

EXPLORING STRATEGIES FOR ENGLISH LANGUAGE TEACHING TO LARGE CLASSES AT INTERMEDIATE LEVEL IN PUBLIC SECTOR COLLEGES OF LAHORE

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ABSTRACT: *The study is an attempt to analyze the conventional methods of teaching English in large classes in public sector colleges of Lahore at Intermediate level and suggests some alternative approaches and strategies for teachers to manage the situation in such classes. Several researchers agree that large EFL classes affect the quality of teaching and learning. The research design used for the current study is concurrent mixed method. The researchers used both qualitative and quantitative research approaches for this study. The qualitative data were collected through interviews of English teachers. The quantitative data were collected through a questionnaire comprised of close-ended items retrieved from students studying in Intermediate classes. Three public sector colleges of Lahore were taken through random sampling for data collection. Structured interviews and close ended questionnaires were used as instruments for data collection. Six English teachers were interviewed while questionnaire was administered to 60 Intermediate students. The data reveal that both teachers and students are facing unfavourable situation in the classrooms. The problems which the teachers face while teaching a large class are uninspiring atmosphere, classroom discipline, lack of resources, uninterested students, lack of individual attention, institutions without A.V. aids, wastage of time, lack of motivation and many others. Teachers use only lecture method to teach English throughout the academic year without bringing any change or variety in their teaching method which makes the learning passive and uninteresting. Teachers need to focus on activity based teaching, collaborative teaching, use of group work or interactive approach for better and effective results in a large language class. The government should play its vital role for the reformation and development of the public sector colleges.*

Key words: English Language Teaching, Large classes, EFL classes.

INTRODUCTION

Large classes impede the quality of teaching and learning but there are rare studies which deal with the problems of large size English language classes in the context of our public sector colleges and give some recommendations to improve the situation. Because of the overcrowded classes, teachers do not take pains to use any other teaching method and they do not feel comfortable to move the students for the fear of discipline and wastage of time. They also lack adequate physical resources. The sedentary situation seems to be because of lack of proper training on the part of the teachers as well as want of adequate attention on the part of the students. According to scholars [1] "the steady increase in the size of student groups has implications for methods of teaching and learning which have yet to be addressed in a systematic way."

There is no doubt in acknowledging the importance of English language teaching not only in the Public sector colleges but even in the whole education system. The importance of English in academic set up is apparent from the fact that English is compulsory till the graduate level whereas expected medium of instruction by administration for English teachers is English but it is hardly ever used. In spite of this fact, the general competence of public sector college students in English is very poor. So, the need required in large classes of the Public sector colleges is to make the learners interested and learning effective. Otherwise, all efforts to promote the language will go to wall. Generally, large class in a public sector college is a necessary evil and there is no way out to avoid or get rid of it. A teacher has to make extra efforts in this case if he wants to have good results in his class.

The objectives of the study are to investigate and analyze the problems of teaching English to large classes in the Public

sector colleges of Lahore, and seek strategies to cope with them. Definitely, the knowledge and experience of those dealing with the situation will help to bring improvement and change in the ongoing situation. This study will also pave path for other English language teachers who deal with large classes especially in public sector colleges and followers to work on smooth lines, using better teaching strategies and techniques for better results.

REVIEW OF LITERATURE

This part of the research proposal presents the review of previous research studies regarding the size and problems of large classes along with the use of different teaching strategies.

The Definition of a large class

There are divergent opinions and no global definition on how large the number of students should be in a so called large class. An author [2] does not provide any quantitative definition of what constitutes a large class, as perceptions of this varies from context to context. Ward & Jenkins [3] describe that there are institutions where we find a group of hundreds of students. Mostly, first year students of Intermediate level often report feeling overwhelmed, daunted and shocked by class sizes of 100 students or more. Kumar [4] considers large English classes as consisting between 35 and 100 students. Large classes in the United Kingdom are ranging between 25-30 learners [5], in the United States more than 35 learners [6], and in developing countries 60 or more learners (Valérien [7]; Michaelowa, [8]). However, most English teachers generally agree that a language class with 50-60 or more students is large enough.

Effects of large classes on teaching English

No doubt, there could be problems which are commonly perceived with the teaching of English in large classes. The

problems associated with teaching in large classes can be physical, psychological and technical. There are researchers and writers who agree that large size class definitely affects the quality of language teaching and causes so many problems.

Malik's [9] study showed the following:

The large number of students in class is perceived by English Teachers as a major constraint (90.29%) in the effective teaching of English with students (69.75%)

agreeing that the large class size constrains their efficient learning of the language (p.73).

Impact of large classroom on learning

Michaelowa [8] studied Sub-Saharan African countries on the impact of large classes on basic learning competencies. She concludes that there was an inverse relationship between class size and learning outcomes. That is, as class size increases, student learning decreases. She further adds that 62 students per teacher was a threshold number. She argues that once classes surpass 62, effective learning stops. Hayes [2] summarizes learning effectiveness in the way that all teachers want their students to learn English. They are understandably worried if they don't know who is learning what in large size classes.

Effect of large classroom on teachers' practice

Large classes are a great trial on the teacher's ability to manage time, requiring more time to be devoted to task management and behavioural management instructions. "Large classroom can negatively affect two significant and interrelated aspects of teacher practice namely instructional time and classroom management". (p. 6) [10]

Effect of large classroom on students' engagement

Benbow and Oliver analyze, "Class size has many effects on students' engagement, behaviour, and student retention"(p. 7) [10]. Finn, Pannozo and Achilles [11] described students' engagement in two forms: social engagement and academic engagement. Social engagement means how a student interacts socially with teachers and other students. Academic engagement means a student's attitude and response towards learning process. They summarize when students are placed in smaller classes they are more engaged, both socially and academically.

Large classes and disciplinary problems

An author [12] is of the view regarding discipline in large classes that many teachers are worried by the physical constraints imposed by large number of students in confined classrooms. They feel unable to promote teacher student interaction, since there is no room to move about freely and frequently than they do in small classes and they mostly have to teach standing at one place. Some teachers also feel that teaching in large classes is physically and mentally very wearing. Moreover, he points out that teachers are often worried by the disciplinary issues of large classes. They feel they are unable to control what is happening. Very often, they lose their concentration when the classes become too noisy.

Lack of individual attention to students in large classes

Many teachers show concern that they are neglecting the needs of their students as individuals and are unable to listen to them individually. Xu [12] analyzes in his study that psychologically some teachers feel it intimidating to face a

large crowd of students, especially when they do not have much idea who their students are and what their students are expecting from them. To the teachers in large classes, students are not people but mere faces.

Poor evaluation by teachers

According to Xu [12], other problems such as monitoring attendance and checking assignments are also constantly worrying many teachers involved in large class teaching. He stresses that teachers feel a responsibility for checking all of their students' work, and are worried if they cannot do so. If they do they cannot even justify and maintain standard.

Overall situation of teaching English in public sector colleges

When we study different writers through the following headings given below we see that the overall situation and picture of teaching English in public sector colleges does not seem very satisfactory.

Poor teaching methods and assessment in public sector colleges

Malik [9] has very clearly described this situation in her study that teachers and students are not satisfied with the present standard of teaching of English. Both English language teachers and students are of the view that poor methods of teaching English, faulty examination system encourages rote learning without comprehension, difficult literary texts and large size classes are major factors that constrain effective teaching and learning English.

Teacher-centered teaching in large classes

Malik [9] sums up by saying that poor and outdated teaching methods are a major restriction to the effective teaching of English language to large classes in colleges of Lahore. Her findings of the study show that the teaching of literary text through teaching translations into Urdu is the most frequent activity that dominates the English class in the present context. She further reveals through her study that the role of the student for the major time in the English class is a passive one. Xia [13] describes both positive and negative aspects of teacher-centered teaching. In teacher-centered teaching students are able to get a good language model from the teacher which may improve their listening skill only. On the other hand, teacher-centered classes have its disadvantages as well. Students working in a whole group get little chance to practice or to talk at all which mars their speaking and reading skills. So, the need is for a transition to more effective communicative task based methods of teaching English.

De-motivation due to lack of teaching resources and learning equipments

Michaelowa,[8]; Hanushek,[14] as cited in Benbow and Oliver [10] that one of the biggest problems in developing countries, faced by large classrooms, is the quality and quantity of appropriate learning resources and classroom equipment; such as benches, textbooks, blackboards, chalks, and other teaching and learning supplies. The availability of such resources and equipment can improve the achievement scores by 2-3%. Xu [10] is of the view in his study that technically teachers have to be capable of using microphones and over head projectors to make their students listen and see clearly. "Most English language facilities in Pakistan lack audio-visual aids, which are proven to be conducive to

language learning”[15]. Malik’s [9] findings indicate that Pakistani college students have very limited resources and learning opportunities in colleges to learn English which is a compulsory subject at Intermediate level. Moreover, she analysis that in Pakistani public sector colleges teaching methods must be effective within local realistic limitations. Some major constraints determined in the study are the large number of students in college classes and the weak language proficiency of students in English at entry into class.

Untrained teachers

“The tendency among directors of English language institutes in Pakistan is to hire teachers with little or no background in Teaching English to Speakers of Other Languages (TESOL), grossly ignoring the fact that language teaching is a skill which must be acquired through investigation and discovery” [15].

The minimum qualification for college teachers to teach Intermediate and Graduate students in Pakistan is holding Masters degree in the concerned subjects. Provincial Public Service Commission recruits these college teachers without giving any pre-service training in language teaching. As a result, English teachers are inadequately equipped and appointed in the public sector colleges to teach language using the only lecture method. “Training in ELT/TEFL is therefore essential to equip English teachers with education and skills to manage large classes and to teach remedial English”. [9]

Use of effective English teaching strategies to manage large classes

There are methods teachers can use in large classrooms while teaching English language but they are not as many as available to teachers in small classes. The basic requirement for any large size language class is the skill of developing variety of tasks.

Collaboration among students and activity based teaching

Collaboration entails the principle of co-operation. It means working together to achieve a common purpose. This implies activities in which each participant or both partners in a pair or each member of a group has to make a distinctive and necessary contribution towards achieving that common goal. There are many techniques and ways in which this principle can be realized for teaching English in a large class. Smith and MacGregor [16] suggest that in large multi-level classes, where the extent to which the teacher can be involved in all the learning activities in classroom is physically limited, collaborative ways of working are essential, in order to make the most of the available human resources i.e. the students. The most practical way of converting this limitation into an opportunity for learning is to create opportunities for students to adopt some aspects of the teacher’s role, both for themselves and their peers. This shift of responsibility pays off not just in terms of efficiency, but is likely to help to make students better learners, as they are placed in a position where they have to participate more, and develop learning skills, such as negotiation, self-monitoring and self-evaluation, which will be valuable in their specific disciplines as well as their language learning. Collaborative learning represents a significant shift away from typical teacher-centered or lecture centered teaching approach to students-centered teaching approach in a college classroom. In

collaborative classrooms, the lecturing, listening and note-taking process may not disappear entirely, but it lives alongside other processes that are based in students’ discussion and active work with the course material through more involvement of students.

Improving traditional teaching methods

The large size of a class should not be an excuse of not improving on the traditional methods or not trying various other methods apart from the traditional ones.

According to Bonwell and Eison [17], the modification of traditional lectures is one way to incorporate active learning in large classrooms. Their research has demonstrated that if a teacher allows students to consolidate their notes by pausing three times for two minutes each during a lecture, students will learn significantly more information. They mention two other simple but effective ways to involve students during a lecture are to use brief demonstrations or short ungraded writing exercises or tasks followed by class discussion. Use of certain alternatives in the lecture format may further increase student level of engagement and comprehension.

Effective use of large and small Groups

Pasigna [18] says when a teacher wants to teach a new or difficult skill, it is best to break the class into groups of 15 to 20 students instead of teaching the whole class all at once. Teacher-led instruction will occur at the first group, during which the other groups are given practice exercises on the previous day’s lesson that they can do themselves without the teacher. In the beginning, it seems difficult and time consuming process but, in the long run, pupils will have fewer learning problems. Within these groupings, all pupils should be given opportunities to lead the group, and ensure change the grouping once in a month or two months.

According to Ning [19], in a large class, a well-planned group work with each group given clear, defined and achievable goals, can promote deeper and broader learning outcomes for all students. It not only can help students develop language and communication skills but also can give them opportunities to experience cooperated learning. The positive and pleasant learner-centered language teaching atmosphere will help to realize the notion of competition between individual students into a race of different groups. In a large ELT class, the advantage of group work may be doubled. On the one hand, in one sheer mass of students, too many students make it impossible for the teacher to give proper directions to each of them; on the other hand, the many students make it easier to share their ideas. With all these merits, group work is no doubt a very reasonable choice in large ELT class.

RESEARCH METHODOLOGY

The research design for the current study was mixed method. It employed concurrent mixed method which involved both qualitative and quantitative data. The qualitative data was collected in the form of interviews from English teachers of the colleges proposed for the study. The quantitative data was collected through a questionnaire comprised close-ended items received from the students. For the results of close-ended items of the questionnaires, quantitative approach was adopted.

Tools for data collection

Structured interviews from 6 English language teachers, teaching in three representative public sector colleges of Lahore, were recorded and transcribed. A close-ended questionnaire based on likert scale was administered to 60 students of the same colleges. Twenty students from each college were selected to fill in the questionnaire.

Questionnaires provide standardized information in an objective way from a large portion of a group [20]. The close-ended questionnaire used for this study was intended to provide quantitative information. This was distributed among students of large classes of the given colleges. It would be feasible to get data on larger scale through questionnaires. Along with questionnaire, structured and open-ended interviews of English teachers had been taken and recorded for obtaining teachers’ responses regarding large classes. Interviews with different college teachers would provide in depth analysis into their views about the problem of handling large classes.

For this study, questionnaires and interviews were used as tools to collect truthful information. The researcher designed a questionnaire for the students of the sample of the population and conducted structured interviews of English teachers from the sample of the population of the study. Keeping in view the audience, the researcher considered both these tools appropriate to collect truthful information. Then the collected data was transcribed and analyzed statistically through Microsoft Excel.

Population of the Study

All the 12 public sector colleges (Boys) of Lahore city comprised the whole population of the study. The number of colleges was confirmed from the office of the Directorate of Public Instructions Colleges, Punjab, Lahore.

Sample of the Study

The following 3 major colleges were taken as sample through stratified random sampling of the study for data collection, as

each of them is the true representative of the authentic and reliable opinion from each side of the population of its specific area of Lahore. These colleges were taken as sample of the study because their teachers and students had the same background and represented the true population. These colleges were:

1. Government Islamia College, Railway Road, Lahore.
2. Government M.A.O. College, Lahore.
3. Government College of Science, Wahdat Road, Lahore.

Two interviews from the teachers of English departments of each of the above-mentioned colleges, and 20 questionnaires from the students of Intermediate classes (level 11-12) from each college of the sample of the study were conducted for the collection of truthful information. There were total 6 structured interviews of teachers and total 60 questionnaires of Intermediate students. After that, the collected data of the teachers’ interviews were transcribed and analyzed qualitatively. The interviews of the teachers were recorded in an audio cassette and the cassette was attached with the copy of the study. The responses of the close-ended items of the students’ questionnaire were described quantitatively through finding percentage in the form of a table.

RESULTS AND DISCUSSION

In order to describe the facts, it is necessary to discuss and contextualize the analyzed data of teachers’ interviews and students’ questionnaire with research questions which may lead the researcher to conclude the findings of this study.

Through the data collected from English teachers of different public sector colleges of Lahore, there is no doubt in acknowledging that all the teachers have to face large size classes having 60 to 100 students. However, in this context, the majority of the teachers agree that they have to teach in large classes.

No	Statements	Strongly Disagree					Strongly Agree				
		5	4	3	2	1	5	4	3	2	1
	Feel happy and comfortable in a large class.	0%	5%	8%	5%	3%	0%	1%	6%	3%	
	Large size of my class helps me learn better.	0%	1%	6%	5%	8%	0%	3%	2%	3%	
	Attention span increases in a large class.	0%	0%	5%	7%	0%	5%	2%	2%	5%	
	Get enough chances or encouragement to express myself in a big class.	0%	0%	6%	1%	8%	6%	1%	5%	5%	
	Teacher allows students enough time to talk/ answer his questions.	1%	1%	1%	5%	8%	1%	8%	1%	8%	
	Get individual attention from teacher.	0%	3%	0%	1%	0%	5%	6%	3%	6%	
	Teacher is able to maintain discipline,	0%	0%	1%	2%	1%	4%	3%	2%	3%	
	Teacher is able to develop/ sustain interest in his lesson through Lecture Method. (For example, non verbal behaviour, intonation, voice tone etc.)	1%	5%	2%	5%	3%	1%	8%	1%	8%	

Table 1

Effects of large classes on teaching and learning

All the teachers and students accept that their teaching and learning is affected respectively due to large size of class. It is obvious that large class size not only adversely affects the pedagogical process, but also the environment. Besides, a large number of students also confess that they do not learn more and better in a large class. Almost 95% students have responded that they cannot focus on the lecture in large classes. 83% students say that they do not get a chance or encouraged to express in the class. The sheer size of class definitely hampers the learning of the students as well. 76% students state that they do not learn better in such classes. 71% students are of the opinion that teachers cannot sustain their interest in a large class.

In the light of the responses of the teachers, it is evident that they face disciplinary problems due to large number of students which makes management of the class very difficult. Teacher D states, *“Most of my time is wasted to control students and taking roll calls”*. Even they cannot pay individual attention to the students. Teachers cannot move properly in the classroom and at the same time they have to speak very loudly in the class, because it is very difficult for the students sitting at the back benches to give proper attention, and understand the lecture in a proper way. Teacher B says, *“Large classes are difficult to teach because I have to face a lot discipline problems. Moreover I have to labour hard in controlling the class.”* At the same time, it has also been observed that large class affects the mental and physical aspects of the students which impede their learning. Says teacher E, *“Obviously, I have to put extra efforts to make students learn difficult concepts. However, their learning is badly affected owing to a large number of students in class.”*

Overall situation of teaching English in public sector colleges

As data show that generally the situation of teaching English in all the public sector colleges of Lahore is monotonous and uninteresting. It has also been observed that in all the colleges lecture method is the only technique used to teach English throughout the academic year. Their focus is just to cover the syllabus which makes the teaching and learning process dull, boring and ineffective for both teachers and students. Teacher B confesses, *“Most of our teachers are unable to provide satisfactory academic results, but they are able to control the discipline of the class by showing harshness to students.”* Moreover, in these public sector colleges, teachers have to take some disciplinary measures in order to control the large classes, as a result, teacher G states *“the classes are commonly teacher-centered where only teachers react and make the students just passive learners”*. Students have no participation in any activity and thus lose their motivation and show no interest in learning language.

The data also point out a very important fact that the teachers are not provided with *“audio visual aids”* to make their teaching interesting and effective in public sector colleges. They only have black boards as teaching English aids in their colleges. The researcher also comes to know that a large number of teachers agree that they need training to teach and manage such large classes. They also need to learn the use of audio visual aids and there must be lectures, seminars and workshops for teachers to tell them how to manage large

classes and how to utilize these technological aids and arrange activities to teach English effectively. But unluckily, the fact is that all these things are not being practiced.

Use of effective strategies by English teachers to manage a large class

It is clear that majority of the teachers acknowledge that they should try to involve their students in the class through various activities like certain discussions, drills, role play, asking short questions, arranging quiz competitions and making groups of students which may improve the speaking and reading skills of students. Pulverness [21] describes that in a large English class variety of tasks is a very effective way of engaging students with different level of attainment and at the same time a way of maintaining their involvement. He describes that It is not always necessary to set up differential tasks. For example, another kind of variety may be achieved through a process of repetition. Students can be asked to write outline notes as basis for summaries of different texts or different sections of the same text, and then, without referring back to the original text, to use their notes to report what they have read to a partner, then to other partners of the class, and so on. At each successive stage, the partner's questions and suggestions for clarification should enable students to revise and refine their oral summaries, so that they can eventually produce their own more reliable written materials.

But, in public sector colleges the focus mainly lies on only listening skill and reading is just to cram and cover the syllabus whether they understand or not. However, most of the teachers agree that they have only teacher-centered class in their colleges, but at the same time they do not deny the importance of students-centered teaching. They further opine that inclination to any of the extreme may mar the effective learning in the class. It should neither be a teacher-centered class nor be a student-centered class. A few teachers argue that preference should be given to students-centered classes, so that they can involve students in activity based teaching and at the same time, they can observe the learning behaviour and responses of the students, and further they can assess their learning through activity based teaching. It seems that they are nearly favouring interactive approach and want to implement this approach to teach English in large classes but their opinions seem less practical and more verbal. In interactive approach, teaching seems teacher-centered and teacher-dominated, but teacher deliberately grants occasional opportunities to students to interact and speak either with each other or with the teacher in the classroom. On the other hand, the central role of the teacher almost disappears and students play a vital role in the learning process through their active participation. Moreover, these teaching methods provide students emancipation from the constraints of teacher centered class, and allows them learn independently with the realization of their own ability. It can further be said that this method is a source of innovation which replaces the commonly used lecture method especially for large classes.

Effectiveness of group work in large ELT classes

There is no variation among teachers in accepting the opinion that, in a large English class, group work strategy is more effective than pair work. A teacher can easily involve students in activities, keep his eye on individuals, and ensure

himself the participation of all the students in group work instead of managing one sheer group of mass but they do not practice the use of group work frequently because teachers have their self assumed apprehension. Some teachers express their concern that generally students are not socially cultured and they also need training for such group work and activity based learning and they hesitate to take any initiative. A few respondents also fear that they have little time to bring innovation in making lesson plans to be carried out in a large class. But, it all depends upon a teacher. If effective preparations are made well in time and if necessary guidance is taken from colleagues and modern ELT resource books available in the college libraries, a teacher can benefit as much as he desires in his limited resources. Their concern does not hold its ground that the use of group work may lead to any extreme in which a teacher may lose his position and importance. A good trained teacher knows how to supervise all the groups, and shifts his responsibilities on the shoulders of group heads, facilitates them when they need help, thus required positive results can be achieved; otherwise, it will be just killing the precious time of the learners. Because these are the teachers who need courage and training to apply these things because it requires a lot of planning and hard work on their part. Unless, this communicative and activity based teaching is applied in the classrooms, with a span of time, the students will be used to this type of learning. The situation will be no more abnormal even for teachers and students. If a teacher sets his objectives and plans his lesson well, he can get better results in a large class even in short time. For example, a teacher can involve the whole class by using various activities and group work to teach reading and writing skills by utilizing the same text book of Intermediate students in a class of 40 to 45 minute.

RECOMMENDATIONS

Government should open new colleges according to the ratio of ever increasing population of the city. At least, the existing condition of the building and classrooms of the public sector colleges should also be improved.

More trained English language teachers should be appointed to lessen the burden on teachers and improve the teaching quality. Teachers' training workshops should be arranged to equip the teachers of various teaching strategies and methodologies. So that they should know how to manage and show good results by adopting various methods of language teaching in large classes. However, teachers should ensure the needs of students and plan these strategies accordingly.

English language teachers should promote communicative approach for language teaching by adopting activity based teaching, especially in large classes. Teachers should encourage students to communicate in the class with peers and teachers as more as possible to develop their confidence and language skills.

Use of group work is another option that language teachers should exercise in their classes to meet the needs of the students and reduce the problems of discipline control, individual attention, assessment etc. They should make sure what sort of strategies or activities should be adopted according to the situation in large language classes which may prove very beneficial.

Teachers should have awareness of group dynamics. They should be skilled enough and know how to make and manage groups keeping in view the intelligence level of students, assigning leadership role, change in groups and leaders, giving chance to all by rotating the groups, distribution of work to each group member etc.

Collaborative learning is another way which should be developed in students by teachers to form study groups even after the class. The class teachers should provide activities and students are expected to complete the tasks with peers. Such tasks should be given to compel them to work together. If it is possible for Government and resources allow the provision of the modern tools of technology like multimedia, audio visual aids etc. to Public Sector Colleges to improve and promote the standard of language teaching. It can motivate and enhance the interest of the learners as well to meet the needs of modern era.

CONCLUSION

The study confirms that large classes that comprise of more than 50 students in public sector colleges of Lahore at Intermediate level pose numerable problems for teachers and students to teach and learn respectively in many ways. Benbow and Oliver [10] conclude in their report that classroom management is a sizable obstacle to many teachers. Those who teach in classes more than 50 students, managing the learning process can become quite difficult.

It has been seen that there is no proper teacher-student interaction in a large ELT class and teachers are unable to pay individual attention to students. Only lecture method which is the traditional form of teaching has not produced any positive effects for language teaching in large ELT classes. Xia [13] mentions that it would be neither wise nor interesting to overuse one method. In fact no method can be used at anytime, anywhere, and with anyone. Therefore, the teacher should constantly adjust his or her ways of management according to learners' needs, time and real situation. However, one thing should be kept in mind when working with a large class is to have all learners participate in the learning process during the time available, and help them become less dependent on teachers inside and outside the classroom.

The study has proved that much time is wasted by teachers just to control the disciplinary problems of the class and rest of the time is allocated to cover the syllabus through one way communication by teachers without participation of students and activity based teaching.

Deprivation of use of technology like audio visual aids for language teachers in public sector colleges has shown a deterioration of students' motivation for effective learning. It is the need of the time for provincial and federal governments to pay heed to the recommendations proposed in the study regarding the issue.

English language teachers in public sector colleges need to attend training workshops and lecture on regular basis to perform their duties well within constraints. Gibbs & Jenkins [1] have suggested that there is need for professional development for teachers and course managers in relation to large classes and there should also be availability of basic

classroom equipments and resources for better results as cited in Herbert *et al.*,[23].

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