

ENGLISH LANGUAGE TEACHERS' PERCEPTIONS AND PEDAGOGICAL
PRACTICES IN LARGE CLASSES: A NARRATIVE INQUIRY

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ABSTRACT

An abstract of the dissertation of *Binod Duwadi* for the degree of *Master of Philosophy in English Language Education* was presented at Kathmandu University School of Education on 31 December, 2020.

Title: English Language Teachers' Perceptions and Pedagogical Practices in Large Classes: A Narrative Inquiry

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Prof. Laxman Gnawali, PhD

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The modern-day teaching learning activity is more about how teachers strategically facilitate the classroom situations. Class activities depend on the size of classes and availability of the resources associated with teaching. I have been teaching in the large classrooms for the past eight years. Sometimes, I feel that my job as a community school teacher has both painful challenges and hopeful opportunities. Most of the time, I have been teaching in crowded classes where basic resources are not adequate. It is painful to me that I cannot teach my class properly. Though I have practised some motivational strategies in my teaching, the students seem to have listened to me for some time, but as soon as I move to teaching the textbook, they get distracted.

In this regard, the main objectives of this study were to explore how English language teachers in Nepal perceive teaching large classes and how they address the hurdles that appear during their teaching. Thus, the study aimed to explore the challenges these teachers are facing and struggles they have been going through while managing large classes. I applied narrative inquiry as a research method and the

personal stories of research participants as for the information collection process. My research participants were engaged in teaching over a period of ten to twelve years. I collected the information through teachers' narratives and classroom observations. I collected the information in six to seven rounds with the participants based on their comfortable time and availability. The information was recorded with a high interface recording system with prior permission. Later, I transcribed the information maintaining the ethics of research for further analysis.

I used socio-cultural principle and post-method pedagogy which have three parameters such as the parameters of particularity, practicality, and possibility to construct theoretical foundations in this research. The stories of my research participants indicated how they found teaching in large classes having less resources and the way they addressed diverse strategies to behave equally to the learners though they are in large numbers in one classroom.

The stories revealed that the ELT instructors struggled with challenges in diverse areas in their large classes for instance, classroom management, providing feedback, balancing teaching materials, availability of resources. I discovered that teachers' self-developed teaching materials as well as integration of technologies, conducting initial assessments of students' needs and desires, peer-feedback, and teaching experiences can maximize teaching effectiveness in large class settings.

Furthermore, I explored the study by allowing students to play an active role in the teaching and learning process, involving them in all the decision making about the classroom life, empower the students and motivate them to learn more autonomously inside and outside the classroom.

This study contributes to the field of language teaching in general and teachers'-whose sole destiny is to be a professional teacher despite the hurdles

associated with large class phenomena. I have derived meaning using interpretive paradigm making the proper analysis and interpretation, and reflection on the concepts, practice, and beliefs presented by the research participants about EFL/ESL teachers' practices in large classes.

The research concludes that teaching to the large classes entails an in-depth understanding of the classroom environment through autonomous learning. As long as the learners are autonomous, the teaching learning activity in large classes is possible for this, teachers' perfect planning, and attention to the learners seems to be instrumental.

31 December, 2020

Binod Duwadi

Degree Candidate

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DECLARATION

I hereby declare that this dissertation is my original work and it has not been submitted for candidature for any other degree at any other universities.

31 December, 2020

Binod Duwadi

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DEDICATION

This dissertation is dedicated to my Parents

And equally

To

My Gurus and Gurumas, who teach in Large Classes

Master of Philosophy in English Language Education dissertation entitled *English Language Teachers' Perceptions and Pedagogical Practices in Large Classes: A Narrative Inquiry of Binod Duwadi* was presented on 31 December, 2020.

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I understand that my dissertation will become a part of the permanent collection of Kathmandu University Library. My signature below authorizes release of my dissertation to any reader upon request for scholarly purposes.

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This dissertation details the journey of English language teachers teaching in large classes. Writing this dissertation was a thrilling journey in its own right as I came to know myself and that which I was capable of achieving. I would humbly like to acknowledge the support and contribution of many scholars, friends and well-wishers in concluding this academic endeavour.

Binod Duwadi, Degree Candidate

ABBREVIATIONS

ABI	Activity Based Instruction
APA	American Psychological Association
B.Ed.	Bachelor in Education
BSc	Bachelor in Science
CBLT	Content Based Language Teaching
CDC	Curriculum Development Centre
CGT	Classical Grounded Theory
EFL	English as a Foreign Language
ELE	English Language Education
ELT	English Language Teaching
ESL	English as a Second Language
FGD	Focus Group Discussion
GT	Grammar Translation
HSEB	Higher Secondary Education Board
IATEFL	International Association of Teachers' of English as a Foreign Language
ICT	Information Communication Technology
KUSOED	Kathmandu University School of Education
M A	Master of Arts
M Ed	Master of Education
M Phil	Master of Philosophy
MT	Mother Tongue
NELTA	Nepal English Language Teachers' Association

PhD	Doctor of Philosophy
SLA	Second Language Acquisition
SLC	School Leaving Certificate
SSDP	School Sector Development Program
TBLT	Task Based Language Teaching
TESOL	Teaching English to Speakers of Other Language
TOT	Training of Teacher
TU	Tribhuvan University
UGC	University Grants Commission

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CHAPTER I

INTRODUCTION

This study explores how English language teachers in Nepal perceive their teaching of large classes, and how they address the challenges that appear during their teaching activities. In a similar regard, problem statement, objectives of my research and research questions to unpack various ideas are discussed below. Additionally, it also presents delimitations and rationale of the entire study as well.

Scene Setting

When I was a student, I went to a public secondary school in Dhading district which was located five kilometers away from my home. The walking route did not used to be easy. I also had to prepare my food in the morning because my parents would go to work on the farm every day. As I reflect now, I would run towards the school as soon as I ate my meal. As I reached my school, I usually noticed a classroom that used to be occupied by a large number of students. I remember that it was difficult to get a space for me, at the front benches of the classroom. When I sat behind, I could hardly listen to my teachers. I used to sit on a bench with six students. It was really challenging at all. The numbers of students were about sixty to seventy even with insufficient resources, it hindered my learning. Therefore, it was a great challenge for me to learn anything.

Most of the students in the classroom used to make noise, however our teacher used to try to convince us very much. I still remember that they were not so serious in their study. The teacher tried to make us learn a lot. Despite the fact that the teacher used to tell jokes or say some new things, the students did not concentrate in their

study. Many times, the teacher scolded the students, however they didn't pay attention to the class.

There used to be students who belonged to different ethnic societies. For example, Brhamin, Kshetri, Newar, Gurung, Tamang, Gharti, Dalits so on and so forth. They had different beliefs, ways of doing activities. I guess the students who used to come to study there were from working class families. Yet, some of them belonged to semi-educated families. They seemed to be not so much interested in their study. Nevertheless, I was so much excited about my study.

On a Chilly day

It was a day of winter. Although it was winter season, the day was quite sunny. The air was breezing, so we were feeling cold. It was before lunch break. I was teaching in class ten. The topic for my class was "The Ant and Grasshopper". On that day I was making them write some new vocabularies in their exercise book one by one. But there was noise, so I tried to control their side talk by telling a joke. Then I informed them that I would tell a joke. Some of the students who were sitting on the first and second benches were listening to me passionately whereas the students who were sitting at the back were still making side talk, that anyone could easily hear. Again, I told them not to make noise, but they replied me that they did not listen to me clearly so they had been making side talk. Again, I advised the other side students to be patience. That happened a long time. It took me around 15 minutes to make them silent. As I was provided forty-five minutes class, only thirty minutes was remaining. Hence, I recalled the other days when I had to spend the important time in this way to make my large class ready to learn. Then, I taught vocabulary half of my lesson. Then bell rang to go for lunch as it was already quarter past one at the noon. When, I came out of the classroom and went to the canteen for lunch, I shared my problem with my

close friend, who also had been teaching English in lower secondary level. He listened to me very carefully and agreed with my problem. When I finished the trouble of the classroom, he also narrated a story of his classroom. It was already 1:30PM then. He added that he also had been suffering the same kind of trouble in most of the time since he had been a teacher in large classes. When the bell rang, we went back to our class and started teaching. I went back to my home in the evening and started thinking about my trouble alone.

When I passed School Leaving Certificate level in 2007, I enrolled in my higher education majoring English in the Faculty of Education. Again, a problem occurred in my study at campus. Mostly I happened to choose community colleges where I had to study with many students in the classroom. Yet, there were maximum chances to happen in the classroom uncontrolled. Sometimes, the teacher himself/herself came without a proper lesson plan. Most often, the students themselves made unnecessary noises because of the large number of students in the classroom.

Since I started teaching in a public school in Kathmandu, I have been facing the same kind of problem of large classrooms. It made me remember those days when my teacher had the problem with the uncontrolled situation of our classroom. In the school where I teach, I have tried many techniques to make my class effective however, I have not found a conducive environment so far, such as students do not listen to me, they do not participate in classroom activities properly.

One question triggered into my mind frequently is why it happened in my academic career then and now. So, I started finding its causes many times. I browsed different websites, books and other documents about large classrooms and teaching learning activities within. Similarly, I talk to distinctive scholars, teachers, and other

stakeholders about the issue. They give me different reasons. I keep on thinking about the challenges over the classroom disturbances. Though I use the techniques and ways to handle the difficult circumstances of large classrooms, some students who are willing to study always are concentrated and the rest of them are not.

In my past, when I was a student of secondary school at my village there were seventy students in my class. Now I teach at a School in Kathmandu. It is one of the renowned community schools of the district. I teach sixty-five students in grade ten. It means my classes are large. In my classroom, my students have diverse levels of knowledge. Because some of them are very active, some of them are average, and a few of students are very poor in terms of learning achievement. Besides these, they are from heterogeneous social background. Most of them are out of Kathmandu valley.

My friends who have been teaching with me are facing similar experiences that they also find the various abilities in the students. Here, I would like to mention Surendra who has also been teaching in similar classrooms where students not only differed in language acquisition ability, but also in age, motivation, and intelligence, Other friends who have been teaching in another community school of Kathmandu are also facing similar situations in their classrooms. They tell me that they teach classes that have more than sixty students. They use diverse methods to teach in the classroom and share that they find the class out of control while the students do not listen to the teachers properly.

Similarly, my friends who are teaching in community schools of Dhading district shared their experiences using different sorts of techniques and methods in their large classrooms but they found that the students were not fully concentrated to the teachers. Some of my friends who are teaching in Lalitpur and Bhaktapur find

similar situations. When they exploit different tasks in the classroom, the students seem indifferent in their learning the language as per the learning objectives. It has been a great tension to them to make their students learn the English language.

Large class teaching and learning is a reality that is not exclusive learning. Many things are compromised. According to Marshall's (2004) analysis maps institutional change in resource allocation and teaching structure is very challenging. He found that it is not the addition of resources or difference in the lecturing method, but it is the instructor that determines whether a large class can feel small. His research demonstrates that the negative effect of large classes on students learning and other variables is wide-ranging. Cash (2017) stated that in large classes, students' engagement and interest are diminished and the frequency and quality of student-faculty interactions are reduced.

On the other hand, some experts believe that small classes are very friendly and easy to handle. According to Gibbs (1996), smaller class size has also been implicated in the effective long-term retention of critical-thinking skills. They believe that a small size of the classroom can achieve the target of the teacher. Similarly, Robin (2015) argues that without incentive or encouragement to change their teaching practices, instructors report using lecturing as their main instructional method despite the known pitfalls for students learning. He believes that unless the incentive is given to the teachers the teaching and learning activities will not be improved. Teachers' motivation through the incentive will make the solution. Stewart (2007) suggests that it is the instructors, individual ability and degree of access by students (e.g., office hours, students: instructor ratio, lecture vs. seminar or laboratory that facilitates learning.

Rationale of the Study

Large classroom management is a crucial issue in teaching and learning activity. Many researchers claim that large classes are a relative issue in developing countries like Nepal where the budget for education is always insufficient. Therefore, such classes need to be well managed in order to make the whole teaching learning program meaningful. To be more specific in relation to the students' success in any large language classroom, the issue of classroom management is a very crucial phenomenon. In this context, I decided to choose the area of large class management for my MPhil research. Secondly, any topic related to a large class or under-resourced setting would instantly touch my heart; hence, it has hit me multiple corners as I also belong to the group of teachers who have been teaching in such a classroom setting.

Where I don't have minimum resources, it is highly discussed that this is the age of Information, Communication and Technology, but in my case, it is like a tale, although I'm teaching in Kathmandu district.

From my past schooling days to this teaching career, I have got much experience about teaching in large and under resource classes. In the past, I was a student of a large class where physical infrastructures were not adequate, though we had a blackboard inside the room covered with dry grass roof of the building. We didn't have enough classrooms, I still remember when I was a class III kid, and our class was divided into two different class within a single classroom. It was pretty noisy and hard for the teachers as well.

To teach in a large class is not an easy task, as my experience says. Hess (2006) has mentioned that large classes are of thirty or more students in elementary, secondary, adult, and tertiary settings. She adds that classes in which students vary considerably in their language and literacy skills and need a great deal of personal

attention and encouragement to make progress. Teaching in such classes may, indeed, be very much like teaching in all other situations, but if so, then teaching in these classes is more difficult, exhausting, and infinitely more demanding, more challenging and more interesting as well. One of the challenges of teaching learning activities is large classrooms. In the context of Nepal basically community schools have large classes, due to limited sources. Teachers are obliged to teach in the large classes. I have experienced that large classes are pretty challenging to the teachers for effective instruction. In such classes, the student's number is very high, like more than 50, which causes difficult circumstances to teach. It is very hard for teachers to focus every student equally. All the students cannot get a chance to learn new things. As a result, they cannot grow in their study. Consequently, it causes trouble in the investment of parents, teachers, schools, and government. In this situation, a suitable study is necessary at this moment. Besides this even policy makers can look upon this kind of study to formulate certain policies to change the education system. It can be hoped that the budget for the education may increase to enhance the situation.

(National Planning Commission, 2019)

Problem Statement

I have been teaching in large classrooms for the past eight years. Sometimes, I feel that my job as a community schoolteacher has both painful challenges and hopeful opportunities. Most of the time, I have been teaching in crowded classes where basic resources are not adequate. I do not have a well-furnished classroom. It is painful to me that I cannot teach my class properly. Though I tell some motivational tips to the students they just listen to me while I talk to them, when, as I start teaching again they commence making noise.

Richards and Rodgers (2009) state that language teaching is possible in a cooperative environment, because if they cooperate each other, they learn better, but in a large classroom this kind of environment is not created, due to the lack of resources the larger number of students do not get engaged in the classroom properly. Despite the fact that they have fewer infrastructures, school administration settles many students within a single classroom. At this context, the teacher cannot teach properly in the class because students make unnecessary noises. It is very arduous to control them. Sometimes the teacher him/herself gets frustrated. Besides this, the teacher cannot give equal time to all of the students' performance, so that students cannot improve learning.

Despite the availability of government aids, the community schools are poorly handled. Comparatively such schools are cost-effective, so that even economically deprived people can choose such schools. Therefore, the schools have to receive all the children from the community to enroll in a school. Nunan (2003) mentions that "content-based instruction is to engage teaching in which teaching is organized around the content or information that students acquire, rather than around a linguistic or other type of syllabus, but in under resourced large classrooms a teacher is not able to do all the activities" (p.127). Because of a burst of noise and no adequate resources, s/he cannot control the situation.

Since the Curriculum Development Center (CDC) has been designing the syllabus of ELT at different levels based on communicative design an English teacher is supposed to teach the subject in a communicative way, but due to the outnumbered students the process is not being well practiced in a way. Richards and Rodgers (2009) state that the CLT syllabus is designed for teaching language through

communication, a learner learns language through using it to communicate. The classroom activities are supposed to have meaningful communication.

If there are more than forty students, in such a situation a teacher finds a critical situation to teach in the classroom. S/he happens to spend half of the period controlling the classroom, and then only the rest of period is for teaching. How can a teacher fulfill his/her objectives from this scenario? Teachers like me experience difficulties carrying out various activities such as task-based activities in the large classroom because students make noise. They move here and there.

Despite several challenges in the large classroom the teachers use many techniques to make their class more communicative. In this context, how do teachers use various activities? What specific challenges do they experience? What motivates them to use multiple activities? What do students learn from those activities? What specific materials does the school provide for such activities? Were some of the concerns that led me towards this research. There seems to be a research gap which needs to be explored while teaching in large classes.

I did not come across the studies that are carried out regarding large classroom situations and activity-based learning (Nunan, 2004). Teachers who teach in large classes were talking about the insufficiency of teaching materials as well as favorable environment that were opposite to large classes. Tomlinson (2011) claims that most materials developers recognize the need to help learners to develop confidence, but many of them attempt to do so through a process of simplification. By this context, it has been proved that there is an essence of research to be done in large classroom situations where the resources are very low. Therefore, as a researcher, I have tried to explore how teachers take the large classes where the resources are very few, and want to see their activities in their classroom.

Purpose of the Study

The main purpose of the study was to explore how English language teachers plan their lessons and deliver them in large classes. It also looked into their practices of classroom management in the large class setting.

Research Questions

Research questions of the study were as follows:

1. How do English language teachers narrate their experiences of teaching English in large classes?
2. How do the teachers' narratives relate to the unique ELT pedagogies in terms of large classes?

Delimitations of the Study

The present study is delimited to the teaching English language in a large class where secondary level English teachers were my participants. Considering their availability and accessibility, Accordingly, I focused on these participants' experiences of classroom management as well as the pedagogical aspects of teaching large classes.

Structure of the Study

The structure of this layout provides an image of the overall research accomplished. The research consists of eight chapters. The first chapter introduces my research agenda whereas the second one reviews the related literature. The third chapter deals with the research methodology. In chapter IV, I present a portrayal of the four research participants who helped to set the prologue for the study. In chapter V, I present the perception of EFL teachers in their large class. Similarly, in chapter VII, I discuss the issues that arise in the language classroom for improved learning

out. Last but not the least; in chapter VIII, I present insights of my research study, conclusion, and reflection.

Chapter Summary

In this introductory chapter, I mainly discussed why and how I was motivated to carry out a research study on teaching in large classes of public schools in Nepal with an introspection and retrospection of my learning and teaching career. Besides this, I have formulated two research questions to guide my study. I have also discussed the purpose of my study, the reasons for carrying out this research and the delimitations.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, I examine the relevant literature on large classrooms. Besides, I present literature about for context appropriate methodology to develop communicative competence in the learners. It presents other interrelated themes such as current understanding about large class teaching and whether teachers' teaching practices in large classrooms are appropriate or not while addressing issues in the classroom.

I arrange this chapter into five sections. The first section consists of thematic review where various themes such as approaches and strategies to language teaching, ELT pedagogies and perspectives are discussed. The second section represents the policy review regarding national provisions for large classroom management and teaching activities prescribed by the authority. Under the third section, I review previous studies carried out on large classroom and under resourced classroom management, and teaching strategies. In the fourth section, I present a research gap. Finally, in the fifth section, I frame the conceptual framework of the study.

How Large is a Large Class?

A large class is a relative issue. While going through the literature, it has been diversely defined. Class size is one of the crucial aspects of teachers' professional experience. In the context of Nepal, it has varied dimensions according to the geographical location. The Education Act of Nepal (2017, p. 208) eighth amendment mentions that the maximum number of students in community school for the Terai region is 50, for the hilly region is 45 and for the mountain region is 40 students.

More than the above classification of the class size as per the students, number is regarded as a large class.

It has been defined in terms of the number of students in different countries. Finn and Achilles (2003) mention that, to date, there is no agreement on what constitutes a large class is. Large classes have been defined in various ways by teachers (researchers) working in similar and different contexts. For example, large classes were defined as comprising 22-25 students in K-3 classes (9 years old) in an influential class size study in North America.

In Pakistan, large classes comprise 40 - 100 students, in state secondary schools and 200 or more students at the tertiary level (Blatchford et al., 2007). Limited classroom space and /or inadequate provision of researches for the number of students' present challenges in a class and the teachers' teaching style (Shamim, 2010). It means the large classes pose limited space and large number of students.

The varying perspectives of teachers regarding class size also make it difficult to define large classes in terms of single numerical value. Hess (2006) mentions that large classes are comprised of thirty or more students in elementary, secondary, adult, and tertiary settings while there is not any universally accepted definition of it. She also adds such classes vary considerably in their language and literacy skills which need a great deal of personal attention and encouragement to make progress. Todd (2006) asserts that there seems to be a general agreement of 40 or more students to become a large class; whereas, Coleman (1993) indicates the definition of a large class goes beyond mere numbers considering other relevant contextual factors such as the average class size in a given context in order to fully understand the phenomenon of class size.

Mainly scholars have believed that the large number of students make the class challenging and very hard to motivate them to learn. Teaching in such classes may, indeed, be very much like teaching in all other situations, but if so, then teaching in these classes is more so, more arduous, more exhausting, and infinitely more demanding more challenging and more interesting as well.

Scholars have various ideas on the number of students in a large classroom. However, we can simply conclude that a class having more than 40 to 50 students is considered as a large class. So, the number to make a classroom large depends upon context, availability of resources, classroom size and so on (Mulryan-Kyne, 2010). Large classes are defined about the challenges teachers and students face in the classroom setting. The ideas regarding a large class as a class that is too large for effective teaching to occur, so a class is large or moderate, it depends on the availability of the resources.

English Language Instruction in Large Classes

Most teachers claim that teaching in large classes is a challenging task. Not only the teachers but also the students claim that they can't learn the things better like in moderate class. The teacher has the tension to check their work one by one. It is worth mentioned that managing a large class with unmotivated and unsettling students is a serious challenge.

Students' Engagement

When a teacher goes to a large class, it is possible that the teacher may not be able to acknowledge each student's participation. If the students feel that the teacher does not know them or care for their activities while they learn, they can also easily lose their interest in participating actively in the learning process (Renaud et al., 2007). Although it is challenging to have an interactive large classroom. For this Hess

(2006) postulates to provide a unique opportunity for students to interact with the teacher and make it a student-centered class. Likewise, Dhimi (2016) states that engaging learners actively in the learning process is not easy in a crowded class. In large classes, students have a less interactive role with their teacher and classmates (Blatchford et al., 2002). Similarly, Blatchford et al. (2007) state that “As the class size (increases), the number of interactions with individual pupils (decreases), and this adversely affects pupils’ progress” (p. 162). Likewise, Al-Jarf (2006) states that “instructors in their study indicated that they do not have enough time to pay attention to each and give every student a chance to speak or participate” (p. 24). Studies about the relationship between teacher-student oral interaction, class size, and bilingual students’ academic performance indicate that there is a significant difference between small classes and large classes in terms of the level of the linguistic exchanges between teachers and their students (Bamba, 2012). So, studies have found that the size of the students in a class matters the relationship between the teacher and students in the language classroom.

Mostly, a class with large number of students, the class remain lecture-based, therefore the students feel solitude, lectures tend to lack interaction (Anderson, 2019) A teacher of mine in an interview stated that it is possible to engage learners in a large class, but under specific conditions; when the teacher is well prepared with lesson plans, a variety of teaching methods, and aware of what to teach and how to teach as well as developing a comfortable learning atmosphere.

Moreover, Renaud et al. (2007) discuss the strategies which help improve effective teaching in large, under resourced classes. There are countries where students do not have access to textbooks and the only materials, they bring to class are a notebook and a pen or pencil, which makes the teaching process difficult. In this

context, an instructor can use dictation, large sheets, and pictures, and bring actual materials.

Dividing a large class into small groups can be another way out to engage the students in a better way, such as introducing new ideas with simple activities, the group work can be significantly meaningful in a large class. Applying such activity-based strategies prevent students from wasting time, setting groups in advance and teaching students communication as something that they are expected to consider, will help the teacher in a large class to have a communicative-based classroom (Chen, 2005). Bowman's (1992) case study reflected that communicative language teaching can be applied in large, multi-level classes with some adaptations. On the other hand, lecture or discussion and oral presentation are two other approaches in teaching large class (Carpenter, 2006). When they present something in front of their friends, they will be looking at their friend who is presenting. This will reduce the burden of the teacher as well. Moreover, it helps them to be more active learners' during the class. From oral presentation, the students are active and that increases students' engagement (Carpenter, 2006). Hence, students should be made more active than the teachers in the large classroom in order to make the class lively.

Addressing Students' Need and Teaching Aids

In my own experience, the insufficiency of the resources has been the major issue of large class. More specifically, the situation of English language teaching, in developing countries like Nepal are also influenced by the curriculum and teaching materials which seems more appropriate for the small classes. However, the context may vary in large classes and many modifications are needed (Holliday, 1996). In this context, teaching materials, pedagogical approaches to teaching as well as the assessment process are the main issues in large classes (Shamim, 2012). On the

contrary, Hess (2001) remarks on the same issues and states that in large, multilevel classes, due to the large population of students, it is challenging for the instructor to meet the needs and interests of all students. Using authentic materials and implementing interactive activities in large, under-resources classrooms is difficult for the teacher to enhance content to meet the needs of all students in a multilevel classroom (Manrara, 2007). Therefore, in large classes, making students all the time active and participating in all kinds of activities is rather challenging, that needs a lot of experiences and knowledge.

Moreover, the instructors in Shamim et al. (2007) study also claimed that resources that teachers find fundamental for the teaching of language skills in large classes which hinders language learning. These materials include textbooks, storybooks, flash cards, audio and videotapes, cassette player, computers and the internet. The teaching aids should be familiar with the text. Unfamiliarity with authentic materials and lack of access to the resources make it challenging for the enhancement of the content to tie up the need of all students in multilevel classroom (Sarwari, 2018). In the same context, Hess (2001) stated that a mixed ability classroom seems to be uncooperative and advanced students get bored easily, which causes commotion in the classroom. Besides this, this is very harsh to the teachers that the way they make lesson plans, as they have various rates and routes of learning strategies, it is a challenging task to get the lesson well completed. This makes the teacher feel inexperienced and unqualified to cope with the class.

Large classroom management cannot be taken as a perfect class to acquire the needs of all the students and it can be accomplished through observation, one-to-one talk to them, group discussion (Holt, 1995). So, to make a language classroom well managed, a teacher has various roles, only talking to them is insufficient.

Classroom Management

There are primarily two tasks which need to be specifically considered to manage a large class; they are maintaining class discipline and checking the students' tasks in large number (Renaud, 2007). There are other challenges, like lack of space for monitoring a large class, where instructors cannot monitor groups if there is no space to walk around the room (Brady, 2012). Besides this, large classes can be time demanding and challenging for the teacher, requiring more time to be allocated to instruction, task management, and behavior management. Thus, it leaves less time for actual instruction to take place (Wilson, 2006). It is seen that in a large classroom, managing the class itself is not an easy job.

Teachers need to emphasize positive behaviors to encourage and maintain effective management (Finnan & Shaw, 2010). The teacher's friendly personality, academic capability, mastery of his or her subject matter, and effective teaching methodology play an important role in successfully managing the classroom (Mezrigui, 2015). Students will improve more quickly in their learning process if the teacher can abandon the traditional "leader of the class" role and, instead, adopt the role of advisor or facilitator (Treko, 2013). Students are supposed to be left to be free sometimes, when they are in the class. Such are certain indicators to be a good classroom, including advanced organization, detailed planning, and establishing and enforcing the rules as critical keys (Asodike & Onyieke, 2016). Therefore, it is crucial to think of effective classroom management before beginning to think about teaching a large, multilevel classroom.

Resources and Facilities in the Large Classes

Resources such as textbooks, notebooks, electrical as well as other technological devices are limited in the classrooms of developing countries (Renaud

et al., 2007). Likewise, I did not easily find the appropriate infrastructures whenever I visited any school in rural Nepal. Teachers and students in developing countries, where the number of learners admitted in schools is increasing yet teacher recruitment is low, face the challenges of large class size and lack of teaching materials (Bullock et al., 2017). In the English language classroom, learning resources are very crucial as they can directly or indirectly influence learners' achievement. For example, a computer lab would give learners a great opportunity to engage practically, they would watch what they have read theoretically in their classroom.

Teachers adapt methodologies (communicative to grammar teaching developed for small classes in well-resourced contexts) to large classes with limited available resources come under difficult circumstances (Shamim, 2012). According to Shamim (2010), teaching a large class in the same way by an instructor in a small class is another issue. On the other hand, the main issue is that teachers prefer to implement the ELT techniques and strategies in large classes that they learned in teacher training programs which could be practical in small classes.

Activities in Large Classes

My experiences reveal that both EFL learner and teacher, I have realized that the large class size and restricted resources and apparatus make it a challenge to implement learner-centered classroom activities and allow students to participate actively in their learning process. My believe is that to make a good teaching learning activity a teacher has to address the needs of the students, to make their learning successful. The teacher is expected to give equal time to all the students. As a result, they can get new skills and knowledge. I believe that every teacher has to give equal time to all the students for effective teaching in the classroom.

In Activity-based Instruction (ABI), talks about the teaching of targeted language skills through the various activities and routines (Ozen, 2011). For the purpose of this research, I also administered pair work, group work, role play and demonstration activities in large classes. In such classes, teachers exploited those activities in order to make their lesson effective. Those activities seemed motivating and interesting to every student of a class. The main point regarding its advantage is that it is based on learning by doing. It believes that when the learner gets to do something in the class s/he learns faster than listening to the lecture by the teacher. Various literatures recommend that there are some examples of ABI, for example group discussion, seminar, panel discussion, symposium, debate, dramatization, idea mapping, project work, collocation and so on and so forth.

It is appropriate to present a very hands-on announcement by Confucius on how the human mind approaches the learning process.

I hear, and I forget.

I see, and I remember.

I do, and I understand.

Confucius

Hence, universally it is felt that there is a need for a change in our mode of teaching and learning as an activity-based strategy of teaching provides simple yet dynamic tools for an effective classroom teaching and also taps into sources of energy and good will that would enable students to innovate and manage change.

Goldstein (2016) mentions that activity-based instruction refers to instruction that is embedded within children's and families' daily activities and routines. The instructional strategies vary according to the child's goals and needs, but the approach emphasizes child-directed contexts for instruction. Giri and Devkota (2016) mention

that ABI is a pedagogical approach that includes a variety of hands-on activities, research-based, games-based, art-based, inquiry-based, literature-based activities as per the learners' need in a collaborative way.

The principal focus of ABI lies on the activities that are done in a classroom where students are involved in action while learning the language. The action they made in the classroom makes them always active and energetic. As this variety of teaching learning activities emphasizes on the involvement of the students, they directly take part in learning. In other words, it is also called students centered teaching learning activities. So many teachers centered activities have already been used, but those activities could not be successful, in the sense that the students could not perform well after they learn the language. While ABI promotes questioning capacity of the students, it is crucial that students ask questions to the teacher, there is a high chance of learning. If the students remain silent they do not get the knowledge. Every teacher has to promote the questioning skills of the students. Therefore, the ABI curriculum focuses on need-based principle, where the majority of the students can participate in their learning process even in the large class settings.

Social Constructivism and Language Learning

Vygotsky (1978) claims that social constructivism is based on the belief of human behavior which is relative to their actions leading to experiences. The theory is a framework to study and interpret social structures and phenomena. However, the researcher in this study does not believe in generalizing the findings and applying the cause and effect model on human behavior. In this segment, I assessed the theory that is related to my research topic and applied the theory of social constructivism which is significant to my research. The aim of this kind of research is to construct realities by studying distinct human behavior and interpret the realities subjective to every human

being under study. Billsberry (2014) mentions that the uniqueness of every human being is defined by his/her family, work environment, friends and the overall culture. It also means that the researcher begins the research with some prerequisite knowledge and keeps in mind that every next step in his/her research can bring into light something new about human behavior that he/she has never explored before which is actively constructed through social interaction. It suggests that social interaction is the heart of learning because teaching learning can be most effective and purposeful through interaction between student-student and student-teacher. It focuses on interaction, sharing and talking to be central to gain the knowledge.

Moreover, classroom activities can be designed based on the students' needs, interest, and level. To teach any language in a class different activity are needed. This theory suggests that the uses of pair work, group work, and project work are the main activities that are suggested by this theory of learning. Therefore, learning provokes a variety of developmental processes only when the students are interacting with people in their environment and in collaboration with their peers (Shabani et al., 2010). So, learner centered activities are more authentic to do in large under resource classrooms as the sociocultural philosophy claims.

The theory advocates learning, including L2 acquisition, as a semiotic process where participation in socially mediated activities is essential. It regards instruction as crucial to L2 development and should be geared to the Zone of Proximal Development (ZPD) that is beyond the learner's actual development level. Turuk (2008) believes that learning in an L2 context is a collaborative achievement and not an isolated individual's effort where the learner works unassisted and unmediated (p.88). It has made a great impact on the learning and teaching profession. It believes

that learning in an L2 context is a collaborative achievement and not an isolated individual's effort where the learner works unassisted and unmediated.

Post-method Pedagogy and Large Classrooms

Management of large classes can also be related with Kumaravedivelu's (2001) post method pedagogy: parameters of particularity, practicality and possibility. Post method pedagogy covers a wide range of areas that affect second language education in any uneven situation. Kumaravadivelu (2003) states that,

“I use the pedagogy in a broad sense to include not only issues pertaining to classroom strategies, instructional materials, curricular objectives, and evaluation measures but also a wide range of history political and sociocultural experiences that directly or indirectly influence L2 education” (p. 24).

The parameter of possibility mainly comes from the educational philosophy of the Brazilian critical pedagogue Paulo Freire. Freire (1970) and his fellow researchers point out that any pedagogy is closely connected with power and dominance, and is implemented to create and sustain social inequalities.

Therefore, post-method pedagogy is described as a three-dimensional system which consists of pedagogic parameters of particularity, practicality and possibility. The boundaries of the three parameters are unclear and the characteristic features of these parameters overlap. They shape and are shaped by one another. They interact with each other. They together constitute the conceptual foundation for the post-method (Chen, 2014). All in all, they are combined in one layer.

In the beginning of 1990s, teachers and researchers came to realize that no single research finding and no single method of language would bring final success in foreign language teaching (Brown, 2002). Owing to the influence of postmodernism,

the post-method pedagogy emerged to respond to the demand for a most optimal way of teaching English free from the method-based restrictions (Chen, 2014). Although this post-method pedagogy has been regarded as the latest and useful pedagogy, no single strategy can be taken as one size fits all states.

According to Kumaravadivelu (2003), the post-method strategic framework for language teaching consists of macro strategies and micro strategies. He defined macro strategies as guiding principles derived from historical, theoretical, empirical, and experiential insights related to L2 learning and teaching, macro strategies or classroom procedures (Chen,2014). Hence, to create more collaborative authentic learning setting the closer interaction with their pair plays a significant role in language classroom.

The macro strategies introduced above are general guiding principles for classroom teaching, and are to be implemented in the classroom through micro strategies designed to realize the goals of a particular macro strategy. Micro strategies refer to ‘classroom procedures that are designed to realize the objectives of a particular macro strategy (Kumaravadivelu,2006). So, even small tasks can be an effective tool to make the learners more active, motivated and engaged in language classroom.

Rationale to the Theories

This research reminds me of my experience with senior high school that I attended in 2009 AD which was also the same as I got admitted to the Government Campus in 2012AD. The campus was big, classes were large, the teaching was teacher-centered as well. Hayes (2018) stated that “it was difficult for some students to ask the teacher questions for clarification because the students were not tolerant with each other” (p.172). I remember, our homework was not always checked. I spent

all about more than 10 years in a large class that is over 45 in number. There were examinations without any regular feedback to each individual.

So, my concern here is how to maximize learning in a large class, which activity is supposed to be the best, or which activity is best to apply in such classes. I think, if we do not do research in this field, many of the students' learning curiosity would not be fulfilled. Besides this, my intention was on the activities and strategies, and how various activities can be adopted in large classes. Moreover, my intention was to see whether large class hinders or facilitates and in what context.

To help my assumption, in the beginning, I thought that sociocultural theory would be the best, which was propounded by (Vygotsky, 1978 as cited in McLeod, 2019). Constructivist learning environments provide multiple representations of reality. Multiple representations avoid oversimplification and represent the complexity of the real world. It talks about the collaborative nature of learning and the importance of cultural and social context. Its learning environment enables context and content-dependent knowledge construction. It also enables the support of collaborative construction of knowledge through social negotiation, not competition among learners for recognition (McLeod, 2019). It means, constructivism and instructional design focus on the development of a design model for constructivist environments that supports the construction of knowledge, a meaningful context for learning, and collaboration among learners and with the teacher.

Policy Review

Large classes are varied according to geographical location in Nepal. The Education Act of Nepal (2018) mentions that the maximum number of students in community schools for the Terain region is 50, for the Hilly region is 45 and for the mountain region is 40 students. More than the above classification of the class size as

per the students, number is regarded as a large class (p.208). This report shows that the size of class varies from geographical range.

NASA Report (2019) claimed that most schools were found not child friendly, as they do not have resources and the classes are large, students were found not well supported. 53% of the students left the schools because of the bullying by their peers. The report concluded that, the unmanageable classroom with low resources and having a large number of students, teachers are not able to focus all the students equally are the main reasons to happen these causes.

According to the report by SSDP (2017), the standard ratio between teachers and the students is 1:37, however, the overall ratio between teacher and students is 1:40, which is more than the limit. This shows that the ratio between teachers and students is not acceptable. The allocated budget in education i.e. 163.76 billion for primary to university level education for all three tiers of government. It is around 10.20% higher than the current fiscal year. The government has targeted from 92.3% to 99.5% and for secondary level from 43.9% to 65% (15th Plan, 2019). It shows that the budget for education is not sufficient. As a result, the infrastructure and other academic allocations for the school seem to be cut.

Reviewing Empirical Studies

This section integrates the recent studies relevant to teaching in large classes. Rohin (2013) explored the teaching practices in large classes in Afghanistan context. Teaching at schools in Afghanistan experiences varied challenges. His research was limited within the secondary schools of Afghanistan. From his study, he found that teachers had few perceptions in a good manner, most of them had lesson plans, self-confidence and skills of management but they presented lessons with more problems. He found out that the teachers had to improve their pedagogical knowledge and some

effective methods such as group work, jigsaw discussion and so on (Rohin, 2013, *ibid*). He concluded that teachers lost the control of the class and it decreases student's language proficiency. Besides this, the students were not entertained in the large classes because of the noisy environment. Even the teacher could not give equal feedback to all of the students in their classes.

Pant (2017) shared teaching in large classes is whether it is an opportunity or threat that he reflected his experiences while teaching at the campuses in Sindhuli district. He tried to show the opportunities of large classes if we try to see them positively. On the other hand, he concluded that a larger class has more diversity, so the teacher needs to be aware, attentive and devoted if they want to cope with the challenges of large classes. He added that learners in the class had diverse experience, cultural understanding, self-esteem, level of motivation, needs, aims, interests, context, facilities, attitude, etc. He concluded that to handle such a situation a skillful and trained teacher is required. Finally, he focused on teacher' strategies having more competency in their profession.

Locastro (2001) focused on having a large class that makes hindrances for teaching/learning activities. She claimed that having a large class prevented the teachers from doing what they wanted to do to help learners make progress in developing their language proficiency. She generalized that language education in developing countries is typically carried out in classrooms with 150-300 learners and sometimes more. She discussed that giving equal opportunity to all the students is rather challenging. However, she believed that if we follow some teaching/learning methods and techniques like Vygotsky's zone of proximal development (1978), long's interaction hypothesis (1980) and Swain's output hypothesis (2019) are quite

meaningful some principles to the language teaching in large classes. Still she believes that teaching in large classes is not an opportunity.

Ghimire (2014) explored the learners' expectations in a large under-resourced ELT class in Nepalese context. He found out that the learners expect a wide variety of activities to be used in a large ELT classroom. Moreover, they highly emphasized the rapport with the teacher, and expect normal speed of speech from the teacher while teaching. He suggested that to handle the large classes he recommended some activities from his findings, for example, group work, pair work and other student-centered activities. Finally, he added that the teacher should be active and devoted to all kinds of learners.

Shah and Salim (2013) brought up a research on large classes and stated that the large classes have certain challenges that are faced by faculty members as well as students. Because those classes are noisier and that pushing, crowding and hitting occur more often in larger classes than smaller language classroom. If the class size is high, it causes different threats on students' engagement, students' behavior and their retention. Finally, they caught some hot findings that small group activity videos, and discussion should be used for effective teaching/ learning in large class format, so that students could actively involve and participate in the class which will enhance their learning, critical thinking and problem-solving abilities.

Bughio's (2012) research on collaborative action research project supported to improve the quality of English Language Teaching (ELT) and learning in a public-sector university in Pakistan. The research demonstrated how teachers and students could take responsibility for engaging in active learning and teaching by developing their roles beyond traditional models of teaching and learning.

Rhoades (2016) carried out the research and from his research he focused on effective practices for teaching oral communication in the larger classes. He found out that the experts supported an experiential teaching and learning approaches to building oral communication skills in larger class sizes. He added that experiential teaching in communication was also supported in the literature. He claimed that his finding would help and encourage others to enhance in-class time with experientially-based exercises, even in the less-than-optimal class size.

Bamba (2012) carried out the research and investigated the effective strategies that teachers could implement to enhance teaching and learning in their large EFL classes in secondary education in the Ivory Coast. However, the study analyzed the effect of large classes on teachers and students and the beliefs Ivorian teachers held large classes and their coping ways.

Neupane (2007) conducted a research and found out the drawbacks and ineffectiveness in teaching learning activities and exploring the ways to make language learning more effective in language classes. From his research project, he found out that students are highly troubled in their overall learning process because of the large size of the class. Students were not provided immediate feedback, individualized attention, and care by the teachers. As a result, they were negative towards the learning process. Moreover, the problems like lack of resources; physical facilities were also the major problems in large classes. Nevertheless, like other classes, large classes work best when teachers personalize their presentation being more conscious regarding their plan and effort.

Blatchford et al. (2003) suggest that large classes are responsible for students' less active role in interactions with their teachers, and are less attentive to their

teachers as well. That is to say that larger class sizes provide students with limited individual attention, the focus being on active students more than the shy ones, putting the other students in the state of passive learners or audiences. The researchers also reported that students in large classes develop more off-task behavior mainly during group work where teachers have difficulties in ensuring everybody's participation in activities. According to them 'individual students in small classes receive more attention with their teachers of a task-related nature (p.126). The researcher concluded that the class size matters for teaching and learning activities, so a language teacher is supposed to maintain all kinds of off-task behaviors of the students creatively.

In gist, the weight of evidence suggests that smaller class size contrary to larger ones has a significant effect on the number of students-teacher interactions. Class size also affects the type and length of interactions in the classroom, and students in smaller classes appear more active in their contacts with the teacher. The literature of this part of the study also noted that in large classes, there is lack of teacher support for learning as well as individualization of teaching and the inability to use student-centeredness which might significantly affect the learners' understanding.

The Gap I Witnessed

Concerning the research carried out by Rohin (2013), the researcher tried to investigate Afghan teachers' perception and their strategies to teach a large class of Afghan students in their context. The study done by Rohin (2013) and mine vary in terms of research context, location, methodology and time. His research was limited within the secondary schools of Afghanistan. From his study, he found that teachers perceptions in a good manner, most of them had lesson, self-confidence and skills of

management but they presented lessons with more problems. He found out that the teachers have to improve their pedagogical knowledge and some effective methods such as group work, jigsaw discussion and so on. He concluded that teachers lose the control of the class and it decreases student's language proficiency. Besides this, the students were not entertained in the large classes because of the noisy environment.

Likewise, the research work done by Bamba (2012), she attempted to find out teachers' understanding and their activities to teach in large EFL classes in Ivory Coast. The findings of her study show that teachers have negative feelings towards teaching large classes and the teaching strategies they adopt to teach in large EFL classes are similar to the rest of the world. In her work, she has not investigated the feelings of the teachers of Ivory Coast in detail. Therefore, my study is unlike her study. I also closely observed how the teachers of large classes are practicing various activities in their large under resourced classroom.

Similarly, Ghimire (2014) did a research, which is only limited within the learners' expectation rather than teachers' expectation and practices. My focus on this research work is that I would like to unpack the teachers' practices in large class that the way they teach and behave with the students. Moreover, I would like to explore the best practices of large classes practiced by the English teachers. The research was done about a half decade ago, so it cannot be equally relevant these days as the time is in flux.

Moreover, Neupane (2007) looked into large class issues associated with EFL teachers' understanding and their major pedagogical approaches. Additionally, the practice of something never remains the same. So, it was done some years ago. Then after, there are many changes in pedagogical practices that have emerged in the field of English language teaching.

In addition to this, another research was by Rhoades (2016). It was all about the case of Delphi. The researcher has only focused on oral communication, that he investigated whether the oral communication was appropriate or not. It has not given the various activities to teach in large classes. As I wanted to explore the context situated activities for large class, it does not cover the issue. Therefore, I found the clear gap between this study and mine. In this study, he focused on effective practices for teaching oral communication in the larger classes. He found out that the experts supported an experiential teaching and learning approaches to building oral communication skills in larger class sizes. He added that experiential teaching in communication was also supported in the literature.

When I looked at the research by Blatchford et al. (2002), they only focused on the students' behavior. They tried to see the students' activities in large class, but I focused on teachers' activities in the large class to make students learn effectively. They minutely observed the students' behavior and activities in their large classroom. That is to say that larger class sizes provide students with limited individual attention, the focus being on active students more than the shy ones, putting the other students in the state of passive learners or audiences. The researchers also reported that students in large classes develop more off-task behavior mainly during group work where teachers have difficulties in ensuring everybody's participation in activities. According to them 'individual students in small classes receive more attention with their teachers of a task-related nature, and my intention was different. Therefore, I found the gap to my research with it.

In Nepal large class management is addressed by its education policy. The policy has given a definition; Large classes are varied according to geographical location in Nepal. The Education Act of Nepal (2018) mentions that the maximum

number of students in community school for the Terain region is 50, for the Hilly region is 45 and for the mountain region is 40 students. More than the above classification of the class size as per the students, number is regarded as a large class (p.208). In my experience there is not much awareness of large class management in our schools. Normally, large classes are categorized into sections. Still there is a gap between policy and practice. In my school, where I work, classes are divided if there are more than seventy students, but we have been running the classes of sixty to sixty-five students.

I felt that there is a lack of contextual studies to catch the exact situation to address over the condition. Here, I have explored the real condition of the teachers unlike the other research done by other scholars. In this vain, this research work is irreplaceable and relevant to be a way out for the large class context.

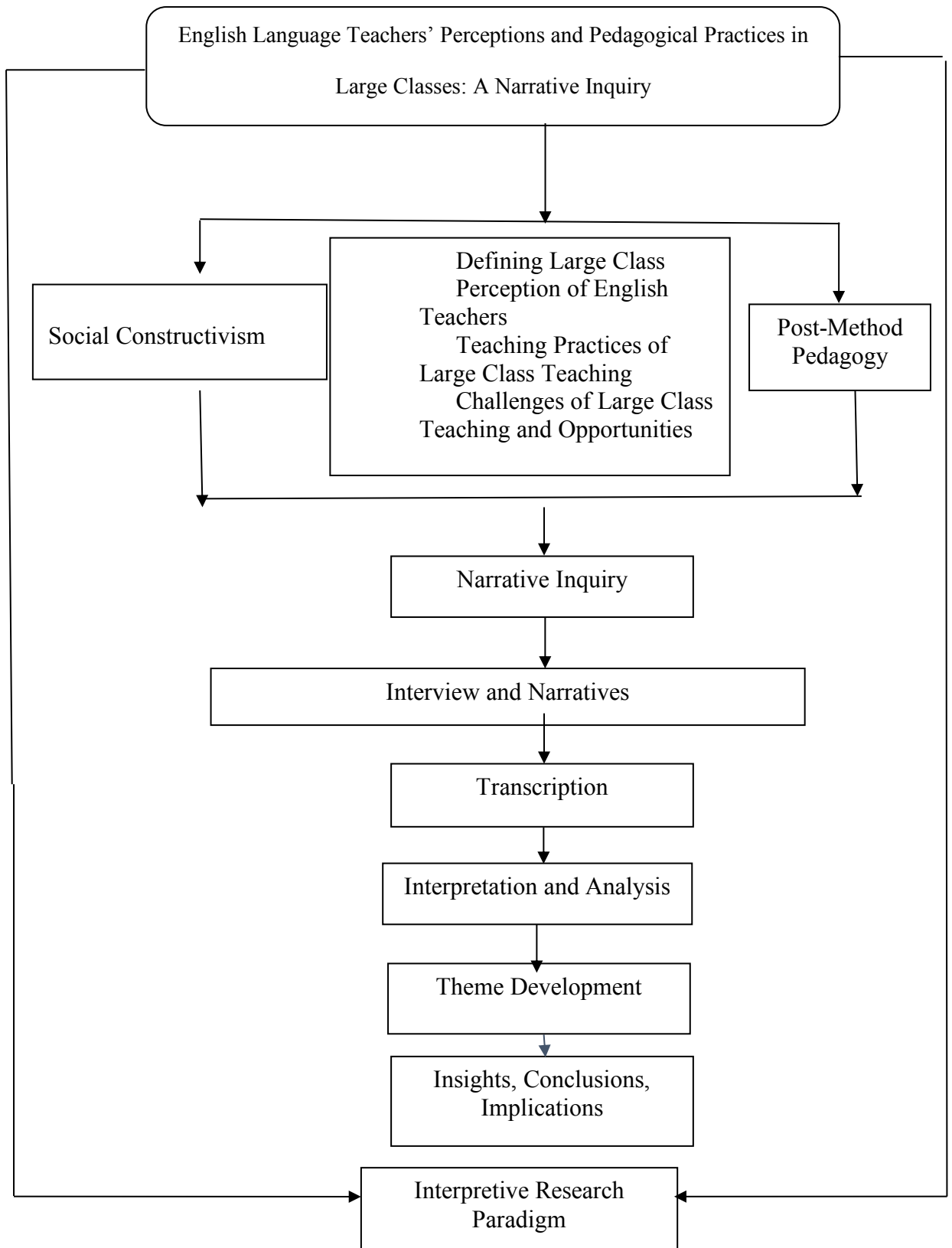
Conceptual Framework

The conceptual framework is the representation of my research work at a first glance. A conceptual framework is a structure which the researcher believes can best explain the natural progression of the phenomenon to be studied (Waldet, 2020). It is arranged in a logical structure to aid provide a picture or visual display of how ideas in a study relate to one another (Adom et al., 2018).

It helps me in identifying and constructing my worldview on the phenomenon to be investigated. It encompasses the various aspects of the study like the literature review, the theories used to support my study and the research methodology as well. The technique I applied to exchange the narratives and the procedures followed from there to generate the themes and the themes can also be found. I conceptualized that large classes are challenging to handle and problematic for the EFL teachers. I perceived that large class prevented English teachers from teaching effectively

because it treated several problems and consequently, it harmed students' learning. Problems include class size and infrastructures, classroom management problems, problems in students' assessment, providing individual feedback, frequent classroom disruption, noise and lack of sufficient resources.

Unlike my perception, my research participants and some of the literature proved that teaching in large class also gives a lot of opportunities do the professional development. They shared their best practices with me so that anyone can enhance their career by teaching in large classes if they have positive thinking and action. Generally, people think that teaching in a large class is a boring job, but when I went to the field I found some of the excellent teachers who have been teaching for a long time, they have taught their large class effectively. To support my view, I used the literature of several authors and researchers from multiple sources and applied two various philosophies to guide and support my study namely, social constructivism and post-method pedagogy.



Chapter Summary

In this chapter I started writing from thematic review of large classes. Then, I presented the challenges of large classes while teaching. Similarly, I mentioned possible pedagogy to teach in large classes. Furthermore, I discussed theoretical underpinning for this study. I mentioned the rationale of the study. I reviewed the empirical studies as well as policy. Finally, I stood with the research gap and conceptual framework for the study.

CHAPTER III

RESEARCH METHODOLOGY

This chapter starts with the discussion of the research paradigm that I have selected for my research work. It also consists of the philosophical considerations and research method followed by various stages I went through such as; planning, selection of research participants or sampling, process of information collection, transcribing and information analysis. I conclude the chapter with the quality standards and the ethical considerations required for the purpose of this study.

Philosophical Considerations

All the research is based on some underlying philosophical assumptions about what constitutes 'valid' research and which research method(s) is/are appropriate for the development of knowledge in a given study. In this section, I describe philosophical considerations i.e., ontological, epistemological, and axiological consideration in relation to teachers experiences' in large classes.

My research delves into the qualitative approach interwoven with interpretive paradigm largely spacing on narrative inquiry. Richards (2003) argues that the research paradigm tells a researcher about their research position and what the implications of these might be, so the research paradigm in a qualitative research acts as the guide of any research since it talks about the existence of knowledge, nature of knowledge and how that knowledge can be found. It also relates with the researchers and their practices. Therefore, it can be summed up as being a set of principles, ideas and practices that will tell about the approaches to research.

Ontology

In layman sense, interpretive paradigm shares relativist ontology, which assumes that reality is constructed inter-subjectively through the meanings and understandings developed socially and experientially (Cohen, 2018). Ontology regards the nature of reality. In other words, it is a social world and that is known and understood by the researcher. As a researcher, I do have no single reality regarding the subject. To put it another way, it varies from person to person and it always changes according to the context. Regarding my study, I believe that there are multiple realities and ELT teachers may have their realities about large classes. According to Richards (2003), "Ontology, literally the science or study of being, is concerned with the nature of reality and their stances" (p. 34).

I have understood that there is no definitive reality. Reality is synthetic and in the process of changing according to the situation which means that truth is never constant that what is true today may not be true tomorrow. My ontological assumption is, therefore, constructivist because there is not only one single reality. Here, I support the idea of Cohen, Manion and Morrison (2018) that knowledge is personal, subjective and unique. Therefore, I appreciated multiple realities and their interpretation based on my research participants' experiences who subjectively experience and construct reality. My research participants constructed the meanings upon their own experiences, discussion, and interaction with others and I interpreted those accordingly. Geeta Kumari shares that, "*because of the exposure I got from this research, I also changed my teaching style. Nowadays, I value each student's unique and individual stories in the classroom*" (Personal Communication, 17 July 2019)

Epistemological Assumption

The word ‘epistemology’ is derived from the Greek word ‘episteme’ that means knowledge. Knowledge emerges based on the existing information from the society. It is concerned with the bases of knowledge-its nature and forms, how it can be acquired and communicated to other human beings (Cohen et al., 2018). In this study, my epistemological stance is subjective because the knowledge of teachers about their subject matter, pedagogies and their pedagogical capital exists every time in teaching and learning activities. In my study, I see knowledge as something created through the interaction between the world and the individual preferring to build on local understanding. From my experiences, what I feel is that our planning beliefs, values, and the context play a vital role than curriculum and theories.

It is believed that knowledge is very natural. Regarding the teaching in large classes by using learner-based activities teachers have various experiences with school culture, personal and professional values, facilities, time and contexts. In my research, I collected the teachers’ perceptions and practices regarding teaching in large classes.

For the part of collecting knowledge, I did not expect straight forward answers and explanations from the participants rather I participated with them in different contexts either inside or outside of the large classes where they teach. I established a good relationship with me in order to have my objective fulfilled.

There are multiple ways of knowing. Knowledge may differ from person to person. So, in my study, I have included and interpreted my perception and respondents’ ideas, which they think are true subjectively. My research is based on the discussion and full-fledged interviews that I had with the respondents.

Axiological Stance

My axiological stance is to value the values of my participants. For me, axiology as a branch of philosophy, deals with the value of knowing. In my case, in this study, my concern is with how teachers take large classroom settings without proper resources? Following the beliefs of Denzin and Lincoln (2005), I listen to and know the stories of teachers and make meaning giving values to their ideas. I also understand that axiology is concerned with human nature and, in particular, the relationship between human beings and their environment. This study, the environment was an EFL classroom.

To value is to think, to assign meaning and determine the richness of properties. These concepts are usually considered highly subjective and, therefore, have meaning and understanding only to individuals who hold that value. As far as I am concerned, knowledge is not received or transferred, rather it is constructed.

In this research, I have explored knowledge myself and created my value. I respected everyone's value and interpreted the data using my value in my research. I also valued the knowledge that I gained from the work experiences of my colleagues, my personal experiences, books, articles, magazines, etc. I respected every participant's strategies in terms of teaching in large classes without any discrimination, but it certainly involved filtering, processing, storing, and analyzing data received from my participants based on their underlying values, cultures, and contexts in the light of already established values, theories, knowledge available in the literature of English language teaching (Dhakal, 2017). I have also given due respect to their unique pattern of thinking and assigning multilayered value and experiential knowledge.

Research Paradigm: Interpretive

Research paradigm is a collection of beliefs, which guides any researcher to decide what should be studied and how results should be interpreted. Interpretive paradigm examines a phenomenon through the eyes of the people who experience it. Interpretation means specifying the meanings of the language by analysis, paraphrase, and commentary. “It often focuses on obscure, ambiguous or figurative passages” (Strauss & Corbin, 1990, as cited in Duwadi, 2014, p. 58). So, interpreting means to make clear of something and claim in the overall work of which language serves as a medium. Interpretation in this sense includes the analysis of such matters as the work’s types, component elements, structure, theme and effects. In my dissertation, large class teachers’ narratives are elaborated with multiple perspectives.

Similarly, in other words, this humanistic paradigm commenced educational research during the late 1970s. It is influenced strongly by anthropology which aims to understand other cultures, from the inside. As Taylor and Medina (2012) metaphorically mentioned, it is to understand the culturally different others by learning to ‘stand in others shoes’, ‘look through their eyes’ and feel pleasure or pain’. I prefer interpretive paradigms for narrating stories of teachers to make meaning in the context. Furthermore, interpretive research is non-statistical and focuses on micro-concepts like individual perspectives, personal construct, negotiated meaning and definitions of the situations. All in all, interpretive research is of practical interest that assisted me unpacking teachers' understanding in large class with under-resourced context.

This research paradigm is associated with my involvement into the feelings and experiences of my research participants in a social context or alike cultural sharing group. Different teachers have different stories to share and those different

stories have multiple realities as well as meanings. Those meanings are different to interpret as they depend on other systems of meaning (Guba & Lincoln, 1989).

I wanted to understand and interpret the lives of the teachers who have been teaching English in large classroom setting. I tried to explore their perception and practice of them. Thus, their views, attitudes, perceptions are the subjective judgment. My 'field texts' about teachers' experiences on large class teaching were qualitative in nature and those collected 'field texts' were interpreted in terms of interpretivism.

Narrative Inquiry as a Research Method

With the outline of my ontological, epistemological, and axiological assumptions, I came to realize that narrative inquiry would assist me to accomplish my research. According to Clendenin and Connelly (2000) narrative inquiry is an umbrella term that captures personal and human dimensions of experience over time, and takes account of the relationship between individual experience and cultural context. It brings storytelling and research together either by using stories as research data or by using storytelling as a tool for data analysis or presentation of findings. Through narrative inquiry, a researcher can systematically gather, analyze, and represent people's stories as told by them. The stories narrated by the participants help the researcher organize information about how people interpret events, values, beliefs and experiences. Besides this, their stories also expose their hopes, intentions and plans for the future.

I did not claim that narrative inquiry was only the panacea for me to underpin my research study but it was more helpful to serve my research purpose i.e., exploring teachers' experiences in the large classes with low resourced contexts. Narrative inquiry has been a viable research method in qualitative research (Coulter et al., 2015) and storytelling has been a successful tool in pedagogy. Thus, experiences of

participants from present to past help me understand their development of experiences regarding outnumbered students with a low resourced background.

Stories assist us as humans to make life experiences meaningful thereby preserving our memories, prompting our reflections, connecting us to our past to present, and assisting us to envision our future. According to Webster and Mertova (2007), narrative inquiry is a set of human stories of experience. It provides researchers with a rich framework through which they can investigate the ways humans experience the world depicted through their stories (p.1). Thus, narrative research is increasingly used in studies of educational practice and experience, chiefly because teachers, like all other human beings, are storytellers who individually and socially lead storied lives (Connelly & Clandinin, 1990). So, a researcher goes to the field and collects the information through the in-depth investigation of the ways human experience is revealed.

I used narrative methodology because the teachers are also potential storytellers and they have many stories to tell about their professional and personal lives. A narrative is a storied account of events, a symbolic representation of knowledge and experiences. It documents, in written, visual, or oral form, participant actions and emotions, yet does so in such a way as to grab the reader's or listener's attention and engagement with the tale (Saldana, 2015). Storytelling, therefore, is also regarded as therapeutic and helps one identity oneself. To quote Atkinson (1998), "It is only through story that our truth can be told, that the meaning of life can be identified" (p. 7).

Satre (1964) mentions narrative inquiry as:

People are always tellers of tales.

They live surrounded by their stories and

The stories of others; they see everything
That happens to them through those stories
And they try to live their lives as
If they were recounting them.

(as cited in Webster & Mertova, 2007, p. 1)

By the aforementioned quotation, it is clear that all the teachers have various tales to share. Besides this, I selected interpretive research as it is concerned with generating context-based understanding of people's thoughts, beliefs, and values and also associated with social actions with the belief that time and context free generalization is not always possible. Using this method, I tried to find out reality in multiple ways. Hence, there is no objective knowledge, which is independent of thinking. Using this methodology, I looked from different points of views to understand the real phenomena. I believed that my respondents would interpret events, contexts, and situations and act on the basis of those events. Based upon their understanding, belief, perception, and response, I interpreted the data collected from them. That is why; there may be multiple interpretations of my research findings.

Therefore, the study of narratives is the study of the ways humans experience the world. And professional teachers' experiences become tools for other practitioners to practice and promote their pedagogies in the field, thereby that ultimately helps me make meaning i.e. enriching teachers; pedagogical capital in the context.

Additionally, in interpretive study, getting information from the research field continues until it gets saturated. In other words, when the information gets repeated and we keep getting the same information, then, we realize that it is the point of saturation and we interpret the phenomena. In my study, when the repetition started, I

acknowledged that it was close to the saturation point after which iteration yields no extra information, and after that I interpreted the results.

To sum up, I applied narrative inquiry as my research method which promotes personal and social growths of EFL teachers that treats narrative as socially situated practices and views experiences of participants as a range of social resources (Clandinn, 2006). Therefore, I, as a researcher, tried to explore their overall pedagogies through their stories that they experienced during their professional tenure and which entirely help in bridging the gap in between those professional and novice teachers.

Stages of My research

When I conducted my research, I followed certain steps to maintain the essence of narrative research. Under this topic, I discuss data generation and analysis procedures as well as the location of my research and the research participants.

Stage One – Introduction through a Story

I fixed the prospect with an anecdote from my personal life to professional life. I opted for applying storytelling as a way of communicating participants and my realities to the readers since stories are powerful means to put across the perceptions and experiences of people. Moreover, stories can serve as a primary means for understanding how an individual lives their life. If we are to go along with Warren and Karner (2005), they opine that the telling of stories has always been a significant cultural device for expressing self and their experiences. The narrator reconstructs oneself every time they retell the story.

Stage Two – Planning

First thing that I did was to visit my research supervisor. When I went to the approach of my research supervisor he suggested me to buy two big diaries so that I

could write whatever comes to mind in any of the incidents. I still remember he used to say that even you don't know anything write that as well in your diary and recommended me to read the books by Morrisson, Cohen, Denzin and Lincoln, Saldana, Hess, Harry Kuchha Kuchha, Shamim, Richard Smith and many more that I cannot name all of them. He told me that those were the gurus for my research works.

Then I started reading published and unpublished literature in the field of my choice. I mostly spent my days in the library of KUSOED and TU. I collected books from my colleagues and I downloaded as much material as I could from the internet. I asked my research guide to help me out with some related books and samples of dissertations by seniors. As soon as I started my work, I was so excited and thought I would accomplish my job. It was very interesting that when I started my thesis write up my mind went damp and blank as if I didn't have any idea. I was so frustrated that what to do and what not to do. I remembered one statement by one of my Professors in my regular class that 'thesis writing is pain for pleasure'. It was like 'hard nut to crack' for me in a way. I also made it a point read more about the methodology I had decided to adopt despite the information and knowledge we had gained in our research methodology class by our respected Professors. I got refreshed and made an outline of how I would go ahead with my work which included selecting research participants, data collection, data analysis and interpretation.

Stage Three – Selection of Research Participants

The choosing of detailed information sources from which the information is collected to serve the objectives of the research concerned is understood as sampling. I decided to use purposive sampling for the selection of research participants. Patton (2002) has stated that purposive sampling is technique in qualitative research for collecting rich information with the most effective use of limited resources in the

field. This evolves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest (Cresswell & Plano Clark, 2011). According to Cohen, Manion and Morrison (2002), purposive sampling, researchers handpick the cases to be included in the sample on the basis of their judgement of their typicality. In this way, they build up a sample that is satisfactory to their specific needs. This kind of sampling was useful for me to identify and choose the information-rich cases for my research work. Since my research interest was to find the school which would have less resources and many more students in a class. I was very much aware that it would be very challenging for the participants to allow me into their private or show their vulnerabilities but I was ready to take up the challenge and create a good rapport with the participants so as to make it easier for both the parties. For my research work, I selected the participants from secondary school of Kathmandu district out of the main city. I travelled all around two municipalities of Kathmandu, they are Nagarjun and Chandragiri, I observed many schools. I chose this place as my research sites because from my personal interaction I sense that I could have got experienced teachers for the study which was personally feasible for me. From there, I chose three participants having more than 10 years teaching experiences from basic level to secondary in Nepalese EFL context. In this study, I used a purposive procedure because my participants were secondary level English teachers and they were from four different districts, and have been working in Kathmandu. In the selection of my participants, I tried to maintain gender and caste equality in the districts because I wanted to explore whether caste and gender make any differences in their experiences. While selecting the participants, I selected one from Brahmin community from rural community (male), another from the Terai community (Male), Kathmandu community (male) and the

other represents Brahmin community from hill(Female). I decided to name them after Hindu gods and goddesses out of reverence for their tolerance, strength to overcome difficulties and resilience. However, I would like to make clear that my research participants do not bear the characteristics of the specific goddesses they are named after. The information about my participants are as follows:

Participants' Profile

Table 1

Participants' Profile

SN	Participants' Name (Pseudonym)	Academic Qualification	Teaching Experience	Age Level	Students number in a class	Birth region
1.	Gita Kumari	M.Ed.	15 years	Around 30-37 mid-30's	43 to 60	East Terai
2.	Ram Babu	M.Ed. M.Phil.	12 years	33	43 to 62	Hill
3.	Hari Sharma	M.A., M.Ed.	12 years in same school till now	38 years	50 to 60	Kathmandu Valley
4.	Shyam Kumar	M.Ed., M.A.	10 years	34 years	50 to 60	Mid-West Hill

Besides the four participants, I took informal interviews with students to know the reality of the large class from students' perspective although I did not involve myself in my research directly.

Gita Kumari: She hails from a small village of Bara of the Terai region. She comes from a lower middle-class family. She has six members in her family. She had got the Terai culture. I knew her way of speaking was quite different from mine. She was sent to community school for her schooling. She was influenced by her elder sister. As she was provided a scholarship, she was shifted to a private school when she was in class 8, after some years in a community school. When she passed her school level education she had an option to go either joining CMA or ELT. As she had been studying in the village for a long time, she had a cultural shock when she came to the city to study college level. She observed the dresses, culture, language, performance of the students attracted to her, since she had not seen all those things in her village. She found double standard in the city unlike the village. In the headquarters of her district, she studied her higher secondary level and bachelor degree level, during the time she had already started teaching at a private school.

When she passed her B.Ed. from there, she came to Kathmandu and joined M.Ed. at Kirtipur. She heard about NELTA and became a member of NELTA in 2066BS. She started going to NELTA and began to learn related to ELT in the classroom. It was her habit to attend the seminar and became one of the successful candidates in TSC examination in 2015AD. In the same year, she got married and now she has two children, one son and the other daughter. Her husband also works at a school in Kathmandu. She still remembers her experience in a large class of respected Professor Jai Raj Awasthi and Hema Rawal, one of the veteran lecturers of

TU. Though the class was large she was motivated and curious to learn even in large class.

Rambabu: He was born in a remote village of a Hilly district of Nepal. He has 5 members in his family. His father is the head teacher as well English teacher and mother is a social worker. He was inspired by his father. He used to be well suggested and advised to have a good education for his life so is his mother. His home is surrounded by the Tamang community, so he can speak the Tamang language fluently. He sometimes used to teach me the Tamang language, but I could not learn as well as he did. He completed his schooling from the local school and completed up to his 10+2 from the same school. He had been teaching at a private school since he passed his SLC level in his village. When he completed HSEB level, he moved to Kathmandu.

He joined B.Ed. at MRC, Tahachal, Kathmandu. He was a regular student of the campus. He completed his B.Ed. with good marks in 2065BS. Then he joined his M.Ed. degree, he was so excited about teaching and learning English since his childhood, so he had already started teaching at a school since he had been in Kathmandu to run his pocket money. He used to live at Bafal, Kathmandu with his one elder brother and sister. He worked as an RJ for one year in an FM station, since it was not his profession later on he left it and continued the teaching profession. He also involved in students' politics he had some friends in politics, that affected his education to some extent, so he left that and continued to accomplish his degree. He is friendly and likes reading, writing, making friends, anchoring, swimming and so on.

Hari Sharma: Hari was born in Kathmandu. Now he is in his late thirty. He has seven members in his family. It is quite extended. He has a piece of land. His father and mother work there to earn for their living. It is not so hard for them to live

as they can sell the agriculture production in the city. They sell some vegetables in Kalimati. They collect room fare. That also assists them for their living. He likes to help them as he is a loyal child in his family. Though he was born in the capital city of Nepal, his home was in a remote part of the city area. His parents are farmers. He had no way of getting a good suggestion of what to be and not to be in his future. He finished his up to SLC level from the same school nearby his home, now he has been teaching there since last 15 years, it is a surprising story that he has. When he passed secondary level, he came to RR Campus for IA in English. That used to take him around 1 hour to come to campus by bus although he is from the same valley.

He had already started his teaching career since he joined I.A. in English. He passed I.A., B.A., and M.A. majoring English from RR Campus. In his time, there was no friend of his who would study in the faculty of education, so he did the same. When he started his teaching career he knew the value of education and he joined one-year B.Ed. at MRC Tahachal. He completed it. Besides teaching, he likes travelling, academic writing, attending conferences, making friends, cooking, working in the field and so on.

Shyam Kumar: He was born in a Brahmin family in mid-western part of hilly district, Syanja. He completed his schooling from the local school and completed his HSEB level education from there in 2004 AD. Then he came to Kathmandu for his university level education. He started living in Kalanki. He joined B.Ed. in the same year. He was inspired by his neighboring senior brothers and sisters of his district to study more and have a good career in the city. He was laborious, as a result he passed B.Ed. majoring English with a good percentage. During the time, he had already started teaching at a private boarding school at Bafal, he was appointed as an English teacher for primary level. He earned some money for his living.

He started his M.Ed. in T.U. majoring English as he had the dire desire of being a good teacher of English. He was so laborious that he did not spend his time unnecessarily, rather he started practicing for TSC examination continuously, he passed M.Ed. with good grades in 2014AD and fortunately he also passed the TSC examination, which is also called tough exam in 2015AD, then he was appointed as an English teacher at a reputed school of Kathmandu Metropolitan City, which is a very famous and historical government school in Kathmandu. Although, many of the schools run by government funds are not much chosen, it is very much chosen, and a famous school. Now, he works there. He has more than 60 students in his class. He says that it is quite large form him, however he is very creative and laborious and teaches well. His interests include emceeing, singing, using blogs, writing articles, travelling and so on.

Stage Four – Narrative Generation

The beginning step in the process of narrative generation, otherwise also called as information collection, was to ask the participants to write a vignette about themselves and their experiences regarding the topic of concern. I emailed a series of questions to them to serve as a guidance. Then I requested them to give me their time for an interview, for the vignettes were not rich enough to fulfil the requirement. Besides this, listening to participants' stories of utmost significance as far as narrative inquiry is concerned (Clandinin& Connelly, 1990). Norton and Early (2011) believe narrative inquiry as a 'bottom up approach' to explore the story of the participants. In order to collect the information (field texts) with reference to research purposes I too employed two approaches to collect information namely open in-depth interviews and informal observation. In exploring teachers' stories, I have spent the first three weeks just listening to their personal stories through face to face meeting or by visiting their

school. Then, after their stories were almost over, I scheduled for interviews. The narrative interviews were taken after formulating interview guidelines (probing questions) to match their background and context. I probed various questions from teachers' narrative beginning from introducing questions, focused questions, thematic questions and so on.

In depth interview is a process of collecting details of experience, reflecting, ordering, and making sense of stories. According to Manen (2007), in-depth interviews serve as a tool for exploring and gathering stories which capture richer and deeper understanding of human experience. I sat for two rounds of interviews with some participants while once with others. I tried my best to make my questions as clear as possible. So, my participants did not feel any difficulties and insecure with my interview questions. They responded freely.

The participants were left to speak in their own language for their ease, either English or Nepali. All the participants loved to speak in Nepali since their MT was Nepali, but sometimes they switched to English also. Gita, one of the interviewees, decided to speak in English as she was fluent in the language. I had a voice recording to record their voice. Before recording their voice, I took consent from them. Each interview was audio recorded and transcribed verbatim. The location and time of the interview was also arranged according to the convenience of the participants. Most of them called me in their school at specific time, mainly at lunch break or in their leisure period. Although I was called at the vacant time, I sometimes used to go without any information to observe their class informally without noticing them in order to observe the real situation. As I gave them the preferred place to be interviewed, Mrs. Gita and Hari Called me in their schools and Ram and Shyam called me in their home.

Stage Five – Generating Meaning of the Narratives

In this study, I applied teacher narratives as an information generating approach. The teachers' narratives were the real stories that came from their teaching the English language in secondary level classrooms. Norton and Early (2011) stated that narrative inquiry as a 'bottom up approach' to explore the story of the participants. In order to collect the information (field-texts) with references to research purposes I employed open and in-depth interviews during several formal and informal sessions. I collected the information in a recording device, transcribed them, and later verified the information with my participants.

Generating meaning of the narratives which can also be understood as transcribing was done as the next step. Information collection and transcribing went hand in hand. As I had a set of collected information then I transcribed them chronologically, so that I could find the information in an organized way. Then I could have information organized as per the theme. Listening to their stories gave me ideas on what to focus in the next interview. Therefore, both processes complemented one another. After transcribing their stories, I sent an email to each of my participants and asked them whether the information provided by them was all right. I did it in order to make them see whether something they wanted to say was left or not.

Field Notes

Along with the interview, as well as observation, I also exploited field notes to gather information in this research work. Phillippi et al. (2017) mentioned that field notes are widely recommended in qualitative research as a means of documenting needed contextual information. With growing use of data sharing, secondary analysis, and met synthesis, field notes ensure rich context persists beyond the original research team.

To achieve this, I used diaries and notebooks to keep every information safe and protected. At the time of my fieldwork, I recorded the behaviors, activities, anecdotal events and other features for producing meaning and understanding of the behaviors, situation or the phenomenon, which facilitated other tools that I used. Then I took some descriptive information in which I wrote information about actions, behaviors, and some other casual conversations that I observed and other reflective information in which I recorded my thoughts, ideas, questions, and concerns in the field. It helped me in various ways like understanding and meaning making processes in my research work. Moreover, it assisted me to acknowledge better that information collected from interviews and observation to identify embryonic themes.

Stage Six – Restorying

It is meant to allow the researcher to reorganize the stories gathered through the data collection processes into a “framework that makes sense,” that is, by telling in a chronological manner (Creswell, 2016). I experienced that analysis stage quite challenging because I had the responsibility of presenting the participants’ narratives in a coherent and meaningful way for the readers as well as do justification to the participants for, they had trusted me with their stories. The process of analysis does not follow one approach or set of right techniques. So, I became imaginative, flexible, and natural.

I selected the recorded interviews since some utterances were not important. Sometimes, my participants did not give the exact information, I cut the lines which were not much useful to my research work. Sometimes, I asked warm up questions to my participants which were not useful to my research, that also was cut down. When I started sorting out the interview, some information was repeated, so I cut them out, and made that as per the work. For example, when I asked about the experiences of

teaching in large classes, some of their experiences were similar, therefore, I did not repeat the information while sorting out. The sequences of participants' experiences gave me a sense of exposition, complication and resolution as we encounter in stories. It started from their coming into the profession, a turning point in their career, their experiences and outcomes and their vision of the future.

I categorized the theme of the interview in the similar topic as I mentioned earlier based on the literature and research questions. Besides this, I found some of the new themes, which were not expected as the research question. When these themes and the data made sense, I interpreted them. All in all, while categorizing the theme, my focus was mainly on meaning making. Then I sketched the narratives for a storyline. I planned to write each teacher's narrative under separate topics as each narrative stands as individual large class teachers' narrative especially their lived experiences and the sense they make of that experience.

Quality Standards of My Research

Quality standard represents the nature of each paradigm for judging the quality of research work. It makes the research stand apart from each other and makes them unique in their own way. Here, in this study, I have collected the experiences from the participants and based on their sharing I generated the meanings. In doing so, I needed to establish quality standards so that the readers can trust the research and researcher. To be more specific, quality standard infers the perspective on holding the existence of the truth and the role of researcher. In this situation, large class teachers' perception and practices is to be trusted and implemented in the classroom by rationalizing others' belief in it.

To maintain quality in research, every researcher has to meet the criteria such as theoretical underpinnings through and with certain parameters, empirical findings;

appropriate methodological stances and contribution to the practice and police level (Silverman & Marvasti, 2008). To be honest, I tried to be as accurate as possible as I respected their truths about their practices and experiences since truth is the concept of verisimilitude because a truth of one teacher may not be the truth for another. However, I followed trustworthiness, verisimilitude, pedagogical thoughtfulness, and meaningfulness as my quality standards.

Trustworthiness and Authenticity

In my point of view, research refers to the extent to which various constructions and their underlying value structures are solicited and honored (Guba & Lincoln, 1989) that how the study has represented participants' values. The values of the participants are represented in the research report through information and interpretation. I did not make any changes to the values of the participants regarding their understanding and experience of professional development. Trustworthiness of the research can be maintained by going through several of these procedures, including deep immersion: how much the researcher has involved in the study; member checking: how much to and fro the researcher has gone to get information from the participants and skepticism: how much in-depth and probing questions the researcher has asked (Luitel et al., 2011). To build the trust I spent my research time in my field in order to observe the context minutely. I spent a prolonged period of time showing a kind of belief among the participants, i.e. professional teachers, then, only I as a researcher, would get their real stories, opinions, reactions and issues of participants based on my research questions to explore their large class experiences. Therefore, to maintain trustworthiness on teachers' practices and experiences in large class teaching, I deliberately paid proper attention especially on four standards; credibility, transferability, dependability, and conformability (Taylor et al., 2012). I

emailed all my transcripts, analysis and final stories to my participants to confirm their agreement. According to Webster and Mertova (2007), “Trustworthiness of the narrative research lies in the confirmation by the participants of their reported stories of experience” (p. 99). A researcher should pay much attention towards their participants in order to get proper information about the context.

Verisimilitude or Truthfulness

My next quality standard is verisimilitude that signified the quality of seeming to be true or real. Creswell (2007) stated that verisimilitude in the research literature is defined as a criterion for a good literary study, in which the writing seems ‘real’ and ‘alive’, transporting the reader directly into the world of the study (p. 250). It is suggested that a research needs to be as real as possible and approximate toward or close to the truth about the way the world really is.

Webster and Mertova (2007) stated that narrative research does not claim to represent the exact ‘truth’, but rather aims for ‘verisimilitude’ – that the results have the appearance of truth or reality (p.4). Collected stories derive their convincing power not from verifiability but from verisimilitude; they will be true enough if they ring true (Webster & Mertova, 2007). In gist, the claim of verisimilitude is that the reporting of stories and critical events should resonate with the experience of the researcher. To maintain this, I have included my own story and the experiences I have undergone in the process of attaining skills and higher degrees in my profession as a chapter in this research work. The audience also will find that the experiences of the participants are very much similar to mine.

Pedagogical Thoughtfulness

According to Taylor and Settemeyer (2003), pedagogical thoughtfulness refers to engagement of the readers with the way anything is written expecting it to be

written in an engaging way that draws the readers into reflecting critically on their own pedagogical values. To meet this standard, I gave importance to individual participants while analyzing and interpreting the data. In doing so, I expect the readers to compare the findings and analysis with the context of the large class English teachers.

Ethical Considerations

In the context of this research, various stories of the four participants were taken as the prior sources for their professional enrichment. As a researcher, I was careful enough with certain ethical norms regarding trust, confidentiality, harm, deception, and consent while conducting a research project. So, I disclosed my identity as a researcher and explained the objectives of my research, which is fully an academic section. Silverman (2000) has said that while carrying out the research study, researchers have to consider the fact that they are in fact entering the private spaces of their participants. So, I requested for the consent beforehand and ensured the participants for non-maleficence, no harm in their personal and professional life and no hurt from the cultural, religious, and ethical point of view. Cavan (1997), I define ethics as a moral principle that sensibly protects the rights of other in one's' work. The more trustworthy the truth becomes, the better the human prestige.

Therefore, it is trusted that moral pressure of and to the researcher helps him/her maintain ethical issues. I remained conscious about the consent making process while entering the research sites to talk to pedagogically sound teachers. For Fraenkel and Wallen (2009) ethical consideration is to retain the responsibility for ensuring that a study is ethically conducted. In doing so, privacy, anonymity and confidentiality are used as ethical standards to explore teachers' experiences of large class teaching.

Informed Consent

Protecting human participants in research is extremely important, and part of that process is informed consent (Saldana, 2015). Research Participants should be informed about research studies and given the choice whether to participate or not. I did not ask the participants to fill in consent form for I felt that it would look too formal and professional or obligatory for them. To respect their autonomy, I also let them know that they would be free to back out at any point of time should they wish to do so.

Harm and Risk

Risk assessment can be thought of as the lens through which we anticipate the consequences of research and the impact of the actions of researchers the way in which risk of harm is managed in research is strongly influenced by the surrounding social and political environment (Shaw and Barrett, 2006). To abide by the do no harm principle, I made sure that my participants were unharmed both physically and mentally during my research process. According to Josselson (2007), since narrative research deals with human emotions, researchers are supposed to be empathetic and non-judgmental. While listening to the participants' stories, I was concerned, tolerant and emotionally responsive so as to uphold the principle of do no harm.

Confidentiality and Anonymity

Confidentiality and anonymity are related but distinct concepts. The Concise Oxford Dictionary defines confidentiality as 'spoken or written in confidence; charged with secret' while anonymity is defined as; of unknown name, of unknown authorship'. In the ethics literature, confidentiality is commonly viewed as akin to the principle of privacy (Willis, 2007). Confidentiality is a crucial aspect to follow in any research and mine was no exception. I assured the participants of utmost

confidentiality as far as their names and the institutions they were affiliated to were concerned. I gave them pseudo names to maintain anonymity and were all kept very safely. I gave the pseudonym to them and kept the materials in relation to the participants safely.

Fairness

As I chose the participants from various zones and as far as inclusiveness, I did not discriminate against any of them on the basis of their race, age, gender or qualifications. I gave equal significance to all the participants and made sure that everyone had a voice in my research work. I behave all research participants fairly by including all their views and perceptions.

Chapter Summary

In this chapter, I defined and justified why I chose interpretive paradigm in qualitative research method to underpin my research work. I presented philosophical orientation (ontological, epistemological and axiological stances), and methodological considerations. Being based on these philosophical considerations, I chose a narrative inquiry method to explore the process of large class issues, how far it is practical and behavioral. I adopted teachers' narratives as my information generating approach. The teachers' narratives, field notes, and journaling were used as data collection procedures to generate field texts. I also discussed site and participants, procedure for information analysis and interpretation, establishing the quality standard and maintaining ethical values. I followed trustworthiness, authenticity, verisimilitude and pedagogical thoughtfulness as quality standards of my research and employed privacy, fairness, anonymity and confidentiality as ethical consideration

CHAPTER IV

TEACHERS' PORTRAYALS

In this chapter I present the narratives of my research participants. I have brought the narratives of my four participants, namely Gita Kumari, Rambabu, Hari Sharma and Shyam Kumar (pseudonym). Simply, Gita Kumari, is a teacher of English in a community school at Nagarjun. Rambabu is an English teacher at secondary level at Nagarjun. Similarly, Hari Sharma is another teacher of English in Chandragiri and Shyam Kumar is another secondary level English teacher of a community school in Kirtipur.

While presenting their stories, I have used pseudo names. I have analyzed their stories and developed various themes on the basis of their narratives and those narratives are minutely observed to explore their experiences. The experiences they gained from their personal practice are associated with their professional achievements and success. The narratives of each participant are also presented on the basis of those themes generated respectively. In the course of this analysis, I have found interesting stories and experiences of large class teaching practices.

Gita Kumari: Rising from Adversities

Early Days of the Profession

Gita Kumari hails from a small village of Bara of the Terai region. She comes from a lower middle-class family. She has six members in her family. She gets Terai culture. I knew her way of speaking was quite different. She was sent to a community school for her schooling. She was influenced by her elder sister. As she was provided a scholarship, she was shifted to a private school when she was in class 8, after some years in a community school. When she passed her school level education she had an

option to go either joining CMA or ELT. As she had been studying in the village for a long time, she had a cultural shock when she came to the city to study college level.

It was very new to me because in my village no one was so open in terms of outlook, living style, way of speaking. It was a kind of culture shock for me.

(Field Note, 15 June 2019)

She observed the dresses, culture, language, performance of the students attracted to her, since she had not seen all those things in her village. She found double standard in the city unlike the village. In the headquarters of her district, she studied her higher secondary level and bachelor degree level, during the time she had already started teaching at a private school.

I passed My B.Ed. and came to Kathmandu. I joined M.Ed. at Kirtipur, one my friends suggested me to join there to secure a better future. I met the friends who talked about NELTA and its importance. I became a member of NELTA and attended a seminar, I was joined a session by one of the foreign Professors, she was talking about teaching in a difficult context. She was talking about disruptive classroom management. It was very important to me as I was the teacher of a disruptive class. I got many more ideas and I implemented and it worked to some extent.

(Field Note, 15 June 2019)

When she passed her B.Ed. from there she came to Kathmandu and joined M.Ed. at Kirtipur. She heard about NELTA and became the member of NELTA. In 2066BS. She started going to NELTA and began to learn related to ELT in the classroom. It was her habit to attend the seminar and become one of the successful candidates in TSC examination in 2072 BS. In the same year, she got married and

now she has two children, one son and the other daughter. Her husband also works at a school in Kathmandu.

Since I remember the classes by respected Professor Awasthi and Hema Rawal mam he had an unusual capacity to control the class, even if the class was full of students more than one hundred. There did not use to be unnecessary noise in the classroom.

(Field Note, 16 June 2019)

She still remembers her experience learning in a large class of respected Professor Jai Raj Awasthi and Hema Rawal, one of the lecturers of TU. Though the class was large she was motivated and curious to learn even in large class.

The Turning Point

Gita Kumari has been teaching for fifteen years now in various schools of Bara and Kathmandu. Her interest in English stemmed from her first English teacher who knew how to make the meaning of that language she called “Panacea” clear to her as a beginner learner. So, as a student, she participated in extra-curricular activities to improve English which led her to the study of English at the university. After having bachelor degree, she took a test to enter the University where she became a certified English teacher. She started her teaching journey in a private secondary school right after her bachelor degree without any training, with students aged from 14-18. She enjoyed that experiences as she said,

...this was my first experience as a teacher, at that time, I was eager to show my command of the language to my students and I particularly made them learn grammar rules, vocabulary and I used to conduct some oral sessions.”

(Field Note, 16 June 2019)

After a two-year teaching experience, she started teaching as a good teacher in a public school with very limited resources. The size of her classes varied from 60 to 68 students as she told me.

In the school, there was no computer, no library. The only resources on my dumping were copies of the teacher's book, student's book and workbook. The school administration used to give us a pack of chalks to write on the blackboard and just like my friends, I had to strive to find authentic material for the students.

(Field Note, 16 June 2019)

She used to visit the central library in Kirtipur in order to have some books, she was the member of the library. She thinks that every new academic year is offering me a new experience since I always discover new things both negative and positive about my large classes and that makes my teaching in large class exciting.

The Experience and Challenges

While discussing her own beliefs about teaching large classes, Gita Kumari has a mitigated opinion about teaching in large classes. She indicated that teaching a large class is a huge burden, puts too much pressure on the teacher and she even qualified it as overwork. Although teaching in a large class is known as a challenging task, she took it excitingly, which incited her to find a new way out.

I think it gives an opportunity to improve my interpersonal skills. I try to use various ways to get to know each student as an individual through their work in my class or their lives outside of it. I hope large classes also give me an opportunity to improve my teaching and presentation skills. I believe that it avails me the opportunity to improve my organizational and managerial skills

as I try to organize them creatively, I find that large classes urge teachers to fight hard to find the teaching way that best fits their large class context.

(Field Note, 18 June 2019)

According to her, it is rather an opportunity although it has some challenges. She suggested that teacher should not neglect students' talents and should give them opportunity and voice to express their ideas. She divided her class into small groups of four to five students depending on the type of activity, she intended to do with them.

Looking into the Future

With the passing of the time, she feels that she needs to learn more about large classroom management, latest pedagogy, and the use of ICT in the classroom. She goes to attend conference seminars, and searches the books regarding her challenges in the classroom. She is always positive towards herself, learning and career.

I would like to join MPhil at KUSOED, due to household chores I am not being able to do that, when my husband comes back to Nepal after one year I will obviously join, one thing sir, will you tell me about the procedure to join the course in this university?"

(Field Note, 19 June 2019)

She would like to join MPhil Course in Kathmandu University School of Education to explore more ideas in pedagogy and she pleaded with me to help her out in order to go academically ahead. As she mentioned her husband has been abroad for official work for one year, when he comes she will join the university.

Rambabu: Breaking Pedagogical Challenges

Early Days of the Profession

Rambabu graduated majoring English from the faculty of education in Tribhuvan University, Kirtipur, at that time he had been teaching at various levels up to higher secondary level for seven years. He has taught a variety of subjects, namely reading courses for example Our English, Meaning into Words, Heritage of Words, Magic of Words, courses of major English, English literature and so on at various faculties at various secondary schools and colleges.

When Rambabu was asked about the number and the level of his students, he did not have a specific answer due to the various number of students in each of her classes.

As I taught various classes of institutes, err , for a teacher, I think there should be no more than 20 students for teaching English, if the class has got more than 20 students that is a large class in my understanding and then my experience also, as I taught for 50, 60, up to 79 students in single class.

(Field Note, 20 June 2019)

Rambabu's preference of having a class made up of 20 to 25 students seems to lead to great achievements such as effective teaching and learning outcomes which cannot be achieved in the large classes with 60 to 70 students

I think there should be no more than 20 students for teaching English, if the class has more than 20 students that is a large class in my understanding.

(Field Note, 20 June 2019)

He asserted that a class of 20 to 25 students provides him the opportunity to achieve his teaching goals and be an effective teacher. This indicates how teaching in a small class makes a huge difference in teaching outcomes from the point of view of

a teacher. In this context, 20 to 25 students is considered a small class, according to Rambabu. Furthermore, it directly indicates how teaching in a large class can be challenging and problematic for a teacher.

The Turning Point

He recounted his difficulties he faced as a large class teacher in the past. When he first entered the class, he had a lot of difficulties, like handling students or managing the class as he had above 62 students. He started teaching after he had completed his plus 2 and was in the first year of his Bachelor's.

Rambabu's reported experience with the challenges of teaching a large class as well as his coping strategies are presented in this section. As a result, finding students' levels, needs, balancing teaching materials, classroom management, and giving feedback to students are the major area.

So, there are so many strategies to teach in a large class, for example you know creating the group, right? Making the pairs, right? Group discussion, project work, and then huh... providing a certain task to the students so these are some of the techniques and strategies that I can adopt to handle the students in my large class, especially I look for their needs. actually, what they need when I teach.

(Field Note, 21 June 2019)

Specifying each student's level and what he/she needs is one of the difficulties associated with large classes. Rambabu said that the problem of having multilevel students usually occurs when he encounters large classes. Although we found the level of students, learning styles, and their specific needs in a large, multilevel class seem to be difficult for Rambabu, he still does not give up.

Rambabu preferred to implement activity-based instruction in his class. He tries to have more interactive classes by putting his students into groups and asking them to discuss the topics related to the class activities. He tries to make learning fun.

He states:

So, ... as a teacher, you know, when I was you know, a novice teacher, right? Earlier I used to follow a single technique for teaching my students for example, for introducing the lesson in the beginning, but now I do have so many techniques for example, if I have to introduce like the reading texts for my students I can initiate the class with so many questions like I can ask so many questions signpost questions if I'm going to huh..let me take an example, for example if Im teaching a lesson of Bhimsen Thapa, basically I, you know I ask so many questions like signpost questions for them for example : Do you know about Bhimsen Thapa? Where was he born? Why is Bhimsen Thapa popular in our country? So many questions like this I ask to my students and then huh... on the basis of different aspects and skills of language, there are so many texts if I have to teach writing skill I do have the follow up you know ...huh ... a techniques and then for the listening, speaking, reading, writing and so many different strategies are there and then for different aspects like pronunciation, vocabulary, grammar and language functions aaa...h..I have to huh. let's say follow different techniques to introduce the lesson to the students.

(Field Note, 22 June 2019)

According to Rambabu, the faculties, administration's support plays a significant role in what and how a teacher teaches. For instance, Rambabhu is able to implement his preferred method of teaching and teaching materials in the faculties where he has the support of the administration team. He noted:

This is really a big question to the teachers of the community schools because, it is definitely community schools have got so many lackings, no more teaching materials, overhead projector and so on. The materials related information communication and technology are not there, a teacher has to face so many challenges right! So, the teacher you know in this case has to face so many challenges and then they are highly blamed for not giving good results at the end, so this is the really the main challenges the teachers who have been teaching in community schools.

(Field Note, 22 June 2019)

Although Rambabu prefers communicative method and activity-based instruction in his classes, he believes that it does not work all the time. He emphasizes that teaching is a contextualized practice, meaning that the needs of the students and availability of the resources are important factors to consider.

As an English language teacher, these are communicative techniques teaching in English, right? Like pair work, group work, individual work these are what the main moto of using of applying these strategies is to build a kind of communicative competence in the learners, as a teacher I can play the role of facilitator, as a mentor, as a monitor of the of the classroom, I cannot be the dictator, for example if I am telling the students to carry out the pair work I can help the students to make the pairs in the class right! Then I can divide the group, there are so may techniques like while dividing the group I can use snowballing techniques for example 1, 2, 3, 4 and then I can divide the group from the song also fulkoaankha ma (group one) fulai samsara (group two) ...kadakoaakha ma (group third) ...kadai samsara. (group four) ...etc. if I divide my students into four different groups I can make the students sing the

song and that is a kind of motivation, so different strategies are there, so as a teacher, as a perfect teacher, the teacher has to divide the classroom into different groups applying different strategies like this.

(Field Note, 22 June 2019)

Rambabu has experienced teaching a variety of courses in various institutions. The number of students in each of the classes he taught varied, as an example, he taught in classes with 40 students to classes made up of 78 students. He prefers teaching a class with 20 to 25 students which he considered as a small class, where he can reach each individual students' needs and wants. He emphasized the challenges he has experienced in his large classes, as a result, he mentioned, finding students' levels, wants and needs to be among the most challenging areas in large classes. Moreover, balancing teaching materials to meet the needs of the students of all levels is another issue related to teaching in large, under resource classes. He has struggled with bringing level-appropriate teaching materials and activities to meet the needs and the level of the students.

All in all, Rambabu does not rely on a specific method of teaching in his classes. He applies a variety of teaching activities depending on the needs and conditions of the class. Moreover, he helps students to have feedback from a peer on each other's papers. Developing appropriate teaching materials is one of Rambabu's strategies in balancing teaching materials in her large class.

Hari Sharma's Path in Pedagogically Sustaining

Early Days of the Profession

Hari Sharma was born in Kathmandu. Now he is in his late thirty. He has seven members in his family. It is quite extended. He has a piece of land. His father and mother work there to earn for their living. It is not so hard for them to live as they

can sell the agriculture production in the city. They sell some vegetables in Kalimati. They collect room fare. That also assists them for their living. He likes to help them as he is a loyal child in his family. Though he was born in the capital city of Nepal, his home was in a remote part of the city area. His parents are farmers. He had no way of getting a good suggestion of what to be and not to be in his future. He finished his up to SLC level from the same school nearby his home, now he has been teaching there since last 15 years, it is a surprising story that he has. When he passed secondary level, he came to RR Campus for IA in English. That used to take him around 1 hour to come to campus by bus although he is from the same valley.

Turning to Career

Hari Sharma had already started his teaching career since he joined I.A. in English. He passed I.A., B.A., and M.A. majoring English from RR Campus. In his time, there was no friend of his who would study in the faculty of education, so he did the same. When he started his teaching career he knew the value of education and he joined one-year B.Ed. at MRC Tahachal. He completed it. He can teach any type of lesson focusing on all the language skills as well. He has been teaching now for twelve years and can see many ideas and experiences with him. He has the experience of teaching both small and large classes since the classes he has been teaching so far vary between eighteen and sixty students per class.

Errr..., actually this profession makes me a lot of fun. When I taking part with the students', especially interacting with the students I feel very much comfortable. I feel very much feasible when I go to the classroom.

(Field Note, 5 July 2019).

He believes that the size of the class can negatively affect both teaching and learning. One of the challenges he found related to large classes is that it is not easy

for the teacher to focus on students individually which he considers to be an extremely important aspect of teaching

It is very much important to make them ready before they are taught the lesson. So, without the attention. You know without taking the attention of them towards the class, how many times you shout that does not work. You cannot achieve anything. I ask the question “are you okay?” Unless they are ready I hardly start the class. But sometimes I send them to the tap in order to teach the lesson.

(Field Note, 5 July 2019)

Therefore, according to him, large classes demand longer time for students to understand things and it takes longer time to cover the curriculum as well. Moreover, he thinks that it has the issue of discipline that gives hard while teaching in the class. But he tries to make it as enjoyable as possible.

Sometimes they make noise, it is obviously happening. In today’s classroom, I was in class 10, I was teaching at that time one boy interrupted me so, I had provided time for him, 10-minute time to council for counseling so, such type of barrier always happens in my classroom. (he laughs) the other students were not making noise as I was counseling the very boy (he laughs) thinking that “sir will punish us” also I sometimes give punishment as well but it does not mean that all the time I give.... ha-ha (he laughs).

(Field Note, 6 July 2019)

He stated that students would be passive or not motivated at that time he associated some motivational kind of stories, sayings, quotations and so on. For him, when students receive no individual attention and feedback from the teacher, on a one

to one basis, the learning process will not be effective so he tries to capture the students' attention first.

So, after going to the class, it is my duty to huh...let's say to control huh...the class, controlling in the sense that I have to revise the things that I taught yesterday, so, the students themselves errrer...share their experiences what was taught in the previous day so, err I use different kinds of techniques ...

(Field Note, July 7, 2019).

Hari Sharma recognizes the negative impacts of large classes on him because he finds them not easy at all to teach and demanding too much extra work from part of the teacher and students. Despite all those hurdles, he supports that they have positive impacts on him as a teacher and on students as well because he is used to being in large classes now and can make them productive. In doing so, he exposes his students to a variety of answers from their peers that can be beneficial to them as opposed to students in small classes. He finds that teaching large classes is interesting and incentive gaining because they urge the teachers to keep on trying to find a way out by keeping on trying to find solutions and make their large classes productive to learning for improving their teaching as well.

He keeps on searching that if one strategy does not work he goes for another technique. That habit has made him creative as well. Humorously he states:

I sometimes get confused when teaching in a small size of class, as I am practiced a lot in large class, ha-ha.. (he laughs..).

(Field note, July 7, 2019)

One interesting thing that I found from the interview with him was that he never got tempered and emotional. He has a confident character.

His Future Direction

Hari Sharma would like to see himself to be a Professor of English. He dreamt of it. He would like to have a prestigious life, I realized whenever he used to talk to me. He openly shared his teaching career how he began. He also didn't forget to share educational history, socio-economic status and socio-political height of his family. He aspired to be a reputed trainer and counselor in Nepalese academia; however, he acknowledged that he was not happy in his own contribution to the field. Being a teacher Mr. Hari is recognized as a proficient English teacher in his school. He is also well recognized in his surroundings as a good teacher. So far as I knew he was appreciated by his administration as well, as he has a frank and cooperative nature, that everyone prefers.

Shyam Kumar's Determination in Managing the Large Class

His Early Struggling Days

Shyam Kumar was born in a Brahmin family in mid-western part of hilly district, Syanja. He completed his schooling from the local school and completed his HSEB level education from there in 2061 BS. Then he came to Kathmandu for his university level education. He started living in Kalanki. He joined B.Ed. in the same year. He was inspired by his neighboring senior brothers and sisters of his district to study more and have a good career in the city. He was laborious, as a result he passed B.Ed. majoring English in a good percentage. During the time, he had already started teaching at a private boarding school at Bafal, he was appointed as an English teacher for primary level. He earned some money for his living.

Turning Point in Life

He started his M.Ed. in T.U. majoring English as he had the dire desire of being a good teacher of English. He was so laborious that he did not spend his time

unnecessarily, rather he started practicing for TSC examination continuously, he passed M.Ed. with good grades in 2071 and fortunately he also passed the TSC examination, which is also called tough exam in 2072, then he was appointed as an English teacher at a reputed school of Kathmandu Metropolitan City, which is a very famous and historical government school in Kathmandu. Although, many of the schools run by government fund are not much chosen, it is very much chosen, and a famous school. Now, he works there. He has more than 60 students in his class. He says that it is quite large form him, however he is very creative and laborious and teaches well. His interests include emceeing, singing, using blogs, writing articles, travelling and so on.

Professional Experiences: Challenges and Opportunities

Shyam started his career as a teacher, before that he did not do any other professional work as he was inspired by one of his neighbors. He said that since his childhood he wanted to be a teacher. He didn't think of another job. He stated:

Huh.....it's my interest sir. Since my childhood my interest was to be a teacher, now I am a teacher and I'm proud to be a teacher.

(Field Note, 15 July 2019).

Perception towards Large Class

As I asked him about his understanding of large classroom in his experience, he stated that the class of more than 50 to 60 students was called a large class. He taught in such class also. He shared some of his past experiences that while he was teaching at a private school before being selected as a permanent teacher he used to teach 20 students in a class, at that time he had quite easy to check answer sheets of the students and could give equal time to all the students. When he came to community school he could not do so. And shared like this:

Obviously, this is a large class. I have been teaching, in my class there are 50 to 60 students in every class like 9, 10, 11 and 12. This is obviously large class, because in our education act and regulations, government has declared there should be forty to forty-five (40-45) students in Kathmandu valley, so that is fine class in terms of our rules and regulation but I have been teaching to 50 to 60 students, that is why I say this is large class. Yeh. Obviously as you know, large class in-terms of students' number, so there are fifty to sixty students according to what we call a large class.

(Field Note, 16 July 2019).

He argued that government schools should have 40 to 45 students in a class as per education act in the Kathmandu Valley, however the reality is different. In 10 plus two there are more than 45 students in a class. He teaches up to 10 plus two classes in three streams, i.e., education, humanities and science. He teaches compulsory English and major English both.

His classroom is mixed up with various multicultural and multilingual students, however he behaves equally, although he does not have perfect cultural awareness of all the students. He felt sorry himself that he cannot understand the kind of sensitivity of the students' belief system. He stated:

So, I feel proud to say in my school there are almost all 76 districts and, in my class,, there are students from many districts' there are students who belong to different casts, different cultures, huhh...there are so many students there is ...there is a kind of diversity.

(Field Note: 16th July 2019).

He felt proud to be the teacher of a multilingual and multicultural classroom as well, as he gets the chance to learn their cultural identity.

He interestingly said that he starts his class by revising the previous day's classes, so that students could link the two classes easily. He shared:

So, after going to the class, it is my duty to huh...let's say to control huh...the class, controlling in the sense that I have to revise the things that I taught yesterday, so, the students themselves errrr...share their experiences what was taught in the previous day so, err I use different kinds of techniques ...err. Recently innovative techniques like let's say group work, group division and I divide the students in the different groups, similarly I form some pairs and I err...e.. get them huh...involved in different kinds of activities.

(Field Note, 17 July 2019)

In his class, he uses a lot of fun, as I knew that he was known as a funny teacher by everyone in the school, everybody would miss him if he was out someday. He doesn't make any monotony in his classroom. All the students like him and his class. Although he looks smaller in height than other teachers, he has a taller height in terms of his duty and responsibility in his school, that I realized during my interview with him at his school.

He has a charismatic style of teaching in his large class. He shared many more ideas with me. He divides his class into three or four groups and makes group leaders. He lets them present the things through the team leader. Meanwhile, the rest of the students help their team leader to do the task given by the teacher. During the task, he encourages the students by saying to make them the best team and so on. That strategy or activity helps him to be a confident teacher even in his large class. He stated:

As ...as I told already, primary and or important thing I just divide them into different groups and I form, I choose group leader so they huh..err .. they are busy

themselves doing different kinds of works and I assign them different topics then once they let's say they are prepared they finish their works group leaders present the things then I facilitate them if some poems like in their presentation I make them revise the things I facilitate them, I guide them, and normally hah ..er to conclude the lesson I give some samples answers error.. modal answers then the students including members and group leader, they revise their sheets and I check their answers thoroughly.

(Field Note: 18 July 2019).

When he goes to the classroom, he has a different strategy to catch the students' attention. Psychologists claim that without taking attention of the students the teacher cannot transfer the new knowledge and skills to the students. So, readiness is first thing that we have to look after. He stated:

Since I am handling a large class sometimes it is very difficult as well as challenging to cope with the students' problems, so I use a kind of story, some let's say jokes, to err. let's say get their attention to me, so they feel so happy then sometimes I just err let's say get their attention with some important things, some important quotations related to education and teaching learning activities.... huh..er sometimes, I make them watch some let's say motivational videos related to particular lessons. After I do this I find myself my students pay attention to the class.

(Field Note: 17 July 2019).

When I asked him about the challenge that he has been facing in his classroom, he stated that he did not have required resources. His classes seemed under-resourced as he claimed that secretly that he could not find the required materials. It is a chain to maintain government rule to buy anything, like in private

institutes we would buy the thing very directly after the claim is made. But here, it is far from possibility, but it is not impossible, however it takes time. He stated:

Yeh.. sir, there are many sir. Err.. since I have been teaching in government school so and the number of students also high, that is why, the students from different economical and educational backgrounds so they sometimes they huh... do not bring required materials and sometimes administration doesn't support us to use different kinds of materials and another point classroom situation and classroom environment we cannot maintain / manage the materials prepared by ourselves and fixed place err...let's say. Err., the classroom situation is, that way err., then huh...another very big problem is that our school is government school and I have been teaching English there is the problem of language , language problem is there sir.

(Field Note: 18 July 2019).

Not only challenges but also, he has talked about its root causes. He mentioned that he applied English language in his class as he is an English teacher, but the reality is that in most of the community school children they hail from rural areas, they don't have any English exposure, so they cannot understand the English language properly, therefore, perhaps, they make noise. However, he is not discouraged; rather he tries to make them understand by speaking simple words. He stated:

Err.. there are there are many, because the students speak and grow up in home using their first language and they directly have to be let's say have to speak English language that is second language and if we focus on English only English they may not understand, if we focus on only Nepali we are afraid of let's say different kind of you know things like results or this and that

kind of things, so the we want to deliver to our students, because of the many reasons we are sometimes I feel we are unable to deliver to our students.

(Field Note, 18 July 2019)

He argued that there are many causes not knowing English. He claimed that he has students from various linguistic zones, for instance, Tamang, Newari, Maithili and so on. He stated:

No, not very often, huh.. because you know huh.., students they sometimes want to get involved into disruptive behaviors sometimes in the classroom itself because, since this is a large class I cannot run my eyes with particular individual students, they want to talk to each other in their own mother tongues sometimes Newari language, sometimes Tamang language, they may not get you know, they may not pay their attention to the teachers, towards their lessons so, these are some let's say some challenges that I face every day.

(Field Note, 19 July 2019)

He claimed that as the English language is not used in their home, they cannot understand the teachers' speech in the classroom. There are some students who use English in their home, as they belong to the city area, they can understand and speak a little, but most of them are from working class families. The workers do not have to speak English in their work station

His Successful Steps in Large Classroom

I asked him about the kind activities that he had been applying to teach in his large class. He mentioned that he used stories, poems, dramas and presentations by students on particular paragraphs. He stated:

So, since secondary language curriculum has you know there are different kind of stories, poems, dramas, in the curriculum, in the syllabus, mentioned so to teach stories, dramas I have a unique idea so, I make them group and one paragraph or some parts are assigned to particular group and they practice there. They prepare for that particular paragraph or part of the lesson, they have to present there and it will be a kind of series, a kind of strip stories developed in my classroom. Strip story means, a group you know prepares for one part and another group continues that and another group or final group gives final logics or some conclusions for that.

(Field Note: 20 July 2019)

As per the secondary level curriculum, he used various sorts of captivities to make his students learn, for example, group presentation, strip story, presentation on particular topic or paragraph writing and so on. He claimed that those activities played a vital role to make students feel their role in the learning activity. That type of strategy helped him to control his classroom.

He argued that those activities sometimes worked and sometimes not. He claimed that a similar type of meal may not be preferred by a family member so is the case in our classroom too. He mentioned:

Errr..., (in a happy mood) to be very honest, not very often, not in that way, you know, cannot say I satisfy all my learners in my large classroom. So, again, want to go back to my previous answers is again you know, because this is large class, this can be you know, this may sound .. (in a confusing manner) the original or readymade answer, errr.. just because of large class, because the students from different economic backgrounds are there. Students from different

communities, different ethnic casts are there, so the things we want to deliver to our students that may not you know get the students properly, I think so sir.

(Field Note: 20 July 2019)

He talked about the processes of the activities that he underwent. He mentioned his role. He told me that he would not like to be an authoritative teacher in his classroom. He argued that a classroom should be democratic so that they can learn in a better way.

Yeh.. I play the role as a facilitator and I just walk around the class. I just monitor them, guide them, I facilitate them just I try to answer them if they have any inquiries, if they have any problems, a kind of you know, let's say I just encourage them.

(Field Note., 20July 2019)

He mentioned that students reacted him always positively. But sometimes some other students who belonged to a disruptive character might behave in an easy way. All in all, he managed his class appropriately.

Yeh.. some students feel they know they behave in a positive way, there can be lazy students so they feel monotonous. They don't want to get involved in group works, pair works, they just want to let's say they are just busy in their own behavior. Hammmm..., (in a reluctant face), sometimes, sometimes, not very often. I got it. There can be many but haah...if institute wants they can, it can be the matter of you know interest also whether they want or not so if we request they personalize the things, another teacher or next teacher is not demanding why are you only demanding? This kind of question is raised generally. Some readymade questions come there.

I today mentioned most of the things today, as we have talked large size classroom means different kinds of let's say student centered techniques are there you know students from different family background different educational background, different academic backgrounds and students from different casts, cultures, ethnic groups, and our as a teacher our duty is to just make them all happy and satisfied with teaching and learning activities but question is whether we are able or not to do that, as a teacher I let's say I promise I say I will be trying to satisfied them all in a very positive way.

(Field Note, 21 July 2019).

Being a teacher of a community school in Kathmandu, Shyam is recognized as a proficient teacher among all. He has practiced a lot in the Nepali academia since he joined as teacher, besides teaching he writes articles on education issues periodically. Many other teachers read his article. His articles get published in various online and printed papers. That all has made him a confident personality.

Reflection

The teachers are the role model in the society. Every society tends to produce the best and an intellectual individual for positive change and development. The teachers are the facilitators for all the learners whether they learn piloting or engineering or education or marketing. Teachers are the change agents in the society. The expertise of the teachers, their experiences, told and untold stories and their overall academic endeavor are the key exponents in teaching learning activities.

Overall, the teachers are found motivating to the students through extracurricular activities. Despite not having good speaking habits in English for the students, they have tried their best to create English environment in the classroom. Teachers have argued that they have some resources challenged in their school. Their

administration does not react to them fast, if they have some urgency to buy the resources for teaching their subject in a better way. Though they have computers in the school, they are found insufficient. They talked about their disruptive students, which was a very challenging aspect in the large classroom, that they claimed. Although there are challenges, they tried their best to create a learning environment. All the four teachers seemed very laborious, patient, and optimistic in their profession. I did not find any laziness and unclear points in them.

They have talked about their childhood, their school going days, their path finder, and role model. Except Mr. Hari Sharma, rest of the three came from rural areas of various districts of Nepal. While reading their faces, I saw a sort of struggling face, and they had a positive attitude in their future career, since they have already been selected as the permanent teachers in government school. It was not easy for them to be selected, that they disclosed their hidden reality.

They were not feeling comfortable to share that teaching in a large class but they had an optimistic sense that if anybody had creativity, activeness, context appropriate methodologies anyone can teach in large under-resourced class. It is only a psychological attitude, not a reality, they mentioned. Besides this, they claimed that large classes create many opportunities to enhance their professional development. They compromised that teaching in large class builds confidence to speak in mass and one can handle even a large number of people.

They believed that large class teaching helps them to develop to create various strategies, as there are many students. So, they claimed that to teach in such a setting they had to plan in various ways, in doing so they automatically are used to learning many ideas.

They claimed that teachers teaching in small size class are limited in lecture as there is no noise, so teachers are left behind to be creative and that makes them lazy enough. Whereas, in large class, there are various challenges, from those challenges they create opportunities. They would like to prove that even the “impossible word” also has “I am possible” aspect.

In their large class, their students have developed leadership, as they give various sorts of responsibilities to their students. In doing so, the students could develop their leadership skills too. They have been found to be searching for every solution of the challenges in the classroom. Kincheloe, McLaren and Steinberg’s (2011) view is “concerned with human suffering and the pedagogical and knowledge work that helped expose the genesis of it” (p.164). Therefore, identifying the problems of their classes, their frustrations, and their students’ suffering and trying different ways to cope with them, they are adopting a critical attitude toward their practices which could lead them to a more context-appropriate solution for them and ultimately lead to an improvement of their students learning outcomes.

Moreover, they realized that to know the students’ language level is very important, as they belong to various linguistic backgrounds. Not only that but also, their learning styles, specific needs play vital roles, they thought of importance in their classroom. Besides this they believe that when they bring advanced level activities and tasks it can be boring for advanced level students.

Paying equal attention to all students, having all students involved, applying student-centered methods, monitoring the class, managing the time and considering cultural sensitivities were all among the classroom management related issues that participants were found quite need to be careful of. Giving feedback to students, both oral and written, presents another thing to be aware of.

Chapter Summary

In this chapter, I have discussed the narratives of the EFL teachers, social status, economic condition, individual/personal growth, cultural background and political consciousness/ awareness. This chapter was an introductory section that portrays the stories of my four participants about the teachers' teaching experience in large class. The narrative was chronologically mentioned. The narrative of Gita Kumari was presented in the very beginning. Rambabu and Hari Sharma and Shyam Kumar were presented respectively in the following section; here is my reflection as well. The fact was that this chapter basically didn't answer any research question; it's just for the background information to explore their teaching know-how in large classes.

CHAPTER V

TEACHING PRACTICES IN LARGE CLASSROOMS

In the previous chapter, I explored the way English teachers understand large class teaching in their context. Through the narratives of my participants, I discovered that the large class situation is varied in different zones. They talked about multiple realities based on their experiences.

In this chapter, I explored teachers' practices of various context situated strategies as per the post-method pedagogy in their large class. Besides this I explored the way English language teachers create learning conducive environments in the classroom. Based on the narratives of each of the four participants, this chapter vividly addresses the second theme of the research question, i.e. how do English teachers practice various activities and strategies in their large classroom. I look through the lenses of socio-cultural theory and post-method pedagogy. Each of four participants provide their stories on strategies they used to impart instruction in large classroom.

This study is conducted based on Kumaravedivelu's (2001) post method pedagogy: parameters of particularity, practicality and possibility. The term post method is used to convey a wide range of various aspects of teaching second or foreign language. For example, teaching is described to be beyond classroom strategies and the teaching contents, but it is more about the context's sociocultural condition where the teaching is undertaken. This symbolizes that teaching L2 in general and teaching pedagogies, in particular, are more of a contextualized practice. Effective teaching occurs when the context's particularities are kept in mind when practicing teaching.

In the teaching/learning process, teachers and students are the main components of whole learning. By learning appropriate environment in a language classroom in the context of this study, I mean restructuring the class for group work and pair work, flexibility in preparation for teaching, learner's autonomy, seating arrangements and critically examining the internal and external factors to be considered to address the issue of large classroom. I think it is the responsibility of the teacher to create a well environment having guaranteed physical and emotive environment along with respect to all. In this scenario Vygotsky (1962) emphasized the learning environment as the influencing factor for learning. He stated that teachers can create a learning environment that maximizes the learners' ability to interact with each other through discussion, collaboration and feedback. Fraser (2002) stated that "the best content taught with an appropriate process in mind, will be unsuccessful if the classroom environment is not conducive to learning" (p. 82). His indication is that appropriate grouping and pairing of the students can be managed sometimes by mixing the students of various learning speeds and sometimes individually as well. Similarly, lesson planning in a flexible way, providing motivation and seating arrangement are the main components.

Geeta Kumari's Practices in Her Large Classroom

Geeta preference of having a class made up of 20 to 35 students seems to lead to great achievements such as effective teaching and learning outcomes which cannot be achieved in the large classrooms with more than 70 or 80 students. She asserted that a class of optimum students provides her the opportunity to achieve her teaching goals and be an effective instructor. She stated,

“Well, to be honest, I would prefer a class with less than 40 students where I would be able to look at, cover the level of the students that I have or cover all the materials that I plan for that class.”

(File Note, 23 June 2019)

This shows that teaching in a small class makes a huge difference in teaching outcomes from the point of view of a teacher. Geeta asserted that teaching in large, multilevel classes where learners come with various linguistic backgrounds and proficiencies, some at beginner levels while some at advanced levels, is challenging. She specified that teaching in such a context restricts the freedom of the teacher in bringing teaching tools such as a variety of class activities. Besides this, getting feedback from students, giving feedback to students, and engaging students are almost challenging as the teacher struggles with them in a large class. She stated,

“Yes sir. I see there are economic barriers, linguistic barriers, they have different type of mother languages, cultural barrier all these things.”

When I asked Geeta to take students s attention when she goes to classroom, she shared,

“For listening I play the cassette and for reading I ask them read and for pronunciation I do as a model and I ask them to follow me similarly I ask them to find the difficult words, underline the difficult words and they will do so. For writing I will be providing them creative writing I ask them what’s your personal hobbies, I start from very simple paragraphs for example write about your mother, father and other person they like. I mostly use simple ways.”

(Field Note, 21 June 2019)

She shared that she sometimes used cassette and for reading she asked them to read and for pronunciation she did a model to them to follow her. She added that if

they would not pronounce the words she pronounced herself and told them to imitate to her. In this way she conducted her activities to teach the vocabularies and pronunciation.

Geeta Kumari's experienced class management related issues in her large class, she stated that

"It is not so easy especially when learners are not that cooperative."

(Field Note, 21 June 2019)

Although there are challenges with arranging the class and monitoring students' performance, she tried different strategies to minimize the issue in her large classes. She divided the class into groups, and assigned one student in each group to take notes on the group discussions, activities, or text translation, so this way she tried to keep the class well engaged.

She stated,

Yes sir, I have tried my best sir, In my large class/crowded class, so I planned in one way and sometimes there are many barriers, they make noise that disturbs me a lot I cannot finish what I plan to do on that very day/period. They learn from friends if I do various groups, while I form groups they make noise but what I believe is as I am an English language teacher, while teaching language, there can be noise, but noise is welcome in language classroom, I believe language itself comes out from noise, (she smiles....).

(Field Note, 21 June 2019)

Making sure that students feel comfortable in the group discussion is one of the areas where Geeta experienced difficulties in her classes. She talked about the purpose of group work is for everyone to be involved.

Geeta tried to cover all the language skills i.e., LSRW and subskills in each of her classes. She said that it is not easy to give each individual feedback on their task but she tried to cover them.

All in all, she has experienced teaching a variety of courses. As she preferred teaching in moderate class, she emphasized the challenges she has experienced in her large class. She finds that the class with a large number of students is to find students' level, wants, needs and other things to be well considered by a teacher.

Geeta preferred context-based teaching strategies, as suggested by post-method pedagogy, but still there are challenges arranging the class and monitoring students' performance, she tries various strategies to minimize the issue in her large classes. She divides the class into groups. She assigns one student in each group to take notes on the group discussions, activities, or text translation, so this way she tries to keep the class engaged. She shared,

I assign one task to one of them, s/he presents the task and the other would take the notes and the other gives reflection of the task, in this way I try to make them as busy as possible, as a result I hardly hear unnecessary side talk during the task.

(Field Note, 22 June 2019).

Making sure that learners feel easy and comfortable in the group work is one of the areas Geeta defended with various challenges in her large class. She shared that the purpose of group work is for everyone to be involved.

Furthermore, she added,

“Group work is when you are comfortable when you are not scared of telling that you did not get anything or if you ask a query you are sure that no one would laugh at you, so these aspects would affect the learning outcomes of students this is what I believe base on my experiences.”

(Field Note, 22 June 2019)

Geeta tries to allocate the main language skills and subskills in each of her classes. She also suggests to assign her students to write a reflection based on what they have received. Students submit their tasks to her and she tries to provide them feedback. Based on her experiences she knew how teaching large classes shows that she works hard to provide her learners proper feedback, however, it is not possible to reach all the learners' needs and desires.

In gist, Geeta's experience reflects that the challenges she has experienced in her large classes, as a result, she mentioned, finding students' levels, wants and needs to be among the most challenging areas in large classes. Besides this, balancing instructional tools to meet the needs of learners of all levels is another issue associated with teaching in large class. She has fought mentally to prepare appropriate teaching material and activities to capture the needs and the levels of all her learners.

Geeta does not depend on only one methodology of teaching in her classes. She exploits a variety of teaching approaches depending on the needs and situations of the class for the particular context. Besides this, she assists her learners to have feedback from a peer on each other's papers. It is noteworthy that to prepare level appropriate instructional tools is an appreciated strategy in balancing teaching materials in her large classes.

Rambabu's Practices in His Large Classes

Rambabu has already taught for more than 12 years in private and public academic institutions. He teaches to 30 to 76 students every day. Rambabu shares the number of students affected in language classroom. He thinks that when there are a smaller number of students in a class i.e., 23-28, the teacher can reach each learner's approach. According to him the teacher can address students' weaknesses and challenges in small classes easily. He stated,

"I think there should be no more than 23-28 students for teaching English, if the class has got more than 20 students that is a large class in my understanding and then my experience also says so if we have got more than 20 students in our is, it is really difficult to handle the class as well as the activities that the students carry out."

(Field Note, 18 July 2019)

He shared with me that the number of students in a class affects how learners learn and how the teacher teaches. He thinks that when there are a smaller number of learners in a class (ideally 20), the teacher can reach each students' needs and wants.

Rambabu thinks about exploring and practicing strategies to help recognize his students' interests. He takes some classes for paper presentations based on their interests. He lets them present their views on the pictures of the poster, meanwhile Rambabu observes his classes to take their assessment.

It is very significant to Rambabu that one should arouse the interests of the learners while teaching in large class. For that he stated,

"If I'm teaching a lesson of Bhimsen Thapa, basically I, you know I ask so many questions like signpost questions for them for example: Do you know about Bhimsen Thapa? Where was he born? Why is Bhimsen Thapa is popular in our

country? So many questions like this I ask to my students and then huh.... on the basis of different aspects and skills of language, there are so many texts if I have to teach writing skill I do have the follow up you know ...huh ... a techniques and then for the listening, speaking, reading, writing and so many different strategies are there and then for different aspects like pronunciation, vocabulary, grammar and language functions aaa...h..I have to huh. . let's say follow different techniques to introduce the lesson to the students.”

(Field Note, 19 July 2019)

Rambabu designs such activities to attract the student's attention in his large class every day. He takes care of student's reactions towards the class. Struggling with lack of level appropriate instructional tools made him design his own material for some of his classes. Although he has to cover many classes in a week, he regards that if teachers spend some time developing their own teaching materials over a period of time, it is possible to have appropriate instructional tools.

He noted that to manage a large classroom needs tactfulness and a lot of experiences although it is challenging. He stated that students sitting in the back of the class do not show interest and prefer to make themselves busy with activities other than the class task.

Although there are many challenging aspects for teaching in large classes, Rambabu supports that they have positive impacts on him as a teacher and on students as well because he is used to large classes now and can make them productive. By doing this, he exposes his students to a variety of answers from their peers that can be beneficial to them as opposed to students in small classes. He gets teaching large classes interesting an incentive because they urge the teachers to keep on attempting

to explore a way out by rolling on trying to have solutions and make their large classes conducive to learning and thus, improve their teaching. He stated,

“A teacher, you know, the class can be noisy right, that is one of the you know main challenges that the teacher faces in large classroom, and then huh... the next challenges as a teacher of a large class I know that I have to face is huh...it is very difficult to maintain the group, so class formation, and then next one is the linguistic challenge, when there is a large class the students come from different linguistic background for example, some students come from Tamang community , some come from the next linguistic community and then let’s say cast they do have next cast and , there mother tongue is different, some come from Magar community, Gurung community, Rai community so that’s why, it’s really, teaching is not an easy task, it’s not an easy job, that’s why, so we can follow so many different strategies to handle the large classes and so, what I am trying to tell is managing linguistic background is really a challenge that the teacher has to face and then the next thing is the main challenge that the teacher faces in the large classroom to handle is techniques, you know if the teacher is able to handle the and let’s say apply the perfect methodology to teach the students, the class can be successful and the outcome can be there, we can see the outcome but if the teacher definitely fails to adopt the proper methodology, strategy, techniques, whatever we say definitely the class, there can’t be the good outcome.”

(Field note, 20 July 2019)

He always provides them with enough guidance for them to get familiarized with the activities and do them. He collaborates with his students, he moves in the rows to see who works and who does not and provides guidance and individual

support in case a student needs a special help. In doing so, he gives tasks to students to perform, making them work in groups, making students involved actively in the teaching and learning process.

Rambabu's recurrent approach with challenges in his large classes urged him to be creative and be always trying new strategies with his students. For example, his context relates the idea in the common saying that a perfect practice a person perfect.

He observes himself that he is playing the role of collaborating, moderating and collaborating the teaching-learning process with his students. According to him, he never neglects the students rather he guides them and assists whenever possible.

Hari Sharma' Teaching Practices in His Large Classes

Hari Sharma started his teaching career by the time he completed intermediate level. He has got a long experience in teaching career, although he has taught for 15 years within one institution run by government aid.

He stated that teaching in large classes where students come with various language backgrounds and proficiencies, some at beginner state while some at advanced levels, in saying so, he argues that it is a challenging task, however he has overcome with various coping strategies.

He reported that teaching in such classes is demanding in finding students' levels and needs, balancing teaching materials, classroom management, and providing feedback to the students. He stated,

Well, in my class I face with the issue of classroom management, providing feedback to my students, like I cannot give equal feedback at the same time, so I have a trick too, what I do is that I call one of the students to stand up and read out the best answer, and rest of the students have to listen to the student

and correct as per s/he reads the actual answer. It is one of the friendliest strategies that I apply with.

(Field Note, 25 July 2019)

He stated that teaching in large class is not easy task all the time. As he worked at a community school, he does not have sufficient resources to teach, one unique status that he has got is linguistic and cultural variations are found in his large classroom. He stated,

Ehrr. there I see various cultures in my classroom. But I cannot see such barrier in them though they are from such various communities, as it is a community school. I do not discriminate in the name of cast. Our job is to teach them only. But sometimes they show their attitudes at that that a teacher of large class I feel uncomfortable.

(Field Note, 25 July 2019)

Although there is a lack of teaching materials, he prepares low cost and no cost teaching materials to teach in his large class. Hari Sharma always takes care of the students' attention. He believes that without having proper attention towards the class, one cannot teach the lesson, so in order to take the students' attention he does various activities. He stated,

“It is very much important to make them ready before they are taught the lesson. So, without the attention. You know without taking the attention of them towards the class, how many times you shout that does not work. You cannot achieve anything. I ask the question “are you okay?” Unless they are ready I hardly start the class. But sometimes I send them to the tap in order to teach the lesson.”

(Field Note, 22 July 2019)

He prefers to implement communicative language teaching, however sometimes even grammar translation methods are quite useful to my students, his students seek to know some vocabularies into their own language. So, he translates certain vocabularies into their language.

Lack of time that allotted for each class as big challenges which limit him in many ways. He shares that to control the class before doing real class, it takes time to start the lesson, so it is an issue to accomplish the lesson in time. So, balancing the teaching material in this context plays a vital role that he believes.

“In my class, my experiences say the teacher should choose level-appropriate methodologies, i.e., level-specific teaching aids, texts, strategies, otherwise they do not pay attention to my class, my task goes vain...”

(Field Note, 23 July 2019)

He tries to do level-appropriate teaching material and activities to meet the needs and the levels of all his students. He has the experiences that when teaching materials or classes are not age specific no student pays attention towards the lesson, so he is obliged to do so.

Overall, Hari Sharma does not depend on a specific method of teaching in his classes. He uses a variety of instructional approaches relying on the needs and conditions of the class for that specific session. He concludes that level-appropriate instructional tools are very specific and significant.

Shyam Kumar’s Practices in his Large Classes

Shyam Kumar does not fully take large classes. It is really an opportunity rather he opines that it is an opportunity if we have passion and a passionate mind to be a perfect teacher. He believes that having his students actively involved in his teaching can be a valuable way of making his teaching effective.

Shyam Kumar has taught in the classes made up of various numbers of learners starting with 50 to 78 students. He stated,

“I have been teaching, in my class there are 60 students in every class like 9, 10, 11 and 12. This is obviously large class, because in our education act and regulations, government has declared there should be forty to forty-five (40-45) students in Kathmandu valley, so that is fine class in terms of our rules and regulation but I have been teaching to 50 to 60 students, that is why I say this is large class.”

(Field Note, 18 July 2019)

Shyam Kumar considers his classes large, with multilevel students where he does not have access to sufficient resources to cope with the challenges, he struggles with almost every day. He mentions that his students enroll from various districts and he feels proud of that and he stated,

“So, I feel proud to say in my school there are almost all 76 districts and, in my class,, there are students from many districts’ there are students who belong to different casts, different cultures, huhh...there are so many students there is ...there is a kind of diversity.”

(Field Note, 18 July 2019)

Shyam Kumar talked about the problems that he encountered in his large class. He mainly discussed issues related to the following areas, such as finding students levels and needs, balancing teaching materials, classroom management, giving feedback to students, application of teaching methods and approaches, and some of the relevant issues. He stated,

Yeh.. sir, there are many sir. Ehrr.. since I have been teaching in government school so and the number of students also high, that is why, the students from

different economical and educational backgrounds so they sometimes they huh... do not bring required materials and sometimes administration doesn't support us to use different kinds of materials and another point classroom situation and classroom environment we cannot maintain / manage the materials prepared by ourselves and fixed place err...let's say..err., the classroom situation is, that way err., then huh...another very big problem is that our school is government school and I have been teaching English there is the problem of language , language problem is there sir.

(Field Note, 23 July 2019)

Shyam Kumar's experience with teaching large classes helps him to distinguish students' levels and understanding of English in the first few classes help him to differentiate students' levels and understanding of English in the first few sessions through direct and indirect observations. He shared,

"You know students from different family background different educational background, different academic backgrounds and students from different casts, cultures, ethnic groups, and our as a teacher our duty is to just make them all happy and satisfied with teaching and learning activities but question is whether we are able or not to do that, as a teacher I let's say I promise I say I will be trying to satisfied them all in a very positive way.

(Field Note, 23 July 2019)

He mentioned that his students belong to various backgrounds, as he already mentioned their level of understandings also are varying. He promised that he would try his best to teach them as effectively as possible.

He believes that teaching in large classes is not specific that the instructor cannot meet the needs of all students equally and provide them teaching materials

accordingly. He has experienced having students of various levels during his 10 years of teaching in large classes, which made the task of selecting level appropriate teaching materials for each of his large classes challenging. He experienced that some students are lazy, they do not like to take part in the class, they just avoid the activities.

Yeh.. some students they feel you know they behave in a positive way, there can be lazy students to they feel monotonous they don't want to get involved in group works, pair works, they just want to let's say they are just busy in their own behavior.

(Field Note, 23 July 2019)

He has a good craftsmanship to teach in his large class because of his untiring effort of long experience of teaching in large classes. He mentioned,

“So, since secondary language curriculum has you know their different kind of stories, poems, dramas, in the curriculum, in the syllabus, mentioned so to teach stories, dramas I have a unique idea so, I make them group and one paragraph or some parts are assigned to particular group and they practice there. They prepare for that particular paragraph or part of the lesson, they have to present there and it will be a kind of series, a kind of strip stories develop in my classroom. Strip story means, a group you know prepares for one part and another group continues that and another group or final group gives final logics or some conclusions for that.

(Field Note, 24 July 2019)

He has quite similar experience like other participants the way he teaches in the large classes. He does various activities and strategies in his classes. He mentioned,

“As ...as I told already, primary and or important thing I just divide them into different groups and I form, I choose group leader so they huh..err .. they are busy themselves doing different kinds of works and I assign them different topics then once they lets say they are prepared they finish their works group leaders present the things then I facilitate them if some poems like in their presentation I make them revise the things I facilitate them, I guide them, and normally hah ..er to conclude the lesson I give some samples answers error.. modal answers then the students including members and group leader, they revise their sheets and I check their answers thoroughly.”

(Field Note 24 July 2019)

He has an interesting way to introduce a particular lesson. He does not start his lesson directly rather he starts his class with some sort of fun, he mentioned,

So, after going to the class, it is my duty to huh...let’s say to control huh...the class, controlling in the sense that I have to revise the things that I taught yesterday, so, the students themselves error...share their experiences what was taught in the previous day so, err I use different kinds of techniques ...err. recently innovative techniques like let’s say group work, group division and I divide the students in the different groups, similarly I form some pairs and I err...e.. get them huh...involved in different kind of activities. (24 July 2019).

Shyam Kumar thinks that teaching for several years in large class gives him an idea of what needs to be done to provide balanced teaching materials for the class in the future when new students get enrolled. So, he argued that if teachers themselves provide their own teaching material instead of relying on the available textbooks, it would help students of various levels to benefit the class.

“Yeh.. sir, there are many sir. Err.. since I have been teaching in government school so and the number of students also high, that is why, the students from different economical and educational backgrounds so they sometimes they huh... do not bring required materials and sometimes administration doesn't support us to use different kinds of materials and another point classroom situation and classroom environment we cannot maintain / manage the materials prepared by ourselves and fixed place err...let's say..err., the classroom situation is, that way err., then huh...another very big problem is that our school is government school and I have been teaching English there is the problem of language , language problem is there sir.” So what I do is that I prepare myself some sort of material that can be useful to me and my class year and year.

(Field Note 24 July 2019)

Shyam Kumar's experience with providing feedback to his students is similar to that of Geeta Kumari and Rambabu. He said that giving feedback to each student is not possible in large classes, but there are some techniques and strategies he implements to help his students know about their strengths and weaknesses. He stated,

Errrr..., it is almost impossible to correct them one by one to be honest. Just that is not said actually, that is seen just aa...I, see.

(Field Note 24 July 2019)

Shyam Kumar provides his learners with rubrics describing each specific assignment. These rubrics are not only to help students to do their papers, but also to provide each other feedback when they are asked to do so in the class. For example, learners review one another's papers, mainly higher-level students help struggling students following rubrics. He mentioned that

“ I provide my learners rubrics and then after I ask them to do peer review and give comments to one another, it can be a task for the advanced level students to help low-level learners, it is good for me in my class.

(Field Note 24 July 2019)

Shyam Kumar has to deal with his students and he makes efforts to reach the goal. He takes steps to teach the lessons in the allotted time and makes sure that his students understand. Furthermore, he believes that having his learners actively participated in his class can be a valuable way of making his teaching effective. So he likes to module his own instructional aids as per his students' desire.

Furthermore, to make his large class teaching and learning process effective Shyam Kumar makes them work in groups (pairs work or/and small groups of four to five students). In doing so, he selects discussion topics that can be of interest for his students. Sometimes he gives them topics in groups or individually, they search on the internet and through some reading materials.

Shyam Kumar knows that all the time group works do not work, so to keep every student involved in the group work, sometimes he asks each student to provide answers for each of the questions individually first. All these efforts are denotative of his strength of will to help his students and minimize the marginalization they experience being in large classes in order to make them enjoy their language learning.

Chapter Summary

In this chapter, I have examined and analyzed the information that I gathered mainly from interviews with four participants on the basis of research questions related to various strategies and practices in their large classroom. The information collected from the interview has been scrutinized thematically in the light of interpretive paradigm. I have also discussed and tried to relate the description of my

informants under a right theme developed and interpreted them with the help of the observation report in chapter V.

CHAPTER VI

THE UNDERSTANDING OF A LARGE CLASS

In this chapter, four teachers' narrative reports offer an insight into their perception of teaching in large classes over the course of their careers. Each of four participants provides their own understanding of large classes run with minimum resources. This chapter brings the lived experiences (stories) of EFL teachers on large class teaching. This chapter seeks to answer the first research question with narratives explored in relation to the English teachers' perception and practices in large classes through communicative activity-based instruction within post method pedagogy.

Perception of English Teachers on Large Class Teaching

Obviously, perception or understanding refers to the ways we notice the things, object or any entity with our senses. Here, teachers' perception means how teachers sense the term large class and large class teaching practices. As we know that teachers are the change agents in society and their knowledge plays a vital role in enhancing the discipline of all the academic environment including teachers, students, school environment and society. Everyone is unique, so is their understanding and practices in any field. Therefore, it is believed that teaching well in classroom management contributes to a sound professional career. To manage a classroom, there comes an issue of large class settings. Pertaining to the first research question perception of English teachers towards teaching in large class through communicative activity based on post method pedagogy, the participants answered through their lived experiences. The narratives from various instructors were found very worth pointing and those interesting tales were segmented into the following subsections.

Geeta Kumari's Narrative

Geeta Kumari believes that the number of students in each class obviously influences the teaching and the learning outcomes. Geeta Kumari considers up to thirty students as a perfect number in a language class. She asserts:

In my experience, the class having more than 40, is called a large class. (Field note, June 16)

According to her, the teacher has more freedom to apply and practice a variety of methods, and the students can benefit from the class. So, she decided to divide the students into smaller sections because she believed that she was able to meet each individual's needs and wants because she can practice the strategies that she believes are helpful. She asserts:

I just divide them into different groups and I form, I choose group leader so they huh..err .. they are busy themselves doing different kinds of works and I assign them different topics then once they let's say they are prepared they finish their works group leaders present the things then I facilitate them if some poems like in their presentation I make them revise the things I facilitate them, I guide them, and normally hah ..er to conclude the lesson I give some samples answers error.. modal answers then the students including members and group leader, they revise their sheets and I check their answers thoroughly.

(Field Note, 16 June 2019)

Since Geeta Kumari has been trained to use communicative activity in language teaching she acknowledged that she uses the CLT approach in her large classes. She designs activities that can generate discussions and student's participation in the learning process. She proceeds by lecture followed by discussions, she starts

after some elicitations, students receive the input. Besides this, she encourages her students to be involved in extracurricular activities. For her, this is a way of reinforcing what they have learned during the class. She initiated an English-speaking club and encouraged her students and other students of the school to participate in CLT activities. She asserts:

Since I am handling a large class sometimes it is very difficult as well as challenging to cope with the students' problem so, I use a kind of story some lets say jokes, to err..lets say get their attention to me so, they feel so happy then sometimes I just err lets say get their attention with some important things some important quotations related to education and teaching learning activities.... huh..er sometimes, I make them watch some let's say motivational videos related to particular lessons. After I do this, I find myself my students pay attention to the class.

(Field Note, 16 June 2019)

Geeta Kumari also struggled with some of her students whenever she had to change her method of teaching. She mentioned that,

Yeh.. sir, there are many sir. Err.. since I have been teaching in government school so and the number of students also high, that is why, the students from different economical and educational backgrounds so they sometimes they huh... do not bring required materials and sometimes administration doesn't support us to use different kinds of materials and another point classroom situation and classroom environment we cannot maintain / manage the materials prepared by ourselves and fixed place err...let's say..err., the classroom situation is, that way err., then huh...another very big problem is

that our school is government school and I have been teaching English there is the problem of language , language problem is there sir.

(Field Note, 17 July 2019)

Although Geeta preferred implementing CLT in her teaching, she believed that her strategy did not work. She emphasized that teaching was a contextualized practice, meaning that the needs of the students and availability of the resources are important factors to consider. She also pointed out the class time as one of the issues which limits her to examine various methods and materials to see how they work and how her students' developments. She found a lack of time due to the number of students.

Geeta's Understanding in Effectiveness of Teaching a Large Class

Geeta asserted that when the class is small with the same level of students, teaching is not problematic, and one can say whether the teaching is effective or not. She stated that

“When the class is large and the levels are not like very different from each other that would not be a very challenging aspect.” (Field Note, 18 July 2019).

Geeta's experience with teaching large, multilevel classes depicts that she is sometimes satisfied with the outcomes of what she instructs, but it is not always the same. Things do not appear the way she would like to see. Considering all the difficulties that Geeta struggles with in her classes, she trusts that teaching in large classes and the challenges she struggles with daily make her learn and grow as a teacher.

She stated,

“Although it gives me a lot of stresses, I am being strong with how I should go ahead.”

(Field Text, 20 July 2019)

Making Sense

Geeta has experienced teaching a variety of courses and classes. The number of students to classes made up of up-to 69 students. She is fond of teaching 20 to 25 students which she believes is a small class, where she can reach each individual student's needs and desires.

Geeta has struggled with bringing level-appropriate teaching materials and activities to meet the needs and the levels of all her learners. She mentioned that when students do not support her, it is so challenging to handle the situation related to the classroom management.

Geeta preferred teaching method is communicative Language Teaching (CLT) approach, but still, she trusts the context and availability of resources, as well as what the administrations demand. So, she decides on the method which she believes can fit her teaching context.

Geeta stated that there are a lot of challenges and issues related with teaching large classes, so a teacher may experience good and bad along this journey. She sometimes does not find herself satisfied with her class, due to the unavoidable situation. She finds herself in a context where she really gets a challenge to utter whether her teaching was good or not.

In gist, Geeta does not depend on a particular method of teaching in her classes. She exploits a variety of teaching approaches depending on the desires and contexts of the class for that particular situation. Moreover, she assists students to

have feedback from a peer on each other's papers. Developing level appropriate teaching aids is one of her strategies in balancing teaching aids in her large class.

Rambabu's Description on Large Class Experience

Rambabu's teaching experience goes back more than 12 years. He has taught in primary to bachelor and experienced in RJ for some years in an FM radio. He formally started his teaching career when he passed SLC. He has taught a variety of courses in various schools and colleges. He has taught classes made up of 70 to 80 students. He mentioned that

"I think there should be no more than 20 students for teaching English, if the class has got more than 20 students that is a large class in my understanding and then my experience also says so if we have got more than 20 students in our is, it is really difficult to handle the class as well as the activities."

(Field Text, 16 June 2019)

He feels comfortable with 20 students where he can give lectures, so he thinks it depends on the type of teaching, but overall, in language teaching classes, there should be more than 20 students. He stated that the number of students in a class affects how students learn and how the teacher teaches. He thinks that when there are a smaller number of students in a class, the teacher can reach each student's needs and wants.

Rambabu believes that the size of the class can negatively affect both teaching and learning. He shared that it is very challenging to capture the attention of the students equally. For him, learners need to be taken care of and assisted whenever necessary; something he cannot do appropriately in large classes and complete his lesson in time. He said that large classes need longer time to cover the curriculum as well. Besides this, it is challenging to group students because of the number of groups

dealt with in large classes as compared to small classes, with a maximum of five groups which is easily manageable.

“I think it is not easy to make group as well, as they make unnecessary noise, I have to control it, it takes time.”

(Field text, 18 June 2019)

The problem of discipline is another challenge that gives hard time to teachers while teaching in large classes. It is not easy to evaluate them on time as they are in large number in one class. He also pointed out the lack of on-going evaluation that appears in large classes because of the heavy marking load for the teacher. He believes that on time evaluation gives much boost for them. If they are not given the feedback on time, they lose interest in the class and feel they are marginalized. So, he concludes that it is not easy to handle a large class without proper resources.

Ramkumar believes that despite all the negative features related to teaching large classes, he supports that they have positive impacts as he creates many techniques contextually. He said that he exposes his students to a variety of answers from their peers that can be beneficial to them as opposed to students in small classes. He adds that it is interesting and incentive because they urge the teachers to keep on trying to get a way out by trying to find the solutions and make their large classes conducive to learning and thus, improve their teaching. He stated,

“If the class is a small size classroom the teacher can pay more attention to the students, individual attention can be paid but if the class is large there cannot be good outcome as I mentioned earlier but as a perfect teacher, the teacher I think have to follow the proper strategy to handle, and manage the classroom, to manage the linguistic background of the students, definitely there can be good outcomes at the end.”

(Field Text, 18 June 2019)

He believes that teaching in large classes can be a learnable opportunity for the teacher. Saying that, a teacher can learn from the challenges and difficulties that s/he encounters and tries to seek solutions. Besides this, a teacher can learn from a large number of students coming with various backgrounds and perspectives. He stated,

In my classroom, when there is a large class the students come from different linguistic background for example, some students come from Tamang community , some come from the next linguistic community and then let's say cast they do have next cast and , there mother tongue is different, some come from Magar community, Gurung community, Rai community so that's why, it's really, teaching is not an easy task, it's not an easy job, that's why, so we can follow so many different strategies.

(Field Text, 20 June 2019)

Reflection of Rambabu's Narrative

Rambabu portrayal of himself as an alert and reflective teacher is an indication of his thirteen years teaching experience in large classes. He began teaching before completing his university level education. He can see the difference between the two periods of early days and existing time. He believes that 'practice makes a man perfect.' Those experiences, past and present shape his current practices and he does not hesitate to try novelties with his students.

He has experienced a variety of difficulties in his large classes, which made him think that teaching in large, under resourced classes is useless but if the teacher has the optimistic concept that is a kind of opportunity to upgrade one's career. Therefore, considering all the hurdles that Rambabu has discussed in regard to his

large classes, he trusts that the only option for the teacher to have better control over the class, students, and the time management is to implement post method pedagogy.

Rambabu considers that though teaching large classes is challenging, it can be a learnable opportunity for the teacher to learn both from learners coming with various backgrounds and from the challenges that he/she encounters daily in large classes.

Hari Sharma's Narrative

Hari started his career in teaching since he passed intermediate level. He takes class for 50 to 60 students in a day. He takes it in a large class. He wished to teach 25 to 30 students in his class. He stated,

“There are nearly er... 50 to sixty students in my classroom. In my views, it is a little bit of a large class when I go into the classroom, some of the students are not attentive in those cases I feel a little bit uncomfortable. So, I feel it is a large class, but when I try to cope with them I'm not feeling so quite a large class. I wish to teach the class of 25 to 30.”

(Field Note, 18 June 2019)

Hari has many strategies to teach in his large class. He takes steps to teach the lessons in the allotted time and makes sure that his students understand. Moreover, he believes that having his students actively involved in his teaching can be a valuable way of making his teaching effective. For that, Hari designs his own materials, creates worksheets as he thinks that worksheets make it easier for the students to get more involved in the learning process. He stated,

“In my class I like to use various worksheets so that I can control my students, as they keep on being busy to do the task, it has been a perfect strategy that I ever follow.”

(Field Note, 3 July 2019)

Moreover, to make a larger class being well participated Hari makes the students work in groups and pairs. By doing this he intends to provide the opportunity to the majority of his students to be well engaged in their learning which for him, is a significant part of the process of teaching as well. In order to achieve that aim, Hari selects discussion topics that can be of interest for his students. Sometimes he provides that topics in groups or individually, they search on the internet and through some reading materials. He added,

I would like to give a lot of chance to them like er.. (He takes pauses) er..I tell them to bring certain topics or sometimes I myself provide them the topic which creates them fun and interest.

(Field Note, 21 July 2019)

His students explore those activities exciting and they like them. Nevertheless, Hari recognizes that group work isn't always easy because there are some students who are not interested in the task. When they are working in groups, they prefer that the others do the work. Therefore, to keep every student involved in the group work, sometimes he asks each student to provide answers for each of the questions individually first. In that way the students who are not encouraged will do the activity, then after, they share and discuss their answers; at presentation time, he asks them questions about their individual work to the group task. Sometimes he sings a song to make them motivated, as they like music.

For the individual work, Hari also asks his learners to e-mail address those who have the access to send some materials. He gives them an assignment and asks to submit. The students can have personal feedback from him depending on the nature of the work. All in all, he encourages his learners' involvement in decision making in the

class and also in finding solutions for the problems. He knew that students can sometimes come up with better ideas that can assist teachers in their large class.

Reflection over Hari Sharma's Narrative

Hari Sharma's feeling about large classes is clear, he does not take it all troublesome, and sometimes that goes beyond his grip. He knows that he has to do something about it to minimize their effects on him as a teacher and on his students well. Hari is aware of the challenges associated with the size of the classes and he regularly attempts to carry a change to his teaching in order to enhance students' participation in their own learning process. Hari believes autonomy as a key to change. For that he trains his students on how to work by themselves, by designing self-learning tasks which motivate them to work outside the classroom. All in all, Hari's attempt in his large classroom is quite innovative. He uses various ways of communication either face to face or through email, as he values a lot and which cannot be done in large classes generally. All these attempts are optimistic of his strength of will to help his students and minimizes the marginalization they experience being in large classes in order to make them enjoy their language learning.

Shyam Kumar's Narrative Analysis

Shyam Kumar finds large classes not easy to teach as the learners make noise but it does not mean that he takes it very boring, rather he takes it as an opportunity. He emphasized teaching approaches when talking about his teaching practices. As he described directly what he does when he teaches his classes. He stated,

Obviously, this is a large class. I have been teaching, in my class there are 50 to 60 students in every class like 9, 10, 11 and 12. This is obviously large class, because in our education act and regulations, government has declared there should be forty to forty-five (40-45) students in Kathmandu valley, so that is fine

class in terms of our rules and regulation but I have been teaching to 50 to 60 students, that is why I say this is large class. Yeh. Obviously as you know, large class in-terms of students' number, so there are fifty to sixty students according to what we call a large class.

(Field Text, 17 June 2019)

According to him the government also has the provision of class size in terms of number of students. He adds that 40 to 50 students are reasonable as per government policy. The way he describes a typical lesson sounds like a routine for him. He starts by revising the previous lesson. Then he tries to elicit some vocabulary words from his students before teaching the vocabulary of the new lesson or any other skills.

Shyam Kumar likes making his students work in a pair and in pairs and in groups because he thinks that when he proceeds that way, those of the students who understand the lesson can help the other who don't. he sees in peers assisting one another a successful way of developing learners' understanding of the lesson taught to them. He gives the role to the students as they have to develop their leadership skills since it is a component of 21-century skills of any learners. He stated,

"I assign them different topics then once they let's say they are prepared they finish their works group leaders present the things then I facilitate them if some poems like in their presentation I make them revise the things I facilitate them, I guide them, and normally hah ..er to conclude the lesson I give some samples answers error.. modal answers then the students including members and group leader."

(Field Text, 18 June 2019)

Shyam observes in group work a way of reducing the number of students to focus on, because for him, it would be more reasonable to supervise and give

feedback to groups rather than 60 to 70 students. To protect their time in making groups, he just inquires learners to turn around and work in groups of five all the most. As he provides credit to students' engagement in the teaching-learning process, to make his students participate, he incites them by asking them queries that are associated with their real life and interest them. He stated,

“It is very difficult as well as challenging to cope with the students’ problem so, I use a kind of story some let’s say jokes, to err.. let’s say get their attention to me so, they feel so happy then sometimes I just err let’s say get their attention with some important things some important quotations related to education and teaching learning activities.... huh..er sometimes.”

(Field Note, June 23, 2019)

Shyam Kumar thinks that when students know that they will be asked queries by the instructor, they make efforts to get ready for the class and respond to the teachers' queries. Once they become accustomed to answering those questions, they become confident and motivated. He stated,

“I make them motivate and encourage all the time so I ask some innovative questions.”

(Field Note, 23 July 2019)

He teaches many varieties of lessons: reading for comprehension, speaking, writing and listening for comprehension in which he did not use to use a tape-recorder when he was teaching in his earlier schools, when he came to Kathmandu where he teaches now, he can use tape-recorder, so that he can make his students always active.

Reflection on Shyam Kumar's Narrative

He discussed the effects of teaching experience on offering quality teaching in a large classroom from various perspectives. Nevertheless, he believes that more

teaching experience can positively affect teaching in large classes. According to him teaching in large classes and struggling with the challenges makes him seek coping strategies. So, the more a teacher works in large classes, the more he knows the challenging and problematic areas. This helps a teacher to be equipped to reduce the challenges and cope with them.

He started designing own teaching material resulting from years of teaching large classes and struggling with the lack of level and context appropriate teaching materials. Besides this, his experience can facilitate the adaptation of teaching materials and identifying students' levels of language proficiency. He relies on student-centered pedagogy as he sees the active engagement of students in the teaching and learning process as an important tool to lead them to meaningful and effective learning.

Chapter Summary

From the narrative of Geeta Kumari, Ram Kumar, Hari Sharma and Shyam Kumar, it is important to note that all four English teachers had a sort of challenges working in and teaching large classes, nevertheless, it is critical to note that, although teachers are from the same country, and though they have received their various professional development courses, each teacher is working in an environment that varies from that of the other. Besides this, each teacher's teaching and context have their specialty, what makes every teacher's case unique. Moreover, the ways in which each teacher deals with navigating the large classes pedagogically and coming up with their own strategies to overcome as per the context and situations.

CHAPTER VII

EMERGING THEMES: LOOKING DEEPER INTO LARGE CLASSES

This chapter yields on the challenges and possible solutions to teach in a large classroom as an emerging theme through interviews with four participants on the basis of their large class teaching experience. In their understanding of how they have navigated their own teaching in large classes, this chapter reports the analysis of the data from the five participants. It is important to note that the six major themes discussed in this chapter come from personal interviews with the four participants as well as through review of literature along with observation reports. However, not all participants discussed the significance of each theme for the particular participants.

Designing Contextualized and Level Appropriate Teaching Materials

My research participants focused on teaching large classes can be effective if teachers put more effort towards developing their own instructional aids emerging from their pedagogical experiences with learners who have entered their classrooms. As the learners vary in one classroom, they all need to be addressed. It can be interesting as well. As a result, all four participants of the current study experienced designing, developing and publishing their own teaching materials.

One participant, Shyam Kumar, discussed the importance of locally available teaching materials, as the students are familiar with them. All the participants agreed that there is a need of culturally and linguistically appropriate for their context. This argument also coincides with Kumaravadivelu's (2001) post method pedagogy in which the author focuses on the teaching L2 to be influenced by the context's particularities, specific needs, requirements, and conditions.

The participants agreed that they have a huge responsibility to cover more than one large class, so they do not have much time to prepare everything as Rambabu mentioned in an interview with him. The participants are found that they designed teaching materials to integrate writing into literature courses. It is found that the available resources were not adequate, so they prepared materials to their students in their appropriate level. Sita Kumari, adopted her own developed teaching aids considering the needs and interests of her students in her class. According to Wong (2015) the adaptation of English language learning materials can be created to develop teacher' own teaching needs, interests, and aptitudes for their learners.

Overall, when I observed their classes, there I found a vast body of literature supporting the research work that I have carried out in this large class research area. It is found that teachers can make appropriate instructional aides to motivate and teach to their students. As Kumaravedivelu's (2003) the post method pedagogy condition as it not only assists instructors to enhance their teaching skills and challenges the colonization of certain western-based ideologies embedded in the curriculum, but also develops autonomy in teachers where they can act actively within 'the academic and administrative constraints imposed by in-situations, curricula, and textbooks. Besides this, it promotes the teachers' ability to explore and develop approaches to observe, analyze and evaluate their own teaching for the purpose of accomplishing desired changes (p. 33).

Learners' Abilities, Interests, and Needs Through Initial Assessments

While talking about the challenges of large classes, the issue of dealing with various levels of students comes at first. It becomes serious when the teacher has no idea about the distribution of students' levels of language proficiency in his or her class. As Gita Kumari mentioned that she had to handle various levels of the students

in her class, as Ram Kumar has to do. My participants discussed their strategies for assessing their students' overall knowledge of the English language and their needs. Assessing learners' writing assessments and the teachers' observations from the class are among the strategies discussed by the participants. According to Kearney (2013), one of the first and most important jobs of the teacher at the start of a class or academic year is to get an understanding of his/her students' abilities and skills as well as their deficits and struggles. Besides this, it is stated that though this quick initial assessment might give a very general concept of learners' abilities and achievements, it depicts true abilities.

Finally, Gita Kumari assigns her students to write about themselves briefly during the first class. She collects papers and assesses her students' levels of language proficiency and their exposures and experiences with the English language. Moreover, she selects a few of the students and asks them to introduce each other. This helps her to get an idea of her class's levels of language proficiency and their exposures and experiences with the English language. Park (2011) discusses the strengths of autobiography writing by stating "As an ESL instructor, I envisioned one of the strengths of the CLA writing project to be the development of writing skills through the construction of students' own narratives" (p. 160).

Similarly, Hari Sharma and Shyam Kumar take the first two to three sessions of their classes to assess their students' levels of language proficiency and their needs and interests through some in-class activities and observations. They trust that raising personal questions and asking students to talk about their answers with the class can help the teacher to have an initial overall understanding of the class.

“Through observation, the teacher can get an idea of the level and needs of the students and can adapt the selected teaching materials accordingly.”

(Interview, 7 July 2019)

Kearney (2013) focuses that at the start of the academic year, a teacher must be a good listener and observer to get to know students’ needs and desires. To be more specific, listening and watching students’ performances is of importance when the teacher and students are not directly interacting with each other. So, in class observations are a practical way to obtain an overall image of the class needs in a large class setting.

Enhancement of the Learners’ Autonomy Learning in Large Classes via Small Group Work

All the four participants of my research work and researchers in the articles and books reviewed have found boredom, passivity, cultural factors, the limited knowledge and understanding the class material and the fear of being embarrassed by their classmates as the major causes of students’ resistance to participate into classroom activities in large classes in general and in large EFL/ESL classes.

“Collaboration involves more than occasional cooperative learning activities, it means that students feel connected to their peers and that experience the classroom as a safe, supportive community- not a place of isolation and certainly not a place where they must compete against one another” (McLeod et al., 2018). There are times when having students work in groups is the most effective strategy. There are benefits derived from working together to achieve goals, such as completing a multitask project, learning a defined body of information, and sharing the work in researching a topic (McLeod et al., 2018). To achieve any goals, if the students work together, that pays them off better.

All my participants supported that creating opportunities for interdependent learning in large classes is an aspect of teaching that cannot be overlooked because their studies have shown that through interacting with their teachers and their peers, students process better what they are learning and deepen their understanding (Shamim et al., 2007). The way of observing knowledge construction through interaction echoes the socio-constructivist and Vygotskian frameworks that Long and Coldren (2006) applied to their study and found that “learning is a dynamic social and interpersonal enterprise” (p. 241). When she emphasized the magnificence of true collaboration which provides students with a significant opportunity to learn from one another, negotiate meaning and improve their social skills.

My participants raise the significance of the instructors’ role and responsibility regarding the appropriate size of the group, tasks to perform, instructions, the amount of teachers’ assistance, effective and active participation of each group member, and the degree and quality of the interactions among students.

The best way out to generate those direct interactions in the large class contexts has proved to be the use of small groups which provide an interpersonal context that helps improve students’ understanding of the course content and enhance their attainment as well. All four participants agree that when they work in groups, students socialize more, get to know their peers better and learn from one another. So, they observe their peers as resource person and members of the same learning community. Shyam Kumar find that in his class some students are better than others. At that time, he uses the better students to be the group leaders and he lets the better students do perform the particular task in his class.

All the four participants observe the teacher in the teaching -learning process as playing the role of facilitator, partner, and motivator and resource person ready to

make the learning process by providing guidance to the learners whenever they need it. Vygotsky referred to that kind of vertical mediation as the zone of proximal development (ZPD), the interpersonal interaction between learners and experts and an area of potential development, where the learner can achieve that potential only with assistance” (Saville & Troike, 2016). Learners learn the language with the help of their peer in a better way. The interaction with their peers helps them to gain target language.

Large Class Teaching Makes Teachers Experienced

All my four participants discussed the effects of teaching experience on offering quality teaching in a large classroom from various perspectives. However, they all believe that more teaching experience can positively affect teaching in large classes. According to my participants, teaching in large classes and struggling with the challenges makes them seek coping strategies, as one of my participants Hari Sharma asserts. Therefore, the more a teacher works in large classes, the more they know the challenging and problematic areas. This helps a teacher to be equipped to reduce the challenges and cope with them.

For example, my participants prepared teaching aids their own considering the needs and demands of large classes in their teaching context. This decision to develop their own teaching materials resulted from years of teaching large classes and struggling with the insufficiency of level and context appropriate teaching materials. Moreover, the instructors’ experiences can facilitate the adaptation of teaching materials and identifying students’ levels of language proficiency. For instance, Gita Kumari mentioned that due to the load of work and responsibility of teaching several large classes, she is not able to develop teaching materials for all of her classes each year.

So, she reflects on her classes, identifies the weaknesses and the areas where she needs to develop, and then she adapts her developed teaching materials for her new classes. Ram Kumar noted that experiences of teaching in large classes can help teacher to get an idea of students' level through observation in the first few sessions of the semester. Similarly, Shyam Kumar also believes his teaching experience was not enough each individual's needs, who stated:

“No, not very often, huh.. because you know huh.., students they sometimes want to get involved into disruptive behaviors sometimes in the classroom itself because, since this is a large class I cannot run my eyes with particular individual students, they want to talk to each other in their own mother tongues sometimes Newari language, sometimes Tamang language, they may not get you know, they may not pay their attention to the teachers, towards their lessons so, these are some let's say some challenges that I face every day.”

(Field Note, 17 July 2019)

Teaching experiences impact teaching effectiveness, especially with large, multilevel classes where one needs to be equipped to overcome challenging situations. He stated that experiences of teaching in large classes can assist a teacher to get connected with many ideas, tricks and way outs related to students' level through observation in the few sessions of the academic year.

Techno-Based Pedagogy as Suitable and Available Phenomena.

The findings of this study show that integrating technologies into language classrooms positively affects the quality of teaching. But the challenging aspect is lack of sufficient resources to make integration of technologies into classrooms possible at their school. My participants stated that they all exploit their own devices

for example, laptop, cassette players, CD players, and so on. One thing is that in the case of Hari Sharma, he does not have a projector facility, as there is no access to the internet inside the classroom. Hari Sharma stated:

In my class I have a laptop but I don't have the facility of an attached projector, it makes me sad, as I can't use it in my class. I hope it will be available in near future. Besides this we are not provided internet access, as our head teacher thinks that we surf Facebook rather than use it properly, there is a little doubt towards us from our principal. I wish I could use the internet with a projector.

(Field Note, 19 July 2019)

He believes that integrating technologies prevent students from making unnecessary noise in his large class, his students would think that they are learning with fun. There are many researchers on integration of technologies into the classroom, to name a few are (Sarwari, 2018). Literature discusses that incorporating technologies into the classroom helps teachers to enhance the learning environment, improve the teaching and learning experience, and also simulate what learners will encounter in the workplace. Integrating technologies into the language classrooms can facilitate the process of teaching and maximize the effectiveness of teaching and learning.

Begum (2011) mentioned that “mobile assisted language learning (MALL) is another approach to language learning that is enhanced through the use of a mobile device”. He believes that using cell phones as instructional tools promotes students learning in large EFL/ESL classes through the use of short message service (SMS). According to him, cell phones are a good source of motivation for learners to boost their confidence in themselves and make them take initiatives. Furthermore,

integrating the use of SMS in large classes appears as a way of individualizing learning in that setting and also a possibility of personalized and immediate feedback.

If the schools where teachers teach are not equipped technologically, they can initiate project works in which they encourage and direct their students to places where they can make use of some of these technologies' devices outside the classrooms.

Peer Opinion, A Great form of Feedback

The findings of this research study reveal that providing feedback by the instructor for each student in a large class situation is a challenging task. My participants claim that they are aware of the significance and effectiveness of providing students with feedback by the teacher. They trust that it assists learners to identify their strengths, weaknesses, and the areas where they desire to enhance, however when it approaches the large classes with up to 100 students, it is sometimes far from possible to make access to each learner.

Ram Kumar stated that considering the fact that he cannot give his learners detailed feedback on both their writing and their oral activities, he encourages peer feedback among his learners. Ram Kumar does not give specific written guidelines for his learners to follow when giving feedback to one another. He stated

I apply different strategies to check the assignments right! There is a kind of pair correction techniques and some of the times I tell my students to exchange their copies with each other. First, I tell them to exchange their copies and I tell the right answer and I tell them to correct if any mistakes there, so, one of the techniques is pair correction and the next one is self-correction, you know in a large class checking the assignments, a teacher can tell the students to check their copies themselves right so, some cases the teacher can tell the students

self-correction. It is possible once a month twice a month like that in class nine and ten I generally check their copies on Thursday and Friday I give a leisure time of Thursday to check the copy of class ten and the leisure time of Friday to check the copy of class nine, this is how I am handling and rechecking their copies.

(Field Note, 16 June 2019)

Hyland (2000) as cited in Sarwari (2018) mentions that providing students with written guidelines to give feedback limits students to the direction guided by the teacher; however, students respond better when they are not directed towards a specific direction. Two of my participants Shyam Kumar and Hari Sharma, have implemented more structured peer feedback in their classes. They provide their students with rubrics on each specific assignment and detailed instructions on what they are required to consider in their assignments. Yu et al. (2016) empirical study of the peer feedback states that implementation strategies such as providing feedback structure by utilizing peer feedback sheets, providing guiding questions and assessing feedback helps L2 writing practitioners to maximize the benefits of peer feedback.

Large Class is a Pedagogic Wealth

After I interviewed my participants more than 7 times through face to face and mobile phone and had several formal and informal discussions associating their feelings and the strategies in teaching large classes. Based on our discussions, they stated their challenges regarding the classroom environment and the rigorous preparations they had to make while teaching in their large classes.

Although they shared some grey area of large class, they had an optimistic view on it. They shared that if the teachers plan well and work a little harder, large classes can be handled well and it can also be a good platform for them to learn noble

skills in teaching (Dhakal, 2017). Ram Kumar, one of my research participants mentioned:

I just told you earlier, if the class is a small size classroom the teacher can pay more attention to the students, individual attention can be paid but if the class is large there cannot be good outcome as I mentioned earlier but as a perfect teacher, the teacher I think have to follow the proper strategy to handle, and manage the classroom, to manage the linguistic background of the students, definitely there can be good outcomes at the end.

(Field Note, 18 June 2019).

Ram Kumar focused on their own context (Kumaravedivelu, 2007) methodologies. There are several good practices that can be implemented well in teaching in large classes. At first, they gave priority to the organization of the lectures and their delivery, maintaining eye contact with the learners and also getting cues from the students to recognize whether they got the knowledge of a particular lesson. Similarly, they highlighted the significance of short home assignments and quizzes to make sure their understanding phenomena.

Furthermore, my participants gave a focus on the need to shape the lectures with questions, in order to make their learning live. All the participants understood that keeping their homework all the day updating is herculean task, but it doesn't mean that it is impossible as they shared their views with me. They told me that keeping a journal log of what explanations, techniques, or assignments worked well and also sharing the classroom challenges with colleagues and receiving the feedback from them.

In this way my research contributors shared various coping strategies in large classes, though they were a little nervous at the beginning to share their experiences

with me. They compromised with me that large classes are not always a challenge, but it can be a resource for learning and enhancing the professionalism of the teachers, since they plan well that goes better always.

Chapter Summary

This chapter presented the emerging themes based on the narratives by my participants and periodical classroom observation by myself of them. I have found various themes. I received a lot of information to make the answers for my research questions. I realized that my participants have various ideas and experiences to address my research questions. Throughout the chapter, I have compared and contrasted the perceptions of the EFL teachers with their classroom practices to teach large classes.

CHAPTER VIII

INSIGHTS, CONCLUSION, IMPLICATIONS AND REFLECTION

This chapter synthesizes my M.Phil. research journey that germinated right from the time of identifying research gaps. Here, I present my micro-experience on how this issue emerged, and what psychological, social, and personal hurdles I faced from the very beginning to the very end of this academic travel associated with large classroom pedagogy. As soon as I realized the research problem, it led me towards the formation of research questions. As I proceeded the research process, I have weaved my findings through narratives leading to analysis and conclusion of the research. The research concentrated on understanding the perception of teaching English language in a large class and exploring the ways teachers' practices of teaching in the large classes. The information was generated following the principles of narrative inquiry (Clandinin, 2010) from the four participants. The generated information was analyzed adopting the practice of coding, thematizing and interpreting (Given, 2008). The derived insights are significant; however, they are not generalizable. I believe that research is a systematic and scientific process of finding the truth. Moreover, it is a process of illuminating the realities based on truthful stories shared by the participants.

Besides this, I present the research questions-based on findings which further lead to conclusion and at the same time I also articulate their possible implementation in teaching large class in minimum resources in the context of Nepal, in particular, and in the global context of Nepal, specifically, and in the global context of teaching EFL, in general.

Building Research Agenda

The germination of this research issue starts from my own teaching career which I view in association with how I underwent through my teaching learning experiences in higher education. When I started my academic journey as a primary school teacher, I could not manage all of my pupils' expectations as they were in a large classroom. It made me realize the fact that not only the learners are at the core of the teaching learning process but also the classroom size and situation matter a lot. Wright(2005) has mentioned that the language classroom always swings with the importance of human relations and the emotional dimensions of teaching and learning in classroom management. Similarly, the concept of participation in classroom life, and how management practices contribute to participation patterns and how the ever-present factors of the time and space which define formal education influence management practices. So, I personally also felt that a classroom should be democratic and every student should be well focused, but in a large classroom it is far from possibility.

In my early days of teaching, I endeavored my best to establish myself as an experienced teacher, modeling my teaching method on my teachers' methods. But putting myself in the same shoes as my teachers could never have made me into a good teacher and it could, at best, have involved me in teaching a prescribed text, devaluing every student's needs, interests, and learning pace. This understanding led me to study how large classroom teaching would address every student's needs and interests. The main purpose of this study was to explore the English language teachers' large classroom teaching practices. Based on the same objectives, I formulated the research questions.

After finalizing the research questions, I conducted a literature review on the topic. I went through the books on literature review by Jesson, Matheson, and Lacey (2011) and then went through specific literature relevant to my research study.

Reviewing the literature published hitherto on my topic took me substantially a long time as I was determined to study the research reports in depth, from the beginning of the research projects to the end. I wrote the literature review under different sub-sections namely, thematic review, theoretical review, policy review, and empirical review.

After a prolonged engagement with my research participants, more than six follow ups, several steps of analysis of the collected (recorded/transcribe) field-texts, their narratives really made me think, realize and act upon the large class teaching pedagogy of the EFL teachers. The research indicated that when we needed to show our keen interest and motivation towards the profession. I also envisaged that there is a long route to struggle and explore to achieve to apply appropriate teaching strategies in large classes. The dedication, devotion, self-appraisal, self-esteem, and self-reflection and so on were the mandatory components for professional growth in large classroom teaching practices. It did not matter how many hours we dealt with our students or how many hours we spent in college or in university, the matter is how successfully we disseminated the knowledge and skills to our students. The research reflected that the context appropriate methodologies in large class teaching showed the best way to facilitate in large class. The significant assets were how profoundly we delivered content in the peaceful environment of a language classroom, which methodological skills we adopted, how technologically aware of we were, in what extent we were motivated, in what extent our work place encouraged us through the

pay, how much experienced we were, and to what extent we became friendly and conscious in our classroom situation.

Key Insights

During my research, I found that the teachers with their diverse cultural backgrounds and practices have invested a major part of their experience in teaching large classes in a meaningful way. Teaching English in a large class is not an easy job for my research participants. Therefore, they perceive their teaching in large classes with definite activities and strategies. The experience of teachers, their understanding of the world, and associated stories have given a sense of verisimilitude in perceiving the situation of English teachers teaching large classes.

After a prolonged engagement with my research participants, more about six follow ups, several steps of analysis of the collected (recorded/transcribed) field-texts, their narratives really made me think, realize and act upon the large class pedagogical practices of the EFL teachers. The research depicted that when we cultivate our brain for context situated teaching pedagogical practices, it envisaged that there is a long route left to struggle and explore to achieve a perfect idea of teaching in large classes, where the resources are restricted. It did not matter how long we dealt with our students or how many hours we spent in schools, or colleges, the matter is how successfully we disseminated the knowledge and skills to our students. The research showed that the use of post situational approach in pedagogy as suggested by post-method pedagogy matters a lot in language classroom.

Having a long formal as well as informal interactions with the participants, and visiting and re-visiting the field prior to and after transcribing and coding the data enabled me to anatomize the perspectives of my participants on large class teaching challenges and selecting appropriate pedagogical practices. It made me realize more

to act on addressing all the activities which are in the interest of the learners and which is appropriate to the context. To the end, professionalism, devotion, understanding the situation of the classroom are of paramount significance. It finally can classify us either in the category of pedagogues, teachers or educators.

Pertaining to the first research question, the way English language teachers in Nepal notice large class teaching pedagogy, my participants have had various stories and from those stories, conducting the current study on a topic that I could relate to as my research study was a huge learning experience from various perspectives. First, conducting the current qualitative study made me better realize that things seem to be easy when we learn about them. However, applications of concepts that one learns in theory bring challenges that a class cannot teach. I realized that it is not easy to write a perfect research paper and I thought one also could realize how challenging it is to present an acceptable work. This is what I experienced during this research work. Besides that, I time and again felt that research is such a broad field that the more you get into, the more you feel you need to know.

Similarly, learning about teaching in large classrooms in particular in other contexts, such as rural settings where resources are restricted, and the level of students are varied, so is the cultural background of the learners is stressful, demanding, and challenging as Kuchha and Smith (2020) mentioned. The ELT interviewees' narrated perspectives, understandings of their large classes and their counteracting strategies revealed certain issues that I personally found significant to know as a teacher teaching large classes in the developing country like Nepal.

One significant similarity I found them was the strategy of making group work, pair work in them. It certainly comes under the practices of large class pedagogical practices in line with learner centered teaching strategies. This could

create the personal attachment among the learners associated with social constructive lenses of Vygotsky.

This study also reveals that to teach in difficult conditions and struggle with challenges in large class has always made me and my research participants think of seeking effective ways to cope with the challenges in order to offer quality teaching. Searching for a perfect solution to the challenges that my research participants approached resulted from reflections on my teaching in connection to the existing opportunities and challenges.

By doing this research work on a topic that I could associate to as my first formal research study was a huge learning experience from various perspectives. First, conducting the current qualitative study made me realize that things seem to be easy when we learn about them. However, applications of concepts that one learns in theory bring challenges that a class cannot teach. For instance, it is not challenging to critique and discuss the weaknesses of a paper, but when it comes to conducting a study, one could realize how challenging it is to show up as an acceptable work. This was what I experienced during this study. I realized that research is such a broad field that the more you get into, the more you realize you desire to recall.

Secondly, learning about teaching in general and teaching in large classroom setting in particular in other contexts such as rural or resource trapped situations and comparing them to my teaching context, assisted me to recognize that there are challenges linked with teaching large classrooms everywhere that large class teaching is in general. The outcomes of this research work depicted that the nature of the challenges and the sources of the challenges vary from one context to another, which might require various treatments and pedagogical strategies.

Thirdly, my research participants shared experiences with teaching large classes in their contexts reflected that teaching large classes is stressful, demanding, and challenging, but it is not the same all the time, when they have materials and required facilities that becomes easier too. The ELT interviewees' narrated perspectives, understandings of their large classes, and their counteracting pedagogical strategies reflected certain issues that I personally found significant to know as a teacher instructing in large classes in Nepali context

Conclusion

During this research, I tried to understand the reality of large classes through the experience of my research participants who have been teaching a class where more than 60 students were studying. I investigated challenges and explored strategies to cope with the large classes with an in-depth study. I have also come to a better understanding of how teachers teaching in large classes feel and act while my research participants shared their stories. Their concerns as realistic teachers aware the particularities of their contexts that go beyond the class size. They are eager to find ways of improving their students' learning outcomes and enhance their performances during national examinations, but at the same time, develop their interpersonal, critical thinking and independent learning skills and make them their responsibilities.

Moreover, teachers' perceptions and practices make it possible to study the learning environment within their cultural and institutional settings. Such practices make the telling of teachers' whole lives by themselves. They make it possible to access the world of teaching, thereby making an understanding of the profession clearer. Based on my own experiences, as an EFL learner and a teacher of large classes, I had my ideas about the impact that large classes might have on teachers and

the students as well, before conducting this research study. But, this research assisted me to acknowledge that the challenges of large classes are beyond my experiences and understanding. It provided me an insight into other teachers' experiences which also assisted me to understand how serious the issue is. The finding of this research, therefore, clearly shows that seriousness of such issue can be varied context to context.

I analyzed this study through Kumaravedivelu's (2006) post method pedagogy and Vygotsky's (1986) socio-cultural lenses with narrative dimension for this research study to make it consolidate. Kumaravadivelu (2006) claimed that a meaningful pedagogy cannot be constructed without a holistic interpretation of particular situations, and that I cannot be enhanced without a basic improvement of those particular situations as a theoretical foundation to scaffold his 'parameter of particularity'. He meant to focus on the significance of the particular contexts in which teaching evolves and at the same time. To raise the awareness of practicing teachers about taking for granted every teaching strategy presented to them.

By initiating my conclusion based on this research themes with the theories, I do not plan to discredit the teaching strategies I have suggested and discussed in my research work, rather I mean to enhance the awareness of teachers, who continue to advocate and idealize teaching methods, to be mindful of the particularity of their teaching contexts, students and their goals, their own teaching targets, their schools' environment, and their sociocultural milieu (Kumaravadivelu, 2001). So, I took every small incident very carefully, so that I could figure out the themes that I mentioned already.

While carrying out this research I found various preferred quality teaching skills which are really found to be crucial to enhance learners' level of achievement.

Those knowledge and skills comprise teacher-learner interactions and establishing the habit of questioning. Teachers by practicing to learn and make better use of those skills in their teaching contexts, can enhance their teaching and at the same time affect positively their students' learning outcomes. By following the belief of O'Sullivan (2006), "those effective generic teaching skills are potentially transferable and useful in the teaching of large classes in other developing countries." Moreover, I found that the study consistently identified characteristics of quality teachers and urged teachers to be mindful of them. Those features connect the mastery of the subject matter, the idea of the suitable ways of presenting and assessing it, and the knowledge to create an environment conducive for effective teaching, keeping in mind the teaching context, the learners, and the shared responsibilities between instructors and learners in a more democratized classroom.

The reflection of their practice on their own teaching practices, taking actions, bringing modifications to fit their teaching contexts and their learners' needs. Constitutes what is connectivity promoted by advocates of critical and post-method pedagogy. As I myself, as a learner, and then as a teacher of large class now and then, I had to face large classes on a daily basis and do my best to study in large classes in the past and do my best to teach in large class at present. However, conducting this research assisted me to understand that the issue of large classes is not specific to only in my country, Nepal. When I reviewed various literatures by various scholars, I found various ideas and logic on how to cope with the problem as they have been struggling with the issue.

So, here, I hope that this study will serve as an eye-opener and a gateway to make teachers, who are reluctant to bring innovations to their teaching, change their minds and redirect their teaching toward a more contextualized implementation of the

strategies suggested in order to assist them enhance their teaching and their students' learning.

Towards the end of my research journey, my feeling, ideas, thoughts, and imaginations regarding large class teaching shifted to a large extent, to some extent, in this journey, I realized that teaching in large class is not problem rather it is the way to sharpen ones professional development, as it is said that "where there is will, there is way".

Implications

Awareness to the Practising Teachers in a Large Class

The participating teachers of this study have worked actively in different secondary school's large classes. During my interview with them, the teachers disclosed that they were having challenges as well as opportunities. The findings of this study as well depicted that these teachers are struggling to teach the large classes leading to the learning outcomes get even worse. So, I come up with a belief that there is an urgent need to draw teachers' attention to the increased class size. Instructors need to be aware that, large classes are part of their realities today, they are not normal situations and they need to be overcome with. I also trust that by carrying the issue of large classes to teachers' attention, they notice it. I believe that teachers can think of changing their mindset, either individually or in groups to apply large classes pedagogical strategies. This will be a way forward to their pedagogical enhancement which will gear up to their working mileage and assert a fair degree of autonomy in pedagogical decision making as Kumaravadivelu (2006) and his principle of post method pedagogy.

Being Updated to Their Teaching Practices in Large Class Setting

This study way forwards to navigate the large classes and have challenges and opportunities too. As the teachers need an updated knowledge about teaching in large classes through the organization of in-service training, teacher advisors can organize workshops and seminars that disseminate practices which have been successful in other contexts. This kind of experience gives teachers various opportunities to adapt and improve their teaching and their students' educational experiences

Rethinking the teacher Education Programme

It is believed that teachers are the knowledge creators. So, efforts and adjustments in teacher education programs are required to prepare prospective teachers so that they can fit in the framework. To put it another way, teacher's education needs to be restructured in order to respond to the new social, cultural, economic, and political exigencies of the contexts where they exist. So, "teacher education programs instead of transmitting a set of preselected and pre-sequenced body of knowledge from the teacher educator to the prospective teacher" (Kumaravadivelu, 2006), should adopt a bottom -up approach in which teacher educators study their students to come to understand the ways they perceive themselves and their relationships with other people and their social reality (Denzin & Lincoln, 2011). This kind of knowledge supplies them a sort of way out to adjust to be a prospective teacher.

Exploratory Action Research in Large Class

Exploratory action research (EAR), as explained that it is a way to explore, understand and improve our practice as teachers (Smith, 2018). It gives the value for exploring and moves on to show how this can contribute to appropriate forms of action for change. For instance, a teacher of a large class feels his/her students are not

motivated in his/her class, they wonder whether they could improve this by using videos in their class so they decide to plan a lesson including videos showing songs, funny clips and film extracts and so on.

The teacher, how to teach in large class can have various opportunities to be a researcher besides being a teacher only. In doing so, a teacher of a large class first, s/he plans to explore and then he explores then he analyses and reflects over the situation. Similarly, he goes to plan again and if he likes again, he changes the plan and he acts, observes and lastly, he reflects, the way what he had and had not to do (Smith, 2018). In this way in large class, there are countless opportunities to knock at the teachers, it is an extra benefit for a professional teacher.

ICT Led Pedagogical Orientation

As this is the age of the global village, everything is incorporated with information, communication and technology. Since research has proved that the positive impact of integrating technology to our classes, in order to be able to think about using it in their classrooms, teachers need training in that direction. The fact is that, instituting technology as a subject in our language teacher education program will be a gateway towards the development of teacher autonomy, creativity and self-development, and at the same time, a path towards the improvement of the teaching-learning process. So, it is felt that knowledge and technology should be linked for better students' learning outcomes, it is crystal clearly shown by various studies.

Implications for Administrations in Higher Education

This study's outcomes depict a series of issues that require attention and actions from higher education administrations, mainly those at the institutions with large classes. In order to provide adequate resources any administrations are responsible. What we find in Nepal is that mostly schools are under resourced. So, the

administrators should consider investing in the needed teaching aids to assist teachers of large classes in particular to maximize the teaching effectiveness (Tomlinson, 2011). Teachers should be cooperated in order to collect the motivation from the administration. To contribute in teaching a teacher needs to be well motivated. Besides this teacher training program should be provided by the administration as well. Moreover, if there are any possibilities, the administration can reduce the size of the classes as well. Therefore, administrative roles are very crucial in order to enhance the quality of any school (Akareem & Hossain, 2016). Moreover, the research participants shared that they teach several large classes, so they want to limit their classes in order to teach effectively.

Reflections

This section gives my personal feelings, experiences, understanding and reflections that I earned being an M.Phil. student within two years at School of Education, Kathmandu University. This portion explores reflective experiences of my journey from beginning to the end of my research work.

Thinking About M. Phil Journey

I still remember that time while I was teaching at a campus in my hometown, in 2017AD one of my friends shared a Facebook post on his Facebook wall, then I went through it seriously, as I had dire interest to join M.Phil. research journey. As I saw all the requirements to study at this level, I was excited as well as nervous. At that time, I had no idea about Kathmandu University School of Education and its instructors, even location unknown to me. When I recalled Prof. Laxman, sir was in my friend list and decided to send him a message. As soon as I sent him a text message to visit KUSOED, he sent me back the message of approval to visit his

office. I came to Kathmandu from my hometown by bus. It took me almost four hours to reach the office of Laxman sir.

First Time at KUSOED Premises

I remember the date of August, 1, 2017, Thursday, when I reached the premises of KUSOED I was excited and nervous, as I was new there, I knew nothing of it, so I asked gatekeeper dai “*Dai! Laxman sir ko office kata hola?*” He told me to go to the third floor of the seminar hall. I reached in front of the room of Laxman sir as I saw his name plate on the wall by the door. I requested him to allow me to go there, and he permitted me to go there, by greeting him I sat there, as he requested me to sit by him and asked my purpose to visit there. I narrated everything that I wanted to do.

Laxman sir, very kindly, told me about everything of the M.Phil. Journey. I eagerly listened to him, as I was listening to him, I felt as if I was listening to the Radio, at that time I used to listen to him on the radio program named, “English by Radio’ at that time, although I had seen him at conferences but did not get chance to talk to him. Then I felt easy and secured. He told me one inspiring line which I still recall “*Binod Ji, tapaidainik samaya dinasaknuhunchhani, Teso ho vane, Tapaisaknuhunchha, take it easy, but be regular in our class.*” This line was very much inspiring to me, that I have ever heard.

Then I attended the entrance examination, and also appeared in the interview. It was everything new for me- the people, building, canteen, library, system, and all in all the ground I was standing. I left the university that day because I was informed that the result would be published the following day. So, I came back home. The next day I got a call from a landline number and knew that I was selected for M.Phil.

study. I was more than happy. Then I went back to my hometown and discussed with my family after I came to Kathmandu as I had to manage everything for my study.

When I came to Kathmandu, I started my academic journey in a one and half year gap after I had passed my M.Ed. degree from Tribhuvan University. It was June, 2018, I got up early in the morning in my Kalanki room since I had to go for my job in the morning and to study in the evening. I was thrilled. I got prepared for college, went there, worked excitedly. The next day I went to KUSOED.

My Turning Point in M.Phil. Research Journey of Three Semesters

Since I joined M.Phil. degree at KUSOED I started learning many more things. As I entered the premises of the University there was a large number of people, they were all students together on the ground. I consulted about our class since I was in English Language Education (ELE Batch 2018). I was told to go to an auditorium hall. I came to know that there was going to be an introduction session. I saw many new faces. I knew many teaching and non-teaching staff on that day, and after the session I departed to my home. Next day I reached university at 5 o'clock since our class would run from 5:30 in the evening. I went to our class. It was the class of academic writing by Prof. Laxman Gnawali. On that day Laxman sir motivated us in many ways to go to M.Phil. journey accomplishment. We were made to be familiar with various types of academic writing, at first sir taught us about paragraphs. I remember that day when I learnt to write a complete paragraph. I realized that writing a paragraph matters a lot, starting point, coherence, cohesion, topic sentence and so on. Lastly, sir provided us with an assignment to write down a complete paragraph on any of the subject, then we departed to our home. In this way, classes have been passed day by day.

In the first semester, I was sensing quite a challenge. I was even aware about preparing slides and PowerPoint presentations since we were asked to present many times as per the content division in the classroom. I never forget the first class by Dr. Tika Poudel sir, as he was teaching us how to make slides, the next week I had to present a presentation, my slides were not good, so Tika sir was suggesting me to make the slides the way it was supposed to make, it was quite motivating to me and my friends too.

Many experiences were new, for academic writing, maintaining APA format, submitting assignments in Moodle Software, addressing feedback, conceptualization for innovation, following academic practices, following standards of university, plagiarism, reconceptualization and so on.

In the second semester, I sensed I acquired many new skills, I enhanced at least a clear concept of research writing as well as writing a paper based on certain critical theories, for example, Identity theory, Marxism theory, Postmodern theory and so on. In research class I felt somehow gaping to myself as I did not have the baseline knowledge in research. Later on, I consulted them time and again and learned many things by my Professors. In the research class Prof. Bal Chandra Luitel sir asked my research interest area. I told him about large class teachers' tension, as I was also one of the teachers who have been a learner in the past and have been a teacher of that time of class. He asked me why I was interested in it. I told everything about me and my interest to him. The next class I had to present my presentation on large class effects, when I presented, I got a lot of feedback from my Professor, for further directions. Participating in various trainings, involving in multiple forums, writing for academic papers, presenting papers made me more capable than in my past life. In this way my second semester elapsed with learning with fun.

In the third semester, I learned more than past semester about research, presenting papers, writing academic papers, as our Professor taught about teachers' professional development by our professors, Moreover, training session design class was very interesting too. Similarly, the class of Trends in English language was also one of the most interesting classes ever. I learned how a writer or reader has to think about any texts. I must recall that I collected various experiences since I got ample exposure at the University. I also got an opportunity to be involved in various professional activities. I learned various research skills. In fact, I was somewhere in the middle of the journey but I did not know where I was actually standing.

Defending my Proposal: A Space of Predicament

It was a sunny day of June 26 2019, Wednesday 2:30PM (Ashad 11, 2076). I was preparing for a proposal defense. I was partly happy that I was the second to defense from ELE 2018 Batch. I was partly nervous as well as I was getting worried about my presentation. I started my presentation. My tutors, respected guests, some of my colleagues and a few of well-wishers were there. I took about 20 minutes to complete the presentation. I sat on a chair nearby. The auditorium was silent. The facilitators, tutors and teachers suggested that I should improve the research study, and I should read some of the research books, as well as thematic books for literature review to sharpen my research journey. All my gurus suggested that I should go for large class teaching books. They also pointed out some corrections regarding methodology and literature review. Then my journey for research formally started.

Knocking the Doors of my Professor as well as Field Visit

Firstly, I visited my gurus, Professors for the way outs. I went to Prof. Laxman Gnawali sir Prof. Jai Raj Awasthi sir Dr. Tika Ram Poudel sir, Dr. Suresh Gautam sir and many other teachers. For the part of research design, I consulted with Prof. Bal

Chandra Luitel sir. Mainly, I frequently visited my research supervisor Prof. Laxman Gnawali sir. At the beginning I thought about what to do and what not to do. I was suffering from a sort of dilemma. Lastly, I myself was convinced that the journey I prepared was not easy as I was thinking it would be.

After taking the consent letter from my supervisor I went to talk to Mr Ram Babu (pseudonym). he was busy with his own schedule. I made a telephone call to him about my purpose to visit to him. Then he allowed me to visit in Balazu, Kathmandu, where he resides. He was kind, supportive and extrovert. I visited him five times and realized no new data will come more than I got from him up to that day.

Secondly, I visited to have the interview with Mrs. Geeta Kumari. She also had a hectic schedule of cooking food, feeding children and going to school on time. I visited her six times in her home and school. She was also a supportive guy, she never got angry and uneasy during my interview but sometimes she was disturbed by her children.

Similarly, I went to visit Shyam Kumar's home. He welcomed me. We chatted a lot about my journey to M.Phil. research. He provided me a lot of information during my five times visit to him. Then after I went to Mr. Hari Sharm, at Satungal, as he resides there. He is the permanent resident of the place. He was also supportive and helpful, he talked about his experiences. During my four visits I got many ideas from him.

After the field visit I scheduled for classroom observation one by one, sometimes I went to them without information too, which was somehow risky to me as well, even then I collected various information from them. I am really thankful to them.

A Layout of Thesis on my Supervisor's Table

I realize that preparing the first draft is really alluring. I, as a researcher, sensed jolliness when I approached my supervisor with my first draft. The researcher's journey from field to data analysis, chapter wise revision to theorizing literature, and submitting for feedback to final approvable. My supervisor went through line by line and commented at the side of the paper, where it was supposed to do, then I went back to home and did the same, what was supposed to do on time, again I kept on going. My supervisor went through each chapter and commented and I addressed the shortfalls. I am still doing the same job for the betterment of my dissertation following the beautiful words as suggested by my respected people.

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APPENDIXES

Background of the Study

Nepal is a landlocked country in South Asia. The literacy rate for population age 5 years and above increased from 54.1% in 2001 to 65.9% in 2011. The male literacy rate was 75.1% compared to the female literacy rate of 57.4%. The highest literacy rate was reported in Kathmandu district i.e. 86.3% and lowest in Rautahat i.e. 41.7%. While the net primary enrolment rate was 74% in 2005 but in 2009, that enrolment rate was 90%, (World Bank, 2009). This seems that the awareness of education in Nepal is less than satisfactory.

The budget for education in Nepal has been decreased in comparison to last fiscal year. This year the total budget of Rs 1.53 trillion for the fiscal year 2019/20 is announced. The allocated budget is only Rs. 134.51 billion for Education, science and technology sector, which is only 10.68% of total allocated budget of Nepal in this fiscal year (National Planning Commission, 2019). It shows that the government of Nepal has less focused on education sector, as the figure shows.

The government has a rosy plan for upgrading the various sectors in education, science and technology sector, for example giving colorful textbooks for primary level, starting technological, moreover it is said that there will be free education up to secondary level. 70 districts to be designated the status of fully literate districts, 2 billion will be appropriated for colorful textbooks for primary level. Similarly, there is a provision for mid-day meals for 2.2 million school children. One important thing that is mentioned there is that the provision of free sanitary pads for female students attending public schools. Lastly there is another provision to provide over 110 billion allocated for Madan Bhandari Science and Technology University in

relation with this there is another provision for science-tech lab to be established in each province, (National planning Commission, 2019). This report shows that the government of Nepal has a dream to cover the overall education sector, but in reality, the situation is quite far from it.

The situation of community school is not developed as much as it is expected. Still there is less quote for various subject teachers. Many public-school teachers claim that they do not have appropriate salary like their dedication in the school. They have to teach more than five to six periods in a day. Moreover, the condition of classroom is very pitiable, for example, they do not have proper classrooms. Many students are kept in one single classroom. Some teachers claim that they have more than sixty students in their classroom. Therefore, they are so frustrating as their dedication and motivation are not compromised. Even, they are not provided basic teaching materials for teaching.

The status of English in Nepal has been growing day by day. Even community schools also have been using English as a medium of instruction as there has been a high demand from the public. In Nepal, the role of the English language has become more spoken in these days. In reality, the English language has been an integral part of Neplease official, economic, educational and even in social life as well. English is used as a second language in many communities and has a significant impact in terms of economy and academy.

A campaign entitled 'Let's bring All Children to School, retain and Educate Them' is issued. Therefore, the number of enrollments in government aided schools is growing overnight. Therefore, the size of the students' number in classroom is increasing, whereas, the resources have not been adequately added. Besides this, most of the students are made to mug up things in Nepal. Still, it is seen that most of the

teachers in community school are using traditional way of teaching. The government also doesn't care about their schools. Principals and administrations are focusing on loopholes to brag money. Teachers are busy in political activities.

Education has great importance for the development of a country. But unfortunately, its importance is yet to be realized in developing countries like Nepal. Nepal has been working to uplift educational standard by providing quality higher education to their citizens but there are many obstacles and hurdles that are emerging (Bhusal, et al. 2019). These challenges are quality education, equity and equality, allocation of finance, utilization of IC in education, employment, mentoring and supervision, good governance and accountability, teacher morale, curriculum and learning materials, trained teachers etc.

According to the report of NASA 2019 (National Assessment of Student Achievement) the affecting factors for the learning achievement of the students are economic, social, the misbehavior happened in the classroom, home works, testing, feedback and beyond school related problems are some of the major causes to hamper the learning achievement of a student. Mainly the report focuses on the classroom activities that are done inside the classroom cause their learning achievement.

One of the major ways to identify the progress of the country is to measure the strength of its public institutions. Education is the major tool that contributes and helps in achieving the other tools of public investment. Education is a long run investment of government to create higher and sustainable impact that ultimately contributes to through improvement of livelihood.

English Language Teaching in Nepal

Nepal officially the Federal Democratic Republic of Nepal is a country in South Asia. It is located mainly in the Himalayas. It is the 49th largest country by

population and 93rd largest country by area. The history of English language teaching in Nepal is about a half a century. How education, and within that access to English, became available to everyone in Nepal has a long history, one full of struggles. The then Prime Minister Janga Bahadur Rana was the first person who officially introduced ELT in Nepal with the opening of Durbar High School in 1854 (Sharma, 2006). He realized that the English language would be an important feature for maintaining a positive relationship with the British Empire in India. He also understood that the ruling Rana autocracy in Nepal would not be safe without pleasing the British.

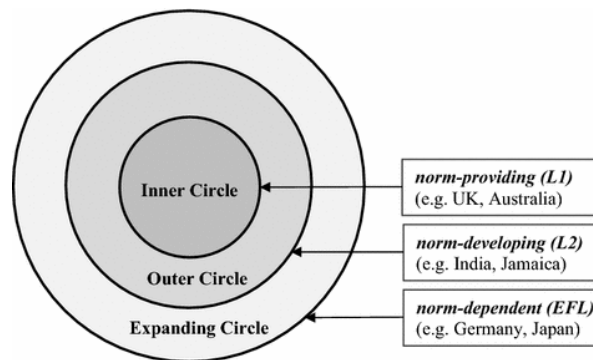
Historical records concerning the presence of English in Nepal reveal that, long before the beginning of formal schooling, it was in use as early as the seventeenth century. Teaching of English was done to Gurkha Soldiers as part of the famous Sugauli treaty in 1815AD (Giri, 2015 as cited in Duwadi, 2018).

The first English language education opened to the people in 1951AD. Earlier education was limited to the members of the royal family and there were not any public schools across the country. After restoration of social equality in the nation, Tri-Chandra College started teaching English courses under the supervision of Patana University, India in the early fifties (Bista, 2011).

The first university of the country, Tribhuvan University, was established in 1959AD which gave high priority to its curriculum in English. After a decade, a national wide master plan known as The National Education System Plan (NESP, 1971-76) was implemented that brought a drastic change in the system of curriculum, textbook, examination and so on from primary to the university levels of education. First, this plan reduced the weightage of English courses (from 200 marks to 100

marks) set up by earlier system. Second, it reduced the credit hours of English from 15 to 10 from high school to university levels (Malla, 1977, as cited in Bista, 2011).

Nepal is perhaps as in the part of Kachru's (1997, 1991) Outer or Expanding Circle countries where, according to Crystal (1998), "English is widely studied as a foreign language."



(Source: Crystal, 1998, p. 107)

English teaching in this country is motivated by geographical, political, economic as well as linguistic situations. It shares borders with two gigantic countries i.e., India and China. English has been used as one of the official languages in India whereas, still China has taken English as foreign language.

Even if English is not frequently used in internal communication in Nepal, it is more and more seen as an important means of international communication, since it is known as the international language of science, politics, diplomacy and commerce, i.e., "the language of wider communication, the international language par excellence" (McKay, 2005). Furthermore, he mentioned that majority of educators and students were in favors of "continuing English in secondary level. "Meanwhile, the government made its decision to "switch over from English to Nepali" as a medium of instruction in schools (Malla, 1977, p. 69). All in all, English language teaching in Nepal has been taking its position progressively.

Although English has been taken as important language in terms of education, business and diplomacy in Nepal, there are many challenges in Nepal. There are problems like in terms of curriculum, textbooks, methodologies, teaching resources, large classes with minimum resources and so on. In gist, advanced program packages with student centered teaching methods, materials, training, and structural design are recommended to improve existing trend of teaching and learning English in Nepal.

A Sample of Transcribed Interview

Dear Sir/Madam,

Greetings!

I am Binod Duwadi, a research scholar, from Kathmandu university, School of Education. I am carrying out a research work on the topic “Perceptions and practices of Teaching English Language In Large Class” to fulfill the requirement of my M.Phil. degree in English Language Education. I will be grateful to you if you could share your invaluable teaching experience with me which will be instrumental to complete my studies. In order to facilitate our conversation, I have a set of queries to begin with.

(You are hearty requested to give your responses [either in English or Nepali] based on your experience rather than theoretical ideas, make sure that your ideas will be kept confidential)

Participant No: 1 Mr. Ram Kumar

Interview

1. Sir Namaskar! Can you tell me a little about yourself?

My name is Ram Kumar, I have been teaching in different parts and different levels in rural area, that's all about me and I'm practically saying I'm an English instructor.

2. How long have you been teaching?

I have been teaching for more than 15 years as I mentioned earlier

3. Before you took to teaching, what had you been doing? (if any)

No, right after I completed my SLC I started teaching profession and still I have been teaching as an English teacher

4. Why did you choose this profession?

So, there are so many reasons, but when I was in schooling there was a kind of impact for my family and then I had got a keen interest to learn English and I had a dream to become an English teacher in the future so, from that I was highly inspired, especially I was inspired by my father and from my family and from my teachers of my school as well and I selected teaching English as my profession.

5. How many students are there in your class? Is that a large class?

Ok, I have been teaching in different types of classes for example like large classes also I have been handling, there are so many classes where number of students you know is more than fifty err... 55 something like that so basically it is large size, large class.

6. How large is a large class in your understanding?

For a teacher, I think there should be no more than 20 students for teaching English, if the class has got more than 20 students that is a large class in my understanding and then my experience also says so if we have got more than 20 students in our is, it is really difficult to handle the class as well as the activities that the students carry out inside the classroom.

7. How are the socio-cultural starta in your understanding? (based on your experience)

So, I teach a government school and ha..h....particularly the students are from different casts for example, majority of the students comes from Tamang community because I have been living in near Tamang community and my school

lies in the Tamang community , there are so many cultural barriers that hinder the learning for example the first language of the students like Tamang basically hinders in learning English and then...then there is the next thing also the students who come for learning English have to learn Nepali language as the second language and English has been, ..errr. English becomes the third language for them. that's why there is a huge cultural barrier, language barrier, linguistic barrier. hah another barrier like for example the understanding the parents, the understanding of the students themselves has really a kind of ...huh... you know this has really brought a kind of challenges for me in teaching.

8. How do you introduce a particular lesson? (any specific methods and techniques)

So, ... as a teacher, you know, when I was you know, a novice teacher, right?

Earlier I used to follow a single technique for teaching my students for example, for introducing the lesson in the beginning, but now I do have so many techniques for example, if I have to introduce like the reading texts for my students I can initiate the class with so many questions like I can ask so many questions signpost questions if I'm going to huh..let me take an example, for example if Im teaching a lesson of Bhimsen Thapa, basically I, you know I ask so many questions like signpost questions for them for example : Do you know about Bhimsen Thapa? Where was he born? Why is BhimsenThapa is popular in our country? So many questions like this I ask to my students and then huh.... on the basis of different aspects and skills of language, there are so many texts if I have to teach writing skill I do have the follow up you know ...huh ... a techniques and then for the listening, speaking, reading, writing and so many different strategies are there and then for different aspects like pronunciation, vocabulary, grammar and language

functions aaa...h..I have to huh. . let's say follow different techniques to introduce the lesson to the students.

9. How do you use/ introduce some particular strategies in your class?

So, there are so many strategies to teach in large class, for example you know creating the group, right? Making the pairs, right? Group discussion, project work, and then huh... providing the certain task to the students so these are some of the techniques and strategies that I can adopt to handle the students in my large class.

10. How do you draw the students' attention before you start your lesson?

I think this is somewhat similar question which I answered earlier huh... for example if I'm you know teaching about something like huh... I can use the pictures, I can show the pictures to the students, right? I can ask so many signpost questions and then I can ask about their background, right? If I'm teaching a poem, right? I can ask so many questions about the poet you know, if Im teaching them poem like Lunatic to the students then I can ask so many questions about the poet Laxmi Prasad Devkota, I can tell about the poet, so, if Im following the textual approach I can follow certain strategies, if I'm following non-textual approach then I can follow the next strategy to introduce to the lesson towards the students. I don't particularly would like to introduce a particular strategy to initiate my classroom.

11. What are the possible challenges you face in your class when you go for teaching?
(trouble)

For the large class, there are so many challenges. A teacher, you know, the class can be noisy right, that is one of the you know main challenges that the teacher faces in large classroom, and then huh... the next challenges as a teacher of a large class I know that I have to face is huh...it is very difficult to maintain the group, so

class formation, and then next one is the linguistic challenge, when there is a large class the students come from different linguistic background for example, some students come from Tamang community , some come from the next linguistic community and then let's say cast they do have next cast and , there mother tongue is different, some come from Magar community, Gurung community, Rai community so that's why, it's really, teaching is not an easy task, it's not an easy job, that's why, so we can follow so many different strategies to handle the large classes and so, what I am trying to tell is managing linguistic background is really a challenge that the teacher has to face and then the next thing is the main challenge that the teacher faces in the large classroom to handle is techniques, you know if the teacher is able to handle the and let's say apply the perfect methodology to teach the students, the class can be successful and the outcome can be there, we can see the outcome but if the teacher definitely fails to adopt the proper methodology, strategy, techniques, whatever we say definitely the class, there can't be the good outcome. So many challenges can be talked about while handling the large class.

12. Why do you see those challenges in your class? What is your opinion on it?

(Impact)

I just told you earlier, if the class is a small size classroom the teacher can pay more attention to the students, individual attention can be paid but if the class is large there cannot be good outcome as I mentioned earlier but as a perfect teacher, the teacher I think have to follow the proper strategy to handle, and manage the classroom, to manage the linguistic background of the students, definitely there can be good outcomes at the end.

13. What activities generally do you run in your class for teaching various skills and aspects?

As I told you earlier, while teaching English there are four skills LSRW and I don't recommend particular strategy if I teach listening skill I do have certain steps, certain procedures like pre-listening, I can do some activities in while listening as well as post listening too. Likewise, in reading writing and then speaking also we do have so many strategy and we can follow all these things, while teaching the aspects of language, for example if I'm teaching pronunciation to my students I can adopt the strategy like modeling when I pronounce the word Can... I let my student imitate the way I pronounce the word. At this time, I will be the role model for them. I would like to suggest the English teacher not to adopt the single strategy to teach the lesson but to follow different strategies and techniques in this new millennium of teaching English.

14. Are those activities being well done? (symptoms of success if any)

Yeh, So, when I was in my serenity phase right, because teaching profession has got different phases like, I used to think that the activities were not being properly carried out but these days I'm quite very satisfied with my strategies that I follow in my classroom.

15. How do you conduct the activities like pair work, group work, individual work etc, what is your roles while the students do the activities?

As an English language teacher, these are communicative techniques teaching in English, right? Like pair work, group work, individual work these are what the main moto of using of applying these strategies is to build a kind of communicative competence in the learners, as a teacher I can play the role of facilitator, as a mentor, as a monitor of the of the classroom, I cannot be the dictator, for example if I am

telling the students to carry out the pair work I can help the students to make the pairs in the class right! Then I can divide the group, there are so many techniques like while dividing the group I can use snowballing techniques for example 1, 2, 3, 4 and then I can divide the group from the song also fulkooankha ma (group one) fulai samsara (group two) ...kadakoakha ma (group third) ...kadai samsara. (group four) ...etc. if I divide my students into four different groups I can make the students sing the song and that is a kind of motivation, so different strategies are there, so as a teacher, as a perfect teacher, the teacher has to divide the classroom into different groups applying different strategies like this.

16. How do your students react when you do those activities in your class?

That definitely works out. They become so many happy and one of the students you know when I was leaving the school in a remote part of Nepal, at that time, I was leaving the job a student says sir please don't leave us because they were so fascinated from my teaching, so, this proves enough, this is one of the satisfactions that I have ever got in my career, this also proves that the students are highly motivated from my teaching.

17. How do you give your response to your students when they make noise and unwanted movements? (positive, negative reinforcement)

I do not believe in the corporal punishment I never ever try to give them corporal punishment and I don't want to be the dictator right! So, huh., the activities that the students carry out in the classroom, you know I try to handle all those activities huh..., and I try to give a kind of shape to those activities but I don't want to become the dictator in the classroom, so I try to motivate them and they carry out the classroom activities which are relevant in the teaching.

18. How do you make your lessons effective to facilitate your students to learn? (any ways out)

I understood your question. And then, what I think is as a teacher, the teacher has to go inside the classroom with a complete preparation, it is one of the most important things. Then this teacher has to prepare a good teaching material, so teaching materials also lightens the classroom, it also enlightens the environment of the classroom. So, I think as a teacher while going to the classroom to motivate the students we have to be well prepared, well equipped, and we should have a proper teaching material, that definitely helps the teacher to reduce the stress in the classroom.

19. How do you correct the assignments submitted by your students? (evaluation of their performance)

So, I apply different strategies to check the assignments right! There is a kind of pair correction techniques and some of the times I tell my students to exchange their copies with each other. First, I tell them to exchange their copies and I tell the right answer and I tell them to correct if any mistakes there, so, one of the techniques is pair correction and the next one is self-correction, you know in a large class checking the assignments, a teacher can tell the students to check their copies themselves right so, some cases the teacher can tell the students self-correction. It is possible once a month twice a month like that in class nine and ten I generally check their copies on Thursday and Friday I give a leisure time of Thursday to check the copy of class ten and the leisure time of Friday to check the copy of class nine, this is how I am handling and rechecking their copies.

20. Is there any possibility to give counselling and motivation to your class? (if yes, how)

Definitely, we can give the counseling and motivation because the teacher is never ever is complete I think because teacher himself is learning so, we can give the motivation to bring out the complete out-come in the you know at the end of the academic session.

21. How is the situation of availability of resources in your institution to use in your classroom? (physical tools/ instructional materials)

This is really a big question to the teachers of the community schools because, it is definitely community schools have so many lackings, no more teaching materials, overhead projector and so on. The materials related information communication and technology are not there, a teacher has to face so many challenges right! So, the teacher you know in this case has to face so many challenges and then they are highly blamed for not giving good results at the end, so this is the really the main challenges the teachers who have been teaching in community schools.

22. Do you design them yourself or adapt from external sources or do you do the tasks given in the textbooks only?

Okay! sometimes locally available materials are being used there if it is possible to prepare the local materials than I can definitely do that and I have been doing that right some of the times some institutions, some organizations which have been working in the field of education they try to provide some materials and we have been adopting those materials also, if it not possible to provide the materials sometimes we have to bring out the oral instructions in the classroom.

23. Are you being assisted by yours collogues and the school administration? (support and motivation)

So, in some cases I have been helped by my co-teachers and from the administration also definitely I'm getting the help. I have heard the grievances from some teachers

“Oh, I have not got any kind of the help from my administration, the administration did not send me to the trainings but I have not got any such experiences from the administration. I’m highly satisfied with my administration.

24. Thank you so much sir for your valuable ideas, experiences and time.

25. It’s my pleasure thank you too.

Participant No: 2, Mrs. Geeta Kumari

Interview with Mrs. Geeta Kumari R.R. S.S. Ramkot

Madam Namaskar! Can you tell me a little about yourself?

1. I’m Geeta Kumari. I’m an English teacher at RR Secondary school

2. In which level do you teach?

In secondary level.

3. How long have you been teaching?

I have teaching for six years in this level only but I started teaching career before 15 years.

4. Before you took to teaching, what job had you been doing? (If any)

No, sir! I started my teacher career from non-formal education.

5. Why did you choose this profession?

This is my personal interest sir, (in smiling face).

6. How many students are there in your class? Is that a large class?

There are more than 35 students in my class. It’s large class sir, you know. The government had talked about

7. How large is a large class in your understanding? (based on your experience)

In my experience, the class having more than 40, is called a large class.

8. How are the socio-cultural strata in your class? (culture barrier, economical barrier and another barrier like caste, creed etc.)

Yes sir. I see there are economic barrier, linguistic barrier, they have different type of mother languages, cultural barrier all these things.

9. How do you introduce a particular lesson? (any specific methods and techniques)

I introduce with the related topic, I ask their experiences, I will provide some jokes, related stories, according to the content, I will provide them.

10. How do you normally teach in your large class? (strategies)

First of all, I revise the class what I taught the previous day, I divide my class for pair work, group work, sometimes as a whole.

11. How do you draw the students' attention before you start your lesson? (Strategies)

I provide them motivation class, and sometimes I tell them jokes, sometimes I will ask them to sing yourselves, sometimes I ask them some tricky questions and others too.

12. What are the possible challenges you face in your class when you go for teaching? (trouble)

Teaching is itself a challenging profession. And, yes, we are the teachers, teaching is an art also, so, this depends on the artists hand (she laughs)

13. What kind of impact do you see?

English is second language for them. It is obviously difficult for them. There is only one subject that is English here. So, they don't know even simple pronunciation, they don't understand simple language also. So, to handle all these things that is very difficult, but we should not leave that.

14. What activities generally do you run in your class for teaching various skills and aspects?

For listening I play the cassette and for reading I ask them read and for pronunciation I do as a model and I ask them to follow me similarly I ask them to

find the difficult words, underline the difficult words and they will do so. For writing I will be providing them creative writing I ask them what's your personal hobbies, I start from very simple paragraphs for example write about your mother, father and other person they like. I mostly use simple ways.

15. As our curriculum focuses on communicative and functional approach in teaching four skills that are assigned. so, in this context how do you teach in your large class of those skills?

Yes sir, I have tried my best sir. In my large class/crowded class, so I planned in one way and sometimes there are many barriers, they make noise that disturbs me a lot I cannot finish what I plan to do on that very day/period. They learn from friends if I do various groups, while I form groups they make noise but what I believe is as I am an English language teacher, while teaching language, there can be noise, but noise is welcome in language classroom, I believe language itself comes out from noise, (she laughs....)

16. Are those activities being well done, what do you think madam, could you share your experience?

Sometimes they make noise, it is obviously happening. In today's classroom, I was in class 10, I was teaching at that time one boy interrupted me so, I had provided time for him, 10-minute time to council for counseling so, such type of barrier always happens in my classroom. (she laughs) the other students were not making noise as I was counseling the very boy (she laughs) thinking that "ma'am will punish us" also I sometimes give punishment as well but it does not mean that all the time I give.... ha-ha (she laughs)

17. How do you conduct pair work group work and other activities in your classroom? Particularly what is your role for conducting various activities'?

I play the role of supporter yes. I watch them, I move around them, sometimes I motivate them by telling stories.

18. How do your students react when you conduct such activities in your large classroom?

They can discuss with their friends, they can involve with their friends, they feel easy with their friends, to discuss

19. How do you make your lessons effective to facilitate your students to learn? (any ways out)

We can use different teaching materials, we can do activities based on their interest, age, level and all those things.

20. How do you correct the assignments submitted by your students? (evaluation of their performance)

For their corrections, sometimes, I ask them to correct yourself, self-correction method and sometimes pair correction and sometimes I bring their copies in my office and I check their work I focus on pair correction self-correction sir.

21. Is there any possibility to give counseling and motivation to your class? (If yes, how)

Yes sir, we should always give them counseling as they are teenagers, they need counselling, but if we do not provide them counselling that's not good sir, the counseling is the most important part for the teenager students. For the part of correction, we can use the content, what is the content? How should we improve them? Sometimes personal correction hinders in their learning, sometimes we have to correct their assignment in group but for the part of individual correction it will be the last option for me to do correction for their tasks.

22. How is the situation of availability of resources in your institution to use in your classroom? (physical tools/instructional materials)

Very interesting that's our interest also, hahahh... (she laughs) ...if we want to make our classroom effective we can use no cost low cost teaching materials, I think teaching is an art so, how can we teach what are the materials in the classroom itself sometimes, I think the students can be the materials, even we teacher can be the materials all those things are materials. According to the need of the contents I prepare the materials that could be low cost and no cost.

23. Are you being assisted by your colleagues and the school administration? (support & motivation)

Our single effort does not go sufficiently so, collective task is needed, (the bell rings) school is team, I take help from the administration, me and colleagues.

We should also share our things with our colleagues. Thank you so much ma'am!

Thank you, sir! (she replies)

Participant No. 3 Mr. Shyam Kumar

Sir Namaste!

Namaste sir! (he replies)

1. Could you tell me a little about yourself?

Thank you, sir, it's me Shyam Kumar, residing at Kalanki.

2. In which level do you teach sir?

I teach in secondary level

3. How long have you been teaching sir?

I have been teaching as a teacher for 10 years.

4. Before you took to teaching, what job had you been doing? (If any)

Nothing sir. I started my teaching career from teaching.

5. Why did you choose this profession?

Huh. it's my interest sir. Since my childhood was to be a teacher, now I am a teacher and I'm proud to be a teacher.

6. How many students are there in your class? Is that a large class?

Obviously, this is a large class. I have been teaching, in my class there are 50 to 60 students in every class like 9, 10, 11 and 12. This is obviously large class, because in our education act and regulations, government has declared there should be forty to forty-five (40-45) students in Kathmandu valley, so that is fine class in terms of our rules and regulation but I have been teaching to 50 to 60 students, that is why I say this is large class. Yeh. Obviously as you know, large class in-terms of students' number, so there are fifty to sixty students according to number what we call a large class.

7. How are the socio-cultural strata in your class? (culture barrier, economical barrier and another barrier like caste, creed etc.)

So, I feel proud say in my school there are almost all 76 districts and, in my class,, there are students from many districts' there are students who belong to different casts, different cultures, huhh...there are so many students there is ...there is a kind of diversity.

8. How do you introduce a particular lesson? (any specific methods and techniques)

So, after going to the class, it is my duty to huh...let's say to control huh...the class, controlling in the sense that I have to revise the things that I taught yesterday, so, the students themselves errer...share their experiences what was taught in the previous day so, err I use different kinds of techniques ...err. recently innovative techniques like let's say group work, group division and I divide the

students in the different groups, similarly I form some pairs and I err...e.. get them huh...involved in different kind of activities.

9. How do you normally teach in your large class? (strategies)

As ...as I told already, primary and or important thing I just divide them into different groups and I form, I choose group leader so they huh..err .. they are busy themselves doing different kinds of works and I assign them different topics then once they lets say they are prepared they finish their works group leaders present the things then I facilitate them if some poems like in their presentation I make them revise the things I facilitate them, I guide them, and normally hah ..er to conclude the lesson I give some samples answers error.. modal answers then the students including members and group leader, they revise their sheets and I check their answers thoroughly.

10. How do you draw the students' attention before you start your lesson? (Strategies)

Since I am handling a large class sometimes it is very difficult as well as challenging to cope with the students' problem so, I use a kind of story some let's say jokes, to err.. let's say get their attention to me so, they feel so happy then sometimes I just err lets say get their attention with some important things some important quotations related to education and teaching learning activities.... huh..er sometimes, I make them watch some lets say motivational videos related to particular lesson after I do this I find myself my students pay attention to the class.

11. What are the possible challenges you face in your class when you go for teaching? (trouble)

Yeh.. sir, there are many sir. Err.. since I have been teaching in government school so and the number of students also high, that is why, the students from different

economical and educational backgrounds so they sometimes they huh... do not bring required materials and sometimes administration doesn't support us to use different kinds of materials and another point classroom situation and classroom environment we cannot maintain / manage the materials prepared by ourselves and fixed place err...let's say..err., the classroom situation is, that way err., then huh...another very big problem is that our school is government school and I have been teaching English there is the problem of language , language problem is there sir.

12. Why do you see those challenges in your class? Any reasons?

Err.. there are there are many, because the students speak and grow up in home using their first language and they directly have to be let's say have to speak English language that is second language and if we focus on English only English they may not understand, if we focus on only Nepali we are afraid of let's say different kind of you know things like results or this and that kind of things, so the we want to deliver to our students, because of the many reasons we are sometimes I feel we are unable to deliver to our students.

13. What is your opinion regarding the impact of class size for the individual attention and learning outcomes of the students in large class setting?

No, not very often, huh.. because you know huh.., students they sometimes want to get involved into disruptive behaviors sometimes in the classroom itself because, since this is a large class I cannot run my eyes with particular individual students, they want to talk to each other in their own mother tongues sometimes Newari language, sometimes Tamang language, they may not get you know, they may not pay their attention to the teachers, towards their lessons so, these are some let's say some challenges that I face every day.

14. What activities generally do you run in your class for teaching various skills and aspects?

So, since secondary language curriculum has you know there different kind of stories, poems, dramas, in the curriculum, in the syllabus, mentioned so to teach stories, dramas I have a unique idea so, I make them group and one paragraph or some parts are assigned to particular group and they practice there. They prepare for that particular paragraph or part of the lesson, they have to present there and it will be a kind of series, a kind of strip stories develop in my classroom. Strip story means, a group you know prepare for one part and another group continues that and another group or final group gives final logics or some conclusions for that.

15. Are those activities being well done? (symptoms of success if any?)

Errr..., (in a happy mood) to be very honest, not very often, not in that way, you know, cannot say I satisfy all my learners in my large classroom. So, again, want to go back to my previous answers is again you know, because this is large class, this can be you know, this may sound .. (in a confusing manner) the original or readymade answer, errr.. just because of large class, because the students from different economic backgrounds are there. Students from different communities, different ethnic casts are there, so the things we want to deliver to our students that may not you know get the students properly, I think so sir.

16. How do you conduct the activities like pair, group, individual etc, what is your roles while the students do the activities?

Yeh.. I play the role as a facilitator and I just walk around the class I just monitor them, guide them, I facilitate them just I try to answer them if they have any inquiries, if they have any problems, a kind of you know, let's say I just encourage them.

17. How do your students react when you do those activities in your class?

Yeh.. some students they feel you know they behave in a positive way, there can be lazy students to they feel monotonous they don't want to get involved in group works, pair works, they just want to let's say they are just busy in their own behavior.

18. How do you give your response to your students when they make noise and unwanted movements? (positive/negative reinforcement)

As a teacher, I should not be angry in the classroom but sometimes since I'm human being sometimes I feel as you told.

19. How do you make your lessons effective to facilitate your students to learn? (any ways out)

Errr..., another thing is practice, I get them I..ee.. just involve them in a practice and they practice just

20. How do you correct the assignments submitted by your students? (evaluation of their performance)

Errrr..., it is almost impossible to correct them one by one to be honest. Just that is not said actually, that is seen just aa...I, see.

21. Is there any possibility to give counseling and motivation to your class? (If yes, how)

Hummm..., yeh, aaa...I, give, I give them counseling if there is extra period or let's say leisure period just I call them in my department they come there, those who are problematic students other students too I council them according to the nature of the problems.

22. How is the situation of availability of resources in your institution to use in your classroom? (physical tools/instructional materials)

Yeh... (scratching his head) there are some availability of the materials rather I use laptops, tabs, and I can teach through them other materials sometimes we just manage some posters let's say pamphlets or some other things like leaflet, and then I teach them through them.

23. Do you design them yourself or adapt from external sources or do you use the tasks given in the textbooks only?

Some... so some materials (a little confused manner) I prepared myself and some are available you know, let's say newspapers, and other social media and for some materials I... I depend on my institution or administration or I request them for them.

24. Are you being assisted by your colleagues and the school administration? (support & motivation)

Hammm..., (in a reluctant face), sometimes, sometimes, not very often. I got it. There can be many but haah...if institute wants they can, it can be the matter of you know interest also whether they want or not so if we request they personalize the things, another teacher or next teacher is not demanding why are you only demanding? this kind of question is raised generally. Some readymade questions come there.

I today mentioned most of the things today, as we have talked large size classroom means different kinds of let's say student centered techniques are there you know students from different family background different educational background, different academic backgrounds and students from different casts, cultures, ethnic groups, and our as a teacher our duty is to just make them all happy and satisfied with teaching and learning activities but question is whether

we are able or not to do that, as a teacher I let's say I promise I say I will be trying to satisfied them all in a very positive way.

(Thank you for your nice ideas and in-depth experiences regarding my queries)

(Interview ends here)

Participant No. 4 Mr. Hari Sharma

Sir Namaste!

Namaste sir! (He greets back)

Interview

1. Can you tell me a little about yourself?

First of all thank you sir, my name is Hari Sharma.

2. In which level do you teach?

I am teaching in the secondary level.

3. How long have you been teaching?

Have been teaching in this school only 12 years.

4. Before you took to teaching, what job had you been doing? (If any)

Oh.. no, this is my first job that I have been doing since last 12 years.

5. Why did you choose this profession?

Errr..., actually this profession makes me a lot of fun. When I taking part with the students', especially interacting with the students I feel very much comfortable. I feel very much fisible when I go to the classroom.

6. How many students are there in your class? Is that a large class?

There are nearly er... 50 to sixty students in my classroom. In my views, it is a little bit a large class when I go into the classroom, some of the students are not attentive in those of the cases I feel a little bit uncomfortable. So, I feel it is a large class, but when I try to cope with them I'm not feeling so quite very large class.

7. How large is a large class in your understanding? (based on your experience)

Hamm... er, it depends on the contexts, lessons especially, I think so. When the lesson comes as a lengthy lesson I feel tired sometimes it will be okay..., when if there are more than sixty students and seventy students or in between they are I think a large class. I go for teaching grammar lesson this number of students will be very large, noisy and disruptive class, but when I teach certain literature portion this number is okay, still, I find some problem in my classroom. In grammar lesson, I have to teach them one by one at that time it is very difficult me to teach them in such situation. I think 30 to 40 students very much good to me to teach grammar or other types of lessons sir.

8. How are the socio-cultural strata in your class? (culture barrier, economical barrier and another barrier like caste, creed etc.)

Ehrr.. there I see various cultures in my classroom. But I cannot see such barrier in them though they are from such various community, as it is a community schools. I donot discriminate in the name of cast. Our job is to teach them only. But sometimes they show their attitudes at that that a teacher of large class I feel uncomfortable.

9. How do you introduce a particular lesson? (any specific methods and techniques)

In my class I start from the topic. They generalize the topic. I start from the topic that I want to clearly.

10. How do you normally teach in your large class? (strategies)

Especially, it is very much tough teaching in large class, you know, I make group and I select captain as a role, or I make group leaders as well.

11. How do you draw the students' attention before you start your lesson?

(Strategies). It is very much important to make them ready before they are taught

the lesson. So, without the attention. You know without the taking attention of them towards the class, how many times you shout that does not work. You cannot achieve anything. I ask the question is “are you okey?” Unless they are ready I hardly start the class. But sometimes I send them to the tap in order to teach the lesson.

12. What are the possible challenges you face in your class when you go for teaching?

(trouble)

Hahah... (feeing funny).. if they are not motivated in my class, or continuously make noise I think how boring job I have ever done in my life. I sometimes think I would have chosen any other job. As I’m working in community school, even my students do not have a dictionary at their home, I motivate them to buy a dictionary to learn English language.

13. Why do you see those challenges in your class? Any reasons?

Since this the government school where I work. So, we cannot change the rules and regulations provided by the government. Here are some management committee members they are not ready to change our large class into small size class. I wish I could teach in small size class, where I could teach in better way. I sometime feel very much tough to do my job . though I want to change according to my will, but the authority does not allow me to change as I thought.

14. What is your opinion regarding the impact of class size for the individual attention and learning outcomes of the students in large class setting?

15. Why did you choose this profession?

- No any pre-determined thoughts.

However, since my students’ life I was pretty interested in teaching and learning.

16. How many students are there in your class? Is that a large class?

- It varies in different class. It is ranging from 40 to 60. And absolutely it is quite a large.
17. How large is a large class in your understanding? (based on your experience)
- If there goes above 40, it surely becomes as a large.
18. How are the socio-cultural strata in your class? (culture barrier, economical barrier and another barrier like caste, creed etc.)
- Cultural,
19. How do you introduce a particular lesson? (any specific methods and techniques)
- Relating the main idea of the text with real life situation.
20. How do you normally teach in your large class? (strategies)
- Applying students centric methodologies how far is it possible. However teacher centric methodologies do not go down in case no feasibility for the first one.
21. How do you draw the students' attention before you start your lesson? (Strategies)
- Playing a song
 - Asking some interesting Questions.
 - Telling a short story
 - Showing pictures
22. What are the possible challenges of your class when you go for teaching?
- Unwillingness in speaking activities.
 - Hesitate to perform the assigned task
 - Less creative
23. Why do you see those challenges in your class? Any reasons?
- Lack of exposure
 - Sense of being humiliated
 - Crowded classroom.

24. What is your opinion regarding the impact of class size for the individual attention and learning outcomes of the students in large class setting?

- It impacts in great extent. Bigger the classroom size noisier classroom environment.

25. What activities generally do you run in your class?

- Students centric activities in most of the cases. Like, group work, role play, story telling, etc.

26. Are those activities being well done? (symptoms of success if any?)

- Yhaa. It has built students active participation in learning. gradually

27. How do your students react when you do those activities in your class?

- Most of them feel relax and seemed highly motivated in learning.

28. How do you give your response to your students when they make noise and unwanted movements? (positive/negative reinforcement)

- In mist of the cases telling them to be serious in learning.

29. How do you create your lessons effective to make your students learn? (any ways out)

- Creating learning by doing environment allowing maximum room for students' participation.

30. How do you correct the assignments submitted by your students? (evaluation of their performance)

- Using the techniques of peer corrections, group corrections etc.

31. Is there any possibility to give counseling and motivation to your class? (If yes, how)

- Yes, sometimes individually and sometimes in a group.

32. How is the situation of availability of resources in your institution to use in your classroom? (physical tools/instructional materials)

- A little in number not enough.

33. Are you being assisted by your colleagues and the school administration? (support & motivation)

- Yes, they all are supportive.

Follow-up Interviews

ANS: It depends upon the structure of classroom and the infrastructure available in the classroom but as per my experience if a class consists about or more than 70 students it can be called a large class.

ANS: Students from different socio-cultural background are in my classroom. Mostly the students are from Tamang, Brahmin and Newar community, but there is less number of students from Dalit community. Few students are obliged to drop their study.

ANS: I introduce lessons with usual methods like: relating to previous lesson, explaining some other related terms and topics.

ANS: Here is no doubt that its challenging to handle a large classroom but also it's not impossible. I will follow discussion method, and for students' involvement in learning I will make different groups of them and provide them works. Similarly, for evaluating and providing them feedback I will do orally.

ANS: It's very much important to draw students' attention before starting any lesson.

So to draw their attention I'll crack jokes or narrate any stories related to the topic.

ANS: The possible changes of my class when I go for teaching can be:

- The students don't get idea on what I explain or interpret.
- Use of mother tongue might be preferred.

- Students might get uninterested in the related topic.

ANS: Students are the central part of teaching learning process, so when they seem uninterested and unclear about the topics taught whole teaching learning process will fail.

ANS: In a large classroom it's quite difficult to give attention to individual student, similarly, in teaching, evaluating and providing feedback is difficult and even impossible too in very large classes.

ANS: I mostly follow student centered activities in class which make them active and able to interact.

ANS: While following student centered activities sometimes classroom becomes out of control but definitely it works because students are the center point to be activated for better learning outcomes.

ANS: Some students feel happy and active while following student centered activities in the classroom but some students feel relaxed and try to be out of control.

ANS: I never make any negative remarks to the students. When they try to go out of control in the classroom, I try to convince them that they aren't right. I try my best to make them feel that they are wrong.

ANS: While preparing for a lesson I keep the students at center. I search the best examples that make them understand the particular topic. I make use of the materials to make lesson effective.

ANS: I regularly provide them with assignment and I check and provide feedback too. It's sometimes not possible to go through one by one so I check them orally, and I ask some of the students to check their friend's work. For the weak students I go through their works provide feedback individually.

ANS: Yes, of course. We can talk and discuss being based on the situations in the classroom. We can share the experiences that can motivate them. If needed we should consult their guardians too, in most of the cases we can talk individually.

ANS: I'm working in one of the facilitated campus in Dhading Bensi, so here isn't much problem with availability of resources. But the trainings and facilitation programmes aren't conducted timely to use those available resources effectively.

ANS: Yes, I get suggestion, feedback from colleagues and the administration timely.

(Thank you for your nice ideas and in-depth experiences regarding my queries)

Classroom Observation Form

Guidelines

Observer: Binod Duwadi

Date and Time: 19 July 2019

Observed teacher: Ram Kumar, Geeta Kumari, Hari Sharma and Shyam Kumar

Class: 8, 9 and 10

No. of Students: 56, 65, 58, and 61

1. Students' performance on tasks: the strategies, procedures, and interactions patterns employed by students in completing tasks.
2. Students' performance during pair/group-work activities.
3. Teacher's arrangement of students into small groups.
4. Monitoring of students' time-on-task during group work. Time management: allotment of time of different activities during the lesson.
5. Students' use of L1 and L2 during group work, and the kind of responses they make.
6. Classroom interaction: the way the teacher monitors both teacher-student and student- student interactions.

7. Teachers role in the class with regards to responding students' queries.
8. Organization of the lesson: the opening, structuring, transitioning, and closure of the lesson.
9. Teacher's questions and students' responses: the types of questions the teacher asks during a lesson, the way students respond, and the way the responses are either reinforced or refuted.
10. Teacher's explanation: the way the teacher explains vocabulary, grammar, and/or syntactic items during the lesson.
11. Teachers' mobility in the class: the extent to which the teacher interacts with some students more frequently than others during the lesson.
12. Students' performance during pair/group-work activities: Teacher's arrangement of students into small groups, monitoring of students' time-on-task during group work.
13. Classroom interaction: the way the teacher monitors both teacher-student and student- student interactions.
14. Use of textbook: the extent to which the teacher resorts to the textbook during the lesson and the types of departure made from it.
15. The seating arrangement facilitated learning.
16. How far teacher divided his or her attention among students?
17. The amount of teacher talk and student talk was appropriate

**Presented Papers on the Theme of Teaching English Language in Large Class
and Related Issues**

1. Presented a paper on "*English as a Foreign Language Teachers' Pedagogical Practices in Large Under Resourced Classroom in Nepal*" at the National

Conference of NELTA held at Solidarity International Academy, Hetauda, Nepal on March 2-3, 2019

2. Presented a paper on “*Managing Unwanted Behaviors in Large ELT Classroom at Secondary Level*” at the TESOL-NELTA Regional Conference & Symposium 2019, Nepal held at DAV Sushil Kedia Vishwa Bharati Higher Secondary School, Jawalakhel, Lalitpur, Nepal on 20-23 November 2019.
3. Presented a paper on “*My Auto-Ethnography of Large Class: Myself A Student And Teacher*” at the 2nd International L.R.I. Success Story Conference of Teachers 2019, on Friday, 16 August, 2019
4. Presented a paper on “*The Rode with Many Bumps- A Large Class Teacher’s Experience*” at the Third Annual ELT and Applied Linguistics Conference, organized by Department of English Education, Tribhuvan University, Kathmandu, Nepal.
5. Presented a paper on “*Nativization of Words From English Language in Nepali*” at the international Conference of Linguistic Society of Nepal at the Department of Linguistics, Tribhuvan University, Kirtipur, Kathmandu

A Sample of Field Note

