2023 Tara Bahadur Ale Magar 654 (S) Challenges in Managing Large ELT Classes and Coping Strategies

Challenges in Managing Large ELT Classes and Coping Strategies

A Thesis Submitted to the Department of English Education

In Partial Fulfillment for Master of Education in English

Submitted By

Tara Bahadur Ale Magar

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu, Nepal

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Recommendation for Acceptance

This is to certify that Mr. Tara Bahadur Ale Magar has completed the research entitled **Challenges in Managing Large ELT Classes and Coping Strategies** under my guidance and supervision.

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Dedication

Dedicated

To

My parents

Who spent their entire life to make me what I am today.

Declaration

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

Date: 30/12/2022 ……

Tara Bahadur Ale Magar

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This study entitled “Challenges in Managing Large ELT Classes and Coping Strategies” has been undertaken for M.Ed. level thesis. This research study will help the school’s teachers who teach in the large classes. This research study will help the teachers who faced challenges in managing large ELT classes and coping Strategies.

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Tara Bahadur Ale Magar

Abstract

This thesis entitled **Challenges in Managing Large ELT Classes and Coping Strategies** has been prepared to find out the challenges in managing large ELT classes in the community schools at secondary level which is an attempt to find out the main challenges of teachers in managing large ELT classes in teaching and learning English as a second language. To meet the objectives of the study 40 (forty) English teachers from 20 (twenty) different secondary level schools were selected by using probability random sampling procedure. The collected data were analyzed by using both close-ended and open-ended questions as a set of questionnaire. In the same way, the collected data were analyzed and interpreted in descriptively with the help of the statistical tools. Finally, after analyzing the data, finding were drawn. From the analysis and interpretation of data, it was found that ELT teachers are facing many problems related to large mixed ability classes with students having different level of knowledge, students age, sitting arrangement, physical infrastructure, lack of modern teaching materials, less use of interactive instructional materials, less focus with the practical learning than theoretical learning, less focus with the student centered methods than teacher centered methods, more use of mother language rather than target language in the classroom and so on. It also found that ELT teachers have been facing several strategies to minimizethe challenges by using teaching instructional materials, using language games, using audio visual aids, like: photo, videos audio clips songs and so on.

This thesis consists of five chapters. The first chapter deals with general background of classroom management, objective of the study, research questions, significance of the study and operational definition of the key terms. In the second chapter, deals with review of related literature, review of related empirical literature, implication of the study and conceptual framework. Similarly, the third chapter deals with the design and method of the study, population, sample and sampling strategy, study area/field data collection tools and techniques, data collection procedures and data analysis interpretation procedures. The forth chapter consist of analysis of data and interpretation of the result of the collected data and summary of the findings. Then the last five chapter, here deals with the conclusion and recommendation. It is presented in policy level, practice level and further research. It is followed by references and appendix.

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List of Abbreviations

AD: Anno Domini

ELT: English Language Teaching

EMI: English Medium Instruction

ICT: Information Communication Technology

NEC: National Education Committee

NEP: National Education Plan

SLC: School Leaving Certificate

T.U.: Tribhuvan University

TPD: Teacher Professional Development

UN: United Nation

Chapter I

Introduction

This studyentitled **“Challenges in Managing Large ELT Classes and Coping Strategies”** tries to find out the challenges of classroom management and to examine the strategies used by ELT teachers to manage large classes. This introduction chapterconsists of background of the study, statement of the problem, objectives of the study, research questions, rational of the study, delimitations of the study and operational definition of the key terms.

Background of the Study

English language is a widely used language in the world. It is used all over the world for the purpose of communicationbasically. This is without being familiar with the English language, many people feel uneasy to communicate and adjust wherever they go and it is going to be essential for an individual to survive in the society.In the term of Kachru and Nelson, Nepal lies in the expanding circle of concentric center of the world English where this language is gradually gaining the prestige of standard and compulsory used in today’s international market (Kachru, Kachru and Nelson, 2006). In other words, English language is one of the international languages in this world. It is one of the most used languages of the world after Chinese language (Chan,2016).In the same way, English language has become so much popular in the Nepal although it is not the native language of the Nepalese Peoples.

In the recent days, English has taken new dimension in the learning institution of Nepal. The government of Nepal has been giving high priority in English Medium Instruction (EMI) for every community schools of Nepal and the majority of the guardians also prefer to send their children in English medium schools rather than Nepali medium. In spite of its interest, some of the school’s condition is very weak so they cannot handlethe English medium classes. Although English has been taught from grade one to bachelor degree as a compulsory subject in Nepali medium schools but the condition have been facing so poordue to class heterogeneity.On the other hand, Nepal is a poor country but rich in cast, culture, language, religion and so on. Thereforeevery class becomes heterogeneous by nature. Different compositions of the

classroom have multiplied the teachers'responsibilities and their awareness on the variables of classroom management.Classroom management define as create environment that supports and facilities both academic and social emotional learning. In the same way, management refers tothe issues of supervision, refereeing, facilitating and even academic discipline and accordingly, classroom management is the "actions teachers take to create an environment that supports and facilities both academic and social emotional learning" (Evertson& Weinstein, 2006). More comprehensive definition of classroom management considers classroom management as a Meta Skill that is the integration of cognitive perceptions (proactive, ecological-systemic and leadership oriented), self-regulation skills and interpersonal relationship with students and colleagues.

The problems of classroom management in many academic subjects are an important area of research in general education. In the regard of challenges of English teachers, Harmer (2008, p.176-85) presents different problems that teachers are facing to teach English as a second or foreign language in the classroom. Almost all these problems/challenges are related to the mixed-ability class, large classroom size and shape, use of mother tongue, problems in students co-operation, problems regarding student talking, dealing with homework, lack of sufficient teaching instructional materials, use and follow the teacher centered methods rather than student centered methods and so on.

Language teaching is a profession that requires that ability to be responsive to new demands and changing needs.It is globally affected by its important butbeing a language teacher is notan easy as what people think. English language teacher should know how to teach and managemixed ability classes with students having different level of knowledge, language learning ability, intelligence, motivation, learning style and so on. Some of the students enthusiastically participate in classroom learning other students feel very shy, reserved and afraid of losing of face. Therefore, this study sets out to explore challenges faced by teachers in managing large ELT classes and coping strategies they employ.

Statement of the Problem

Classroom management isan act of creating constructive environment for effective teaching and learning with the help of available physical resources such as furniture, white/black board, light, classroom size and shape etc. To make effective classroom management is not an easy task what peoples think. It is really challenging works to manage them. On the other hand,without good classroom management system, teaching and learning activities also not more effective as well as constructive.While teaching in the large classroom, teachers face lots of problems, such as difficult to teach and manage mixed-ability classes with student having different level of knowledge, disturbance the teachers by making noise, studentsage, sitting arrangement, mother tongue, multicultural and multilingual students, lack of modern instructional teaching materials, physical infrastructure, classroom size/shape and so on.Similarly, lack of the ELT teacher's well prepare before going to classroom, lack of well design of teaching strategies, lack of using new teaching methods and interactive activities, less use of ICT related teaching materials. Therefore,teaching a large number of students, theteachershave to do more effort and hard work to overcome the challenges.

Objectives of the Study

This study had the following objectives:

- To find out the challenges in managing large ELT classes.
- To find out the strategies used by teachers to manage large classes.
- To suggest some pedagogical implications for teaching professional development.

Research Questions

The following research questions were used in this research study.

- What types of strategies do the teachers use to make effective classroom management in the large class?
- What challenges are facing by ELT teachers in managing large class?
- What are the suggestions to overcome the challenges?

Significance of the Study

Only well-developed teachers can play the vital role in the teaching and learning activities by solvingvarious academic problems in creatively and much effectively. The problem related research study was concerned with thechallenges in managing large ELT classes and coping strategies in the context of community school of Nepal.How would you define classroom management? Whatchallenges arefacing by ELT teachers in managing large classes? Whattypes of strategies do the teachers use to make effective classroom management in the large class? What are the suggestions to overcome the challenges?These researchquestionshelp toexplore the problems in managing large ELT classes and to overcome the challenges of community school. Therefore, it isbeneficial for the ELT teachers and it helps to co-operatein English Language Teaching successfully.

Delimitations of the Study

The present study hadthe following limitations:

- The study was limited to the Secondary level schools of Nawalpurdistrict only.
- The population of the study waslimited to the Secondary level's ELT teachers.
- 40 English teachers of 20secondary level's school wereselected as the sample of this work.
- The study only focused on survey research design.
- Questionnaire was used as research tools.

Operational Definition of the Key Terms

The definition of some importance termshave been mentioned below:

Classroom management. Classroom management deals with the organizational aspects of teaching learning successfully.

Instructional challenges. The difficulties related with instruction including planning, implementation, evaluation, and other teaching activities.

Large classroom. A large number of students to learn in a single classroom

Management challenges. The difficulties in managing the classroom and dealing with discipline problems.

Teaching strategies. strategy refers to ‘the process of planning something and carrying out that in a skillful way’.

Chapter II

Review of Related Literature and Conceptual Framework

This chapterincludes the review of related theoretical literature, review of empirical literature, implication of the review for the study and conceptual framework for the study.

Review of Related Theoretical Literature

Review of theoretical literature was most important for conducting research works. It helps the researcher to have sufficient and clear understanding of the chosen study.For this study, the researcher went through the many articles, journals, and other related research books.

Englishlanguage teaching in Nepal. English language is a widely used language. It is taught and learnt almost all over the world. Nowadays, it becomes the lingua franca among all the communities in the world. It is the cry of the era for communication because of its influence. The world has been going to narrow and linked up by the English language.

Formal English education in Nepal began in 1854 A.D. (1910 B.S.) after the then Rana Prime Minister, Junga Bahadur made his visit to England in 1850 A.D. when, he visit England and realized English education take place wide and arranged two English teachers, Mr. Ross as the supervisor and Mr. canning as the principal from Britain for Nepal. But he began this school to impart English education to his brothers and nephews at Thapathali Durbar in the very first time. At that time the curriculum and syllabus of English language were not design until 1971 because the country did not established any official body to conduct and monitor school curriculum. The systems two English papers were taken in the SLC examination in 1934 by the students. Later on, National Education Committee (NEC) arranged one English Paper in lower secondary and two papers in SLC as compulsory subjects. Yet (NEP) National Education Plan did not keep English as a compulsory subject in 1971. Instead, it was taken as one of the UN language as a compulsory subject in lower

secondary level and SLC curriculum. Nowadays, it has been taught from grade one to bachelor degree level as a compulsory subject in Nepal.

The concept of large classes. Large class generally means a class having large number of students (50-60). In fact, it is really a complex task to define what large class is because people have different opinions on how large number of students should be in a so called large. The size of a perfect class,the views differ from one person to another, one country to another. Regarding this, Ur (1996) state:

> Large of course a relative terms, and what a large class is will vary from place to place. In some private language schools a group of twenty students may be considered large in my teaching situation 40-45; in some places numbers go up to the hundreds. A study done by the team of the Lancaster- Leeds Learning in Large classes Research Project (Project Report No. 4 Coleman et al; 1989 indicates that perceptions of the large class may be around 50 students (302).

Similarly, Hess (2006, p.2) opines that (60-75) students are not so exceptional around the world but she defines large classes as a class 40 or more students in elementary.

In the context of Nepal, it is generallymeans a class having large number of students. The government of Nepal believed that small classes achieve more desirable results than large ones. But unfortunately due to the low budget and space of constraints, many ELT classes only after large classes that may consist of 50 or more students. In spite of large classes work may be best when students take an active interest in the subject and when teachers personalize their presentation and respect theirstudents. But it is really difficult for the teacher to make contact with the students at the back and it is difficult for the students to ask for and receive individual attention. It may seem impossible to organize dynamic and creative teaching and learning session. Thus, a large class has many students and students are of different levels. There may be learner's difference in the large classes such as difference on language learning, ability and their cultural background, learning style, age,views on language, motivational orientation etc.

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

Thus, in a large class, all students may not be similar to each other in terms of their cultural background, language, religion, age, gender, learning abilities, personalities so that the teacher is faced with different things with different cultural norms and values of students. Similarly, the dissimilarities can help the teachers to understand variety of knowledge on their profession in creating students centered work and a stimulating classroom climate thanks to variety of human resources he has in the large classroom.

There are many researches on challenges faced by teachers in managing large ELT classes in the world’s education library including Central Library, Kirtipur, Kathmandu where I have found and reviewed related in my research study “challenges in managing large ELT classes and coping strategies”.

Teaching English in large classroom. Class size refers to the actual number of students in any natural classroom. If it is large number of students in single classroom, there may be arising big disturbance and other unnecessary noisy in the classroom.

In the classroom, group becomes large when the students reach about 40, because it is at this point that the number of students begins to inhibit a teacher’s ability to make individual connections, and students begins to feel anonymous (Davies and McLeod, 1996). Wilson (2006) stress thatlarge classes are noisier and that pushing, crowding, and hitting occur more often in larger classes than smaller ones. This situation will makes it difficult for teachers to use individualized learning methods as practiced in classes. While teachers have difficulties managing marking; dealing with students’ deliberate naughtiness and incivilities and finding ways to get students pay attention, students in large classes also highlight difficulties in asking

questions, getting to know others, approaching teachers, and getting enough feedback on work. Similarly, teaching in large classes gives teachers the opportunities to improve their teaching and presentational skills, organizational and managerial skills, interpersonal skills. With so many students there are many opportunities to get people to work together, compare, discuss, and benefit from the variety of voices.

In the large classes, teachers should anticipate such causes of trouble in the classroom and plan ahead to prevent them. They should tell them early the school's boundaries and be prepared to stick to their rules so students follow. Teachers should establish simple rules for acceptable behavior such how to speak softly, how to take turns and how to work together. This general rules and regulations should create the making good environment for the teaching learning activities.

Challenges of English language teaching in large classes. Teaching in large class isnot an easy work it is really challenging task. Beside this, every teacherfeel uneasy to manage and handle the large classes. Large mixed-ability students bring about many challenges to teachers by making unnecessary noises and activities. In other words, the situation is more challenging in our context where the ELT classroom are not well equipped, instructional methods are not sufficient and interested, teachers are not well trained as well as influence of traditional teaching methods etc. According to Harmer(2008)suggest the following key elements in successful large group teaching.

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

It is said that there is no right way to teach in large class. One can develop his/her own way to deal with it but another can develop by using his/her own way.

The concept of management. The term management refers to the act of running and controlling a business or similar organizations or the process of dealing with or controlling people or things. “Management refers to the process of designing or maintaining an environment in which individuals working together in groups effectively accomplish selected aims”. (Koontz and Weihrich1994, p.1). In other words, “Management is the process of planning organizing, leading, controlling the work of organizational goals”. According to the above mentioned definitions indicate the management is the process of getting works done efficiently, effectively and through other people to achieve expected goals. So, management is the process of managing resources, employees and other obstacles to conduct the organization, to fulfill its goals and objectives successfully.

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

Managing ELT classroom or ELT classroom management deals with the organizational aspects of teaching language successfully. It is act of running and controlling a business or similar organization. The effective classroom management includes good ways of organizing work in the classroom and useful guidance on making the most of one’s time and resources.ELT teachers have tohandle a range of variables for effective classroom management.According to Koontz and weihrich (1994, p. 4), “Management is the process of designing or maintaining an environment in which individual working together in group effectively accomplishes selected aims”. It is pertains to everything a teacher does to organize the time, the space, and

the students in such a way that effective instructions can take place every day. Teacher is the central point in EFL classroom management factors circle. So, the effective management of pupils' undesirable behaviors in the classroom represents a major challenge for teachers. So, being a good teacher should manage a class both emotionally and effectively. For this, the teachers need to play a role of an authority figure, leader, knower, director, manager, counselor, and guide. Besides, teachers can have roles as fried, confident even parent. According to Dunbar (2004, pp. 7-12) gives four important tool the teachers need to know about managing his/her class which are discussed here.

Givinginstruction.Giving instruction is one of the most important tools the teachers need to know about managing class. Without good classroom management system teaching and learning process may not be effective and successful.Making sure the students know what they are meant to be doing is essential and good. Therefore, clear instructions will be the ways to do it.

*Using the board.*Good classroom management encompasses effective and appropriate use of the board. For example, asking students to write answer on the board is a great way to get students practicing their spelling but the teacher must remember that they will be embarrassed if they are wrong, so get the class to spell it together.

Encouraging interaction between students.Encourage and interaction is one of the most important toolsfor the teacher which helps to know about managing the classes and to make effective classroom management. It plays the vital role in the real classroom management making andcontrol over the class. Not only this, but it helps to find out how to get the class talking. For example, splitting the class into teams when playing games will increase conversation practice.

*Arranging seats.*This is an important tool in the classroom and will allow the teacher to better address the needs of the class in different situations. The negative effects of large classes on teachers' practice about instructional time and classroom management calls for adequate planning in the management of large classes. The need for the teacher to plan lessons to overcome the issue of instructional time, plan the physical and psychosocial environment to manage the classroom effectively. It take a

tool on the teacher's ability to manage time, requiring more time to be devoted to instruction (i.e. complete an exercise rather than substantive instruction) task management and behavior management, thus leaving less time for actual instruction. Drawing from the ideas of experienced teachers suggests the following pints that will facilitate teaching large classes.

- Creating a well managed learning in large classes
- Teaching effectively in large classes and
- Evaluating learning and teaching in large classes.

To say a classroom is orderly, then means that students are co-operating in the program of action defined by the activity a teacher is attempting to use. Misbehavior, in turn, is any action by students that threatens to disrupt the activity flow or pull the class toward an alternative program of action.

Then what is the best method of the classroom management that will be effected both for students and teachers in all English language teaching setting? The base of this questionwill be the consumptions that "a well maintained classroom helps teachers sustain good relationship with the students, additionally organization and better instruction is also evident in this type of setting". Base on the result of the different research study it was found that effective classroom management is equally as important to ELT students as to teachers.

After reviewed many scholar views on the related field, I came to know classroom management is the way of presenting the art of organization to accomplish the goals. It indicates that management is the process of getting work done effectively. According to the Hedge (2010,p.42), the following are the most important aspect of classroom management.

Teachers' classroom behavior. The classroom behavior of the teachers must be paramount for the success of teaching and learning in the classroom activities. According to Hedge (2010, p. 42), "The classroom behavior of the teachers focuses on what teachers do, what their backgrounds are, and how they have an impact on product variables such as students' achievement and how they include the teaching and learning in the classroom". In other words, "a good teacher should have the role

of the guide, as a controller, as a friend, as an evaluator, as a manager, as a promoter and as a source person".

Teaching professional activities and classroom practices will be described in terms of their mastery of teaching, demands, mastery of both the subject and pedagogic competencies and so on. In the same way, teachers should also be able to deliver the knowledge of the subjects by applying appropriate methodological procedures. According to Hedge (2010, p.43), the following are the classroom practices that a particular teacher shows in the classroom.

Entering behavior.The initial behavior of the teacher which manifests the preliminary activities is call simply entering behavior. In other words, entering behavior of teacher shows the initial classroom activities and classroom practices. Planning for teaching will be one of the most fascinating as well as the most effective aspects of the entire educational process.

Classroom management is the process in which seating arrangement and materials management are involved by which teaching learning situation brings more encouragement as well as effective class where students get more chance to participate in the learning activities rather than teachers. Students will be encouraged and motivatedif teachers provide the bases for present lesson and by linking with previous.So, presentation of objectives of the daily lesson directly leads students to the destination. The entering behavior of teacher willdepend upon the following factors: (i) Preparation of plan, (ii) Classroom management, (iii) Discussion about previous lesson, (iv) Motivation, (v) Presentation of objectives and (vi) Linkage with previous lesson.

Instructional behavior.Only instructional plans and surface teaching cannot makeclassroom effective but also necessary that the teacher most behave as a planner: the discussion about subject matter by providing clues motivates the students and makes class socreative and so on. Instructional material can play the vital role in meaningful as well as effective learning activities in classroom. Use of group work, and pair work can involve student in different activities. So, the behavior of teacher in the classroom activities may depends upon the following factors: (i) Interaction in the classroom (ii) Discussion about subject matter, (iii) Explanation of new concepts, (iv)

Use of instructional materials, (v) Involvement of students in teaching learning activities, (vi) Use of group/pair work, (vii) Techniques of group division viii) Feedback.

Evaluative behavior.Evaluation is a continuous process which is an integral part of teaching and learning activities in general term. However,it is not merely a test at the end of lesson or unit in classroom. Instead, evaluation goes on constantly during lesson and clearly relates to the teachers' goal and point of view on teaching learning activities. In the classroom, the teacher can evaluate the students by different question answers,providing class work, homework and other activities. So, the proper application of evaluation techniques in the classroom will provide knowledge on what the students have learnt and how they are learning. The proper application of evaluation techniques willhelp decide what the students have learnt and how they are learning. So, it helps the teachers to bring change in their presentation and use of teaching materials in the classroom. But without proper application of evaluation techniques, the teachers can be unaware of the achievement or level of students and may not be successful in gaining objectives of the classroom. So, the evaluative behavior of teachers depends upon following factors: (i) Evaluation of lesson (ii) Summarization of lesson(iii) Class work(iv) Homework.

Problems ofclassroom management. A problem is a challenges or any situation that invites resolution; the resolution of which is recognized as a solution or contribution towards a known purpose. The problem is that while teacher enters the profession filled with great ideas, they find it extremely difficult to implement those ideas due to classroom management issues.Without classroom management system teaching and learning is not better as well as not effective learning. To make effective classroom management is really challenging task so teachers need to make good lesson plan, use and follow the student centered methods while teaching and learning to overcome the challenges. Thus, the teachers should anticipate such causes of trouble in the classroom and plan ahead to prevent them. In the same way, teachers should tell them early the boundaries and be prepared to stick to their rules and establish simple rules for acceptable behavior such how to speak softly, how to take turns and how to work together. When Soniam (2009) observed teachers class he found the following problems in classroom management.

- Instructions were not clear for students.
- Classroom management was not proper level.
- Pre-task activity was omitted.
- Task was not appropriate for the student knowledge.
- Low motivation and little controlled from teacher.
- Topic was not very interested to the students.
- The activity did not cover their learning style.

General strategies used in large ELT classes. Strategy is a plan of action designed to achieve a particular goal. It deals with 'how aspect' rather than 'what'. The strategies used in large ELT classes are the plans where the teacher applies with in the classroom for effective teaching and learning process. In other word, creative teaching strategies can help the students meet their individual needs and hit their full potential. In this present day, every teacher's classroom practice is so unique. So some effective teaching strategies can use for inspiration to give his/her students a fulfilling teaching and learning. Similarly, the strategy can be defined as the techniques, methods, activities, procedures and tricks making all the students take part actively and interestingly in teaching learning process to fulfill the objectives determined.Teaching strategies can be includes: planning,visualization, Using technology, material production, classroom activities, managing the noise, use a teachers' notebook and so on. It helps to co-operate and overcome the challenges in managing large ELT classes.

*Planning.*Planning is a one of the most important part of any works. Without good plan in any works, the result may not be very good. So, it helps to pre-requisite for the implementation of any activity. An English language teacher has to plan his/her lesson first then only should go in to their classroom. After that they consider the followings.

- Who to teach? (Learner)
- Why to teach? (Purpose)
- What to teach? (Content)
- When to teach? (Duration of teaching)
- How to teach? (Methodology)

- How to evaluate? (Evaluation)

*Visualization.*Vitalization is very simply put the ability to create mental images based on the words we hear or the text that we read. If this strategies used well it can help drastically help students focus on the concept or subject matter at hand. Some of the methods of implementing this strategy in the classroom include:

- Use of audio visual aids like photos, video, audio clips songs etc.
- Diagrams charts and mind maps

Using technology. Technology in the classroom is a great way to keep students activity engaged, especially since education has change drastically in the recent past with the rise of remote learning. Introducing online interactive games encourage student participation, which in turn ensures a fulfilling learning experience. Educational games serve as a platform for children to learn through play. It helps to understand and apply the concepts they learn in a fun and enjoyable manner. This strategy is a great way to generate curiosity among young learners and engage an inactive class. Through such an approach, children develop skills of researching, co-relating, and reflecting on information through independent exploration and engagement with the content.

*Use a teachers' notebook.*Every ELT teachers can use notebook in his/her classroom for effective learning. It helps toteach more confidently by using their notebooks. The teachers can use their notebooks during the teaching time. So, we can say that notebook is also one of the important materials which help to teach more effectively.

*Material production.*An ELT teacher has to plan (produce) appropriate materials for teaching English language. The materials for teaching English language can be a story, poem, essay dialogue, advertisement or any piece of language. By this, digital apps, audio-visual materials, language labs can be includes in this time.

Appropriate activities. The term "classroom activities" applies to a wide range of skill based games, strategies and interactive activities that support students' educational development. The goal of all activities is to enhance students,

understanding skill or effectiveness in a specific area by engaging multiple style of learning. Some of the appropriate classroom activities in teaching English language classes are:

*Group work.*Group work is a technique to handle the large ELT class. It is better to use in a large language classes by the ELT teacher. If the class is small and manageable the teacher can probably handle the class. Every teacher has personal contact one to one relationship and he/she finds how good aparticular students and what item is difficult to which student. But in the context of our classes are generally composed of to be made up of more than 50-60 students and sometimes 100 over students. So, the teacher can hardly spend half a minute for one student which is very short time that he can't recognizehis student. Beside this the students can't take part in the activities. Due to the gap between bright students and dull students becomes longer and longer. Therefore, it is a good idea to divide the class into many groups each having talented as well as dull students and a piece of work is given for each group. As a result, the children take enjoy working I group and on the other hand they will learn easily from their friends.

*Group work tasks.*Several types of activities can be handled the large ELT classes by the group tasks. The following are some group activities.

Role play. The group can be asked to compose a short scene in which the group members play a role.

Question construction. After a text or lesson is read each group can be asked to write a few question related to the text.

Dictation. The group leader can be made responsible for dictation activities. He/she can be responsible for checking the errors.

Discussion. Discussion prompts for free expression of opinions are provided. The teacher can ask about topic question and allow a few minutes for the group members to express their felling or views. Then, one member of each group is asked to report on their findings.

*Advantages of group work.*It encourages broader skills of cooperation and negotiation than in pairwork, and yet is more private than work in front of the whole class.

- It promotes learner autonomy by allowing students to make their own decision in the group without being told what to do by the teacher.
- Although we do not wish an individual in groups to be completely passive, nevertheless some students can choose their level of participation more readily than in a whole-class or pair work situation.
- Pair work

Working in a pair makes learning easier and communication. It is most suitable for the practice of dialogues and drills; describing pictures, finding similarities and differences and to have question and answers. Beside this, it is one of the best ways of increasing student's participation in language learning as well as other extra activities. So, it can be used in both real and artificial situation. Therefore, in real situation one student may ask the questions and another student will response the answer. In the same way, the artificial situation, such as to play the role of a landlord and a tenant or of an interviewer and an interview, similarly, pair work will be the best technique.

*Pairworks activities.*The teacher discovers many opportunities for using simultaneous pair work. In the early stage of teaching, it is best to use it for intensive practice. Some of the pair worksare listed below.

- Text practice
- Providing title
- Dialogue
- Drills
- Describing picture
- Information gap activities
- Informal test
- Evaluation

Advantages of pair work

- It dramatically increases the amount of speaking time any one student gets in the class.
- It allows students to work and interact independently without the necessary guidance of the teacher, thus promoting learner independence.
- It is relatively quick and easy to organize.

The above mentioned strategies will be most authentic procedure and materials for the teachers. However, ELT teachers are facing many challenges to manage the large classes due to the mixed ability students, lack of well manage classroom, use of mother language than English in the classroom, less use of modern technology in ELT classroom and so on. Not only these challenges are facing but also there are some solutions to manage the classroom which are:

- Divide the classroom into groups according to class size, need of topic, time etc.
- Do proper management of the class.
- Managing appropriate in teacher talk time and student talk time.
- Focuses on student centered methods than teacher centered methods.

Review of Related Empirical Literature

There are many researches carried out on the related my research topic challenges in managing large ELT classes and coping strategies. Only the theoretical review is not sufficient for this study but also empirical review is most. Review of empirical literature is one of the most important aspects to complete the research study. The researches which are more relevant to my study are asreviewed here.

Thani (2008) carried out a research entitled “A study on classroom management”. The objectives of her study were; to identify and analyze the physical aspect in English classroom of secondary level. The total population of her study was 16 teachers and 80 students. She has selected 8 different secondary level schools in which 4 schools were government aided and 4 schools were private. She has selected two teachers and 10 students from each secondary school. She has used two research

tools viz. Questionnaire and classroom observation checklist for the data collection. Her findings of the study showed that there was not appropriate arrangement of furniture particularly for group discussion and for conducting other activities. Even though each English classroom had a blackboard or whiteboard, it was not in appropriate size and in good condition.

Basyal (2010) carried out a research on “Strategies on classroom management used by secondary level in English Teachers”.The main objective of his research was to identify the common strategies used by the secondary level English teachers for classroom management. In his research, he used purposive random sampling procedure. So, he selected forty English teachers from twenty different schools. In his study classroom observation checklist was the major tools for this study.The finding of his research study was none of the strategies i.e. physical, academic and disciplinary strategies were not found satisfactory in the secondary level English language teachers.

Budha (2012) studied on “Problems in Managing ELT Classroom”. The main objectives of his research were; to find out the problems in managing English language classroom in lower secondary and secondary levels and to suggest some pedagogical implications based on the findings of the study. He used non random (purposive) sampling design. He observed classes of each teacher by using observation check list. He observed altogether twenty classes. Every class, he tried to observed how the novice teachers managing the classroom while English language teaching. The finding of his researchare lack of classroom management skills to support students learning, teaching materials were not sufficient in the class and schools as well, the condition of the recording file of the students’ activities were not found satisfactory, gap between teachers’ knowledge and their practices in the classroom and so on. So, the finding of his researchwas not strong satisfactory in both lower secondary and secondary level.

Similarly, Rana (2014) carried out a research entitled “classroom management in English language teaching.” the main objectives of his study were to identify different techniques of classroom management used by secondary level English teacher for effective learning of English language. The sample of his study consisted five government aided and five private schools of Kavre district using non-random

judgmental sampling procedure. The total populations of his study were all secondary level English teachers of Kaver district. Questionnaire and classroom observation checklist were used as a research tools for data collection. The findings of the study showed that the classroom management is most important and necessary for effective teaching and learning activities.

Bhandari (2015) carried out a research on "Large mixed ELT classes and the challenges faced by teachers." The main objectives of his research study were; to identify the existing situation of large mixed ELT teachers and the challenges faced by teachers in managing those classes in terms of physical aspect and pedagogical aspects such as: teachers' behavior, students' behavior presentation and classroom practice such as interaction, discipline, participation, individual awareness, assignment, correction and collaboration and to suggest some pedagogical implications based on the findings of the study. He used survey research design to complete his research study. He followed mixed research design (i.e. qualitative and quantitative) in general and the survey research design in particular. He visited the determined field/area to find out existing data. The study was conducted in natural setting using both primary and secondary sources of data to achieve the objectives. The researcher adopted purposive non-random sampling procedures. As a researcher he utilized mainly two tools, questionnaire and observation checklist for data collection.

Merc and Subasl (2015) carried out a research on "classroom management problems and coping strategies of Turkish Students EFL Teachers". The sample of this study were 4th year students studying at Anadolu Uniersity 'Faculty of Education English Language Teaching Department' who were enrolled in the "Teaching Practicum" course as part of their graduation requirement. The objective of this study were to find out the classroom management problems that EFL students experience throughout their teaching experience and to document the source of the classroom management strategies they use to deal with these problems with the help of students' own reflection on their experience. The result of this study revealed that students in the school practicum lesson were faced with various problems behaviors of the students such as uninterested, lazy, noisy, naughty, hyperactive students and students' quarrelling with each other, talking without permission and walking around the class.

The result showed were three sources of coping strategies, namely the methodology source, co-operating teachers and previous teachers of the participant for effective classroom management.

Bhetuwal (2017) carried out a research entitled “Secondary Level English Teacher’s Perception on Classroom Management”. The main objectives of his study were to find out the perception of secondary level English teachers and techniques used by them to deal with classroom management. In his research, he used questionnaire and checklist as basic tools. The sample populations of his study were 30 English teachers from 30 secondary level schools were selected through purposive non-random sampling procedures. The finding of the study showed that almost all the secondary level English teachers were positive towards classroom management.

Ghimire (2019) carried out a research entitled “Challenges of implementation of English as a medium of instruction in basic level of Kaski district”. The main objectives of his study were to explore the challenges in implementing EMI in basic level of Kaski district and to identify how those challenges are being handled in basic level. Similarly, to provide some pedagogical implementation based on the findings. This research was based on narrative inquiry design for his study. The population of his study were covered all the basic level schools which were implementing EMI. Mainly, the sample size of the study was non-English teachers from five different public schools of Kaski district but the whole population seems very difficult to be used in the research. The sample of his research study were the basic level schools of Kaski district implementing EMI. He used non-random purposive sampling procedure for the selection of five non- English teachers from different fie public schools of Kaski district. Many public schools are implementing EMI in present days however, there are facing many challenges in teaching through English language. The finding of his study showed that teacher collaboration, internet as well as mobile phone is most important in present days of teaching field.

Mandal (2022) concluded research entitled “Experienced and Novice Teachers’ Perceptions on ELT Classroom Management”. The main objectives of her study were to find out experience and Novice teachers’ perceptions on ELT classroom management in terms of the use of body language (eye contact, smile, gesture, and facial expression), student’s grouping, seating of the students, use of L1, use of the

teacher's voice and teacher's teaching methods and techniques and to analyze and compare experienced and novice teachers' perceptions on ELT classroom management. The total population of her study was 30 ELT teachers (15 Experienced and 15 Novice teachers). She used Open-ended and Closed-ended questionnaire as basic tools.The findings of her research study were:

- Both experienced and novice teachers focused on facial expression to build rapport with student.
- Both the teachers preferred students centered method for maintaining discipline in the classroom.
- Both experienced and novice teachers listed similar type of problem that occurs in the classroom.
- Majority in both experienced teachers and novice teachers gave emphasis on circle for development closeness between teachers and students. etc.

Many researchers are research on related to challenges in Managing Large ELT classes but none of the researcher has been carried out on the topic "Challenges in managing large ELT classes and coping strategies". So, I am very much interested to carry out research on this topic.

Implications of the Review for the Study

Review of related literature is most important part of the research study. It helps to know on related research topic. Not only this but also bring clear and became helpful to focus on the research problems in detail. I faced verymuch difficult while collecting literature review but it also provided me to know broadly in my research topic.

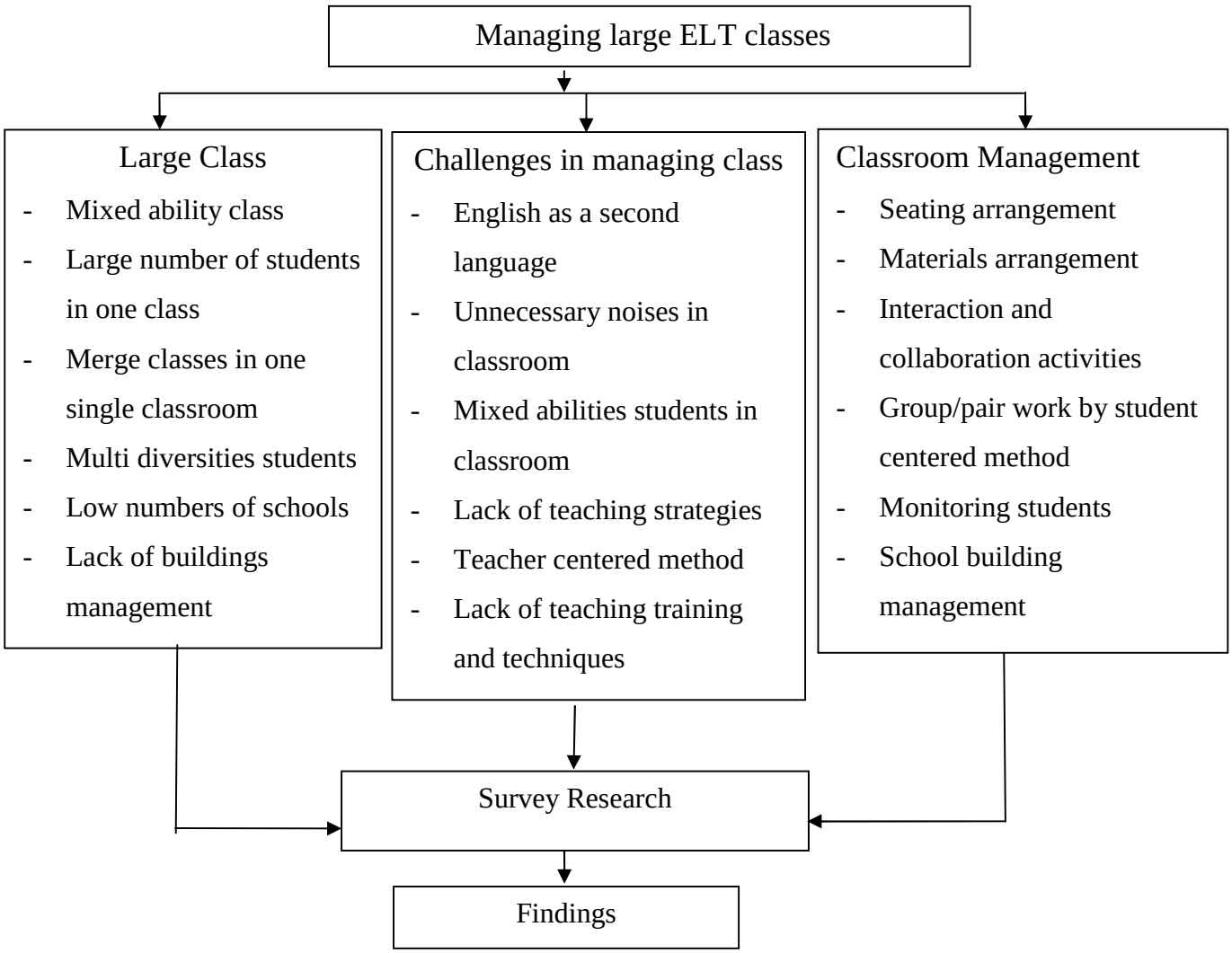
The theories and research works which I reviewed were relevant to my research study. The theories which I reviewed were related in challenges in managing large ELT classes and coping strategies. From the theoretical literature review, I knew theoretical background of the knowledge which helped me to build my knowledge and understanding level about classroom management and build the theoretical background knowledge for my research study. In the same way, the review of theoretical literatures e.g. Acharya &Paudel (2067) helped me to know background of

the English language teaching in Nepal. Ur (1996) helps me to get ideas about the large classroom management. Similarly, Hess (2006, P.2) helps me to get ideas about the concept of large class. Harmer (1991, P, 258) helps me to get ideas about strategies of classroom management. Koontz &Weihrich (1994, P.1) helps me to know about concept of classroom management. In addition, I got the problems of classroom management and strategies used in large class from the theoretical literature review.

Similarly, from the empirical literature review, I got lots of ideas and techniques to complete my research study. Thani (2008) provided me some guidelines to write on background of the study in my research topic. Bashyal (2010) provided me authentic guidelines to make research objectives. In the same way, Budha (2012) helped me to get idea about how to manage large ELT classes and how to do theoretical literature reviews. Similarly, Rana (2014) helped me to know about the classroom management systems in English language teaching and doing empirical literature reviews. Bhandari (2015) provided me some guidelines to designing research questions based on the research objectives. Merc & Subash (2015) helped me to get idea and designing conceptual framework. Bhetwal (2017) helped me to know very clear understanding about research design and methods.Ghimire (2019) provided me some authentic guidelines to collect data from primary and secondary sources.Similarly, Mandal (2022) helped me to know the best concept of methods and procedures of the study and to choose authentic methodology of the study as well as designing questionnaires as research tools. More especially, these literature reviews helped me to find out the gap in existing situation of classroom management systems. Moreover, it helped me to select appropriate research design and methodological tools which are very beneficial to my research work.

Conceptual Framework

This research study on**Challenges in Managing Large ELT classes and coping strategies** will be based on the following conceptual framework.



Chapter III

Methods and Procedures of the Study

This chapter includes, design and method of the study, population, sample and sampling strategy, data collection tools and techniques, data collection procedure and data analysis, interpretation procedure and ethical considerations.

Design and Method of the Study

Survey research is a method for collecting and analyzing data obtained from large number of respondents representing a specific population collected through highly semi-structured structured questionnaire or interview schedule. It is a systematic method of collecting information by asking questions but it is not fixed. Sometime interviews may have been done face to face with students or people at home, in school, or at work and sometime it may be conduct by e-mail and telephone.

In this research, I used survey research design because it provided me an authentic and reliable data. It is easier to determine my sample population, sampling procedures and data collection tools to fulfill my objectives by using survey research design than other design. Therefore, I applied survey research design in my study.

Different researchers have suggested the survey research procedure differently in their own method. According to Nunan (1992) the following steps are followed to carry out survey research:

Step1: Defining Objectives
Step2: Identify Target Population
Step3: Literature Review
Step4: Determine Sample
Step5: Identify Survey Instrument
Step6: Design Survey Procedures
Step7: Identify Analytical Procedures
Step8: Determine Reporting Procedure

Population, Sample and Sampling Strategy

All the Secondarylevel's of ELT teachers of Nawalpur district were the population of this research study and 40 ELT teachers of the 20 schools were the sample of the study. I used probability randomsampling method as a sample of this research. This is all about community schools of the Nawalpur district.I selected 20 secondary schools of Nawalpur district and two secondary level's ELT teachers from each school for using probability random sampling procedure to complete this study.

Study Area/Field

Selected all the secondary level schools of Nawalpur district were the study area of this research.

Data Collection Tools and Techniques

In this study,Semi-Structured questionnaire was used as the research tools for data collection. For thisdata, both closed-ended and open-ended questions were used in this research study.

Source of Data

I used both primary and secondary sources of data. To fulfill the objectives of the study, I used the following sources:

Primary source of data. As a primary source of data collection,I collected the primary data from the 40 ELT teachers of community schools of Nawalpur district.

Secondary source of data. Similarly the secondary sources of data were various articles, journals and other related books and thesis.

Data Collection Procedures

To collect the authentic data, I visited to the selected schools of Nawalpur district and meet with the head teachers in very firstthen clarified the purpose of my visit with built rapport and requested to meet ELT teachers. After getting

approvalfrom head teacher and Imeet them and explained the purpose of my visit. After that, I collected the primary data from them in properly.

Data Analysis and Interpretation Procedures

Data analysis can be seen as the purpose of bringing order, structure and meaning of the mass of collecting data. Secondary level teachers are major character for this data collection and questionnaire was as tools for this research. In this research, I used different kinds of essential materials for more fascinating and distinct of analyzing data.

Ethical Considerations

Ethical considerations can be specified as one of the most important part of the research study. Dissertation may even be doomed to failure if this part is missing.According to Bryman and Bell (2007) there are some most important points represent related to ethical consideration dissertations. Research participants should not be subjected to harm in any ways whatsoever, protection of the privacy of research participants has to be ensured, any types of communication in relation to the research should be done with honesty and transparency and others. In order to addresses ethical considerations aspect of dissertation in an effective manner, researcher need to expand discussions with voluntary participation of respondents in the research is important, respondent should participate on the basis of informed content, privacy and anonymity or respondents is of a paramount important and other necessary point.

Chapter IV

Result and Discussion

This chapter consist analysis of data and interpretation of results and summary of the findings on the basis of the collected data related to the challenges in managing large ELT classes and coping strategies.

Analysis and Interpretation of Data

This chapter is concerned with the analysis and interpretation of the collected data from the primary sources. The primary data were collected from thecommunityschoolsteachers faced by challenges in managing large ELT classes. All these essentialdata were collected byquestionnaire from selected school's ELT teachers. This research has made here to describe about the challenges in managing large ELT in broad. In thisresearch study, collected data werebased on the respondent teachers. Therefore, analysis of data and interpretation of the results were interpreted under the following headings.

This questionnaire as a research tool developed with a view to gather information of communication for my research entitled "Challenges in Managing Large ELT Classes and Coping Strategies" under the supervision of Mr. Bhim Prasad Wasti, Reader, Faculty of English Education, T.U., Kirtipur, Kathmandu.

i) Analysis and interpretation of close-ended questions
ii) Analysis and interpretation of open-ended questions

Analysis and interpretation of close-ended questions. Different types of questions were asked to the English language teachers to identifying their challenges in managing large ELT classes. So, here item wise analysis and interpretation are included to attempt all.

***Problems related to teach large ELT classroom*.** This is really huge problematic issues for the English Language Teachers to manage large ELT classes and coping strategies. English teacher always trying to manage and implement their strategies in the large classroom but the problem is to face along withthe implement

their strategies due to the different level of students.So, thequestions are mentionedto find outhow often the teachers are facing the problem to teach and manage the mixed ability students in schools level. This was close-ended question asked to find out problem related to teach in large ELT classroom. *"How do you face classroom management challenges in large ELT class?"* The responsesobtained from the teachers have been presented as below.

Table 1

Problem Related to Teach in Large ELT Classroom

Problems/ Challenges	**Type of school**	**Response of teachers**							
Teachin Large ELT Classroom		**Always**		**Usually**		**Sometime**		**Never**	
		No. of Teachers	**%**	**No. of teachers**	**%**	**No. of Teachers**	**%**	**No. of teachers**	**%**
	Community	10	25	13	32.5	17	42.5	0	0
Total		10	25	13	32.5	17	42.5	0	0

The above-mentioned table clearly shows that only 25% out of the total 40 respondents had always faced in challenges to teach large ELT classroom. Similarly, 32.5% teachers had usually problems to teach large ELT classroom. But sometime, 42.5% teachers had faced to teach in large (ELT) English language teaching classroom. Although none of the ELT teachers had never faced without problems to teach them in the large ELT classroom. According to the table teaching in large ELT class is really challenging task for the every ELT teachers.

Problem related to teach mixed-ability students.This question was asked to find out the problems related to teach mixed-ability students."*Howoften the teachers are facing challenges to teach in Mixed-Ability students at secondary level?"* The response given by them presented in the following table as below.

Table 2

Problem Related to Teach Mixed-Ability Students

Problems/ Challenges	**Type of school**	**Response of teachers**							
Teach in mixed-ability students		**Always**		**Usually**		**Sometime**		**Never**	
		No. of Teachers	**%**	**No. of teachers**	**%**	**No. of Teachers**	**%**	**No. of teachers**	**%**
	Community	8	20	14	35	18	45	0	0
Total		8	20	14	35	18	45	0	0

According to the above mentioned table showed that 20% out of the total respondent teachers had always faced in challenges to teach Mixed- Abilities students in ELT classroom. Similarly, 35% faced usually and 45% teachers had faced challenges to teach in Mixed- Abilities students in ELT classroom in sometime. In this table there is no faced very well databecause none of the teachers had faced to teach without challenges in large classes or Mixed-Abilities students in never.

Teachers'perceptions on classroom control by punishment. Giving punishment to the students for their disruptive behavior is the factor of managing large ELT classroom. This question was asked to find out whether the teachers punish their students to control and shape their behavior. So, the respondents were asked *"Do you use punishment the students for classroom control?"* The responses obtained from the respondents have been presented in the following table.

Table 3

Teachers' Perceptions on Classroom Control by Punishment

Problems/ Challenges	**Type of school**	**Response of teachers**							
Classroom Control by punishment		**Always**		**Usually**		**Sometime**		**Never**	
		No. of Teachers	**%**	**No. of teachers**	**%**	**No. of Teachers**	**%**	**No. of teachers**	**%**
	Community	8	20	12	30	15	37.5	5	12.5
Total		8	20	12	30	15	37.5	5	12.5

According to the table No.3,only 20% out of the total respondent teachers had always faced by punishment to control the classroom students. Likewise, 12% teachers had faced usually and 15% teachers had faced sometime but 12.5% teachers had showed that they never used to give punishment for the classroom control.

According to the data displayed in table no. 3, it was found that 12.5% ELT teachers got without using any punishment in the large classroom and 37% teacher were used to teach with both positive and negative punishment in sometime but only 20% teachers had faced to teach by using always.

Interaction and classroom practices. In order to find out how often the English language teachers are facing effected by interaction and classroom practices to teach using appropriate classroom activities in the large ELT class.*"How often do you facing interaction and classroom practices problems in real classroom presentation?"*The respondentsobtained from the responded have been presented as below.

Table 4

Interaction and Classroom Presentation

Problems/ Challenges	**Type of school**	**Response of teachers**							
Interaction and classroom presentation		**Always**		**Usually**		**Sometime**		**Never**	
		No. of Teachers	**%**	**No. of teachers**	**%**	**No. of Teachers**	**%**	**No. of teachers**	**%**
	Community	12	30	10	25	14	35	4	10
Total		12	30	10	25	14	35	4	10

According to the table clearly shows that only 30% out of the total (40) respondents had always interact in large ELT classroom. Similarly, 25% teachers were showed usually and 35% teachers had faced interacted and effective classroom activities but 10% teachers had found that they never used to make classroom interaction and motivations.

Thus, it was concluded that almost all the ELT teachers had found they used to teach by motivations and classroom interaction on subject matter but 10% teacher were not found neither interaction nor motivational practices in out of the total 40 respondent teachers.

Use of (ICT) as instructional materials. This question was asked to find out the use of instructional materials during the classroom teaching. So, the respondents were asked *"How often the ELT teachers are using ICT as instructional materials in the large classroom?"* The responses are obtained from the respondents are presented in the table as below.

Table 5

Use of ICT as Instructional Materials

Problems/Challenges	**Type of school**	**Response of teachers**							
Use of ICT as instructional materials		**Always**		**Usually**		**Sometime**		**Never**	
		No. of Teachers	**%**	**No. of teachers**	**%**	**No. of Teachers**	**%**	**No. of teachers**	**%**
	Community	8	20	14	35	18	45	2	5
Total		8	20	14	35	18	45	2	5

According to the table No.5, only 20% out of the total respondents always used of instructional materials including ICT and audio-visuals while teaching learning activities in the ELT classroom and 35% teachers were usually used to teach by using instructional materials. Similarly, 45% teachers had found they used of ICT as teaching instructional materials in sometimes but 5% teachers werenot found that to teach without teaching material this means they never used of ICT as instructional materials in the real classroom.

On the basis of the table, almost all the ELT teachers had found that they used digital apps as instructional materials during the time of ELT classroom activities but

5% ELT teachers were found that they used to teach without instructional materials in the realclassroom.

***Use of body language, gesture, eye contact and facial expression*.** In order to best solution to manage the problem of large ELT classes from the four alternatives, they are: ignore the problems, use different materials, use the students and do different task with the same materials. So, the respondent was asked *"Does ELT teachers are using their body language, gestures, eye contact and facial expression in the real classroom?"*The responses obtained from the respondents have been presented as below.

Table 6

Use of Body Language, Gesture, Eye Contact and Facial Expression

Problems/ Challenges	**Type of school**	**Response of teachers**							
Use of body language, Gestures, Eye contact and facial expression		**Always**		**Usually**		**Sometime**		**Never**	
		No. of Teachers	**%**	**No. of teachers**	**%**	**No. of Teachers**	**%**	**No. of teachers**	**%**
	Community	10	25	12	30	16	40	2	5
Total		10	25	12	30	16	40	2	5

The above-mentioned table clearly shows that only 25% out of the total respondents were always used of their body language, gestures, eye contact and facial expression. Similarly, 30% teachers were usingtheir techniques usually and 40% teachers were used sometime but 5% teachers were not used their body language, gestures, eye contact and their facial expression in the real classroom teaching.

According to the data table, it was found that there is no well satisfy data in use of body language, gestures, eye contact and facial expression in the real classroom but the data were found that good in average.

***Strategies employed by teachers in managing large ELT classes*.** This question was asked to find out how often the ELT teachers are used to make teaching strategies and implement or not. So, the responses were asked *"How often the ELT teachers are makingand usingteaching strategies?"* The responses obtained from them have been presented as below.

Table 7

Strategies Employed by Teachers in Managing Large ELT Classes

Problems/ Challenges	**Type of school**	**Response of teachers**							
Strategies employed by teachers in ELT classroom		**Always**		**Usually**		**Sometime**		**Never**	
		No. of Teachers	**%**	**No. of teachers**	**%**	**No. of Teachers**	**%**	**No. of teachers**	**%**
	Community	12	30	11	27.5	17	42.5	0	0
Total		12	30	11	27.5	17	42.5	0	0

According to the table shows that 30% teachers always employed different strategies in ELT classroom and 27.5% usually employed in ELT classes. In the same way, 42.5% teachers were employed sometime in ELT classroom butnone of the ELT teachers were not faced teaching strategies in classroom.

According to the data table, almost all ELT teachers were found that they used to follow and implement their teaching strategies in the real classroom. 42.5% of the teachers were found to implement their strategies in sometime but there is no faced in never.

***Use of audio-Lingual Methods in largeclassroom*.** This question was asked to find out whether teachers used this technique in large classes. So, they were asked *"How often the ELT teachers are using audio-lingual methods in large ELT classroom?"* The responses are obtained from the respondents are presented in the table as below.

Table 8

Use of Audio-Lingual Methods in the Large Classroom

Problems/ Challenges	**Type of school**	**Response of teachers**							
Use of Audio-Lingual method		**Always**		**Usually**		**Sometime**		**Never**	
		No. of Teachers	**%**	**No. of teachers**	**%**	**No. of Teachers**	**%**	**No. of teachers**	**%**
	Community	10	25	13	32.5	15	37.5	2	5
Total		10	25	13	32.5	15	37.5	2	5

The above table clearly shows that only 25% out of the total (40) respondents had always used of audio-lingual methods and32.5% teachers had faced usually. Similarly, 37.5% teachers had faced sometime. But 5% teachers had faced to teach without using audio-lingual teaching methods.

On the basis of the collected data, it can be concluded that most of the school teachers used to teach by student centered method and focus on audio-lingual methods but little bit (5%) teachers were used to follow and teach by old teaching techniques as welllecture methods and teacher centered methods.

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

***Teachers'perception on the effective classroom management*.** This question was asked to find out the general idea about the classroom management. I tried to find out the concept of classroom management on the part of teachers. So they were asked "*How would you define classroom management?"*Almost all the ELT teachers responded that classroom management is an act of creating constructive environment for effective teaching with the help of available physical resources such as light, furniture, black board/white board, classroom size/shape of the room etc.

Regarding the classroom management, T_1 opined *"create environment that supports and facilities both academic and social emotional learning"*. Likewise, T_2 responded *"an act of creating constructive environment for effective teaching with the help of available physical resources"*. Similarly, T_3 opined *"effective classroom means good management of physical infrastructure as well as pedagogical aspect such as students' behavior, discipline, collaboration etc."*

From the obtained data, physical factors and infrastructure are also one of the factors to managing large ELT classroom. On the other hand, classroom management is an act of creating constructive environment for effective teaching and learning activities.

Teachers' perception on instructional materials for creating effective classroom management. This question tried to explore the role of instructional materials for creating effective classroom management. So, they were asked *"How do you create effective classroom management in large ELT class?"* Almost all the respondents teacher respondedthat teachers should make close relationship between teachers and students as a friend and family and they must be familiar and use by student centered teaching techniques rather than teacher centered method to make effective classroom management in the large ELT classes. By this, teachers should use of proper instructional materials that must be suite for the subject matter in the real classroom.

Regarding the instructional materials for creating effective classroom management T_1 opined *"teach by using student centered methods rather than teacher centered method and use proper instructional materials that will be suite for subject matter."* Likewise, T_2 opined that *"by using technology asinstructional materials that will be most proper for the content and providing group work, pair work, individual works and guiding them." Similarly, T_3 said that "use of audio visual aids like photos, video, audio clips, songs, use of diagrams, charts and mind maps, select/choosing monitor and provide to collect instructional materials for daily classroom activities."*

Challenges in managing large ELT classes. This question was asked to find out the general idea about thechallenges in managinglarge ELT classes. I tried to find out the concept of teaching English in large classroom. So, they were asked

"Whatchallenges do you faced in managing large ELT classroom?" Almost all the (ELT) English language teachers were respondent thatthe problems which arising in seating arrangement in the large classroom in terms of the studentsknowledge level, age, gender, economic background and so on.

Regarding the challenges in managing large ELT classroom, T_1 opined *"lack of physical resources, large mixed ability classes, lack of digital apps as instructional materials, lack of audio-visual materials, less practices of practical class, disruptive and emotional student etc"*. Likewise, T_2opined *"mainly the lack of the sufficient instructional materials, classroom shape and size of the room, large mixed-abilities classes, level of student knowledge etc"*. Similarly T_3 opined *"mixed-ability classroom, large and noisy classroom, lack of practical knowledge, lack of well managed language lab, English as a foreign language and use mother language, poor background of English etc"*.

From the above mentioned data, it is clearly showed that large mixed-ability students, lack of the sufficient instructional materials, classroom shape/size, lack of student centered method etc. are the main reason of the problem in managing large ELT classes.

Problems in creating effective ELT classroom management. The questioned tried to explore the problems that a teacher has to face in his/her daily classroom practice. They were asked *"What problems are facing the ELT teachers in creating effective classroom management in large class?"* One of the respondents responded *"lack of physical resources, lack of well manage of language lab, disruptive and emotional students, poor background of English language, use of different languages than English language in the classroom etc"*. Likewise, T_2 opined *"shape and size of schools buildings' room, lack of sufficient instructional materials, lack of extra-curricular activities, etc"*similarly, T_3 responded *"lack of well managed classroom, lack of physical infrastructures, lack of modern instructional materials, less focuses practical classes from the administration etc"*. Majority of the teachers responded that the problems like lack of furniture, lack of instructional materials, light, ventilation, large classes, disruptive and emotional behavior of the students, destroying the school properties, making noise and fighting in the classroom etc were the problems in creating effective ELT management.

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

Teachers' perception on role of teachers' in effective classroom management. This question was asked to explore the role of teacher in creating effective classroom management. So, they were asked *"what is the role of teacher in effective classroom management?"* one of the respondent teachers opined *"teacher should be source of expertise and she/he should be source of advisor, facilitator, tutor."* Likewise, T_2 opined that *"teacher should play different roles like: good friend, helper, supporter, tutor etc"*.Similarly, T_3, opined *"supporter, helper, tutor, facilitator, manager, motivator, evaluator, teacher etc"*.So, majority of the responded that teacher has to play different roles such as director, facilitator, motivator, evaluator, performer, guider etc.

Teachers' perception on role of students in managing large ELT classroom. This question was asked to find out the role of students on large classroom management. So, they were asked *"what is the role of students in managing large ELT classes?"* one of the respondent s responded *"to makethe monitor for the classroomcontrol and management, actively participate in the classroom activities for the effective classroom, responsible to form and collect instructional materials etc."* Likewise, T_2 responded that *"providing responsibilities for classroom control, classroom decoration and cleaning, extra-curricular activities, effective classroom activities etc."* Similarly, T_3 opined *"choosing monitor system, making them responsible, collecting and creating teaching materials, classroom control committee etc."*

From the above mentioned collected data, I found that almost all the ELT teachers took help of the students and provided some important responsibilities to their students for the effective classroom management.

Teachers'perceptions on strategies use to overcome the challenges.This question tried to explore the teachers' strategies use to overcome those challenges. So,

they were asked *"what are the strategies do the teachers use to overcome the challenges in the large ELT classes?"*One of the respondents teacher responded *"I used to follow by group work, pair work, individual work etc"*. Likewise, T_2 opined *"by using student centered methods rather than lecture and teacher centered method, manage appropriately in teacher talk and student talk time, use more practical class than theoretical class in the large ELT classroom"*.Similarly, T_3 opined *"by using proper teaching instructional materials like: audio-visual materials, digital apps as well as online resources and then divide by classroom in to group according to the size, needs to the topic"*. Majority of the teachers responded that they used group work activities, pair work activities, and maximizing individuals works, treating all the students equally.

Use ofstrategies in teaching large ELT classes. Teaching in large class is definitely a challenging job which requires some skills to run teaching and learning activities smoothly. This question was really asked to explore the ideas that the teachers employed in teaching large classes. So they were asked *"How do you run your teaching smoothly in a large class?"* They responded that large classes were taught using different techniques. One of the respondedteacher opined that *"by using class work, group work, pair work, individual work etc."* similarly, T_2 opined *"I use group work, pair work techniques, setting different tasks for the students of various level, maximizing individual works etc."* T_3opined *"I run the large the large classes by using group works, helping weak students for better classroom management techniques, managing teachers' roles, managing realistic teaching etc."* Majority of the teachers responded that they used group work, pair work, individuals work, treating all the students equally etc.

Summary of the Study and Findings

This is the study entitled "Challenges in Managing Large ELT Classes and Coping Strategies". This is consists of five elements. The first chapter is introductory in nature and includes challenges faced by teachers in managing Large ELT classes in general. Beside this, it includes elements of the problems objective of the study, research questions, significance of the study and delimitation of the study and operational definition of the key terms. In the second chapter, deals with review of related literature, review of related empirical literature, implication of the study and

conceptual framework. In the same way, the third chapter deals with the design and method of the study, population, sample and sampling strategy, study area/field data collection tools and techniques, data collection procedures and data analysis interpretation procedures. The forth chapter consist of analysis of data and interpretation of the result of the collected data and summary of the findings. Then the last five chapter, here deals with the conclusion and recommendation. It is presented in policy level, practice level and further research. It is followed by references and appendix.

In the process of this study, I used to do very hard working to achieve my goal. Alongside it is also very helpful to my personal study in the real life. There are many obstacles had faced while doing research but it is very much helpful to my real study which I want to find outactual results.The major finding of the study is presented as below:

- Almost all ELT teachers hadfound Teacher centered methods and lectured methods in the classroom rather than student centered methods.
- Interaction and classroom practices were not found satisfactory.
- Teacher had found use of poor teaching materials in the classroom.
- Almost all teachers had found to teach without using lesson plan.
- Almost all ELT teachers had found they were not used as the medium of instruction.
- Most of the teachers were found using usual teaching materials rather than new ones.
- All the English language teachers had found that theproblems to teach and implement their strategies in the classroom teaching.
- Most ofthe English language teachers were found that they used teacher centered methods to teach in ELT classes but very few teachers were found that they used student centered method/techniques.
- All the selected school (ELT) teachers were not found that they used lesson plan in classroom teaching although only fewteacher were found that they used to teach in the classroom.
- Most of the ELT teachers were found that they used instructional materials while teaching in ELT classroom.

- Almost all English Language Teachers were not found that they used to transfer of training whatever they learn in training.
- Most of the ELT teachers were found that they used to follow the teaching strategies in the classroom teaching.
- Most of the ELT teachers had found that they used GT methods rather than new methods while teaching grammar in the large classroom.
- Some of the new/fresh teachers had found that they used to teach by helping technology as well as following own new ideas and strategies.

The real findings of the study were collected by secondary level English teachers from Nawalpur district of Nepal. The data collections area was specific and all these finding were based on their English teachersrespond. All this selected schools and ELT teachers are helping me to find out the issues in my research topic.

Chapter V

Conclusions and Implications

On the basis of the analysis and interpretations of the collected data, conclusion and recommendations of the study have been presented in this chapter. The conclusion and recommendation of the study have been given in to two separate sub-headings as below.

Conclusion of the Study

Teaching is a very challenging job in the development of scientific era. It is really difficult to manage the effective teaching and learning. There were various challenges to teach in English language classroom during the teaching of the English as a foreign language. The major challenges were different abilities of students, large class size, less use of student centered methods, lack of using instructional materials and less transferring TPD training as well as classroom management.

Recommendations

The recommendation have been suggested on the basis on the aforementioned analysis and interpretation of collected data, summary of findings and conclusions of the study in the following sub-headings as below.

Policy level

- The administration should increase in the ELT classroom to manage physical infrastructure as required, to developed instructional materials, extra-curricular activities in the classroom.
- Government should provide a lot of training to teach English and supervise whether the teacher are transferring their training into their ELT classes or not.
- The school administration or head teacher also provide the teachers practical guidelines to teach in the classroom.
- The school management committees should employ teachers those have the right mix of different qualities.

- The school administration should develop the infrastructures which will be suit for the new generation students.
- Teacher trainer should train the novice teachers to develop certain skills and abilities to manage the classroom effectively.

Practicelevel

Every ELT teachers should teach with teaching materials by using student centered methods and teaching materials should prepare in advanced with sufficient time. It is very necessary to use communicative approaches while English language teaching and learning process. Similarly, every ELT teachersshould follow the inductive teaching methodology to teach language communicatively so as to make students learn in a systematic way. In the same way, teachers should address the shy and weak students to make teaching and learning more effective. Some of the major points are presented as below.

- All the teachers should be close relationship to their students. It helps to develop good relationship between them and then classroom will be well managed.
- Teachers should focus on extra-curricular activities and conduct frequently. It can make a significant contribution in managing a good atmosphere in the classroom.
- It is necessary and compulsory to follow communicative method in English language teaching so ELT teachers should follow inductive teaching methodology to teach language communicatively.
- Teachers should address the shy and weak students to make teaching learning effective.
- Several types of academic program like seminar, workshop should conducted, which helps in enhance of teacher proficiency level and its helps to bring the students creativity of the knowledge.
- The policy provisions should focused on TPD training and available of resource materials in large ELT classes.
- All teachers should address the shy and weak students to make teaching and learning effectively.

- All the teachers should be use reward and punishment techniques in the classroom.

Further research. This research study is my just an entry in the department of English education so that I have needed some knowledge for the more detail study.There may be so many absences of characteristics and other related points while studying for this study because, thisis onlyopens the door for methe further study.

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Appendices

AppendixI

Name of the Schools for the Research Work

S.N.	Name of School	Address
1.	Baraju sec. School, Bhadari	Hupsekot, Nawalpur
2	Hupsekot sec. School, Maulathar.	Hupsekot, Nawalpur
3.	Janata sec. school, Beluwa.	Hupsekot, Nawalpur
4.	Nepal shanti sec. school, Puranobelhani.	Hupsekot, Nawalpur
5.	Sarasoti Sanskrit and general sec. school	Hupsekot, Nawalpur
6.	Saraswoti sec. school, Nayabelhani.	Madhyabindu, Nawalpur
7.	Narayani sec. school, Arungkhola.	Madhyabindu, Nawalpur
8.	Janata sec. School (A), Arungkhola.	Madhyabindu, Nawalpur
9.	Janata sec. School (B), Arungkhola.	Madhyabindu, Nawalpur
10.	Nepal Loksewa sec. school, Basantaur.	Madhybindu, Nawalpur
11.	Hupsekot Sec. School, Birukharak	Hupsekot, Nawalpur
12.	Tribhuwan Bal Sec. School,Kawasoti	Kawasoti, Nawalpur
13.	Shiva Sec. School, Kawasoti	Kawasoti, Nawalpur
14.	Janakalyan Sec. School, Kawasoti	Kawasoti, Nawalpur
15.	Jiwanjyoti Sec. School, Kawasoti	Kawasoti, Nawalpur
16.	Janata Sec. School, Guheri	Hupsekot, Nawalpur
17.	Jwala Sec. School, Jhyalbas	Hupsekot, Nawalpur
18.	Saraswati Sanskrit and General Sec. School, Giruwari	Hupsekot, Nawalpur
19.	Suryajyoti Sec. School, Jugepani	Hupsekot, Nawalpur
20.	Shiksha Bodhani Sec. School, Shankhadev	Hupsekot, Nawalpur

AppendixII

Questionnaire for Teacher

Dear sir/ Madam,

This questionnaire has been preparing to draw information for the research work entitled ‘challenges in managing large ELT classes and coping strategies ’. In this set of questionnaire, my aim will be to collect information about challenges of basic level’s ELT teachers on ESL teaching at secondary level under the guidance of Mr. Bhim Prasad Wasti, reader of the Department of English Education, T.U. I will prepare both open ended and closed ended grateful to selected teachers if they can kindly answer the following questionnaire with true information. All the information will be collect through the questionnaire for the research study.

Researcher
Tara Bahadur Ale Magar
Department of English Education
Tribhuvan University, Kirtipur, Kathmandu.

Name of the teacher: ……

Name of the school: ……

Teaching Level: ……

Teaching experiences: …….....

Open Ended Questions

1. How would you define classroom management?

   ……...……...……

   ……

2. How do you create effective classroom management in large ELT classes?

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   ……

3. What challenges do you faced in managing large ELT classroom?

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   .....……

4. What problems are facing the ELT teachers in creating effective classroom management in large classes?

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   ……

5. What is the role of teachers in effective classroom management?

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   …….....

6. What is the role of students in managing large ELT classes?

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7. What are the strategies do teachers use to overcome the challenges in the large ELT classes?

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   ……..…….

8. How do you run your teaching smoothly in a large class?

   ……...……...……

   ……..……

   ……..…….....

Closed Ended Questions

1. Are you feeling difficulty to teach in large class?
   a) Always b) Usually c) Sometime d) Never
2. Do you face classroom management challenges in large ELT class?
   a) Always b) Usually c) Sometime d) Never
3. How often the teachers are facing challenges to teach in Mixed-Ability students at secondary level?
   a) Always b) Usually c) Sometime d) Never
4. Do you use punishment the students for classroom control?
   a) Always b) Usually c) Sometime d) Never
5. How often do you facing interaction and classroom practices problems in real classroom presentation?
   a) Always b) Usually c) Sometime d) Never
6. Which one is the most problematic factor while teaching in the large classroom?
   a) Large number of the students b) Student's attitudes towards the teachers
   c) Lack of teachers teaching skills d) infrastructure of the classroom
7. Which of the following is not a problem in ELT classroom?
   a) Large class size b) Small class size c) Mixed-ability students
   d)More use of mother tongue in the classroom
8. How often the ELT teachers are using digital apps as instructional material in the large classroom?
   a) Always b) Usually c) Sometime d) Never
9. Does information technology available today facilitate you to improve teaching and learning?
   a) Always b) Usually c) Sometime d) Never
10. Does ELT teachers are using their body language, gestures, eye contact and facial expression in the real classroom?
    a) Always b) Usually c) Sometime d) Never
11. How often the ELT teacher are making and using teaching strategies?
    a) Always b) Usually c) Sometime d) Never
12. How often the ELT teachers are using students centered methods rather than teacher centered methods?
    a) Always b) Usually c) Sometime d) Never