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**RESEARCH PAPER**

**Challenges in teaching and learning English in Large Classes: A Case Study of Remedial Classes in Sindh University**

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**ABSTRACT**

The paper was led at the Department of English at University of Sindh. The section has perceived a vast development in the registration number in the previous period which outcome in growth in the section dimension. This has produced tasks for Students. Although the phases derived by the supervisors decrease the figure of the Students, the tasks of session crowding continue. The section of English, only registration of most 300 Students: it is an enormous figure needed if we take into attention the convenience of services & possessions. The object of this investigation is to describe the administrative & instructive tasks that are often faced by commerce with high modules & the effect on Students' education. Furthermore, this paper recommended a few offers on how to contract with session overpopulation. The conclusion of the ending openly determines that high session dimensions harm the value of education.

**KEYWORDS** Class Size, Large Classes, Overcrowded Classes, Teaching English

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**Introduction**

In the twenties, professors, Instructors & specialists, in the sphere of instruction, have been disturbed by the exploration of the parts conducted with the instruction & the education procedure. The first of the central problems has been the effect of class scope on the students' realizations. According to Messineo et al. (2007), "Notices in the effect of class scope on instruction & education has appeared then the twenties" (P.126). Need numerous revisions, centrally on undergraduate students, have been led (Edmondson and Mulder, 1924; Glass and Smith, 1979; Hedges and Stock, 1983). Though the problem appears extra difficult at the tertiary stage, abundant surveys were led in Elementary & Secondary Schools. Kerr (2011) opinions out that "fewer educations have evaluated the effect of class extent on the knowledge involvement & results in the postsecondary framework, & even rarer quite in the Canadian or Ontario perspective". Investigation of the impact of class scope on pupil presentation has outcomes in rather contentious ideas, descriptions & thoughts. The connection of the influence of class extent with a selection of further influence was first the cause behind such a disagreement. There was no agreement between investigators about the meaning of the high section. Kerr points out that the meaning varies conferring to the correction, the stage & environment of the class & the insights of professors & personal Students. He debates that a high class may conduct a preparatory class of 700 Students or a higher year session with fifty. Also, in a few countries, 25-30 Students per single instructor could be reflected high, although in further countries this is realized to be regular or uniform quite a little. Mulryan-Kyne (2010) acknowledges that it is not that simple to

control accurately what establishes a high section, centrally in a tertiary stage knowledge framework.

## **Literature Review**

### **Effects of Small Classes: A Controversy**

It is commonly supposed that an instructor's impression is extra relaxed in instruction in little classes than in high classes. Hence instructors are permanently in favor of little classes & they are scared of high classes beneficial to education. It offers further causal for detail sympathetic of the curriculum & various methods of generous commands. There is, though, indeed for practical proof to appear how little class donates further to education than high class. The inquiry of whether little class is good or bad sustained to be the hotly discussed theme in the 1980s (Shamim, 1993). Smith & Glass (1979) are the initial authors who measured the impacts of class performance on instructors & Students about class scope. The single significant quality of little classes is the excellence of the class setting. At the K-3 stage of a kid's learning, little classes improve hypothetical presentation (Achilles, et al. 2003). It, not just reasons fewer corrective tasks, but it provides Students a chance to attend higher information & further interest (Zahorik, 1999). Lecture also appearance that there is a constrictive impact on accomplishment established by good outcomes in initial learning. 15 Wright et al. (1977) have completed an important quality investigation at the fundamental stage on marks four & five in schools in Toronto, Canada. Instructors of thirty-four schools were delivered with classes of 16, 23, 30 & 37 Students. Concluded a survey, & an arrogance balance, instructors', Students & parents' thoughts & approaches were composed. The Students success was also measured in different matters. The outcome appears that the Students ongoing further separate devotion when the class scope touched lower thirty. Students were purer abstractly in section sixteen; the section became blaring when the figure of Students improved from thirty to thirty-seven. This appearance that there were clearances of teaching in section sixteen, however, teaching became uncertain in section thirty-seven.

### **Anonymity in Large Classes**

The prior segment offered results about the problems of pressure: further central problems that indeed are to be spoken about here are the obscurity of Students in the class & its impact on education. Anywhere there is a large figure of Students, it is various for instructors to recall the designations of learners in a class. Therefore, Students continue anonymous to the teacher & every additional in Large classes (McKeachie, 1999). Obscurity reasons an absence of empathy between Students in Large classes & "avoid Students" inspiration to involve in the knowledge procedure' (Yazedijian & Kolkorst, 2007, p. 164); it similarly creates an absence of accountability for the effort. Students are moreover inspired to involve in the class themselves, & they are probable to be inattentive from the class; Students then separate themselves from the section as the outcome of obscurity. Due to this absence of accountability, Students can barely improve their serious thoughts, & can't involve in theoretical creative deliberations. Therefore, Students misplace their attention on the class knowledge as these tasks reason for the absence of clearness of ideas (Cooper & Robinson, 2000). The instructor's practice of the oration technique to explain, not just improves obscurity but also, moderates the occasion for them to contribute in the class; it also loses to accommodate the various education graces of their education (Mbuva, 2003). Like secrecy, there are tasks of the absence of contribution of Students in high classes, which I will converse about in the subsequent segment.

2.3.4 Students' absence of contribution in high classes'' active contribution of Students in a class is a foundation of improved education. Attractive & connecting Students in education support them to remember & preserve education for a long duration which then would be misplaced (Bransford, 1979); Weaver & Jiang, 2005). It also supports Students in instructing serious thoughts (Graside, 1996). Though the active contribution of Students is described, it is scarcely attainable in high classes. Lecturers express virtually 80% duration in the class & strain during the 20% of learners' speaking duration, just 10% out of 40% of learners contribute to the conversation in the class; in these section 5 Students control the debate, while the relaxation of the Students continues inactive 23 contributors just to nod, laugh while need & avoid speaking in the class to protect himself mortification (Fritschner, 2000 in Weaver & Jiang, 2005).

### **Material and Method**

Data were composed through the practice of survey. Questionnaires were assumed to 200 Students from the initial, second & third-year bachelor's. The contribution includes 75 Females & 125 Males. Questionnaires comprise open-ended, multiple-choice, & scalar replies & they rotate around the subsequent problems; valuation & class scope; the superiority of valuation, assessment capacity, providing outcomes, correction of valuation & design, assessment capacity; sprites of separate & anonymity in Large classes; regulatory absenteeism in Large classes; a conversation among instructors & Students; problems encountered by instructors in Large classes; problems encountered by Students in Large classes.

### **Results and Discussion**

Total the Students explosion that Large classes are mostly very loud. External of the 200 Students surveyed, 169 Students explosion that they favor little classes; as students of external linguists, they indeed to be actively complicated. 180 Students faith that sure components such as printed thoughts spoken thoughts, procedure, & phonetics should be taught in actual little classes & the figure of the Students should not surpass 15. Just 22 Students say that they favor large classes because they are university Students & education in a congested talk hall is abundant extra inspiring, stimulating & challenging. The contributors in the entire state have previously knowledgeable instruction in large classes, & except for two, they have happened problems. Total of the Students explosion that they were not skilled in how to explain large classes. As respect class presence, 155 Students out of 200 reported that they avoid class further simply in a little class than in a large one. 88 informers reflect that the section's presence rule is substandard while 59 assess it as good & 35 appraise it as actual good. 94 out of 200 Students faith that classifying in class is sometimes reasonable, for 50 Students, it is frequently reasonable, for 322, it is infrequently reasonable, for 18, it is permanently rational & for 6 Students, it is not-ever impartial. Concerning the outcome delivered by classifying, the maximum of the Students explosion that it is furthermore of the time spoken. 99 Students report that the outcome is well, 69 Students approximately it is poor, & 20 Students speak it is reasonable & just 13 Students speak it is brilliant. The tasks that Students encounter in large classes contain sound, interruption, unfair assessment, absence of inspiration, absence of self-possession & separation. The explanations were recommended by 188 out of 200 Students.

### **Discussion**

The outcome recommended that class scope plays a significant character in the instruction & teaching procedure. Furthermost the instructors, in the section of English,

have previous knowledge of instruction in Large classes & the tasks they have encountered back up the statement that class extent affects the learner's realization. The class scope impact the instructor's selection & choice. Maximum of them, if not total, faith that the Large class needs a superior stock of time & possessions. For numerous instructors, conclusion competent methods & time to connect with a better figure of Students, to evaluate their presentation & to solve hundreds of examination papers is an abundant task. Blatchford et al. (2002) illustrated parallel results. Their education in English infant school delivered reliable proves that in little classes further instruction took residence: kids were additionally expected to cooperate with their instructor, as they were further repeatedly the attention of an instructor's consideration.

In Large classes, Students are additional prospective to hop classes. Need, presence in such a situation is very challenging for the resistor. Maximum of the instructor's faith that absenteeism should not be bored in the section & that a competent presence organization should be realized. The faith that the Students who can't join classes frequently miss the occasion to education from their instructor & their peer as well, & those who appear classes frequently have a well choice to study the prospectus. Conclusion of numerous education has established a connection between presence & marks (Silvestri, 2003; Hammen and Kelland, 1994; Callahan, 1993; Van Blerkon, 1992). Presence must before be controlled minimum seminar where the figures of entourages are decreased & where Students are obtainable further chances to obtain the pertinent academic ability such as replying to the survey, intelligent critically, assessing, sympathetic, procedure & producing knowledge, sketch decision & involving the linguistic in various circumstance of practice. Students of external linguistics should be assumed further chances to use the ability attained further regularly & together verbally & in the inscription.

The instructors agreed in the interpretation that for the third year of education, the component should not be trained using orations just or minimum the talks must be tailed by deliberations. Students indeed to be actively involved in the lesson & must be clear to contribute in class conversion & request & solution inquires.

First of the greater dangerous tasks handled by Students in Large classes is the sensation of separation. Students are not just unsigned together the instructors but to single alternative, to need, Students who observe that they are anonymous frequently impression less individual obligation for education, have reduced inspiration to study, & join class less regularly (Cooper, Macgregor, Smith, and Robinson, 2000).

The outcome recommended that the instructor favor little classes. The explanation they deliver is that in Large classes they are visible to relatively a heterogeneous framework. It is an actual task for them to meet total the Students' indeed or to found principles & standards. Further idea is that instruction components like Verbal semantics, and morpho-composition. Printed appearance, investigate procedure or uniform American, British & African cultivation, need specific efforts such as inspiring collection effort, positive discussions & organizing seating.

Assessment in common & constant valuation in specific is also precious by class scope. It is not a simple challenge to improve operative happening. Instructors should obtain satisfactory exercises to improve suitable valuation tools & practice suitable means to deliver outcomes. The response delivered by Students appears that instructors should do their best to deliver sufficient printed outcomes instead of using the class extent as a reason. In general, these conclusions were reliable with prior investigations

that class scope does impact Students & teachers in a figure of methods (Largegs, 1999; Carbone and Greenberg, 1998; Ward and Jenkins, 1992).

### **Conclusion**

The education was led to appear how the instructors & Students, at the section of English at Sindh University, contract with the excrement of class overpopulation. The outcomes prove that class scope can affect instruction & education in various methods. A class with a great figure of Students led to improved figures of academic & educational problems, which in the chance to develop administration & organization accountabilities. When the Students protest of the absence of chances to rapid themselves, the instructors protest of inactive assignation on the piece of Students. A minority of instructors campaign the statement that a large figure of Students in class delivers occasion for progressive instruction & study practices. The faith that variety in large classes can propose an accidental discovery of numerous perceptions on sequence content. Also, a rare number of Students recognize that learning in Large class is further stimulating & inspiring. Production with Large class needs direction, administration & exercise. Each instructor can improve the method that works greatest for he/she, found on instruction elegance, Students' requirements & abilities, and the aims & purpose of the prospectus.

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