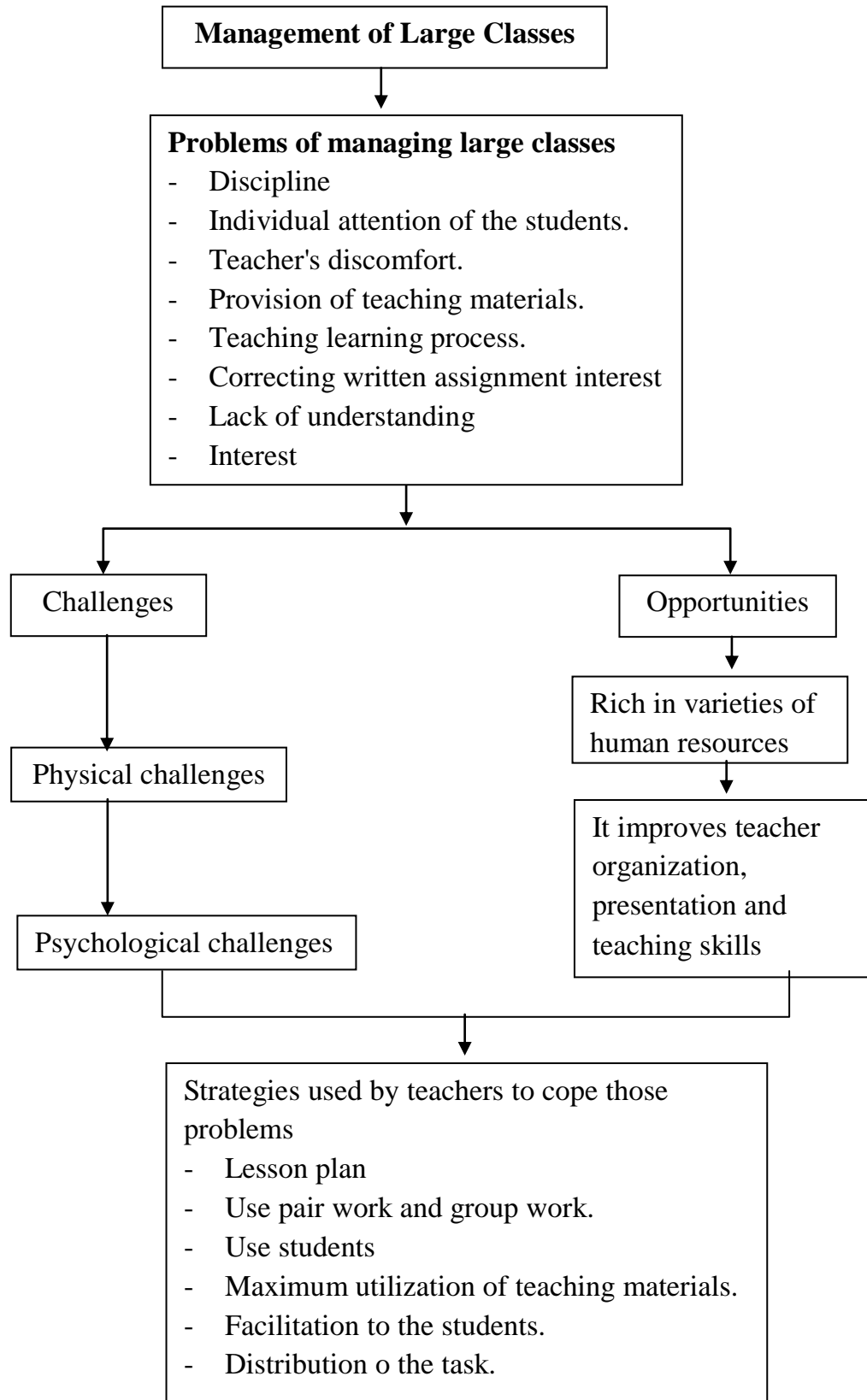
2.3 Implications of the Review for the Study

All of the studies reviewed here were conducted on the area of large classes. These studies are to some extent to my study. After reviewing these works, I have got sufficient ideas to conducted research work about managing large classes teacher's perceptions and practices. Particularly, I have got ideas and informatoins about my research from the study of Neupane (2007), Basyal (2010) and Ghimire (2011). In order to conducted, those researches they have to used survey research design and I followed the same i.e. survey research.

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

2.4. Conceptual Framework

The study **Managing Large Classes: Teacher's Perceptions and Practices** is based on the following conceptual framework.



CHAPTER-THREE

METHODS AND PROCEDURES OF THE STUDY

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

3.1 Design and Methods of the Study

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

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

Survey, in the context of educational research is carried out to find out the practicality, applicability and appropriacy of certain events, issues, situation and/or phenomena, Generalizing the present status of find out its detail, as a

whole, is the aim of survey in education. In survey research we should follow fourteen-step procedures. They are as follows:

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

3.2 Population Sample and Sampling Strategies

The population of this study was all the higher secondary level English teachers of Kathmandu district. Out of them, the sample of the study included 15 teachers from different higher secondary schools in Kathmandu district. It is not possible to include all the population in the study because of the time and other constraints. So, the selection was done through purposive non-random sampling procedure. Following the same procedure, fifteen English teachers from five different higher secondary level schools representing at least three teachers from each of the schools were taken as sample.

3.3 Study Areas/Field

The research areas of the study were five higher secondary level schools of Kathmandu district.

3.4 Data Collection Tools and Techniques

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

3.5 Data Collection Procedures

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

- i. At first, I visited the selected schools, talk to the authority, built rapport with them and explained them the purpose of the study to get their permission to consult English language teachers.
- ii. After getting permission from the authority, I consulted the English language teachers, built rapport with them, explained them the purpose of the research and request them to take part in responding the questionnaire.
- iii. After this, I distributed the questionnaires.
- iv. Then, I observed fifteen classes with observation forms.
- v. Finally, I collected the questionnaire thanking the informants and school authority for their co-operation.

3.6 Analysis and Interpretation of the Data

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

CHAPTER-FOUR

ANALYSIS AND INTERPRETATION OF THE RESULT

Mainly this chapter is concerned with the analysis and interpretation of the results derived from the collected data. After collecting the data from purposive non- randomly selected 15 teachers of Kathmandu district, I analyzed and interpreted those data which are collected from the primary sources. The main objective of this study was to find out strategies adopted by teacher to manage large classes. The data collected from the informants are based on the set of questionnaires prepared for higher secondary level in schools in Kathmandu district and class observation. Open ended and close-ended questions were provided to the sampled teachers in order to collect their views. The views expressed by the teacher towards the large size ELT classes and the things found in classroom observation are presented, analyzed and interpreted here in this chapter. Finally, the summary of the findings is also included.

4.1 Analysis and Interpretation of the Results

A set of questions were provided to the respondents containing close ended and open ended questions respectively. In order to draw the teachers perceptions a set of questionnaire (Mostly closed-ended questions) with three alternative viz. Agree undecided and disagree and open-ended question. The teachers were given a set of twenty-six questions. Among twenty four questions were close-ended and two questions were open-ended. The percentage is the main base for data analysis. While analyzing the data the total number of response of each question and item was analyzed, tabulated or shown by using tables. Open-ended questions were asked to take the subjective responses from the informants. The holistic analysis and interpretation of the data obtained from the teachers is presented below.

4.1.1 The Holistic Analysis of the Teachers Responses

This section includes the following discussion.

4.1.1.1 Recognized Large Class

This part is concerned with four statement related to managing large classes. The main aim of those statements was to find out the teachers perceptions on managing large class, whether they were aware or not. The holistic analysis of this area is that most of teachers were well aware to manage large classes and recognized unique nature of the students. However managing large c lasses is challenging. It beyond the linguistic aspects i.e. physical, psychological and cultural aspects.

4.1.1.2 Problems of Managing Large Classes

This part is concerned with three separate statements which aim to find out the practical problems that a teacher faced while dealing in a large class. The obtained data showed that it is often difficult to make challenges to make the large class beneficial for all learners however, capable teacher who adapting various techniques can make large class beneficial for all learners.

4.1.1.3 Challenges and Opportunities of Large Classes

This area consists of five separate statements which aim to found out the teacher's ability whether they are aware to utilize the challenges as the opportunities. The responses showed that most of the teacher was well recognized the challenges make it as opportunities.

4.1.1.4 Strategies Coping with the Problems

This area consists with eight different statements which aim to found out classroom strategies adopted by teacher while dealing within a large class. The data showed that most of the teachers were always devise different level of exercises of different groups of students in the same class. Data also showed

that most of the teachers use teaching aids as an instrument to solve the problem in a large class and there is no best way to teach in a large class the teachers themselves should be developed which is best technique for their students

4.1.2 Individual Analysis and Interpretation of Teachers

It includes the following discussion.

4.1.2.1 Managing Large Class: Analysis and Interpretation of Teachers' Responses

This part is concerned with four statements related to managing large class. The main aim of these statements were to find out whether the teachers are aware for managing large class ? The responses obtained from the respondents are separately presented the following tables:

The first statement was 'All learners are a unique in nature so we should manage the classroom to address the needs and interests of each learner.' The responses obtained from the respondents are systematically tabulated the following table.

Table No. 1
Manage the Classroom to Address the Needs and Interests of Each Learner

Agree		Undecided		Disagree	
No. of teachers	Percent	No. of teachers	Percent	No. of teachers	Percent
14	93.5	1	6.5	0	0

The table above shows, 93.5 percent of the total respondents is agreed with the statement, 6.5 percent marked undecided and none of them disagreed with the statement. The responses indicate that the teachers are well-aware to manage the large classes.

The next statement was 'The term large class management refers to managing the multiple ability including physical, psychological, sociolinguistic and

cultural aspects of the students'. The responses obtained from the respondents are tabulated as the following.

Table No. 2

Physical, Psychological, Sociolinguistic and Cultural Aspects of the Students

Agree		Undecided		Disagree	
No. of teachers	Percent	No. of teachers	Percent	No. of teachers	Percent
15	100	0	0	0	0

The table above shows the total number of respondents are agreed with the statement. The response indicates that the teachers are well familiar about the managerial aspects of the large class.

Another statement was 'Managing Large class is norm rather than expectation.' The responses obtained from the respondents are tabulated as the following table.

Table No. 3

Managing Large Class is Norm rather than Expectation

Agree		Undecided		Disagree	
No. of teachers	Percent	No. of teachers	Percent	No. of teachers	Percent
5	28	8	59	2	13

The table above shows 28 percent of total respondents agreed with statement, 59 percent marked undecided and 13 percent of them disagreed with the statement. The responses indicate that the teachers are still not well aware for managing with diverse contexts and methodologies in a large class.

The next statement was 'To managing multilevel ability in a large class is as common as in the society.' The responses obtained from the respondents are tabulated as the following table.

Table No. 4

Multilevel Ability in A Large Class is as Common as in the Society

Agree		Undecided		Disagree	
No. of teachers	Percent	No. of teachers	Percent	No. of teachers	Percent
9	60	5	33	1	17

The above table shows, 60 percent of total respondents agreed with the statement, 33 percent marked undecided and 7 percent of them disagreed with the statement. According to data obtained it can be analyzed that the majority of teachers are well aware to manage the multi-abilities of their students.

(a) Problems for Managing Large Class: Analysis and Interpretation of Teacher's Responses

This part is concern with three separate statements. The main aim of these statements is to find out the practical problems that a teacher faces while dealing in a large class. The obtained responses are separately tabulated the following tables:

A actual statement to this section was 'The main problem of a large class is that it is impossible to make the class beneficial for all the students'. The responses obtained from the respondents are tabulated the following table:

Table No. 5

Class Beneficial for All the Students

Agree		Undecided		Disagree	
No. of teachers	Percent	No. of teachers	Percent	No. of teachers	Percent
9	60	3	20	3	20

The above table shows, among the total respondents 60 percent are agreed, 20 percent marked undecided, 20 percent disagreed with the statement. According obtained data can be said that, the majority of respondents have faced problem difficult to make a large class beneficial for all students.

Another statement regarding this area was 'Students of different language (proficiency) level can successfully be taught together that the teacher is capable of adapting various techniques. The obtained responses are tabulated the following table.

Table No. 6
Teacher Capable of Adapting Various Techniques

Agree		Undecided		Disagree	
No. of teachers	Percent	No. of teachers	Percent	No. of teachers	Percent
9	60	3	20	3	20

The above table shows 60 percent of total respondents agreed, 20 percent marked undecided and 20 percent disagreed with the statement. According to obtained data it can be said that the majority of teachers are accepted that the need of capable and qualified teacher for ensure the quality of teaching in a large class.

The next statement was 'One size fits all approach, deeply rooted in the mind of teachers has been fundamental problem in managing large class'. The obtained responses though, the respondents are tabulated the following tables.

Table No. 7
One Size Fits all Approach, Deeply Rooted in the Mind of teachers has been Fundamental Problem in Managing Large Class

Agree		Undecided		Disagree	
No. of teachers	Percent	No. of teachers	Percent	No. of teachers	Percent
6	40	4	26.5	5	33.5

The above table shows, 40 percent of respondents agreed with the statement, 26.5 percent marked undecided, 33.5 percent of them disagreed with the statement. According to obtained the data it can be said that the majority of the teachers are still confused whether they follow any method as it is or adopted it according to their context.

(b) Challenges and Opportunities of a Large Class: Analysis and Interpretation of the Teacher's Responses

This area is consists of five separate statement. The main aim of these statements were to find out the teachers ability, whether they are aware to utilized the challenges as the opportunities ? The responses obtained from the respondents are separately presented as below:

A statement in this area was 'A teacher faces many challenges and opportunities while dealing within a large class. The responses obtained from the respondents are tabulated the following table.

Table No. 8

Many Challenges and Opportunities while Dealing Within a Large Class

Agree		Undecided		Disagree	
No. of teachers	Percent	No. of teachers	Percent	No. of teachers	Percent
13	87	1	7	1	7

The above table shows, 87 percent of total respondents agreed with the statement, rest of them 7 percent marked undecided and disagree with the statement. According to data obtained it can be said that the majority of the teachers are aware to utilize the challenges as opportunities in a large class.

The next statement was 'The most important thing is that large class is the rich varieties of human resources.' The responses obtained to this statement are presented the following table.

Table No. 9

Large Class Rich Varieties of Human Resources

Agree		Undecided		Disagree	
No. of teachers	Percent	No. of teachers	Percent	No. of teachers	Percent
12	80	3	20	0	0

The table above shows, 80 percent of the total respondents agreed with the statement, 20 percent of them marked undecided and none of them disagree with the statement. According to obtained data it can be analyzed that the majority of the teachers are well recognized the large class as a rich variety of human resources.

Another statement was 'Teaching large class is a challenge but it can also offer many opportunities to improve teaching and makes it more enjoyable and rewarding'. The responses obtained to this statement are tabulated the following table.

Table No. 10
Many Opportunities to Improve Teaching and Makes It More Enjoyable and Rewarding

Agree		Undecided		Disagree	
No. of teachers	Percent	No. of teachers	Percent	No. of teachers	Percent
13	56.5	2	13.5	0	0

The table above shows, 86.5 percent of respondents agreed with the statement, 13.5 percent marked undecided no one of them, disagreed with the statement. According to obtained data it can be analyzed that the majority of the teachers are well-known to utilize the challenges as the opportunities of the large class.

The next statement was 'Teaching in a large class never gets bored because I have a great challenges in front of the class'. The responses obtained from the respondents to this statement are presented the following table:

Table No. 11
Great Challenges in Front of the Class

Agree		Undecided		Disagree	
No. of teachers	Percent	No. of teachers	Percent	No. of teachers	Percent
10	66.5	5	20	2	13.5

The presented table shows, 66.5 percent of the total respondents agree with the statement, 20 percent marked undecided and 13.5 percent disagreed with the statement. According to this data it can be analyzed that, the majority of the teachers are aware to utilize the challenges of large class's opportunities to improve their teaching skills.

Another statement was 'Deciding appropriate level of instruction and task is challenging in a large ELT class'. The responses obtained to this statement are tabulated in the following table.

Table No. 12
Instruction and Task Challenging in a Large ELT Class

Agree		Undecided		Disagree	
No. of teachers	Percent	No. of teachers	Percent	No. of teachers	Percent
11	73.5	4	26.5	0	0

As it is presented in the table above, 73.5 percent of the total respondents agreed, 26.5 percent marked undecided and none of them disagreed with the statement. The majority of respondents showed their agreement with the statement. According to obtained data it can be analyzed that the teachers are facing the challenge to decide the appropriate level of the task for their students in a large class.

(c) Strategies Coping with the Problems: Analysis and Interpretation of Teachers' Responses

This area consists with eight different statements. The main aim of these statements was to find out classroom strategies adopt by teachers while dealing within a large class.

The statement and the responses obtained from the respondents are presented. Separate ways as the follow:

A statement in this area was 'I always devise different level of exercises for different groups of students in the same class'.

The respondents obtained to this statement are tabulated in the following table:

Table No. 13
Different Groups of Students in the Same Class

Agree		Undecided		Disagree	
No. of teachers	Percent	No. of teachers	Percent	No. of teachers	Percent
2	13.5	3	20	10	66.5

The table above shows, the total number of respondents 13.5 percent agreed, 20 percent marked undecided and 66.5 percent of them disagreed with the statement. According to obtained data, it can be analyzed that most of the teachers are not design the task according to the levels of the students in a large class.

Another statement was 'I often organize group work and pair works in the classroom'. The responses obtained to this statement are tabulated in the following table.

Table No. 14
Group Work and Pair Work in the Classroom

Agree		Undecided		Disagree	
No. of teachers	Percent	No. of teachers	Percent	No. of teachers	Percent
8	55.5	3	20	4	26.5

The above table shows, 55.5 percent respondents agree, 20 percent undecided and 26.5 percent marked disagreed with the statement: Since majority of the respondents showed their agreement with the statement, it can be conclude that most of the teachers organized group and pair work in a large class.

The next statement was 'Collaborative learning is instrumental in solving the problems of ELT large classes.'

The responses obtained to this statement are tabulated in the following table:

Table No. 15
Instrumental Solving the Problems of ELT Large Classes

Agree		Undecided		Disagree	
No. of teachers	Percent	No. of teachers	Percent	No. of teachers	Percent
5	33.3	4	26.5	6	40

The above table shows, 33.5 percent of respondents agree, 26.5 percent undecided and 40 percent disagreed with the statement. According to the majority of respondents, it can be analyzed that most of the teachers are not applied the collaborative learning in a large class.

The next statement was 'What counts is not the size of the class but the quality of teaching'. The responses obtained to this statement are tabulated in the following table:

Table No. 16
Size of the Class but the Quality of Teaching

Agree		Undecided		Disagree	
No. of teachers	Percent	No. of teachers	Percent	No. of teachers	Percent
13	86	0	0	2	14

As indicated in the above table, out of total fifteen respondents, 86 percent agreed, none of them undecided and 14 percent marked disagreed with the statement. The data indicate that the majority of the teachers are accepted the quality of the teaching, not the size of the class.

The next statement was 'There is no best way to teach a large class', the teacher themselves should develop the best method or technique which is suitable to their teaching styles, and characteristics of their students.

The responses obtained to this statement are tabulated as the table below:

Table No. 17

Teaching Styles and Characteristics of Students

Agree		Undecided		Disagree	
No. of teachers	Percent	No. of teachers	Percent	No. of teachers	Percent
10	66.5	5	33.5	0	0

As indicated in the table above, out of total respondents 66.5 percent agreed, 33.5 undecided and none of them marked disagreed with the statement. The data indicate that most of the teachers are creative, innovative, and context sensitive to adapt the best method and techniques to suit their teaching styles, and characteristics of their students and context.

The next statement was 'Maximum utilization of teaching aids is one of the tools for instructing the large classes'. The responses obtained from the respondents to this statement are clearly tabulated in the following table:

Table No. 18

Tools for Instructing the Large Classes

Agree		Undecided		Disagree	
No. of teachers	Percent	No. of teachers	Percent	No. of teachers	Percent
10	66.5	3	20	2	13.5

The table above shows, 66.5 percent of total respondents agreed, 20 percent undecided and 13.5 percent of them disagreed with the statement. According to obtained data it can be analyzed that the majority of the teachers were aware to utilize the teaching aids as a tool for instructing the students in a large class.

4.2 Results and Discussion

It includes the following results and discussion.

4.2.1 Analysis of Teachers Responses on Managing Large Classes

The Physical management of the desks and benches also related to, arrangement of desks and benches, setting condition of the whole class, movement of the teachers between these arrangements. Therefore it is an important strategy to determine the teaching and learning quality in a large class. The data obtained through the class observation of teachers are tabulated to this strategy as the table below:

Table No. 19

Physical Management of the Large Classes

	Orderly row		Horse shoes		Circle		Solowark		Separate table		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Arrangement of desk and banches	45	100									45	100
Way of movement between theses arrangement			15	33.5	25	55.5	5	11.5			45	100

The table above shows, the management of desks and benches of the large class were orderly row. No one of the class was seen other conditions used as horse shoes, circle, solowork and separate table. The way of movement between these arrangements were found the majority of the average. According to obtained data it can be analyzed that most of the setting conditions of the large classes were orderly rows. The way of movement between these arrangements were average in rank that is not satisfactory for providing the learning opportunities for all learners in the large classes.

The Holistic Analysis of the strategy 'organization of group and routine established' organization of the groups of the students and pre-planned for

teaching in a large class is another important classroom strategy. It helps teachers to manipulate the all-round activities successfully even in a large class. The data obtained through the class observation of the teachers are tabulated in the table below:

Table No. 20
Organization of Groups and Requiring Established

	Excellent		Good		Average		Below the average		Poor		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Taking register	2	4.5	25	55.5	13	28.5	5	11.5			45	100
Collecting homework	3	6.5	27	60	15	33.5	2	4.5			45	100
Getting pair and group work			13	28.5	15	33.5	7	15.5			45	100

The table above shows, organization of groups and routine established strategy of the teachers quite satisfactory. The table shows, the majority of the strategy rate adopt by teachers on good. However it needs to be improved to ensure the learning opportunities for each learner in a large class.

The analysis of the strategy 'way of encouraging student's participation', the motivate students towards learning and develop the ownership of their own learning is the most important factor in learning process. It helps to make all students engage to do at least something. The data obtained through class observation to this strategy are tabulated in the table below:

Table No. 21
Way of Encouraging Students Participation

	Excellent		Good		Average		Below the average		Poor		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Read and write individually	2	4.5	15	33.5	23	55.5	4	8.5			45	100
use of library /self access materials			15	33.5	25	55.5	10	22.5			45	100
Get them produce their own work			20	44.5	25	55.5					45	100
Ownership in learning			10	22.5	25	55.5	10	22.5			45	100

From the above table, it was found that the teachers used the strategy of encouraging students participation as the balanced way, likewise to give the opportunities to the students for read and write individually used the self-access materials get them produce their own work and provided that feedback to them if necessary. The majority of obtained data rate were good and average however ownership development in learning strategy was not as good, as it to be.

The analysis of the strategy 'Distribution of the responsibilities of the students in a class, it is another important strategy for managing long class, that helps to reduce the teacher talk time (TTT) and increase the students talk time (STT) in a large class. The obtained data through class observation to this strategy and tabulated as the table below:

Table No. 22

Distribution of the Responsibilities to the Student in Class

	Excellent		Good		Average		Below the average		Poor		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Appoint class monitors			10	22.5	15	33.5	20	44.5			45	100
Asks to teach the others			12	26.5	18	40	15	33.5			45	100
Provide the leadership			12	26.5	20	44.5	10	12.5			45	100
Get students to listen			15	33.5	20	44.5	5	11.5			45	100

The table above shows, distribution of the responsibilities to the students in a large class was not satisfactory. According to obtained data, it can be analyzed that the distribution of the responsibilities to the students in a large class.

Likewise, appoint monitors, asks the teacher the others and get students to listen were found the majority of the average rate which need to be improved for ensure the learning opportunities of an each individual in a large class.

The holistic analysis of the strategy 'Using task/worksheets' designed the task worksheet according to the level of the students and distributed it is another important strategy for managing large class. It helps to make all students are

equally involving to perform their task. The data obtained through the class observation of the teacher are holistically tabulated in the below:

Table No. 23
Using Task/Worksheet In a Long Class

	Excellent		Good		Average		Below the average		Poor		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Distribution of the task according to the level of the students			10	22.5	22	48.5	10	22.5	3	6.5	45	100
Encourage to learn with co-operation			15	33.5	17	37.5	11	24.5	2	4.5	45	100
Providing feedback			11	24.5	30	66.5	4	8.5			45	100

As the table above shows, the majority of using the strategy likewise, task distribution according to the level of the students showed the average rate. According to obtained data it can be analyzed that, using task/worksheets distribution was not effective and judicial ways.

The analysis of the strategy 'Way of managing pair and group work', as a large class is a rich variety of human resources. It is often beneficial to make different groups for interaction. Therefore appropriate way to design groups and pair work in a large class is another important strategy. The obtained data through class observation to this strategy holistically tabulated as in the table below:

Table No. 24
Way of Managing Pair and Group Work in a Large Class

	Excellent		Good		Average		Below the average		Poor		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Way of training the group of the students			10	22.5	25	55.5	10	22.5			45	100
Clarity of instructions			30	66.5	15	33.5					45	100
Participations of the students			15	33.5	25	55.5	5	11.5			45	100

The table above shows, the majority of applied rate of the strategy of way of managing pair and group work on the good and average rate. According to the obtained data it can be analyzed that the condition the managing groups and

pair work not as effective as it is to be. It need to be improved for ensure the opportunities of learning of an each learner in a large class.

The analysis of the strategy 'Provision of the teaching aids', the maximum utilization of teaching aids is one of the best way to instructing the large class. The obtained data through class observation of the teachers to this strategy are holistically tabulated as the table below:

Table No. 25
Provision of teaching Aids in a Large Class

	Excellent		Good		Average		Below the average		Poor		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Clear/visible from the last benches	3	6.5	30	66.5	12	26.5					45	100
Audible for all students	2	4.5	35	77.5	8	17.5					45	100

As the table above shows, the majority of rate with good with this strategy. According to obtained data it can be analyzed that, the condition of the utilization of teaching materials was satisfactory than the other.

The analysis of the strategy 'way of using large class as advantage', it believed that in a large class teaching the teacher never gets bored because of many challenges and opportunities in front of the class. Therefore it is an important strategy for managing large class which can be allowed to bring the various varieties such as, cracking jocks, sharing the varieties of life experiences, acting out the different personality within a single class. The data obtained through class observation of the teachers to this strategy are holistically presented as below:

Table No. 26
Way of using Large Class as Advantage

	Excellent		Good		Average		Below the average		Poor		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Cracking jocks			10	22.5	35	77.5					45	100
Sharing the varieties of life experiences	3	6.5	32	71.5	14	22.5					45	100
Acting different personality			25	55.5	15	33.5	5	11			45	100

The table shows, the majority of the strategy rate on good. However, some classes were found excellent and below the average also.

4.2.2 Analysis and interpretation of Open-ended Questions

This section consists of one question. The main aim of the question is to find out the classrooms' problems if the teachers have faced difficulty one hand and the other hand to find out the actual classroom strategies if the teachers did not face any difficulty to handle the large class.

The teachers who have to face difficulty to handle the large class were required to mention the classroom problems. According to their responses the classroom problems that the teachers faced in ELT large classes are thematically presented as below:

- Maintaining the discipline
- Motivating for all students
- Monitoring problem
- Interaction problem
- Controlling noise
- Providing feedback
- To check written homework
- To prepare teaching materials
- To design the task
- To maintain the time
- To divide the group
- To avoid the misunderstanding
- Narrow down the gap between teachers and students

The teachers who did not have to face any difficulty to handle the large class were required to mention the classroom strategies that they had to adopt. While dealing in a large class. The strategies have to adopt by the teachers are thematically presented below:

- Group-work, pair work, role play

- Pre-planned the lesson
- Peer-correction
- Mass-correction
- Utilization of teaching materials
- Group discussion
- Project work
- Collaborative teaching with each other.
- Encourage students to learnt themselves
- Provide the opportunities to teach their friends.
- Presentation through power point.

4.2.2.1 Data Collection through (Classroom) Observation Checklist

This section concerned with the observation of forty-five classes of higher secondary level English teachers. The main aim of this section is to find out the actual classroom strategies to adopt by teachers. I prepared an observation checklist and observed the forty-five classes of fifteen selected teachers (3 classes of each teacher) at that time they have to adopt. Here, I mostly concentrated to observe what strategies used by the teachers. For analyzed the adoptive strategies by the teachers, I have to used five rating scale observation checklist having 'Excellent', 'Good', 'Average', 'Below the average' and 'poor'. If the mentioned strategies which shown the great orientation of the teachers' classroom strategies I have been analyzed and interpreted under the eight different sub topic.

- a. Physical management.
- b. Organization of group and routine established
- c. Way of encouraging students participation
- d. Distribute the responsibilities of students in a class
- e. Task using/work sheets
- f. Way of managing pair and group work
- g. Provision of teaching (materials) aids
- h. Ways of using large class as advantage

The above mentioned areas are analyzed and interpreted on the basis of the data obtained through the class observation of the selected teachers.

4.3 Summary of Findings

From the analysis and interpretation of the information obtained. The following major findings have been drawn.

- i. All the higher secondary level English teachers (i.e. 100%) are well aware to manage the large ELT classes. They are also aware of the fact that, managing large class goes beyond the physical management, psychological management, socio-cultural and ability management aspects of the learners.
- ii. The teachers are aware of the fact that in a large class there might students having different language proficiency. However, significance teachers (i.e. 46.5%) do not devise levels of the activities for dressing needs, abilities of the students. To teach all the students at the same level as if they do not vary in their language proficiency (level).
- iii. It was found that most of the teachers (i.e. 80%) are well recognized the large class is rich verities of human resources.
- iv. It was found that a large class is rich variety in human resources. Therefore it is always beneficial to divide the groups and get them interaction with the students. However, majority of the teachers (i.e. 60%) do not divide the groups of the students while teaching in large class.
- v. It was found that collaborative learning is instrumental in solving the problems in a large class. However, less than half of the teachers (i.e. 46.5%) do not encourage the students to learn with collaboration.
- vi. It was found that large class poses different challenges and opportunities to the teachers. For most of the teachers (i.e.87%), it is very difficult to

decide what kind of instruction task, and materials is appropriate for all the students.

- vii. It was found that most of the teachers (i.e.56.5%) aware to utilized the challenges of the large class as the opportunities to improve their teaching skills.
- viii. It was found that only few teachers (i.e.55.5%) organized groups and pair works in a large class.
- ix. It was found that many teachers (i.e.60%) do not distribute the responsibilities in the class to the students for managing the large class.
- x. It was found that most of the teachers (i.e.75%) do not encourage the participation of the students in learning. Therefore, low participation of the students lack of the ownership of their own learning.
- xi. It was found that teacher is in favor of to be creative, innovative and context sensitive to adopt the best methods and techniques to suit their teaching styles and characteristics of their students. However most of them (i.e.75%) unable to adopt the best techniques and methods rather they took it as it is.

CHAPTER-FIVE

CONCLUSION AND RECOMMENDATIONS

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

5.1 Conclusions

The main aim of the study was to find out the teachers' views on managing large classes and current strategies they have to adopt in the class room. The study is focused on these two areas (i.e. views, and practices) for the fulfilment of the objectives' I have gone through survey research design, especially purposive, non-random sampling procedure. I employed the two tools; questionnaire and observation checklist. These two tools assisted me to find out the teachers perception towards managing large classes, and also find out the current strategies they have to adopt while dealing in the large classes. The following findings have been drawn after completing the analysis and interpretation of the data as summary.

- i. It was concluded that the physical management of the large classes likewise, arrangement of desk and benches, way of moving these arrangement or setting conduction of the students were not in favor of learners sensitive.
- ii. The ways of arranging desk and benches were orderly rows which makes difficult to conduct group work, pair work collaboration in learning and provide the feedback to the student in group-wise or an individually for the teachers.
- iii. They are also aware the fact that ELT large classes are as common as in the society. Therefore a teacher should manage the class to address the needs, interest and ability of each learner.

- iv. It was concluded that it is possible to make large class beneficial for all the students if the teacher is capable to design, various tasks, to the students.
- v. It was concluded that one size fits all approach is the fundamental problem for managing large class.
- vi. It was concluded that teachers are aware to utilize the teaching aids as one of the effective tool for instructing the students in a large class.
- vii. Lastly the teachers were not found as practical as they responded in the questionnaire forms. There was a group between theory and practice in a great deal.

5.2 Recommendations

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

5.2.1 Policy Level

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

- i. The government also could decide to consider of teachers' practices when selecting training candidates and also recruitments of trained teachers.
- ii. The teachers' trainer should train the teachers to develop the certain skills to manage the classroom effectively.

- iii. Curriculum planner, course designer, materials developer textbook writer should develop the coordination and cooperation culture with those areas.

5.2.2 Practice Level

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

- i. All the teachers should take care of their students individually. It helps to develop the good relationship between them and to create learner friendly environment in the classroom. Therefore classroom will be well managed.
- ii. The teachers should organize extra curricular activities frequency that reflects the needs and interest of the students. It can help to make a significant contribution for managing good atmospheres in the classroom.
- iii. The teacher should organize the groups and pair of the students and asks to learn with collaboration. It helps to learn more with friends.
- iv. The teachers should design the different tasks for different level of the students.
- v. The teachers should provide the responsibilities to the students. It helps to develop self-managed discipline to the students.
- vi. The teachers are suggesting preparing their lesson before going to teach. It helps them to run the class effectively.
- vii. The teachers are suggested teach English through the English. It helps to control the unnecessary noise in the classroom.

- viii. The teachers should facilitate all the students equally. However, they should be most care of those students who are very shy and weak in the classroom. It helps to ensure the learning opportunities to each student in a judicial way.

5.2.3 Further Research Level

Due to the various constraints, I could not include some areas in my research study. These areas could be a matter of future research to contribute more to the existing knowledge regarding the large class management. Therefore, I would like to suggest the following recommendations for the further researches to explore more in these areas.

- i. This study is only starting point in the department of English education, T.U., Kirtipur. Therefore, the further researches can look the details of this area.
- ii. The further researcher can work on factors of managing large classes, the teachers related factors, students related factors, economical factors etc.
- iii. Further researcher can take this study as a guideline who wants to carry out research in the similar field.

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Appendix 1

Questionnaire for the Teacher

Dear sir/madam,

This questionnaire is a research tool for gathering information for my research entitled **Managing Large Classes Teacher Perceptions and Practices** for the partial fulfillment of my Master of Education in English at T.U. I am carrying out this research under the guidance of **Bhesh Raj Pokhrel**, Lecturer of Department of English Education. The Questions are based on Teachers' Views on Managing Large Classes and Practices.

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

Researcher

Durga Devi Poudyal

Department of English Education

T.U., Kirtipur, Kathmandu

Name of the teacher :

Date:

Name of the school/campus:

Number of students:

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

1. All learners are unique in nature so we should manage the classroom to address the needs and interests of each learner.
a) Agree b) undecided c) disagree

2. The term 'large class management refers to manage the multiple ability including physical, psychological, sociolinguistic and cultural aspects of the students.
a) Agree b) undecided c) disagree
3. Managing large class is norm rather than expectation.
a) Agree b) undecided c) disagree
4. Students of different language level can successfully be taught together provided that the teacher is capable of adapting various techniques.
a) Agree b) undecided c) disagree
5. The main problem of large classes is that it is impossible to make class beneficial for all the students.
a) Agree b) Undecided c) Disagree
6. A teacher faces many challenges and opportunities while dealing within a large class.
a) Agree b) Undecided c) Disagree
7. It is the most important things that large class is the rich varieties of human resources.
a) Agree b) Undecided c) Disagree
8. One size fits all approach, deeply rooted in the mind of English teachers has been of fundamental problem in managing large classes.
a) Agree b) Undecided c) Disagree
8. I always devise different level of exercises for different groups of students in the same class.
a) Agree b) Undecided c) Disagree
10. I often organize group work, pair work in the classroom.
a) Agree b) Undecided c) Disagree

11. Teaching a large class never gets bored because I have a great challenge in front of class.
a) Agree b) Undecided c) Disagree
12. Collaborative learning is instrumental in solving the problems of ELT large classes.
a) Agree b) Undecided c) Disagree
13. A student feels comfortable to work collaboratively with classmates whose language proficiency greatly varies from his/her classmates.
a) Agree b) Undecided c) Disagree
14. To manage multilevel ability in large classes is as common as in the society.
a) Agree b) Undecided c) Disagree
15. Deciding appropriate level of instruction and task is challenging in a large ELT classes.
a) Agree b) Undecided c) Disagree
16. What counts is not the size of the class but the quality of the teaching.
a) Agree b) Undecided c) Disagree
17. Teaching large classes is a challenge but it can also offer many opportunities to improve teaching and make it more enjoyable and rewarding.
a) Agree\ b) Undecided c) Disagree
18. There is no best way to teach a large class, the teachers themselves should develop the best method or techniques which is suitable on their teaching styles, and characteristics of their students.
a) Agree b) Undecided c) Disagree
19. Maximum utilization of teaching aids is one of the tools for instructing the large classes.
a) Agree b) Undecided c) Disagree

Appendix - 2

Check list for the classroom observation

Name of the Teacher:

Date:

Name of the School/campus:

Number of the students:

S.N.	Observation items	Responses				
		Orderly Row	Horseshoes	Circle	Solo work	Separate table
1.	Physical facilities					
	Arrangement of students desk and benches					
	Way of movement between these arrangement	Excellent	Good	Average	Below average	Poor
2.	Organization of group and routine established					
	a) Taking register					
	b) Collecting homework					
	c) Getting in pair and groups work					
3	Way of encouraging students participation					
	a) Read/write individually					
	b) Use of Library/self-access material					
	c) Get them produce their own work					
	d) Teacher facilitation					
	e) Get them encouraged their ownership in learning					
4	Distribute Responsibilities of students in a class					

	a) Appoint class monitors					
	b) Asks to teach the others					
	c) Leadership					
	d) Get students to Listen					
5	Task using/worksheets					
	a) Distribution of the task according to the level of the students					
	b) Encourage students with cooperation					
	c) Providing feedback					
6	Way of managing pair and group work					
	a) Way of forming the group of the students					
	b) Clarity of instructions					
	c) Participations of the students					
7	Provision of teaching aids					
	a) Clarity/visible from the last benches					
	b) Audible for all students					
8	Ways of using large class as advantage					
	a) Cracking jokes					
	b) Sharing varieties of the life experiences					
	c) Acting different personality					

