

# **STRATEGIES USED BY TEACHERS IN LARGE ELT CLASSES**

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

**Submitted by  
Lokendra G.C.**

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

**2011**

## **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:** 2068-02-05

.....

**Lokendra G.C.**

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Lokendra G.C.** has prepared this thesis entitled **Strategies Used by Teachers in Large ELT Classes** under my guidance and supervision.

I recommend this thesis for acceptance.

**Date:** 2068-02-05

.....

**Dr. Laxmi Bahadur Maharjan (Guide)**

Reader

Department of English Education

Faculty of Education,

T.U., Kirtipur, Kathmandu, Nepal

## RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following **Research Guidance Committee:**

### Signature

**Dr. Chandreshwar Mishra**

.....

Professor and Head

Chairperson

Department of English Education

T.U., Kirtipur

**Dr. Laxmi Bahadur Maharjan (Guide)**

.....

Reader

Member

Department of English Education

T.U., Kirtipur

**Mr. Ashok Sapkota**

.....

Teaching Assistant

Member

Department of English Education

T.U., Kirtipur

Date: 2068-02-08

## EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following thesis

**Evaluation and Approval Committee:**

**Signature**

**Dr. Chandreshwar Mishra**

Professor and Head  
Department of English Education  
T.U., Kirtipur

.....

Chairperson

**Dr. Jai Raj Awasthi**

Professor  
Department of English Education  
Chairperson  
English and Other Foreign Languages  
Education Subject Committee  
T.U., Kirtipur

.....

Member

**Dr. Laxmi Bahadur Maharjan (Guide)**

Reader  
Department of English Education  
T.U., Kirtipur

.....

Member

Date: 2068-02-09

# **DEDICATION**

**Dedicated to**

**My parents and teachers**

## **ACKNOWLEDGEMENTS**

First of all, I owe a debt of sincere and hearty gratitude to my respected Guru and thesis supervisor **Dr. Laxmi Bahadur Maharjan**, Reader, Department of English Education, T.U., Kirtipur for his invaluable suggestions, encouragements and co-operation to bring the thesis in this form from the very beginning.

I am thankful to my respected Guru **Dr. Chandreshwar Mishra**, Professor and Head of the Department of English Education for providing me his constructive suggestions and encouragement to complete this study.

Similarly, I am extremely grateful to my respected Guru **Dr. Jai Raj Awasthi**, Professor, Department of English Education for his continuous encouragement and inspiration to do the best from the beginning to onwards.

In the same way, I would like to extend my gratitude to my respected Guruma, **Dr. Anjana Bhattarai**, Reader, Department of English Education for providing me with first hand theoretical knowledge on research methodology and her guidance to carryout this study. I am equally grateful to all the teachers of the department for providing me with academic support during the academic years.

Similarly, I would like to express my gratitude to **Mr. Ashok Sapkota** for constructive suggestions and feedback in completion of this thesis as a member of research guidance committee.

**Mrs. Madhavi Khanal**, the Librarian Department of English Education deserves a lot of thanks for providing me with necessary books and thesis in course of carrying out this research.

I would like to remember my inspiring and encouraging mother, sister **Muna G.C.** Brothers **Keshar Singh G.C.** and **Narendra G.C.** along with the nephews **Suresh G.M.** and **Sangita G.M.** for their co-operation and financial support in the completion of this work.

My deep sense of gratitude goes to the Higher Secondary Schools and the English teachers who cooperated me in the course of data collection.

Finally, I would like to thank **Mr. Durka Man Maharjan** of Durka Computer System, Kirtipur for his help to type and finalize this thesis.

**Lokendra G.C.**



## **ABSTRACT**

The present thesis entitled "Strategies Used by Teachers in Large ELT Classes" is an attempt to explore general strategies used in large ELT classes and compare the teachers knowledge of the strategies and their practices. The study was carried out by using both primary and secondary sources of data. In order to fulfill the objectives of the study twenty higher secondary level English teachers teaching in large classes from ten schools situated in Kathmandu valley representing at least two teachers from each school through purposive non random sampling procedure. A set of questionnaire and a classroom observation checklist were the research tools for eliciting the data. It was found that there was a gap between the teachers' knowledge about the strategies that could be used in large ELT classes and their practices in real classrooms teaching. Therefore, it is recommended that the teachers should be aware about various strategies and their practices in real classroom teaching.

This study is divided into four main chapters. The first chapter presents the general background of the study, ELT in Nepal, the concept of large class, classroom management, advantages and challenges used in large ELT classes, general strategies used in large ELT classes and review of related literature. The second chapter is concerned with the methodology used in the study under which sources, population of the study sampling procedure, tools for data collection and limitation of the study are described chapter there encompasses the analysis and interpretation of the data elicited through questionnaire and classroom observation. Chapter four incorporates findings and recommendations for pedagogical implication after the analysis and interpretation of the data. The reference and appendices form the concluding part of the thesis.

## TABLE OF CONTENTS

	<b>Page No.</b>
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>viii</i>
<i>Table of Contents</i>	<i>ix</i>
<i>List of Tables</i>	<i>xii</i>
<i>List of Abbreviations</i>	<i>xiv</i>
<b>CHAPTER-ONE: INTRODUCTION</b>	<b>1-16</b>
1.1 General Background	1
1.1.1 English Language Teaching in Nepal	4
1.1.2 The Concept of Large Class	6
1.1.2.1. Classroom Management	8
1.1.2.2. Advantages of large ELT classes	10
1.1.2.3. The Challenges of a Large ELT Classes	14
1.1.2.4. General Strategies Used in large ELT Classes	19
1.2 Review of Related Literature	29
1.3 Objectives of the Study	28
1.4 Significance of the Study	29
<b>CHAPTER-TWO: METHODOLOGY</b>	<b>30-31</b>
2.1 Sources of Data	30
2.1.1 Primary Sources of Data	30

2.1.2	Secondary Sources of Data	30
2.2	Population of the study	30
2.3	Sampling Procedure	30
2.4	Tools for Data Collection	31
2.5	Process of Data Collection	31
2.6	Limitations of the Study	31
<b>CHAPTER-THREE : ANALYSIS AND INTERPRETATION</b>		<b>32-60</b>
3.1	Analysis and Interpretation of Teachers' Responses	32
3.1.1	Managing Physical Setting of the Classroom	32
3.1.2	Making Seating Plan	33
3.1.3	Awareness in Maintaining Discipline	34
3.1.4	Participating all the Students in the Classroom Activities	34
3.1.5	Focusing Individual Pace in Large ELT Class	35
3.1.6	Using Varieties of Topics, Methods and Texts	36
3.1.7	Interesting Activities	37
3.1.8	Conducting Pair work and Group Work	38
3.1.9	Controlling the Noise Level in Large ELT Classes	39
3.1.10	Making Plan or Routine to Have Systematic Interaction	40
3.1.11	Using Opened-ended Cues in Large ELT Classes	41
3.1.12	Encouraging the Quiet and Introvert Students to Speak	41
3.1.13	Frequent Walking Around the Classroom	42
3.1.14	Speaking Loudly and Clearly in the large ELT Class	43
3.1.15	Self Checking and Peer Checking	44
3.1.16	Giving Feedback to the Students in Large ELT Classes	45
3.2	Analysis and Interpretation of the Classroom Observation	46
3.2.1	Physical Setting of the Classroom	47
3.2.2	Making Seating Plan	48
3.2.3	Maintaining Discipline in the Large ELT Classes	48

3.2.4	Students Equal and Active Participation in the Large ELT Classes	49
3.2.5	Focusing on Individual Pace of the Students in Large ELT Classes	50
3.2.6	Using Variety in Topics, Methods and Texts	51
3.2.7	Conducting Interesting Activities in the Large ELT Classes	51
3.2.8	Conduct Group Work and Pair work	52
3.2.9	Control of Noise Level in the Large ELT Classes	53
3.2.10	Making Plan or Routine to Have Systematic Interaction	54
3.2.11	Using Open-Ended Cues in Large ELT Classes	54
3.2.12	Encouraging Quiet and Introvert Students to Speak	55
3.2.13	Frequent Walking Around the Classroom	56
3.2.14	Speaking Loudly and Clearly	57
3.2.15	Self Checking and Peer Checking	57
3.2.16	Giving Feedback to the Students in Large ELT Classes	58
<b>CHAPTER-FOUR : FINDINGS AND RECOMMENDATIONS</b>		<b>61-65</b>
4.1	Findings	61
4.2	Recommendations	64

## **REFERENCES**

## **APPENDICES**

## LIST OF FIGURES

Figure No. 1	: Managing Physical Setting of the Classroom	32
Figure No. 2	: Making Seating Plan	33
Figure No. 3	: Awareness in Maintaining Discipline	34
Figure No. 4	: Participating all the Students in the Classroom Activities	35
Figure No. 5	: Focusing on Individual Pace in Large ELT Class	36
Figure No. 6	: Using Varieties of Topics, Methods and Texts	37
Figure No. 7	: Interesting Activities	38
Figure No. 8	: Conducting Pair work and Groups Work	39
Figure No. 9	: Controlling the Noise Level	39
Figure No. 10	: Making Plan or Routine to Have Systematic Interaction	40
Figure No. 11	: Using Opened-ended Cues in Large ELT Classes	41
Figure No. 12	: Encouraging the Quiet and Internet Students to Speak	42
Figure No. 13	: Frequent Walking Around the Classroom	43
Figure No. 14	: Speaking Loudly and Clearly in the large ELT Class	43
Figure No. 15	: Self Checking and Peer Checking Strategy in Large ELT Classes	44
Figure No. 16	: Giving Feedback to the Students in Large ELT Classes	45
Figure No. 17	: PhysicalSetting of the Classroom	47
Figure No. 18	: Making Seating Plan	48
Figure No. 19	: Maintaining Discipline	49
Figure No. 20	: Students Equal and Active Participation in the Large ELT Classes	49
Figure No. 21	: Focusing on Individual Pace of Students in Large ELT Classes	50
Figure No. 22	: Variety in Topics, Methods and Texts	51
Figure No. 23	: Conducting Interesting Activities in the Large ELT Classes	52

Figure No. 24 : Conduct Group Work and Pair work	53
Figure No. 25 : Control of Noise Level in the Large ELT Classes	53
Figure No. 26 : Making Plan or Routine to Have Systematic Interaction	54
Figure No. 27 : Using Open-Ended Cues in Large ELT Classes	55
Figure No. 28 : Encouraging Quiet and Introvert Students to Speak	55
Figure No. 29 : Frequent Walking Around the Classroom	56
Figure No. 30 : Speaking Loudly and Clearly	57
Figure No. 31 : Self Checking and Peer Checking	58
Figure No. 32 : Giving Feedback to the Students in Large ELT Classes	58

## LIST OF ABBREVIATIONS

%	—	Percentage
AD	—	Anno Domini
BC	—	Before Christ
CUP	—	Cambridge University Press
e.g.	—	Exempli Gratia
ELT	—	English Language Teaching
etc.	—	Et Cetera
i.e.	—	That is
K.U.	—	Kathmandu University
M.Ed.	—	Masters in Education
NELTA	—	Nepal English Teachers' Organization
NESP	—	Nepal Education System Planning
S.N.	—	Serial Number
T.U.	—	Tribhuwan University
U.K.	—	United Kingdom
www	—	World Wide Web

# CHAPTER - ONE

## INTRODUCTION

### 1.1 General Background

English as an international language plays pivotal role in global context. It is an inseparable part of the present day world since it is a principal language for global communication and a gateway to the world body of knowledge today English has occupied the top most position in every sector like academics, media, administration, literature, international communication, information technology, human rights, business, governmental and nongovernmental organizations and so on. In the past English was viewed as the ocean of literature perspective but today it is not only confined within it but it has infinite horizon of value in various sectors. The same view is clearly expressed by Awasthi et al. (2009, p.iii) “English is a widely used medium of communication for different purposes not only the vehicle of writing or reading British or American literature.” (As cited in Ghimire, 2011, p.1). Due to the high value of the English language, a large mass has been attracted towards it and it is considered as a first career.

Realizing the significance of the English language, it is taught and learnt as a foreign language in Nepal. It has been included in the curriculum of Nepalese Education system from grade one to the university level as a compulsory subject today. In order to catch the above mentioned opportunities a large mass is attracted towards the English language and there is a flow of students in schools and colleges. As a result, the number of students in the schools and colleges are multiplied every year and the institutions are enrolling students than they can accommodate. This view can be supported by a typical news



published of Makwanpur district published in Nagarik Daily entitled "Two Hundred and Fifty Five Students within a Classroom". In this news, the reporter has cited the saying of students of class six as "We can hardly enter the room to have a seat from the door". Another student sitting on the last corner says, "I have to stand to copy the written text by the teacher on the blackboard". Similarly, principal says, "the first period gets over just arranging the students and taking attendance of the students without teaching at all."

Thus, the value of English, students attraction in it, students flow in the schools and colleges, its impact in class size (i.e. large class) various problems aroused in teaching learning process and its impact in learning output are found in a chain relation. It means, due to the value of English, there is the flow of students in academic institutions, due to the flow, the class sizes are large and multileveled, due to the large multilevel classes, they arouse problems in teaching output. So, in government aided schools and colleges where class sizes are large, the students are found poor in English subject. In this regard, teaching English in large multilevel classes is a burning issue in the Nepalese context today.

English language teaching in the present context has become more challenging. The issues of methodological and individual diversity and multilevelness have made the teaching and learning more complex. The old tradition of the English language teaching can not cope with the very complex and challenging situation of the present day world. There are many classes which are large and multilevel. Students differ in their abilities, language competence, pace of learning, learning style interests etc. The large the classes the more diversity is found and the more the diversity existed, the more the challenges and opportunities a teacher has to face while teaching language in general and English language teaching henceforth ELT in particular in the classroom. The

general problems in large ELT classes are; how to cope with discipline, how to change students' attitudes and develop motivation, what methods and techniques to be chosen and teaching all the students focusing their individual differences and giving equal opportunity to the students. The similar view is expressed by Valentic (2010):

Children come to school with different experiences and expectations. Their expectations about learning and classroom behavior are different. That is why, even from the beginning, there will be the differences in their approach, self discipline, attitude and ability in the classroom. The more the students we have in the class, the greater differences among them may appear. Taking these differences into consideration We can not expect all the students to be able to do the same tasks in the same way at the same time and with the same interest.

Thus, teaching English in large multilevel classroom by the untrained, old, non-proficient teacher, to the indisciplined, non-laborious and highly modernized, having different linguistic background students using student centered methods and techniques to caring their individual differences, developing cooperation, creating interactive environment; is really a very challenging issue in the ELT scenario of Nepal.

Though teaching in such large multilevel classes addressing their individual interest, differences, abilities, pace, style of learning is a difficult task, it is not completely impossible one. So, we should not be hopeless to the situation. There are several things that teachers can do for this. The large class in itself is

not a problem. The better you know your large class the better the students will behave for you. If the teacher is well trained, skillful, confident, proficient, controlling and commanding, the problems are far from difficult. So, to cope with the problems, the teachers should adopt a number of strategies realizing that each student is special. S/he should recognize the strengths and weaknesses of the students, plan their lessons accordingly, use appropriate materials and adopt appropriate strategies. Similarly he/she should have the knowledge of classroom management, techniques of developing cooperation, creating interactive environment, maintaining discipline, controlling noise, participating all, beginning and ending the class properly and so on. If a teacher possesses the above mentioned things and uses the strategies accordingly, obviously the large class will be more fruitful, effective in learning the English languages.

### **1.1.1 English Language Teaching in Nepal**

Teaching is purely an academic profession. It is a very challenging social profession. In the past, it was believed that teaching means just fulfilling the child's empty mind. Brown (1994) defines language teaching as "showing or helping someone to learn how to do something, giving instruction guiding in the study of something providing with knowledge causing to know or understand" (p. 7). Similarly Stern (1983, p.83) mentions language teaching "as activities which are intended to bring about language learning". By his definition teaching and learning are the two sides of the same coin.

Regarding the position of English in Nepalese educational system, Awasthi (2003) opines:

English entered in the Nepalese education in 1954 when the then prime minister Jung Bahadur Rana opened a high school in Kathmandu. The introduction of English language teaching (ELT) in Nepalese Education

started only in 1971 with the implementation of National Education System Plan (NESP) and still continues (p.22-23).

Nowadays, Nepali students have the positive attitude towards the English Language. English is taught as a compulsory subject from grade one to the university level in different departments. The government has given the high priority to develop the quality of ELT in Nepal. The reason behind this is that, on the one hand, it is helping them to grow and grab different opportunities available within and beyond the borders; it stands synonymously with quality of education and the knowledge about the wider world.

A number of private schools have been opened everywhere in Nepal as mushrooming. Most of these schools are adopting the English language as the medium of instruction. So, we should not ignore the great role of private schools in the development of the English language in its quality and quantity.

ELT in Nepal has a clear scope for endless days in the future. There is no alternative to English as a language of global importance of library diplomacy, business, education and employment literature, promotion of human rights and establishment of democracy. Nepal English Language Teachers' Association (NELTA) has been playing a vital role to develop teacher training and professional development of English teachers in Nepal for more than one decade.

### **1.1.2 The Concept of Large Class**

Large-class generally means a class having large number of students. In fact, it is really a complex task to define what large class is because people have varying opinions on how large number of students should be in a so called large class. About the size of a perfect class the views differ from one person to another, one country to another. There can be qualitative definition of what constitutes a large class - as perceptions of this will vary from context to context (Hess, 2006). He further opines that sixty to seventy five students are not so exceptional around the world but she defines large classes as a class of thirty or more students in elementary, secondary and adult in the territory settings and multilevel classes as the kind of classes that have been roughly arranged by age group with no thought to language. She thinks that there is no easy definition about large multi-level classes since all learners different in language aptitude, in proficiency and in general aptitude towards language as well as in learning styles. Ur (1996) says,

Large is of course a relative term and what a 'large class' is will vary from place to place. In some private language schools a groups of twenty students may be considered 'large in my own teaching situation, 40-50; in some places go up to the hundreds.

There are, of course, different notions of what constitutes such a class. Class size also matters in respect of physical facilities, cultural norms, proper classroom management and number of activities within a short class time. In terms of class size what is defined as a large class varies from one another and one country to another. In spite of this, large classes are of wide spread phenomenon. Large classes are the norms rather than exception. In addition, the large number of students and teachers have also had to cope with problems

such as basic facilities, books and teaching equipments, properly motivated students and inadequate classroom environments.

In a large class, there are a number of students who may not be similar regarding their ability or they may not be homogenous in ability. Dewan (2003) states that "The students may be of different genders, maturity, occupations, ethnic groups, cultural and economic backgrounds as well as personalities: such as class is defined as a class of mixed ability in the level of performance (p. 159). 'Heterogeneity' is one of the features of large multilevel classes. Ur (2006) states "a heterogeneous class is one that has different kinds of learners in it, as opposed to a 'homogenous' class where the learners are similar." Thus, a multilevel class has students of different levels. There are many learners' differences in this type of classes such as difference on language learning ability, their cultural background, learning style, age, attitude to the language, mother tongue, learning experiences, multilevel orientation etc. In a nutshell, a large multi-level class has many students including those who communicate in English at a variety of different levels.

Regarding the issue that effectiveness of teaching learning is possible in large class, there are varying views found. Generally, it is believed that small classes achieve more desirable results than large ones. Studies have also brought into clearer focus the reasons why smaller classes lead to improved student outcome. Upadhyaya (2000) states:

Large classes are not necessarily less effective than smaller ones but they do not require more conscious effort and planning. The exact number does not really matter; what matters is how the teacher sees the class size in his/her on specific situation and how effectively he/she

applies the suitable methods of getting all the students to participate in the class activities uniformly.(p.67)

Large classes work best when students take an active interest in the subject and when teachers personalize their presentation and respect their students. My study is an attempt to deal with the problems of large ELT classes, together with some steps that can be taken to help solve the problems of instructing students well in large classroom setting.

### **1.2.2.1. Classroom Management**

Classroom management refers to the proper arrangement and organization of the materials and activities while teaching in the classroom. It is one of the important components of classroom teaching and reading. Good classroom management involves equal participation of student and teacher to solve classroom related problems. Managing and controlling the behavior of students in a large class is key issue for a teacher. How successfully a teacher can do this has a strong influence on student achievement and attitudes. So, effective classroom management strategies can make the work relatively easier for the teacher. Effective Classroom management strategies are not only essential for the teacher but also inevitable. Regarding the necessity of classroom management strategy in a teacher Basyal (2010) states:

Classroom management strategies are not only necessary but also the inevitable to the prospective teachers who want to develop their professionalism In the field of teaching and learning sector. If the teacher has effective classroom management strategies, he will certainly face any sort of linguistically, socially and culturally heterogeneous classes (p.18).

Classroom management is concerned with the systematic, well managed and planned activities conducted in the classroom in the process of teaching and learning. It involves suitable classroom facilities for example, furniture, chalk board, text books, supplementary materials classroom setting, teacher's movement in the classroom, maintaining discipline, assessment and providing feedback, classroom interaction i.e. interaction between student- teacher, student-student and student materials, active participation of the students in the teaching learning process and so on. So, teacher is the key person in the Classroom management. The better the teacher can manage his/her class engaging the students in various tasks and activities in the classroom, the more effective teaching learning process takes place. Focusing on the role of teachers in managing classroom, Wragg (1981 p.7) defines classroom management as, "what teachers do to ensure the children engage in the tasks in hand whatever that may be." Similarly, Smith and Laslett (1983) write. "Classroom management refers to the skill in the organized and presentation of lesson such a way that all pupils are actively engaged in learning." (as cited in Basyal 2010, p.7).

Classroom management is the key for teaching and learning in the formal academic classroom. Moreover in case of large ELT class, well classroom management is compulsory. If the classroom management is poor, all the activities will be worthless since teaching learning process will not take place. It is not possible to have a possible learning environment if student's behaviors go unchecked and students have not developed the sense of responsibility that goes along with being a student. Good classroom management involves equal participation of student and teacher to solve classroom related problems. Regarding the importance of classroom management, Harmer (2008) states,



Classroom management skills are important since they help to ensure the success of the teacher and the activities which are used. The most effective activities can be made almost useless if the teacher does not organize them properly, and disruptive behavior can spoil the best classes if it is not checked (p.235).

The classroom management strategy may vary from one situation to another. The teacher can use various strategies depending upon the situation. Similar view is expressed by Nyaupane (2007 p.15). “Managing a school classroom effectively is a highly individualized job. What works for one instructor may not necessarily work for others.”

Thus, the effectiveness of teaching learning process in the large ELT classes depends on how well the classroom is managed. The classroom management indicates the environment that may be physical, instructional or disciplinary in the classroom. Without sound atmosphere inside the classroom neither the learner can learn effectively nor can the teacher teach better, no matter how qualified he/she is. So classroom management is not only necessary but it is inevitable in any classroom teaching and in large ELT classroom in particular.

### **1.1.2.2. Advantages of large ELT classes**

Teaching in large class is far from easy. It is really a very challenging job due to various reasons. Although teaching in large heterogeneous class is challenging, there are so many advantages and positive aspects too. Moreover, teaching English in a large multilevel class is more beneficial because language is a means of communication, sharing of ideas between and among people. The systematic interaction and discussion in target language among heterogeneous group having varying ability, culture, age group ethnical group and mother

tongue certainly enhances language learning through cooperation and unity in diversity. In managing the small and heterogeneous class Valentic (2010) questions as,

How would you feel as a teacher in a small class of students whose knowledge in English is poor, they lack motivation and show no interest in teaching the language? How to achieve student centered approach with students as a subject of teaching? Difficult of course. In a small class students lack individual attention and Interactive classroom is missing too. In large multilevel classes the teacher is faced with different cultural backgrounds, values, experiences and learning Styles. This dissimilarity can help the teacher in creating student centered work And simultaneously classroom climate thanks to variety of human resources he has in the class.(as retrieved on 18<sup>th</sup> feb. 2011 from [http : // www. associates.iatefl.org/page/materials/pd.31.doc](http://www.associates.iatefl.org/page/materials/pd.31.doc)).

Although teaching in large class is far from easy, there are certain advantages we should be aware of. So, we can say that the better we know large ELT classes, the more we can use it for our convenience. Some of the advantages of large ELT class are discussed here based on Hess (2006) and Dewan (2007):

**(i ) There are always enough students for interaction**

In a large ELT class, there exists diversity in the students in terms of knowledge, cultural background, linguistic and so on. Every individual is curious to know new things and to share own experiences. As a result, interaction among the students obviously takes place. Interaction helps to

enhance language learning. Hess (2006) shares his experience in teaching comparing between very small and large classes,

The class settled into a dull pace until one evening, because of absence of another teacher fifteen lower level students from another class joined us. I was amazed to see how the influx of these new students, whose presence made the class infinitely more multileveled group, engaged the interest, energy level and linguistic output of the entire group. (p.2.)

### **(ii) Rich Pool of Human Resources**

A large multilevel class is a miniature society. There are many opinions, points of references, cultural backgrounds, different experiences and expectations new styles of learning and so on. In such a class, teacher can use varied meaningful and student centered lessons to create a positive classroom environment. So, large class can be handled properly. Indicating the large multilevel and dissimilarity can be used to our advantage in creating interesting, varied, meaningful and student centered lessons.

### **(iii) Understanding**

In general sense, understanding means ability to understand something. In other words, it is an individual's perception or judgment of a situation or sympathetic awareness or tolerance. In this regard, different kinds of students in the large class get to know each other's values, personalities and cultures that can increase their own knowledge and awareness of others. It can also help them to understand tolerance and understanding. It is one of the norms of language to be learnt.

#### **(iv) Fostering collaboration**

A large class is probably diverse and multileveled in its nature. In such classes group work and peer work are the key techniques of teaching. Through these techniques, students can learn as much from one another as they learn from the teacher. Such techniques certainly enhance collaboration and cooperation among the students. Ur (1996, p.305 (as cited in Ghimire 2067) argues, “Peer teaching and collaboration are likely to be fairly common, in such classes, fostering an atmosphere of cooperation.”

#### **(v) Enhancing Learner Autonomy**

In a large class the teacher cannot pay attention every individual. This develops the feeling on the students that they should do themselves for their betterment. Thus, the large class helps in enhancing learner autonomy

#### **(vi) Challenging and Interesting**

The more the challenges and obstacles we face on the way, the stronger we become and easily can reach the destination. Similarly, in the case of teaching learning process, the more challenges a teacher face in the classroom the more strong and competent she becomes. It means a teacher who has taught in such large multilevel classroom or outside the classroom. It can help in professional development of teacher through experiences.

Regarding the benefits of large multilevel classes, some of the points are presented with slight modification as stated by Khati (2010), based on the responses of some teachers:

- )] There are more comments, more personal experiences; more opinions and ideas shared.
- )] These classes provide more changes to enhance mutual learning (forming class-ability groups).
- )] Students are exposed to more changes to interact with new people; the large multilevel class itself is an opportunity for interaction .
- )] It increases the knowledge of others and their values and personalities.
- )] Large multilevel class could be a greater opportunity for creativity.

### **1.1.2.3. The Challenges of a Large ELT Classes**

Majority of the large classrooms are made up of multilevel groups where students have different needs and learning styles. This type of heterogeneity may enrich the variety of social interaction, more life experiences and knowledge, more varied opinions, more interests and ideas but it also creates situations that challenge teacher's resourcefulness while trying to give each student an opportunity to learn and successes in English language learning. The situation is more challenging in our context where the classrooms are not well equipped, and are very small in size. Teachers are not well trained, materials are not sufficient and only has to depend on textbook, higher influence of mother tongue, influence of traditional GT method, degreasing status of discipline in the students and so on. Teaching English in very large multilevel and heterogeneous class by the untrained, non-studious, old and less proficient teachers in a very poor equipped and unmanaged classroom focusing on the individual differences, creating interactive and cooperative environment and using student centered methods and techniques is not a game playing with a child rather it's like chewing iron beaten rice for the Nepalese English teachers in schools and colleges.

The general challenges faced by the teachers and students while teaching in large multilevel classes are explained briefly below based on Ur (2000, p.134):

**(a) Discipline**

Discipline means the practice of training people to obey rules or a code of behavior. It is one of the most frequent challenges in a large ELT classes. When the class is diverse and the teacher cannot pay attention to each and every individual, the students' usually weaker ones start uneven behavior thinking that they were ignored and may switch into a mother tongue and start discussing issues not related to the content of the lesson. Same problem is faced by Ur (2000, p.134) and states "I have discipline problems in these classes; I find them difficult to control."

**(b) Correcting Written Assignments**

Correcting all the written assignments is another problem in a large class. Within a limited period of time the teacher has to teach the new lessons and move the course in a proper speed. But the teacher is in crossroad whether to teach the lesson and involve them in activities or correct the large number of students written assignments. If he/she corrects the written assignment s/he does not have time to teach and move the course in proper speed, if he/she does not give time in correcting assignments, then they ignore and do not do assignments. Similar view is expressed by Ur (2000) and states. "I can't keep up with the marking load."

### **(c) Interest**

Interest refers to the feeling of wanting to know about something or someone. In a large ELT class, all the students may not have the same interest. So, keeping all the students interested in the classroom is another challenge in a large multilevel class. Ur (2000, p.134) states, “They get bored. I can’t find topic and activities that keep them all interested.” Some of the students may be interested in one topic and activities but others may not be. In this regard Ghimire (2011, p.26) says,

When the students vary significantly in their language ability, it is very difficult to keep them all interested. Whereas more advanced learners prefer communicative activities, discussions, problem solving tasks etc. Weaker students who are not confident about their speaking skill would rather spend time on activities which do not require their spoken interaction or active participation in communicated tasks (p.26).

### **(d) Effective Learning**

Another crucial challenge in a large class is ensuring effective learning for all. The tasks which the teacher provides to the students may be either too difficult or too easy for some students. Ur(2000) views the similar problem and says, “I can’t make sure they are all learning effectively; the tasks I provide are either too difficult or too easy for many of them.”

### **(e) Appropriate Tasks and Materials**

Selecting the appropriate to all the students in a large multilevel class is another problem for the teacher. The level of the students, interest, learning pace may

require multiple tasks and materials in large class. So, Ur (ibid) says, “I can’t find suitable material: the textbooks are ‘homogenous’ - rigidly aimed at one kind of learner with no option or flexibility”.

#### **(f) Individual Awareness**

Individual awareness means treating all the students giving equal care and importance. In a large class it is challenging to devote time and attention equally to all students since there are too many differences to be taken into consideration. Ur (ibid) says, “I can’t get to know and follow the progress of all the individuals in my class: there are too many of them, and they are all so different”.

#### **(g) Participation**

One major challenge in a large class is ensuring the equal participation of all the students in the classroom teaching learning process. Some of the students in the class may be extrovert and some introvert or quiet in nature. Activating the later types of students is very difficult in such large classes. Only a few students, the more proficient and confident ones, seem to respond actively to the teacher’s question. In this regard, Hess (2006, p.6) says, “we often feel discouraged when only a few students participate and we cannot manage activating a great many others who look and out bored.”

Thus, the problems related to the discipline, correcting large amount of written and equal participation of all and selecting the best strategy to participate are the major challenges of large multilevel ELT classes.

Similarly, Regarding the challenges of large ELT classes, Hess(2006,p.4-6) mentions the similar points as Ur (2000). Which are:



- a) In the large class we sometimes feel trapped in these problems of management.
- b) We are frustrated from the huge amount of written work.
- c) It is difficult to provide individual learning styles.
- d) Activating the quiet students is difficult.

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

- ◆ The students are not interested when he tries things they are unfamiliar with.
- ◆ Discipline is a problem.
- ◆ There are too many physical constrains, such as rows of desks which are screwed to the floor.
- ◆ It is virtually impossible to provide the necessary duplicated materials.
- ◆ Students prefer grammar and exam practice.
- ◆ The school administration and the teachers in the other classes do not like the noise when all the students talk at the same time.
- ◆ Students will not use English when they are put into pairs and groups.

Although group work and pair work are the key techniques to cope with various problems in large ELT classes, there are a number of problems that we have to encounter while applying these techniques. The problems faced by the group of teachers as mentioned by Nolasco and Arthur(ibib) directly supports this view. Some of the problems while conducting group work and pair work in large ELT classes are creating interest, maintain discipline, various physical constrains like to arrange the furniture properly where the benches are screwed

to the floor, problem of disturbing others due to high level of noise, not using English while they are discussing and so on.

#### **1.1.2.4. General Strategies Used in Large ELT Classes**

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

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

Although teaching in large ELT classes is far from easy, and there are a number of challenges the teacher has to face, it is not impossible for the effective teaching learning process. Various methodologists have suggested different teaching tips and strategies for coping with the challenges of large ELT classes. There are also strategies that "can turn a struggle into a challenging trial" Hess (2006).

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

### **(a) Variety in Topics, Methods and Texts**

Variety is one of the fundamental principles to be taken into consideration while working in large classes. Varieties of tasks suit different level of the class, they keep students occupied for longer time and keep attention and interest. Varieties of teaching strategies can activate the quiet students variety is extremely important in provoking interest in large group of students. So, Ur (2000, p.135) suggests to the teachers to vary their topics, methods and texts so that problems related to the discipline, and interest can be minimized. Similarly, giving equal importance to the principle of variety, specially in large multilevel ELT class Hess (2006) states,

A variety of activities and techniques is important in all learning situations but particularly relevant in the large multilevel class because varieties of task can accommodate different levels in our class students cannot concentrate on an activity for more than a limited length of time. It an activity goes on too long, the mind begins to wander, no matter how fascinating the subject (p.8).

### **(b) Pace**

Pace is another principle to be takes in to consideration while teaching in large multilevel class. Activities should be adapted to the correct pace accepted by the class. In this regard valentic(2010) says, “Neither too fast nor to slow tempo is good for teaching process. With false paling students can get either bored or frustrated. Then they usually make trouble in the class.” Similarly,

Hess (2006,p.9) says, “Each class has different demands for pacing and only careful observation can teach us just what kind of pace to set for our students.”

### **(C) Interest**

Creating interest in teaching learning process is another significant principle or solution to face the challenges of large multilevel ELT class. It reduces the endless monotony of boring lessons. The more the interesting activities happens in the teaching learning process, the more the students pay attention and take part in teaching learning process. And the more actively they take part in teaching learning process, the more problems related to discipline and boredom are solved. Similar view is expressed by Hess (ibid), “In the large class, interest is particularly important because as soon as group of students loses interest, they are likely to either cause trouble or create the kind of distraction that will focus on them rather than on the lesson.”

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

### **(d) Collaboration and Cooperation**

Collaboration means working together and cooperating. It is another significant principle or aspect to learn to accept somebody else’s opinion, to take a risk to speak, to develop self-confidence. No one can be absolutely competent in any subject but it is the matter of degree. One very competent in one aspect may be weaker in another. In this case, exchange of knowledge through collaboration and cooperation certainly benefits others. In this regard, Hess (2006, p.10) says,

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

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

#### **(e) Personalization**

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

### **(f) Individualization**

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

### **(g) Choice and Open-Ended ness**

Another thing to be considered by the teacher working in large ELT class is what types of response to seek from the students i.e. either only one word with no alternative or multiple alternatives with the choice or interest of the students. Close-ended exercises do not bring such a result as open-ended ones in which students choose their language and exercises. Highlighting the open-ended exercise, Hess (2006,p.13) opines, “open-ended exercises allow students many possibilities for choosing appropriate language item and gearing the exercise the to their own level of competence. This is why they work so well in the large multilevel class.” Some of the students of open-ended exercises are giving students beginning of sentences and allowing them to complete in an appropriate way, writing their own definitions of words, brain storming etc.

### **(h) Setting up Routines**

The teacher working in large class should be very clever, tactic and punctual. He/she should be aware of the activities to be done in the classroom .For that, he/she should set up routines that help him/her to run the class properly. Here, setting up routines the teacher should decide when to take attendance, when to

present the lesson, when to check assignments, when and how to conduct group work and peer work etc. If the routine is set, both the teacher and students do not lost within themselves rather they move on smoothly as their duty determined. If the routine does not work than, it can change for our convenience. Regarding the importance of routines and plans Hess (2006) says, “plans, conventions and routines are used to guide us, not to bind us”. So, setting up routines can reduce the problems of discipline and noise in the classroom.

### **(i) Enlarging the Circle**

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

- a) We should ask questions in whole group before calling the name of the students to answer and ask to raise the hands as much as possible to answer the question.
- b) When a student is speaking in the class we should not go nearer rather we should encourage him/her to make the voice louder so that all the students could listen to him/her.
- c) We should not call on students in a predictable order rather we should call or ask randomly mostly focusing on the quiet and undisciplined students.

Apart from the above mentioned key strategies to be adopted in large, multilevel ELT class, additional ones are presented below:

- J) In the very first lesson with the classes, the teacher can make a seating plan so that the students sit on the same seats next time. Simultaneously the teacher should be aware that they can conduct group work using the plan.

- J Knowing a names of all the students by the teacher is inevitable in the classroom. To remember the names the teacher can collect the name card from students and distribute them out so that he/she can remember the names of the students.
- J The teacher should organize the room arranging the furniture properly so that group work and pair work could be conducted easily.
- J The teacher should use the chalk board properly writing appropriate letter to be seen clearly from the back benches and should adopt the technique of chalk and talk simultaneously.
- J In a large class, the teacher can frequently ask the concept check questions so that quiet students can be activated.
- J Group work, pair work and project work are the key techniques to involve all the students in teaching learning process and develop collaboration and co-operation. So they should be aware with such techniques
- J Correcting large amount of written assignments is the key problem in large class. So, in order to cope with this problem, the teacher can conduct peer checking and self checking so that students get involved and review their tasks.
- J In a large class, depending on the talency and individual nature, the teacher should make flexible groupings including both the brighter and weaker students with in a group.
- J While conducting group work and pair work, the teacher should clear the time limits for a group activity before he/she start and give the tasks.
- J The teacher can stop the group activity briefly if the noise level is getting to high and encourage the students to talk move quietly.
- J The teacher should walk frequently around the class with direct eye contact with students so that they get alert and stop making noise and unwanted behavior.
- J The teacher can use the students in his /her convenience while teaching in classroom Khati (2010) suggests using students while teaching in large



classes. He says, “take support from some students to perform certain activities like collecting housework, taking attendance, distributing work sheets, giving instructions in a small groups etc. they will often be high achievers.”

## **1.2 Review of Related Literature**

The topic of my research is “Strategies Used by Teachers in Large ELT Classes.” While writing a research proposal, I visited different libraries situated in Kathmandu valley. I read different books, journals and dissertation reports related to my topic. I searched websites and went through different articles, research carried out by different writers. I reviewed the literature and prepared notes, the gist and main points of the literature which are significant to my study.

Though there are not so many researches related to my topic, several attempts have been made to explore the solutions of the problems and challenges faced by teachers and students in large multilevel ELT classes in context of Nepal. The literature which I reviewed are as follows:

Upadhya (2000, p.67) wrote an article entitled, ‘Teaching English in Large Classes’ in journal of NELTA. In this article, he has presented various aspects of classroom teaching in large ELT classes dealing with classroom environment, class participation, individual differences and resources for promoting active learning. He concludes that there is no right way to teach a large ELT class; one can develop his/her own way to deal with it.

Dewan (2003,) wrote an article entitled, “Teaching Large Multilevel Classes” in journal of NELTA. In this article she presented general introduction of large multilevel class, different challenges faced by teachers in everyday teaching and some measures to cope with large and multilevel classes.

Sharma (2007, p.142) carried out an observational study entitled “ELT Classes and Instructional Management: An observational study” The objectives of the study were to find out and record the classroom setting, condition of classroom movement of teachers and classroom interaction of government aided schools in the remote area of Nepal. Her finding was that English classroom was not found encouraging for beginners. Even a trained teacher was found not sincere to the classroom interaction in learning.

Nyaupane (2007) conducted a research under Kathmandu University entitled, “A Study on Language Learning in Large Classes in the Nepalese context.” The main objectives of the study were to find out the problems faced by the students and explore the ideas emerged from teacher’s perspective in teaching large classes. From this study the researcher concluded that individual student did not receive sufficient attention from their teacher and the teacher could not accommodate the wide individual differences.

Adhikari, and Gaudel (2007) have written an article entitled, “classroom sociology and language learning.” In this article the writers have presented the social significance of classroom discussion with components of classroom sociology and basics of classroom management viz. classroom furniture, classroom sounds and classroom tasks.

Basyal (2010) conducted a research entitled, “Strategies of Classroom Management Used by Secondary Level English Teacher.” The main objectives of this research were to identify the common strategies used by the secondary level English teachers for classroom management. The finding of the study was none of the strategies i.e. physical, academic and disciplinary strategies were not found satisfactory in the secondary level English language classes.

Ghimire (2011) carried out a research on “Managing Multilevel Diversity in ELT Classes,” the main objective of the study was to identify the secondary level English teachers’ awareness of diversity in ELT classes. This research concluded that the secondary level English teachers were aware of the fact on the diversity in ELT classes but they did not devise different levels of activities for addressing the diverse needs of students.

A very few studies have been carried out in the field of strategies used in large ELT classroom, and as there is no research work carried out in this topic in Nepal, especially in the Department of English Education, TU Kiriipur. Only one research in Kathmandu University and just few articles related to large multilevel ELT classes have been written. But they are not detail research based. No research works deal with the variety of teaching learning strategies to be used in large ELT classes. So, the present work is a new attempt to address the problems of large ELT classes in Nepalese context.

### **1.3 Objectives of the Study**

The objectives of the study were as follows:

- i. To explore the general strategies adopted by the teachers in large ELT classes.
- ii. To compare the teachers' knowledge of strategies that can be used in large ELT classes and their practices.
- iii. To suggest some pedagogical implications based on the findings of the study.

### **1.4 Significance of the Study**

There is a flow of students in the schools and colleges. In the context of Nepal, most of the academic institutions are out of bearing capacities of the students. The affect has been seen in the classroom teaching. Large number of students have to be taught in a small and less facilitated classroom. Especially in the government aided schools and universities, the teachers and students are facing a number of problems due to large number of students in the class. Teaching by untrained, incompetent, unskilled and traditional teachers in such a poor managed large class is not less challenging.

In this context, my study will be focused in answering such questions like how to manage large classrooms properly and what are the effective methods, techniques, activities, materials and whole strategies that we can apply in large classes. So, my intention in this research is not only explore the ways to make language teaching and learning activities more effective in the large glasses. Thus, as my belief, this research will be milestone for the teachers who are teaching the English language in such schools and universities. It will also be beneficial for my colleagues, untrained teachers, and for me myself in the sense that I will be a teacher in the same scenario. I hope it will be able to knock the minds of educationists, administrators, other concerned authorities in educational fields.

## **CHAPTER - TWO**

### **METHODOLOGY**

The following procedures were adopted to fulfill the objective of the study.

#### **2.1 Sources of Data**

Both primary and secondary sources of data were utilized to collect information for the study.

##### **2.1.1 Primary Sources of Data**

This study was primarily based on the primary sources of data. The primary sources of data in this study were the higher secondary level English teachers working in the Kathmandu valley. The data from primary sources were collected by administering a set of questionnaire and a classroom observation checklist.

##### **2.1.2 Secondary Sources of Data**

The secondary sources of data were various books, journals, reports, articles, websites related to the topic to facilitate his study. Major sources will be Nolasco and Arthur (1991), Ur (2000), and Hess (2006).

#### **2.2 Population of the Study**

The population of the study was Higher Secondary Level English Teachers working in large ELT classes in the Kathmandu valley.

#### **2.3 Sampling Procedure**

The total sample size consists of 20 Higher Secondary Level English teachers working in the Kathmandu Valley. The sample was taken from 10 selected Higher Secondary Schools representing at least two teachers from each of the

schools. The selection was done through purposive non-random sampling procedure.

### **2.3 Tools for Data Collection**

The tools for collecting the data were a set of questionnaire for the teacher (see Appendix-I) and a form of classroom check list (See Appendix-II).

### **2.4 Process of Data Collection**

After preparation of the questionnaire, I visited the selected Higher Secondary schools of the Kathmandu valley, established good rapport and requested the authority concerned to permit me to collect data. I asked the teachers to fill up the questionnaire. After administering the questionnaire, I collected the filled up questionnaire from the respondents. Similarly, I observed two classes of each teachers using classroom observation checklist after taking permission for classroom observation. I also maintained a diary to note the additional strategies.

### **2.5 Limitation of the Study**

The study had the following limitations:

- i. The population of the study was limited to twenty teachers. The informants were only the teachers of Higher Secondary level schools situated in the Kathmandu Valley.
- ii. Questionnaire and the classroom observation checklist were the tools of data collection.
- iii. The study focused on the possible strategies adopted by the teacher while teaching in such large ELT classes.

## CHAPTER - THREE

### ANALYSIS AND INTERPRETATION

This chapter mainly deals with the analysis and interpretation of the data collected from the primary sources to fulfill the determined objectives of the study. The data collected from the questionnaire and classroom observation checklist have been analyzed and interpreted as below:

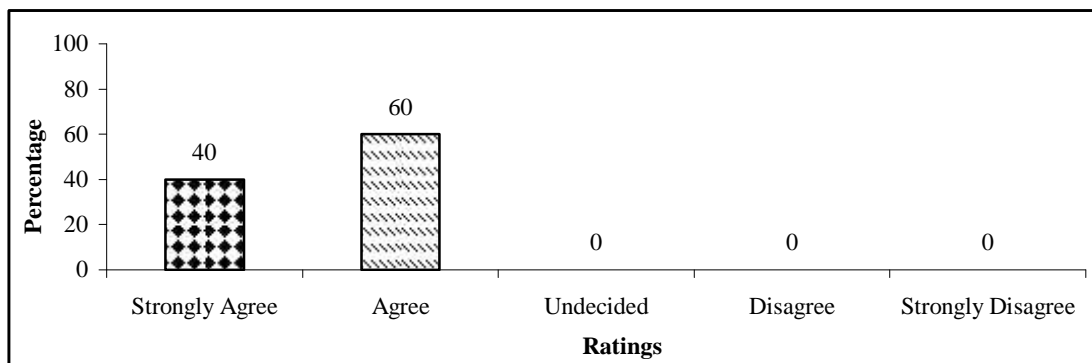
#### 3.1 Analysis and Interpretation of Teachers' Responses

This section mainly concerns with the responses of higher secondary level English teachers in using general strategies in large ELT classes. In order to draw the teachers views, a set of questionnaire (mostly closed ended questions) with five alternatives viz. 'Strongly agree', 'Agree', 'Undecided', 'Disagree', and 'Strongly Disagree' and a open ended question. The teachers were given a set of seventeen questions. The analysis and interpretation of the data obtained from the teachers is presented below:

##### 3.1.1 Managing Physical Setting of the Classroom

Physical setting of the classroom is one of the very important aspects in ELT class. Moreover, in a large ELT class it is indispensable. In this regard, the responses obtained from the respondents are schematically presented below:

**Figure No. 1**  
**Managing Physical Setting of the Classroom**



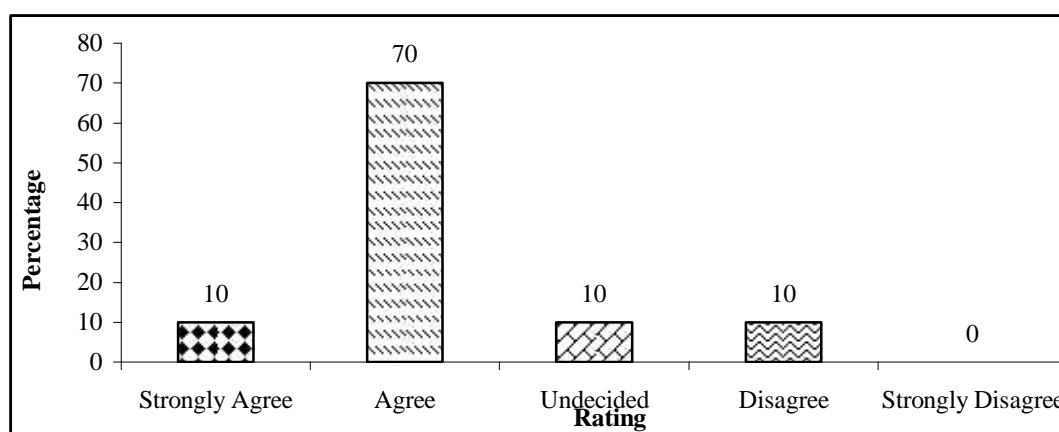
The above figure shows that 40 per cent of the total respondents strongly agreed in using the strategy, 60 per cent agreed and none of them disagreed. The responses indicate that the teachers are aware of managing the physical setting in large FLT classes.

### 3.1.2 Making Seating Plan

Group work and pair work are the key techniques in large ELT classes. To conduct these activities, if the seating plan is made by the teacher, it will obviously be very easy to conduct. The responses obtained from the teachers are presented in the figure below:

**Figure No. 2**

**Making Seating plan**



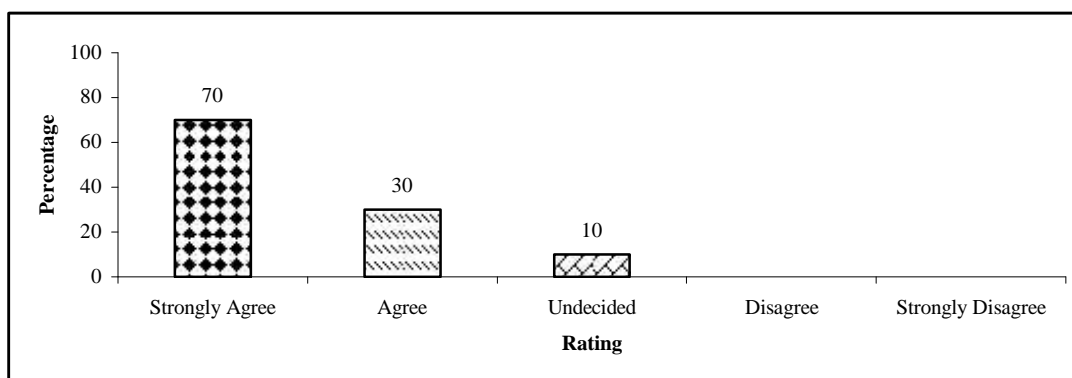
As it is presented in the figure above, only 10 per cent of the total respondents strongly agreed, 70 per cent agreed, 10 per cent undecided, 10 per cent disagreed and none of them strongly disagreed in making seating plan. This prevails that majority of the teachers showed their agreement with the strategy using in large ELT classes. Thus, the researcher is in a position to conclude that the teachers are aware of making seating plan while teaching in large ELT class.



### 3.1.3 Awareness in Maintaining Discipline

Maintaining discipline is one of the major challenges generally faced by teachers in teaching large ELT classes. If the teacher cannot maintain discipline and control over the class, obviously, it disturbs the whole class and learning output cannot be achieved. The following figure clearly shows the responses obtained from the teachers.

**Figure No. 3**  
**Awareness in Maintaining Discipline**



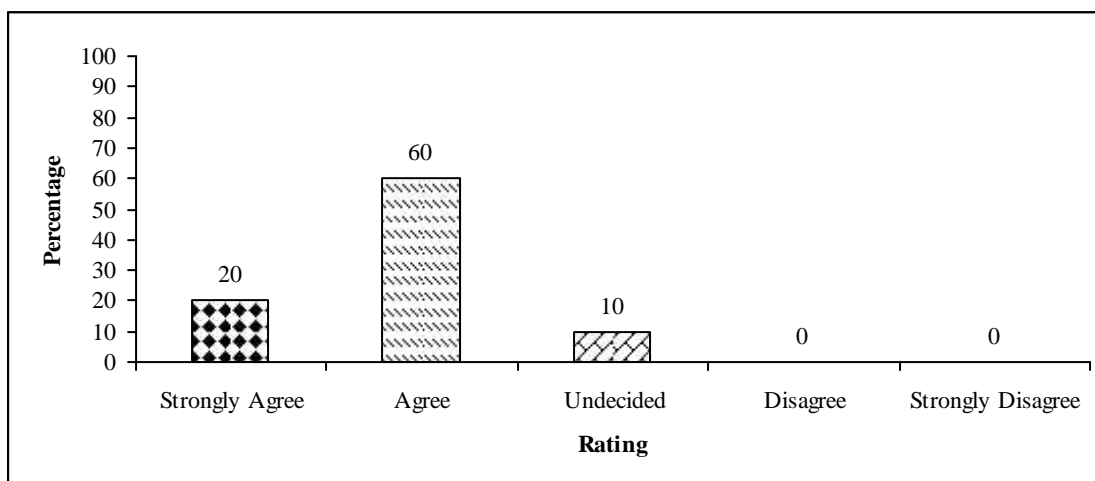
From the above figure, it is clear that among the total 20 respondents, 60 per cent strongly agreed, 30 per cent agreed, only 10 per cent undecided and non of them disagreed. It indicates that the majority of the teachers are highly aware of maintaining discipline and control over the large class.

### 3.1.4 Participating All the Students in the Classroom Activities

In an ideal class it is expected to involve all the students in teaching learning classroom activities regardless their proficiency, ability and seating positions. But in a large ELT classroom, involving or participating all the student in such large multilevel class is not less challenging. Regarding this strategy used in

large ELT class, the data obtained from the teachers is shown with the help of bar diagram as follows:

**Figure No. 4**  
**Participating all the Students in the Classroom Activities**



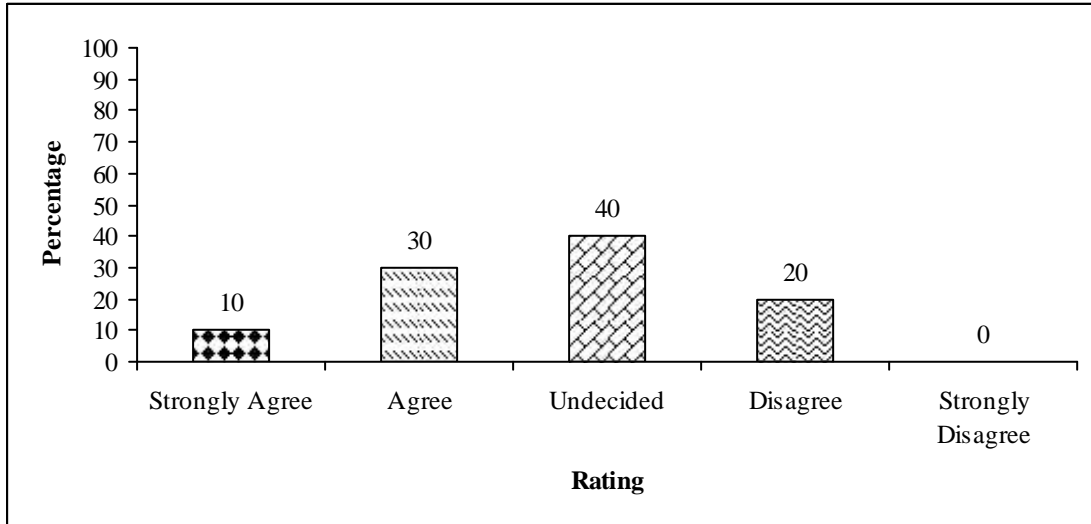
From the above figure, it is clear that four respondents out of 20, strongly agreed, 14 respondents agreed, 2 respondents undecided and 2 disagreed. In other words, only 20 per cent of the total respondents strongly agreed, 60 per cent agreed, 10 per cent undecided and 10 per cent disagreed and none of them strongly disagreed. This shows that most of the teachers claimed that they can participate all the students in the classroom activities and only few ones can not.

### **3.1.5 Focusing Individual Pace in Large ELT Class**

In large multi-level ELT classes, there are a number of students who are different in their ability, proficiency, interest and so on. Due to the diversity in their ability, the pace of learning also varies from one person to another. Treating every individual focusing their correct pace of learning in a large class is not a joke. The responses of the teachers are presented schematically in the table as below:

**Figure No. 5**

**Focusing on Individual Pace in Large ELT Class**



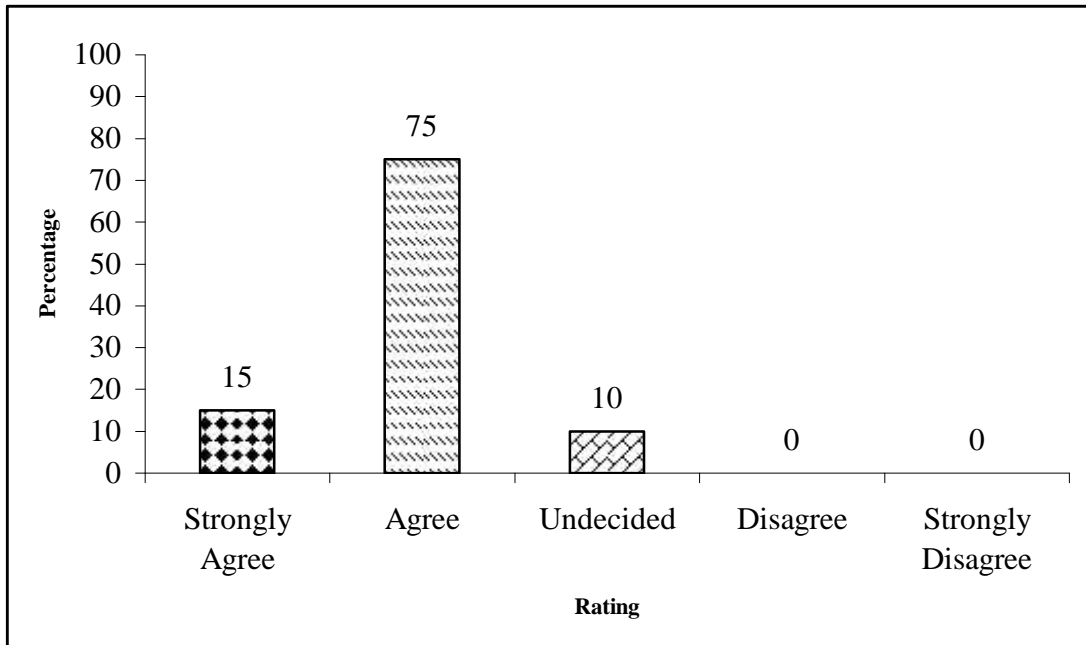
The above figure shows only 10% respondents or 10% strongly agreed, 40 per cent agreed, 30 % undecided and 20 per cent disagreed and none of them strongly disagreed. From this data we can conclude that majority of the teachers were unknown in focusing the individual pace in such large multilevel ELT class, some of them were aware in it and some did not claim and very few ones claim to focus the individual pace in such large ELT class. In a nutshell, majority of the teachers did not claim in focusing on individual pace in large ELT classes.

**3.1.6 Using Varieties of Topics, Methods and Texts**

Variety is one of the fundamental principles to be taken into consideration while working with large multilevel classes. So, variety should be in topics, methods, techniques, texts materials to address the different types of learners. The schematic presentation of the data is given below:

**Figure No. 6**

**Using Varieties of Topics, Methods and Texts**



The figure No. 6 shows that among the total respondents only 15 per cent strongly agreed, 75 per cent agreed, 10 per cent were undecided and none of them disagreed in using this strategy. This data infer that majority of the teachers are conscious in varying their topics, methods, techniques and texts while teaching in large ELT classes.

### **3.1.7 Interesting Activities**

The principle of interest is very significant for ensuring participation and solving the disciplinary problems. If the teacher fails to create interest among the students in classroom activities, it will result, lack of attention, de-motivation, use and mother-tongue, making noise etc. The teachers' responses on making their activities interesting are presented with the help of bar diagram as below:

**Figure No. 7**  
**Interesting Activities**

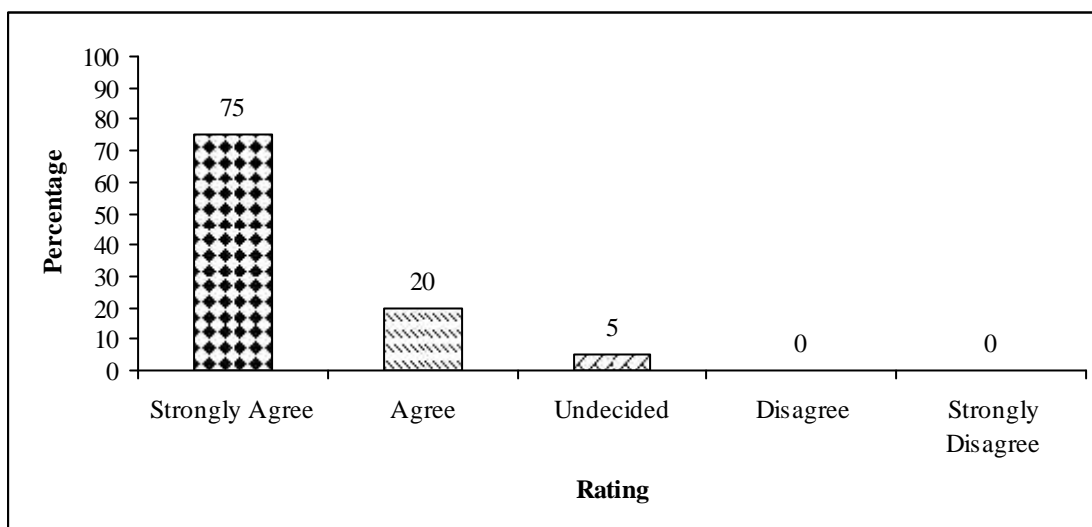


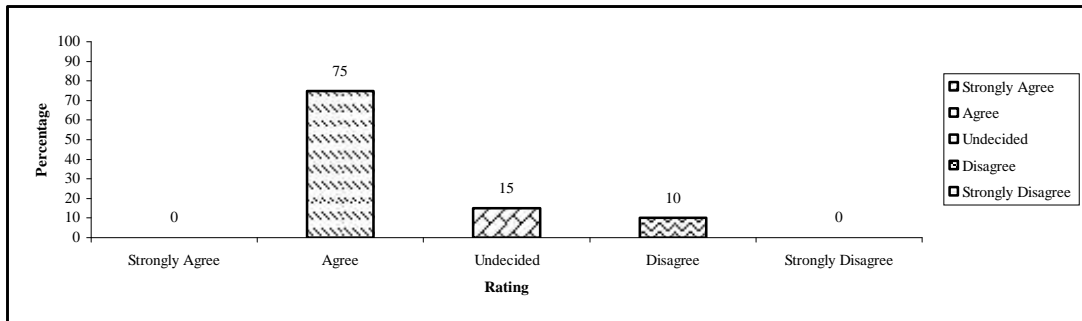
Figure No. 7 shows that 75 per cent of the total respondents strongly agreed in making the classroom activities interesting, 20 per cent agreed, only five per cent were undecided and none of them disagreed. This data indicates that most of the teachers were aware in making their classroom activities quite interesting.

### **3.1.8 Conducting Pair Work and Group Work**

Today, it is expected that teaching methods, techniques and activities should be student centered and students should get chance to learn taking part themselves in various activities in a cooperative and collaborative environment.

Collaboration and co-operation can be achieved through group works and pair works. Moreover, in the context of large multilevel ELT classes, these are the key techniques to be applied in order to involve all and keep them busy. The schematic presentation of the data obtained on conducting pair and group work in large ELT class is given below:

**Figure No. 8**  
**Conducting Pair work and Group Work**

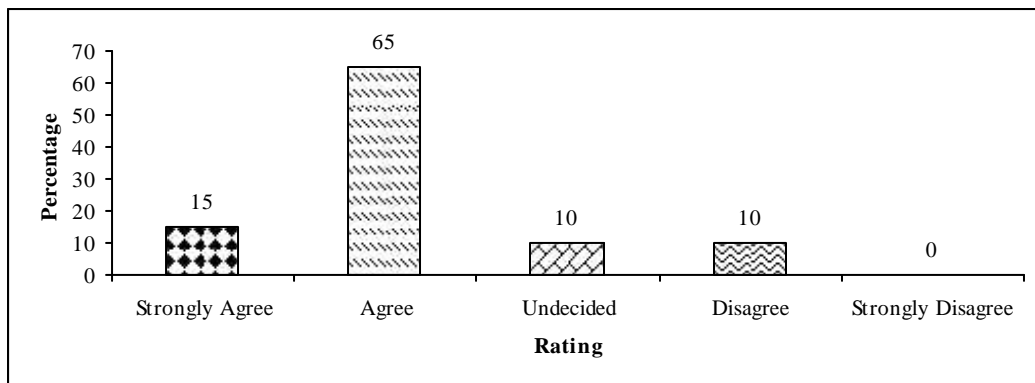


The above figure No. 8 displays that 75 per cent of the total respondents agreed, 15 per cent were undecided, 10 per cent disagreed and any of them neither strongly agreed nor strongly disagreed. Thus, from this indication the researcher reveals that majority of the teachers are conscious in adopting the group work and pair work techniques in large ELT classes.

### **3.1.9 Controlling the Noise Level in Large ELT Classes**

It has been already mentioned that group work and pair work are the key strategies to be applied in such large ELT classes. If these techniques are applied and the classroom activities can not be managed properly, the noise level will be highly increased and the whole classroom teaching becomes worthless. So, the teacher is expected to be very conscious in controlling the noise level. The responses of the teachers are presented schematically as below:

**Figure No. 9**  
**Controlling the Noise Level**



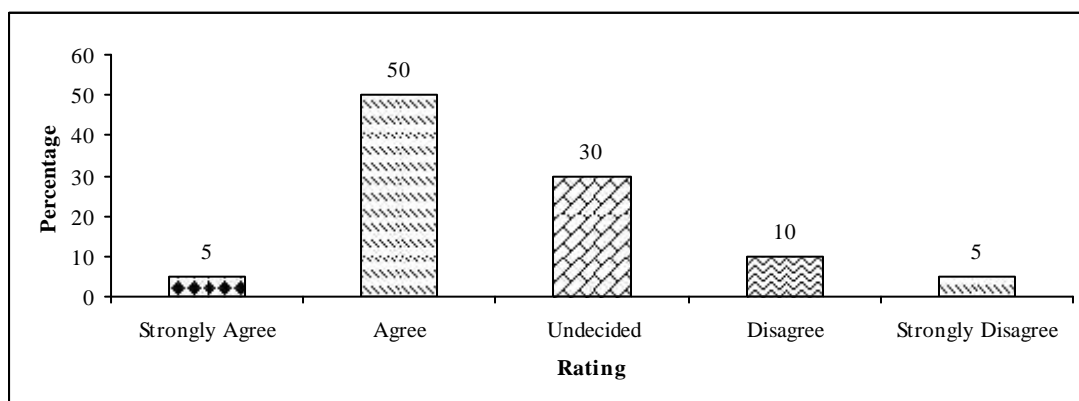
The figure No. 9 shows that 15 per cent of the total respondents strongly agreed, 65 per cent agreed, 10 per cent undecided, 10 per cent disagreed and none of them strongly disagreed. From this indication the researcher concludes that majority of the teachers teaching in large multilevel ELT classes are conscious in controlling the noise level.

### 3.1.10 Making Plan or Routine to Have Systematic Interaction

Plan is an intention or decision about what one is going to do. Any plan helps to do the task properly and systematically to reach the destination or goal. Similarly, in the case teaching learning process planning is key concept to be considered by the teachers. So, if the teacher makes the plan to make interaction between teacher and students, student and student, student and materials, obviously the class becomes peaceful and s/he gets the positive output from the classroom teaching. The responses obtained regarding this strategy are presented schematically.

**Figure No. 10**

#### **Making Plan or Routine to Have Systematic Interaction**



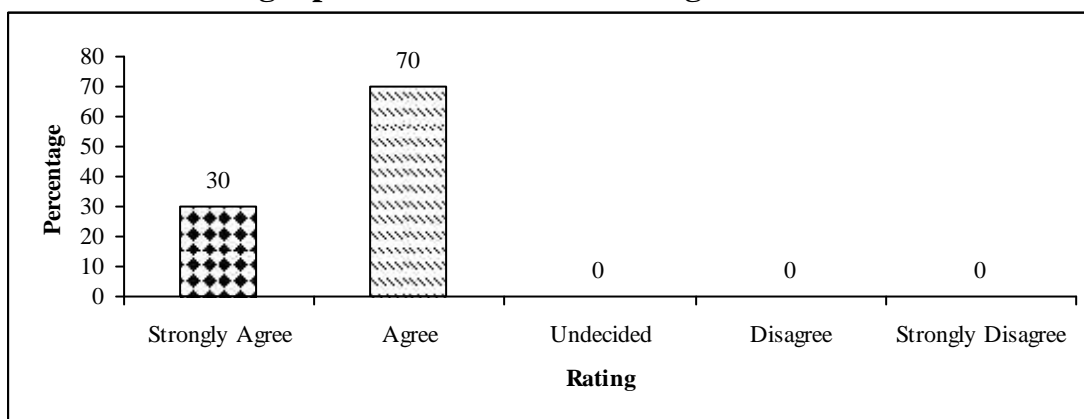
The above figure displays the data that 50% teachers were conscious in making plan or routine to have systematic interaction in the large ELT classes. 30% of the total respondents were undecided 10 per cent disagreed, only 5 per cent strongly agreed and none of them strongly disagreed. This indication helps

me to infer that majority of the teachers were aware in making plan or routine to have systematic interaction in large ELT classroom and some of them were not.

### 3.1.11 Using Opened-ended Cues in Large ELT Classes

Open-endedness deals with inviting the class to respond to stimulus or questions that have a range of possible answers. Open-ended exercises offer students many opportunities for choosing appropriate language items and gearing the exercises to their own level of competence and even helps in creating collaborating environment to engage all in the large ELT classes. The following figure shows the data obtained from the respondents.

**Figure No. 11**  
**Using Opened-ended Cues in Large ELT Classes**



The above figure shows that 30 per cent of the total respondents strongly agreed in using the open-ended cues, 70 per cent of them agreed and none of them were undeceived, disagreed and strongly disagreed. From the data above the researcher concludes that all the teachers were aware in using the strategy.

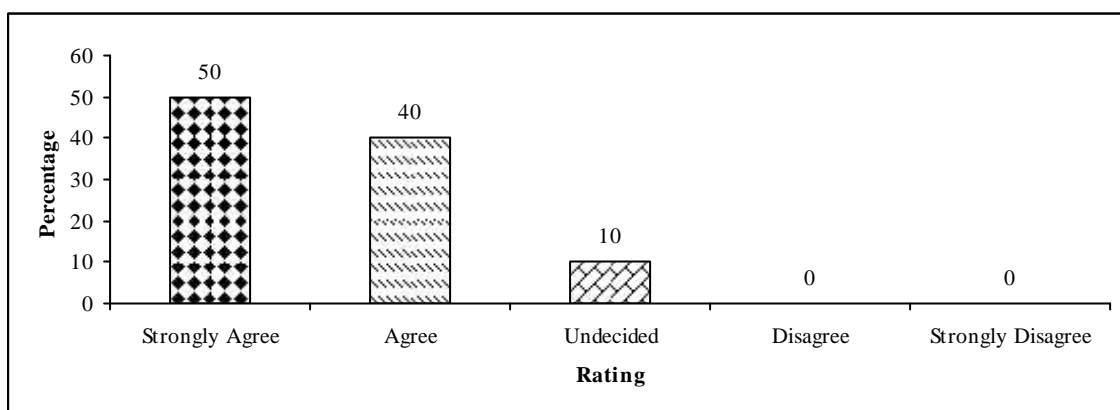
### 3.1.12 Encouraging the Quiet and Introvert Students to Speak

The students are of various nature. Some of them are introvert and some extrovert. Generally, the students with extrovert nature, bright students and the



students sitting on the front benches speak more but the students with introvert nature, weak and sitting on the back benches are found to speak less. Then, the students who do not take part actively in the classroom activities start making noise and showing undisciplined behaviour. So, all the students should be given equal opportunity to speak and specially the weak, introvert and sitting on back benches should be encouraged to speak. The data obtained from the respondents are presented in the following diagram.

**Figure No. 12**  
**Encouraging the Quiet and Introvert Students to Speak**



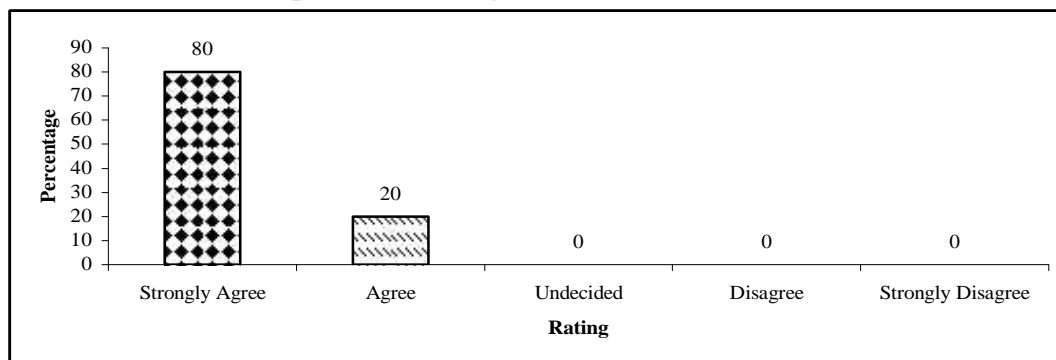
The above figure shows that majority of the teachers i.e. 50 per cent of the total respondents, strongly agreed 40 per cent agreed, 10 per cent were undecided and none of them disagreed and strongly disagreed. The data indicates that almost all the teachers were aware in encouraging the quiet, introvert and weak students to speak and take part in real classroom activities in the large ELT classes.

### **3.1.13 Frequent Walking Around the Classroom**

Another strategy to be applied in large ELT classes is frequent walking by the teacher around the classroom. The teacher is not a pillar standing in front of the class and deliver a continuous lecture. S/he should walk around the classroom with eye to eye contact and observing the various good and undisciplined

behaviour going on the students. The data obtained from the respondents is presented as below:

**Figure No. 13**  
**Frequent Walking Around the Classroom**

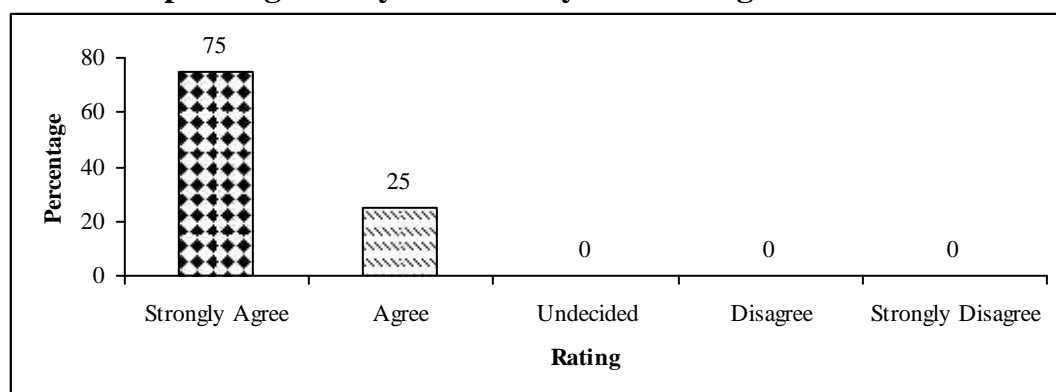


The above figure shows that 80 per cent of the total respondents strongly agreed, 20 per cent agreed and none of them undecided, disagreed and strongly disagreed. From this data we can infer that all of the teachers were highly conscious in the strategy of frequent walking around the large ELT classroom.

### **3.1.14 Speaking Loudly and Clearly in the Large ELT Class**

As the teacher being a key in the classroom teaching s/he should speak loudly and clearly so that all the students could listen clearly. Moreover, in case of large ELT class, it is not only essential but also inevitable. The data obtained from the teacher in this section is presented as follows:

**Figure No. 14**  
**Speaking Loudly and Clearly in the Large ELT Class**



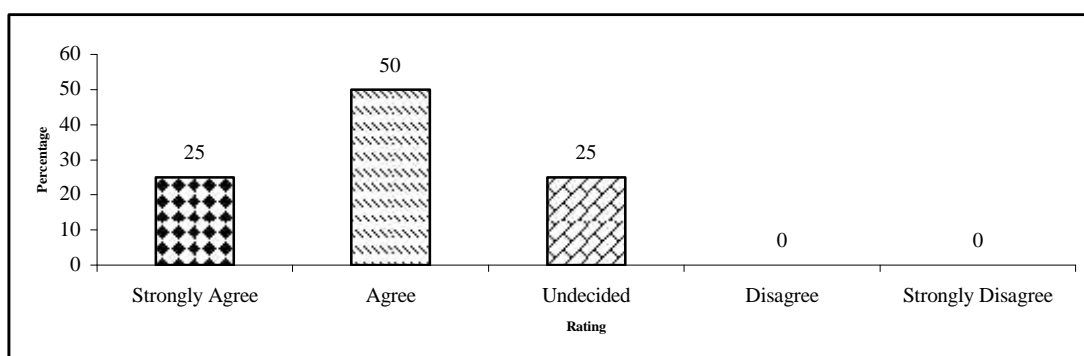
The above figure shows that 75 per cent of the total respondents strongly agreed, 25 per cent agreed and none of them were undecided, disagreed and strongly disagreed. This data indicates that majority of teachers were highly aware in speaking loudly and clearly in large ELT classes.

### 3.1.15 Self Checking and Peer Checking Strategy in Large ELT Classes

In a large ELT class, the teacher may not have sufficient time to check the students written assignments in the class time. Checking a large number of written assignments is a matter of burden for the teachers and s/he has to spent most of the time on it. So self checking and peer checking among the students is the sole strategy to overcome the problem. The schematic presentation of the data regarding this strategy is as below:

**Figure No. 15**

#### Self Checking and Peer Checking Strategy in Large ELT Classes



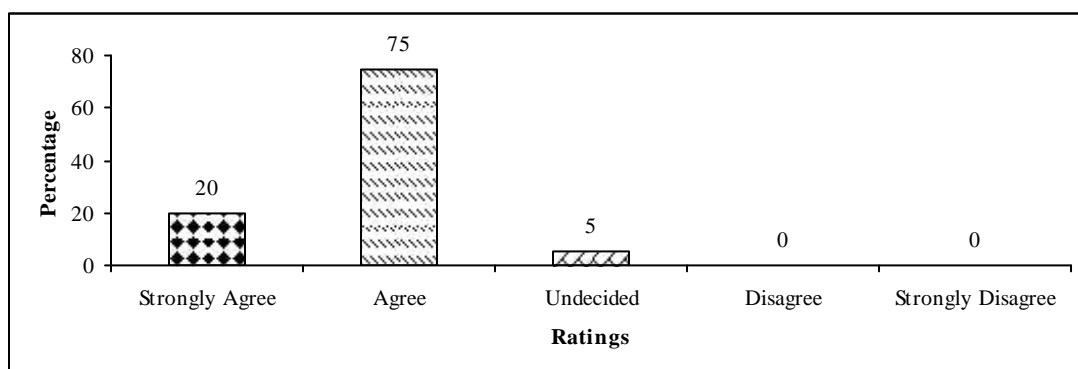
The figure above shows that 25 per cent of the total respondents strongly agreed, 50 per cent of them agreed, 25 per cent were undecided and none of them disagreed and strongly disagreed using the strategy. From this data we can conclude that majority of the teachers were aware in applying the self-checking and peer-checking strategy in large ELT classes, some of them were highly conscious and some were not.

### 3.1.16 Giving Feedback to the Students in Large ELT Classes

Feedback in general sense is the information given in response to a person's performance or a task used as a basis for further improvement. Feedback plays an important role in teaching learning process. Giving feedback individually in a large ELT class is really very challenging task. The data obtained from the teachers is presented as follows:

**Figure No. 16**

**Giving Feedback to the Students in Large ELT Classes**



The above figure displays that 75 per cent of the total respondents agreed 20 per cent strongly agreed, only 5 per cent were undecided and non of them disagreed and strongly disagreed. From this data the researcher reveals that majority of the teachers were aware in the applying the strategy of giving feedback in large ELT classes.

#### **a. Additional Strategies Applied in Large ELT Classes**

Apart from the above strategies which were stated in the questionnaire as closed ended questions, the respondents had given additional strategies they viewed which could be applied in such large multilevel ELT classes. The last and only one open ended question in the questionnaire was 'What else strategies do you adopt to address the problems of a large ELT classroom ?

Please mention some of them'. The additional strategies as mentioned by the respondents are given as below.:

- ◆ Lesson planning
- ◆ Psychological treatment to the undisciplined students
- ◆ Various motivational strategies.
- ◆ Making the class beneficial for all the students.
- ◆ Applying task based approach.
- ◆ Encouraging the less proficient students to learn more from the more proficient ones inside or outside the classroom.
- ◆ Asking the students to be more cooperative rather than competitive
- ◆ Facilitating classmates in various activities
- ◆ Promoting learner autonomy through encouraging self learning and helping them to take responsibilities themselves.
- ◆ Avoiding discrimination between students
- ◆ Encouraging for self study and search of websites
- ◆ Team as collaborative and cooperative learning
- ◆ Round robin techniques and round robin technique
- ◆ Special attention to the less proficient students and engaging them in different task.

### **3.2 Analysis and Interpretation of the Classroom Observations**

This section is concerned with the observation of 40 classes of Higher secondary level English teachers teaching in large ELT classes. I prepared an observation checklist and observed forty classes of the twenty selected teachers representing two classes of each teacher mostly concerning the strategies used in large ELT classes. The researcher observed the classroom teaching mainly to verify the strategies which they had claimed to apply in the given questionnaire. For analyzing the adopted strategies I used two rating scaled observation checklist having two alternatives 'Yes' and 'No'. 'Yes' if the

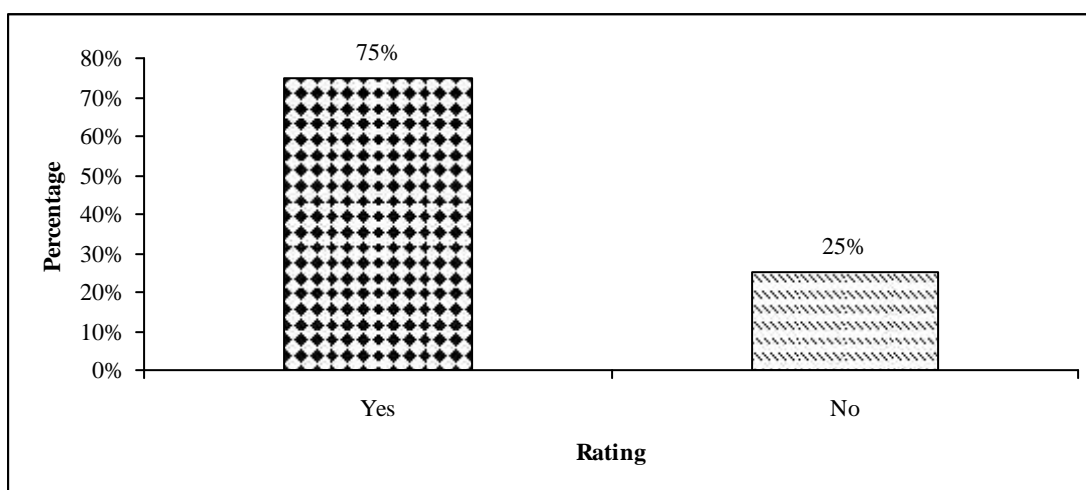
mentioned strategy is used by the teacher otherwise 'No'. Here the individual strategies as obtained from the observation checklist have been analyzed and interpreted separately as below:

### 3.2.1 Physical Setting of the Classroom

Physical setting is one of the aspect to be considered by the teacher while teaching in large class as an strategy. The schematic presentation of the data obtained from the classroom observation is presented as below:

**Figure No. 17**

**Physical Setting of the Classroom**

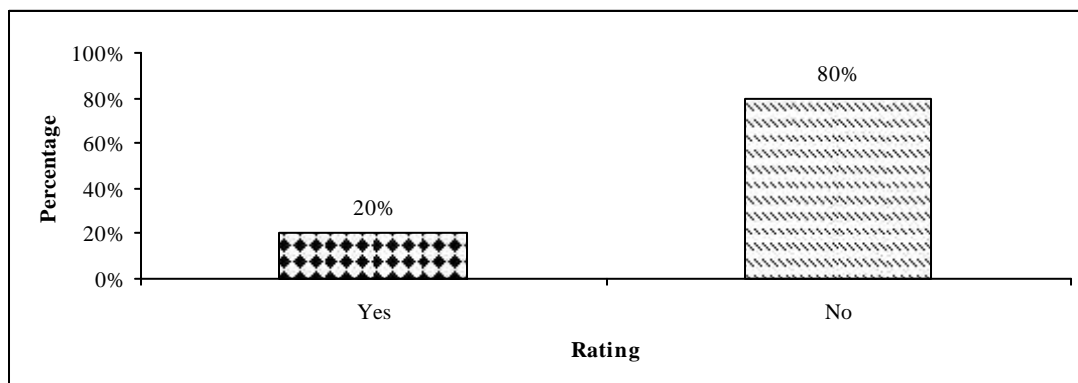


The above figure shows that 75 % teachers were we found managing the physical setting of the classroom properly in the large ELT classes and 25% poor management of the physical setting in the classroom. While observing the physical setting , the researcher had taken into consideration on the various aspects of the classroom for example: arrangement and availability of furniture and the number of students, hierarchy of the desks benches, placement of the chalk board in proper place, cleanliness of the room and so on.

### 3.2.2 Making Seating Plan

Making seating plan is another strategy to be considered in large ELT classes. It is essential to conduct group work and pair work in a proper and systematic way forming new groups that enhance collaboration and cooperation among the students. Similarly, it also helps to save the time. In this regard, the data obtained from the classroom observation has been presented in the following figure:

**Figure No. 18**  
**Making Seating Plan**

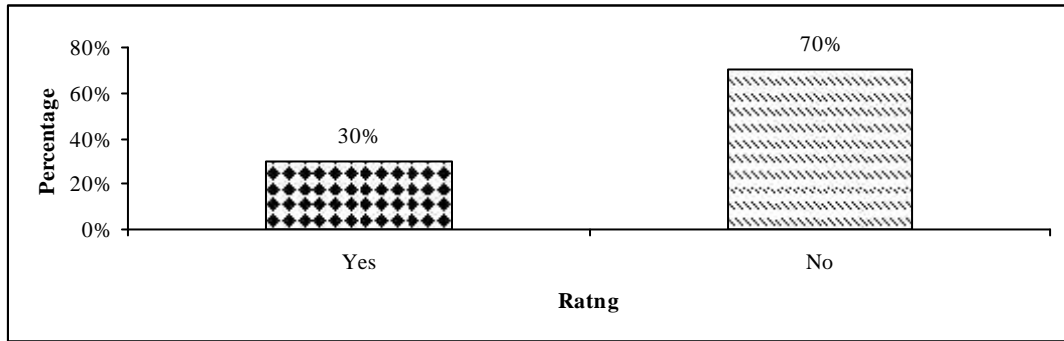


The above figure clearly shows that .Eighty per cent teachers were found not to be using the strategy of making seating plan in such classes and very few i.e. only 20% teachers used this strategy.

### 3.2.3 Maintaining Discipline in the Large ELT Classes

Maintaining discipline while teaching in the large ELT classes is one of the major challenges to be faced by the teachers. So, the teacher should be commanding and has to fully control over the class using various strategies. In this regard, the data obtained are schematically presented as below:

**Figure No. 19**  
**Maintaining Discipline**

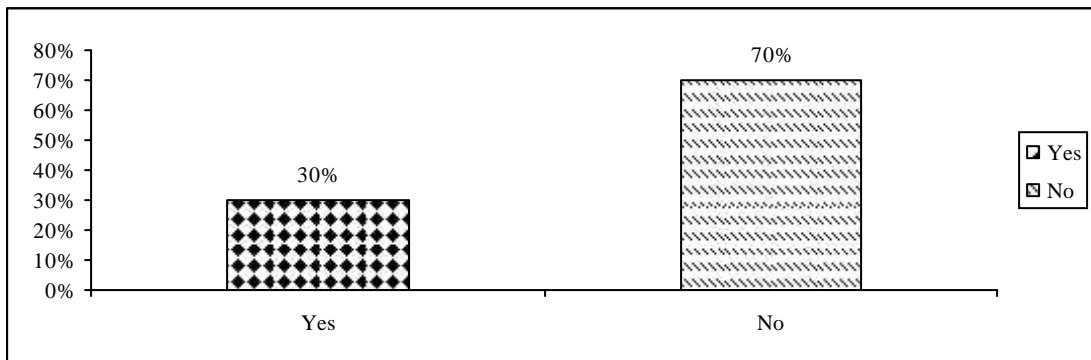


The above figure clearly displays that majority of the teachers i.e. 70% were found maintaining discipline properly in the large ELT classes and 30% were unable to do so.

### **3.2.4 Students' Equal and Active Participation in the Large ELT Classes**

The modern approaches of teaching English mostly prefer the students' active participation in teaching learning activities. In the large ELT classes, active participation of all the bright and weak students equally is a matter of challenge. Anyway, the teacher should involve all through various student centered activities and focusing on the weak students. The data obtained from the classroom observation regarding the students' active and equal participation is presented below:

**Figure No. 20**  
**Students Equal and Active Participation in the Large ELT Classes**



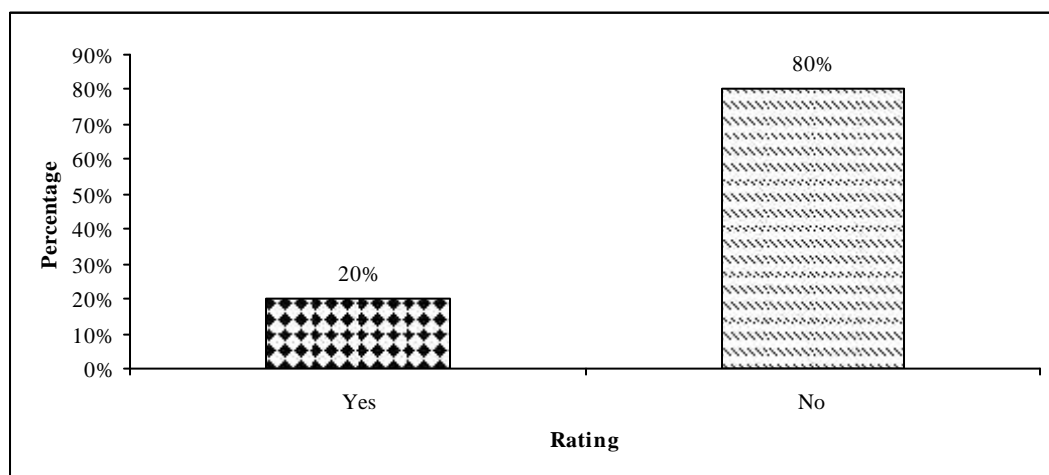


The above data presented in the figure above shows that majority of the classes( i.e. 70 %) did not actively and equally participate in large ELT classes. It was found that only the bright, extrovert and the students sitting on the front benches were more active and showed dominant role in the classroom but rest of them seemed passive.

### 3.2.5 Focusing on Individual Pace of the Students in Large ELT Classes

All the students in the class are not same in their ability. It means multi-levelness is one of the features of any large class. Some students learn faster but others may not run with them. Due to the different pacing of learning, the teacher is in dilemma whether to follow the faster or slower ones. Regarding the correct pacing in the large ELT class, the data found is presented below:

**Figure No. 21**  
**Focusing on Individual Pace of Students in Large ELT Classes**

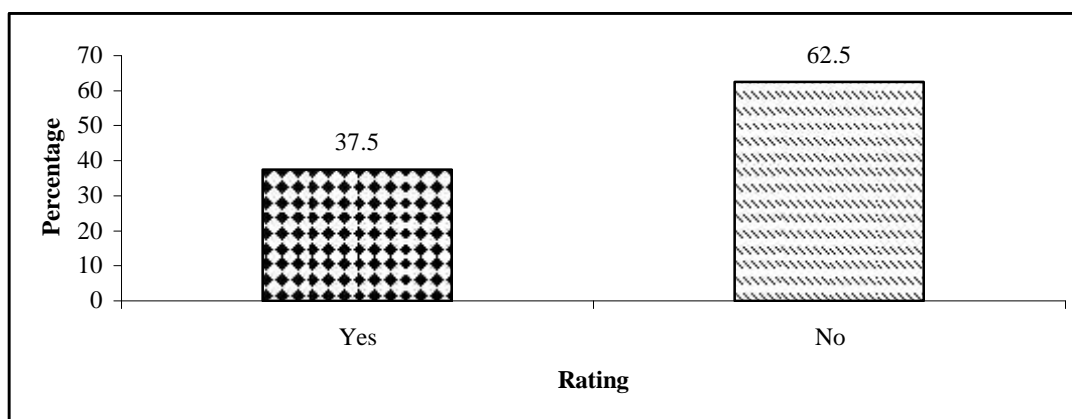


The above figure shows that majority of the teachers i.e. 80 per cent were found not focusing on the individual pace of the learners in the large ELT classes. The weaker and slower students were found to be compelled to be dragged with the pace of the brighter ones forcefully.

### 3.2.6 Using Variety in Topics, Methods and Texts

Variety in topics, methods, and texts is another strategy to be adopted by the teachers in teaching large ELT classes. This is essential to overcome the challenges of burden, lack of interest, monotony etc. Even it is the tool for motivating and creating interest to the students in such large ELT classes. The following figure shows the data of classroom observation on this strategy:

**Figure No. 22**  
**Variety in Topics, Methods and Texts**

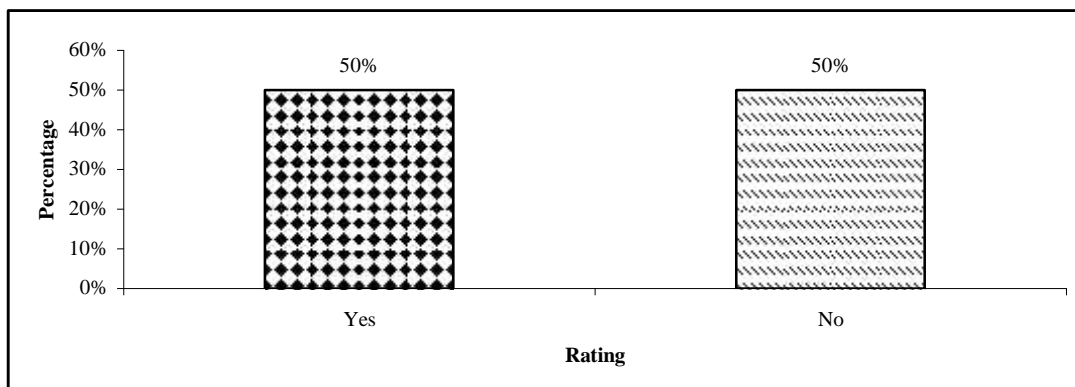


The figure above displays that out of 40, only 15 classes (i.e. 37.5%) were found using this strategy but rest of them 25 classes (i.e. 62.5%) were not found so. This data reveals that majority of the teachers failed in using varieties of topics, methods and texts in the large ELT classes.

### 3.2.7 Conducting Interesting Activities in the Large ELT Classes

The classroom activities should be interesting to the students. If the activities are not interesting, they will start showing disruptive and undisciplined behaviour in the class and the whole class goes out of control. The following diagram shows the data obtained regarding this strategy:

**Figure No. 23**  
**Conducting Interesting Activities in the Large ELT Classes**

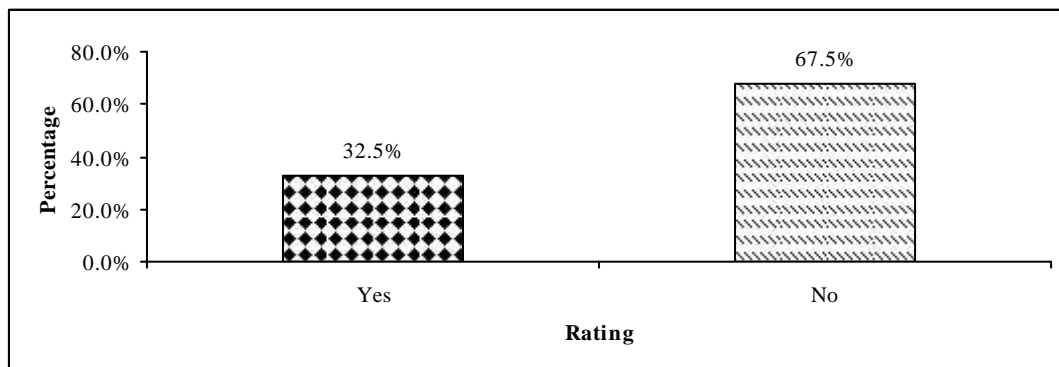


This above figure displays the data that half of the classes were found making their class interesting using various language games, discussion on the particular topic, debate, telling contextual jokes and stories etc. Whereas half of the classes were not found so interesting. They adopted just lecture method but did not make any interesting student centered activities. The classes in which activities were interesting, all the students were involved in teaching learning process actively without showing undisciplined behaviour and other classes where the activities were not interesting, the students were found passive and showing undisciplined behaviour and deviated from the main stream of the class. From this, it can be interpreted that conducting interesting activities is the key strategy to involve all in the large ELT classes.

### **3.2.8 Conduct Group Work and Pair work**

As I have already discussed in the previous chapter that group work and pair work are the key strategies to involve all the students in the classroom activities focusing on their ability. Group work and pair work make students engage in interaction to each other. They are very useful techniques for teaching students in an interactive way. The following diagram shown the data obtained in using this strategy:

**Figure No. 24**  
**Conduct Group Work and Pair work**

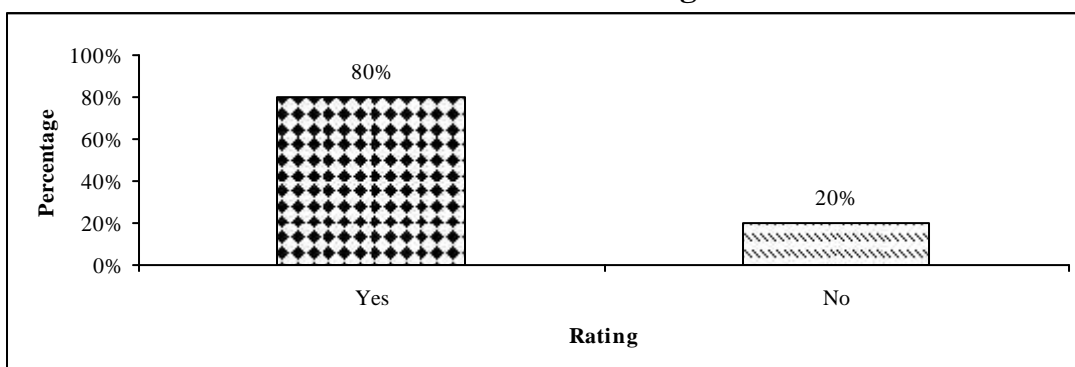


The figure above shows that out of 40, only in 13 classes (i.e. 32.5%), group work and pair work were found to be conducted and in rest of them 27 classes (i.e. 67.5%) were not found to be adopted these techniques. This data infers that in majority of the classes, group work and pair work were not found to be adopted. The classes where this strategy was adopted were found existing and interesting than the classes where it was not conducted.

### **3.2.9 Control of Noise Level in the Large ELT Classes**

While conducting various student centered activities, if the class is not managed, the level of noise goes high and it gets out of control. When the students speak at the same time and listen to anyone all the activities becomes worthless. So, the teacher should be very a ware in controlling noise level through various activities. The following figure presents the data:

**Figure No. 25**  
**Control of Noise Level in the Large ELT Classes**



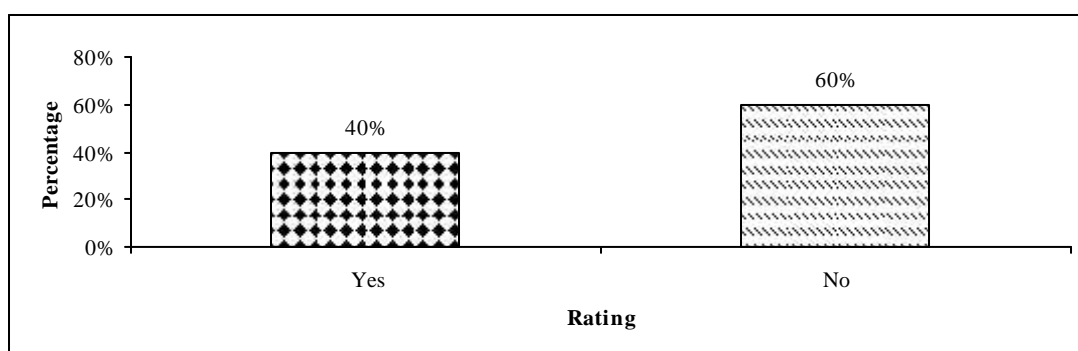
The above figure shows that except only a few number of classes i.e. 20 per cent classes, all the classes were found used this strategy effectively in the large ELT classes.

### 3.2.10 Making Plan or Routine to Have Systematic Interaction

It has already been mentioned in the previous section that plans help to do the task properly. In the case of large ELT classes, if the plan is made by the teacher to have systematic interaction, most of the disciplinary problems and deviation from the continuous learning process are solved. It also helps to save time in the classroom teaching. The following figure shows the data obtained from the classroom observation schematically as below:

**Figure No. 26**

#### **Making Plan or Routine to Have Systematic Interaction**



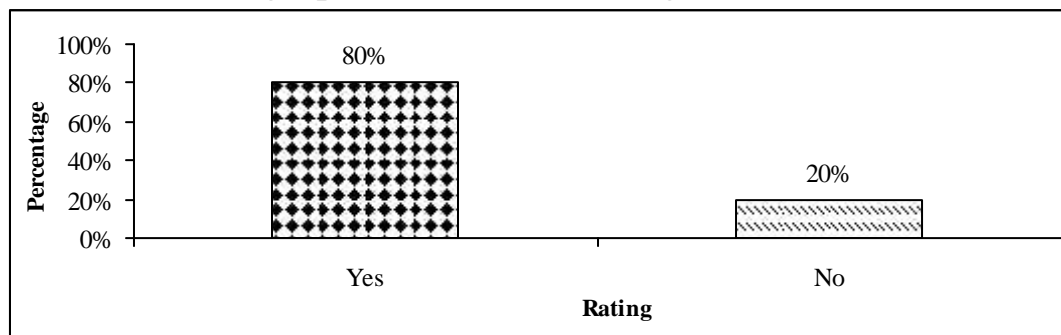
The above figure shows that majority of the classes i.e. 60 per cent were not found using this strategy in the large ELT classes. But some of the classes i.e. 40 per cent were found to use this strategy. The classes where this strategy was adopted, interaction between student and teacher, student and student, student and material was found very effective. All the students got chance to take part in the intervention.

### 3.2.11 Using Open-Ended Cues in Large ELT Classes

Open-ended cues offer students many opportunities for choosing appropriate language items and gearing the exercises to their own level of competence and

even helps in creating collaborative environment to engage all in the large multilevel classes. The data obtained from classroom observation in this regard are presented as follows:

**Figure No. 27**  
**Using Open-Ended Cues in Large ELT Classes**

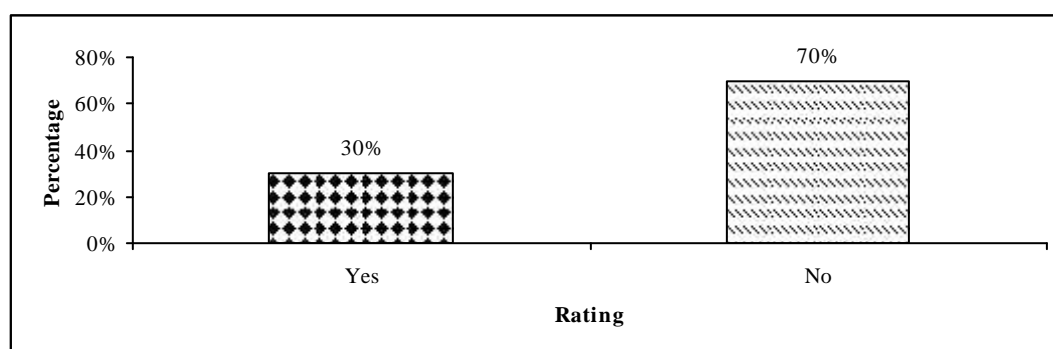


The above figure clearly displays that except 8 classes (i.e. 20%) out of 40, almost all the classes (i.e. 80%) were found using this strategy. The teachers asked the open ended cues but lacked collaboration among the students.

### 3.2.12 Encouraging Quiet and Introvert Students to Speak

All the students are equal in the eyes of the teachers, however, the teacher should give much focus on those who are weak, introvert and sitting on back benches and encourage them to speak and involve in teaching learning process. Thus, the data obtained regarding this strategy has been presented as below:

**Figure No. 28**  
**Encouraging Quiet and Introvert Students to Speak**

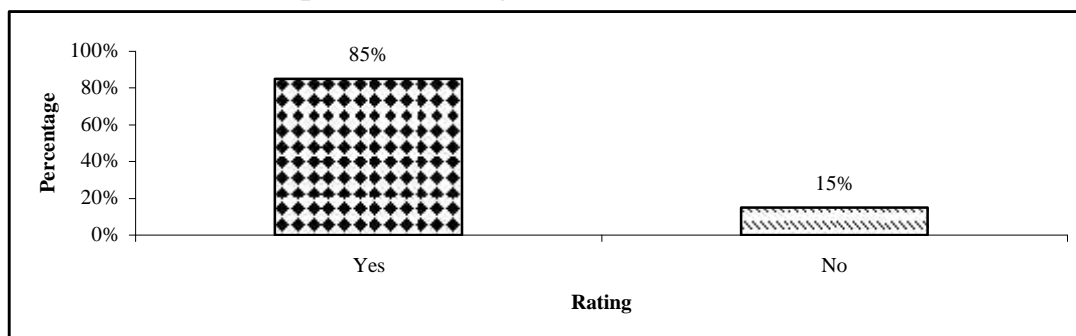


As shown in the above figure 70% of the total respondents did not use this strategy but only 30 % only used this strategy. From this indication we infer that majority of teachers were not found to encourage the quiet, weak and introvert students to speak and involve in active classroom activities. Only the bright and extrovert students and those who sit on the front benches are dominated role in the large ELT classes.

### 3.2.13 Frequent Walking Around the Classroom

A teacher is the dynamic and mobile participant in the classroom teaching and learning process. S/he should not stand as a pillar in front of the class. Rather s/he should walk frequently around the classroom with the eye to eye contact / to every individual so that the teacher could have control over the whole class taking their attention and not giving chance for side talk, disruptive and undisciplined behaviour in the large class. Even it helps to listen the teachers voice clearly for the back benches students. The data diagrammatic presentation of the data obtained is as below:

**Figure No. 29**  
**Frequent Walking Around the Classroom**



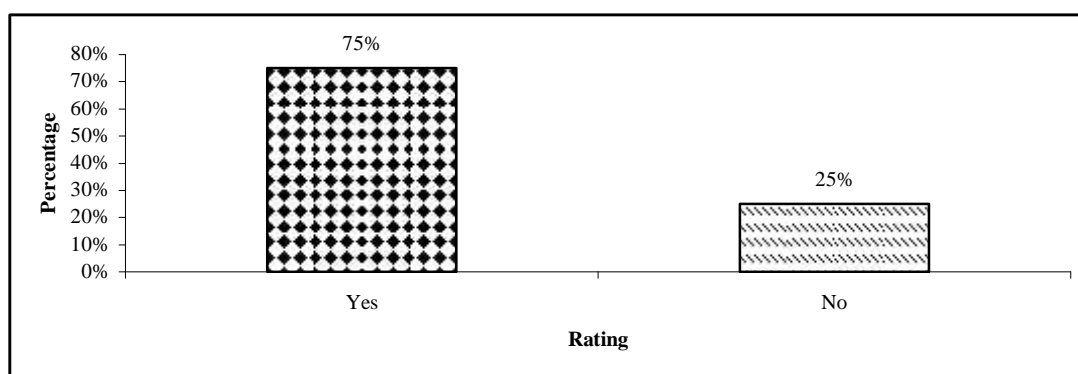
The figure above displays that out of total classes observed, 85 per cent teachers used this strategy and only 15 per cent did not. This data infers that most of the teachers walked frequently around the large ELT classroom. And it was found that the classes where the teachers walked around the students neither tease each other, nor did they listen to the teacher and the classes were in control of the teacher.

### 3.2.14 Speaking Loudly and Clearly

This strategy assumes that teachers' voice should be very simple, polite, clear and interesting. The teacher should speak very clearly with appropriate degree of loudness so that all the students from the back benches could listen clearly and the teacher could maintain the level of voice in balance for a long time.

The following figure shows the data obtained:

**Figure No. 30**  
**Speaking Loudly and Clearly**



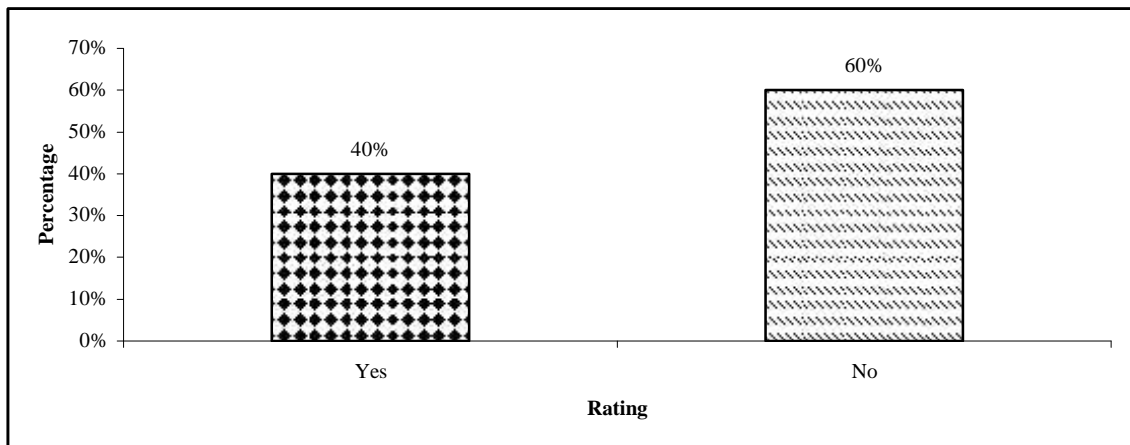
The figure No. 30 shows that among the total classes observed, 75 per cent teachers used this strategy and only 25 per cent did not. From this data, the researcher can conclude that most of the teachers user found speaking loudly and clearly in the large ELT classes.

### 3.2.15 Self Checking and Peer Checking

Checking a large number of written assignments in large ELT classes is one of the problems to be faced by the teachers. In this case, the teacher can use the strategy of self checking and pair checking to check their written assignments which helps them to save their time as well as develop co-operation among students. For this, the teacher can write the correct answer on the board and ask them to check themselves tallying with. The data obtained from class observation is presented in a bar diagram as below:



**Figure No. 31**  
**Self Checking and Peer Checking**

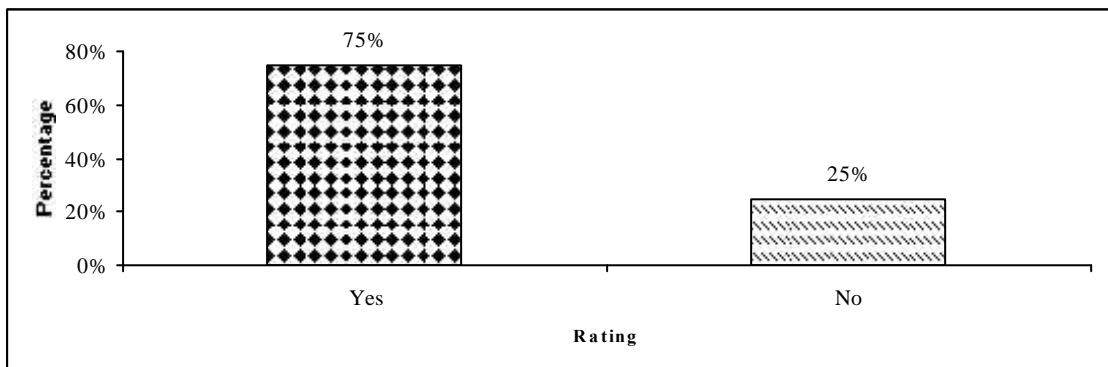


The above figure shows that majority of the classes i.e. 60 per cent teachers did not use this strategy and only 40 per cent were found using this strategy. It means majority of the teachers were not aware in self-checking and pair checking in as the best way the large ELT classes.

### **3.2.16 Giving Feedback to the Students in Large ELT Classes**

Feedback is one of the essential aspects to be considered by the teacher in teaching process. Here, regarding this strategy the data obtained from classroom observation is presented schematically presented below:

**Figure No. 32**  
**Giving Feedback to the Students in Large ELT Classes**



The figure above shows that majority of the teacher i.e. 75% were found using that strategy in the total class observed and rest of the 25 per cent did not. This data indicate that majority of the teachers gave feedback to the students in a whole group in the large ELT classes. They did not seem given feedback individually.

#### **a. Additional Strategies Explored from Classroom Observation**

Apart from the strategies which were stated in the classroom observation checklist, the additional strategies that I found in the classroom observation have been noted here in points which were prepared by maintaining a diary that helped me to explore more strategies than I presumed. These strategies are given in points as below:

- ◆ **Proper use of blackboard / chalkboard:** The teachers who used their chalkboard properly and wrote clearly, found their classes calm and disciplined. The other classes were found to remain noisy, and students were found deviated from the expected activities.
- ◆ **Appropriate use of gesture:** The teachers who used appropriate gesture in the classroom were found to be successful to make their classroom effective making the meaning clear, motivating and getting their attention without making noise but the classes where the teachers did not use any gestures were not found as effective as the used ones.
- ◆ **Regular eye contact with the students:** The classes where the teachers had regular eye contact with the students, the students were found attentive to listen to him and take part in teaching learning activities whereas, the classes where the teachers did not have regular eye contact the students

were found making noise, teasing each other and deviated from the stream of teaching learning in the classroom.

- ◆ **Applying lecture method:** Lecture method was found effective method used in the large ELT classes. This method was made effective making interactive, humor and teaching aids, encouraging the students to ask questions, nonverbal presentations such as eye contact, facial expression gesture and so on.
- ◆ Letting students asking questions and behaving them frankly.
- ◆ Multi ideas can be generated from different students.
- ◆ Use of encouragement and inspiration.
- ◆ Comprehensible and simple language use.
- ◆ Developing learner autonomy consulting library searching websites etc. by providing guidelines.
- ◆ Asking the students to have their seat in the classroom through rotation system and so on.
- ◆ Maintaining personality and standard of the teacher him or herself.

## **CHAPTER-FOUR**

### **FINDINGS AND RECOMMEND**

#### **4.1 Findings**

Higher secondary level English teachers used various strategies in the large ELT classroom. Some of the general strategies as explored by this research are as follows:

- a. Managing physical setting of the classroom
- b. Making seating plan so that group work could be conducted easily
- c. Maintaining discipline in the large ELT classroom
- d. Participating all the students in classroom activities through various student centered activities
- e. Focusing on the individual differences along with their ability and adopting proper pacing
- f. Involving all the students in the teaching learning process by varying the topics, methods, texts and interesting activities.
- g. Conducting group work, pair work and giving open ended cues developing cooperation and collaboration among the students.
- h. Making plan or routine to have systematic interaction between teacher, student and materials.
- i. Giving equal importance to all specially focusing on weak introvert and the students sitting on back benches encouraging them to speak and giving special attention to them.

- j. Frequent walking around the classroom with eye to eye contact and speaking loudly and clearly.
- k. Adopting self checking and peer checking strategy while checking huge number of written assignments.
- l. Developing learner autonomy encouragement them for consulting libraries searching websites and self study taking responsibility themselves.
- m. Supporting to the weaker students by the brighter ones in various ways.
- n. Using various motivational strategies
- o. Treating the disruptive nature of students psychologically and so on.

As the researcher found from this study that all the English teachers teaching higher secondary level did not apply all strategies. There was a gap between the knowledge of the strategies that could be used in the large ELT classrooms and the practice i.e. real use of those strategies in such large ELT classes. The findings regarding

- a. Cent per cent teachers know the management of the physical setting of the large ELT classroom but only 75 per cent of them were found properly managed in real teaching.
- b. Majority of the teachers i.e. 80% were aware in making seating plan in the large classes but only 20% teachers were found success in real practices and 80% were failure in applying this strategy.
- c. Regarding maintaining discipline in the large ELT classes 90% were conscious but only 70 per cent were found succeed in real classroom teaching.

- d. Eighty per cent teachers agreed to involve students equal and active participation in the classroom activities but only 30 per cent teachers succeed to adopt as their claim. Generally, it was found that only the brighter, extrovert and sitting on the front benches dominated the whole class.
- e. Forty percent teachers were conscious in adopting correct pacing focusing on the individual ability, 40 per cent were unknown about this strategy but only 20 per cent were found adopting correct pacing in the large ELT classroom and rest of the 80% failed to apply. The classes were found to be moved taking base to the brighter students.
- f. Ninety per cent teachers claimed to vary their topic, method and texts in the large classrooms but only 37.5 per cent teachers were found succeed in the practices.
- g. Almost all (i.e. 95%) the teachers know making their activities interacting through various student centered activities but only 50% teachers were found making their activities interesting in the large ELT classes.
- h. Regarding to the strategies i.e. controlling the noise level, using open ended cues frequent walking around the classroom, speaking loudly and clearly and giving feedback, the teachers claim and their practices in real classroom teaching were found approximately matched.
- i. In conducting group work and pair work, making plan or routine to have systematic interaction, encouraging quiet and introvert students and self checking and peer checking, the teachers knowledge about the strategies and their application in real practices were found different. The teachers were found failure in using the strategies in their practices.

## 4.2 Recommendations

- i) The teachers are suggested to manage the physical setting of the large ELT classrooms arranging the desk benches properly so that different student centered activities like group work and pair work could be conducted easily.
- ii) Only having knowledge about anything is not so important, the knowledge should be reflected in the practices. So, the teachers are suggested to be aware in the implementation of the strategies in their real classroom teaching.
- iii) The teachers are suggested to make their classroom teaching interesting through various activities like games, debate, interaction etc. to get the students attention and solve the indisciplinary problems created by boredom and their passive role.
- iv) The students can learn so much from their friends through co-learning. So, the teachers are suggested to encourage the students to learn more from the brighter students which is beneficial for both in such classes.
- v) The teachers who are teaching in large ELT classes are suggested to conduct student centered activities like group work, pair work, role play etc. to develop collaborative and interactive environment in the classroom.
- vi) The teachers are suggested to use gestures, mime and proper use of blackboard, eye to eye contact to the students so that the students sitting on the back benches also could understand him without deviating from the teaching learning process.

- vii) Teacher's personality, command over the subject matter and commanding power etc. are the key factors to control the large class maintaining discipline. So, the teachers are suggested to possess the qualities themselves.
- viii) The teachers should not depend on only the teachers and classroom teaching. So, the teachers and classroom teaching. So, the teachers are suggested to develop learner autonomy consulting libraries, searching websites developing their responsibilities themselves.
- ix) When all the student studying in the classroom are not involved in teaching learning process, raise various problems in the large classroom. So, the teachers need to give more emphasis to the weak, introvert and the students sitting plan so that all the students could get chance to have the front seats in rotation system.
- x) The administrative of the educational institutions who are enrolling a large number of students are suggested to develop the infrastructure and facilities in proportional to the number of the students.
- xi) Finally, the teachers are encouraged not to be frustrated and hopeless to cope with the challenges of the large ELT classes but to convert the challenges into the opportunities playing with diversity and multi-levelness of the students in such large ELT classes. That will be backbone for their professional development in the field of ELT in the developing countries like Nepal.



## References

- Adhikari, S.K. and Gaudal, D.R. (2007). *Classroom sociology and language learning. Journal of NELTA*. 12: 8 - 12.
- Awasthi, et al. (2009). *New generation English*. Kathmandu: Vidyarthi Prakasan.
- Awasthi, J.R. (2003). Teacher education with especial reference to English language teaching in Nepal. *Journal of NELTA*. Vol. 8. P. 1.
- Basyal, Chudamadi (2010). *Strategies of classroom management used by the secondary level English teachers*. Unpublished M.Ed. thesis, Tribhuvan University, Kathmandu.
- Dahal, M. (2008). *Effects of students flow in M.Ed. English classroom*. Unpublished M.Ed. Thesis, Tribhuvan University, Kathmandu.
- Dawadi, S. (2008). *Students flow in university campus boon or bane*. *Journal of NELTA*, 13: 25-30.
- Dewan, S. (2003). *Teaching large multilevel classes*. *Journal of NELTA*, 8: 158-162.
- Dixin (2002). *Teaching composition in large classes*. Forum.
- Ghimire, R. (2011). *Managing diversity in ELT classes*. Unpublished M.Ed. thesis, Tribhuvan University, Kathmandu.
- Harmar, J. (2008). *The practice of English language teaching*. London: Longman.
- Hess, N. (2006). *Teaching Large Multilevel Classes*. Cambridge : CUP.
- <http://www.teachngenglish.org.uk/forum-topic/teachingenglish>.

- Valentic, D. (2010). ELT in multilevel classes. (Retrieved on 18<sup>th</sup> feb. 2011. from <http://www.associates.iatetl.org/pase/materials/pol31.doc>.)
- <http://www.melamadia-org.viewtopic-ELTtipsfor largeeclasses.mht>.
- Kashi, Shiva Kumar (2010). "Two hundred and fifty students within a classroom." *Nagarik Daily*, 23<sup>rd</sup> October.
- Khan, H.R. (2005). *CLT in Large class : Conformity and Contrast*. Journal of NELTA, 10:57 - 64.
- Khatri, A.R. (2010). *Teaching English in large multilevel classroom*. (as retrieved on 12 February 2011 from <http://www.teachingenglish.org.uk/forum-topic/teaching-english-multi-level-multi-lingual-classroom>.)
- Nolasco, R. and Arthur, L. (1991). *Large Classes*. London Macmillan.
- Nyaupane, B. (2007). *A study on language learning in large class in the Nepalese context*. Unpublished M.Ed. Thesis, Tribhuvan University, Kathmandu.
- Richards et al. (1990). *Longman dictionary of language teaching and applied linguistics*. London; Longman.
- Sharma, H.M. (2007). ELT classes and instructional management: An observational study. *Journal of NELTA*. 12: 142-148.
- Upadhyaya, M. (2000). Teaching English in large classes. *Journal of NELTA*. 2: 67-70.
- Ur, P. (1996). *A course in language teaching*. Cambridge: CUP.
- Ur, P. (2000). *A course in language teaching*. Cambridge: CUP.
- Wragg, E.C. (1991). *Classroom management and control of teaching English*. Mc/millan: London.

**APPENDIX-I**  
**QUESTIONNAIRES TO THE TEACHERS**

Dear Respondents

This questionnaire is a research tool for gathering information for my research entitled “**Strategies Used by Teachers in Large ELT Classes**” for the partial fulfillment of my Master of Education in English at T.U. I am carrying out this research under the guidance of **Dr. Laxmi Bahadur Maharjan**, Reader of the Department of English Education. The questions are based on the strategies to be adopted in large ELT classes.

The collected information provided by you will be of great help to the successful completion of this research. Your name and the name of your organization are optional but all the information collected through the questionnaire will be kept highly confidential and used only for research purpose. I would be grateful if you could kindly spare sometime to complete the questionnaire below attached here with.

Thank you for your kind cooperation.

**Lokendra G.C.**  
**Researcher**

## Questionnaire to the Teacher

Teacher's Name:- ..... Date:.....  
 Name of the college :- ..... Observer:.....  
 Level of teaching :- ..... No. of students :- .....

Please go through the questionnaire and tick the option that best indicates your response

### Strategies Adopted by Teachers in Large ELT Classes

S.N.	Strategies	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	I always manage the physical setting (furniture, blackboard use etc.) of the classroom					
2	I often make a seating plan so that group work and pair work, can be made easily.					
3	I am really aware of maintaining discipline in the large ELT classroom.					
4	I participate all the students in classroom activities					

5	I focus individual pace in a large ELT class.					
6	I often use varieties of topics, methods and texts in a large ELT class.					
7	To solve the problem of large ELT class, I make the activities interesting.					
8	I conduct a lot of pair and group work in a large ELT class.					
9	I stop the group work activity briefly (short time) if the noise level is getting to high and encourage the students to talk more quietly.					
10	I make a plan or routine of how to allow the students to speak to me, how to speak to each other and how to stop the whole class.					
11	I give open ended cues to the students which enhance interaction and collaboration.					

12	I often encourage the quiet and introvert students to speak in the classroom giving equal opportunity to the students of front and back benches.					
13	I frequently walk around the large classroom.					
14	I often speak loudly so that the students from back benches also listen clearly.					
15	I often apply the self checking and peer checking technique while checking the class work and homework.					
16	I often give feedback to the students.					

17. What else strategies do you adopt to address the problems of a large ELT classroom ? Please mention some of them.

- (i) .....
- (ii) .....
- (iii) .....
- (iv) .....

**APPENDIX-II**

**Classroom Observation Form  
(To be filled after every class observation)**

Name of the teacher : .....

Name of the institute : .....

No. of students: .....

Date: .....

Observe:.....

S.N.	Strategies	Adopted by the teachers	
		Yes	No
1	Physical setting of the classroom		
2	Seating plan		
3	Maintaining discipline		
4	Students' equal and active participation		
5	Focusing on individual pace		
6	Variety in topics, methods and text		
7	Interesting activities		
8	Conduct group work and pair work		
9	Control of noise level		
10	Making plan or routine to involve all		
11	Open ended cues		
12	Encouraging quiet and introvert students		
13	Frequent walking around the classroom		
14	Speaking loudly and clearly		
15	Self checking and peer checking		
16	Giving feedback		

17. Additional strategies used by the teacher in large ELT classes.

(i) .....

(ii) .....

(iii) .....

(iv) .....

(iv) .....



