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AN EXPLORATION OF STRATEGIES EMPLOYED IN ENGLISH ADDITIONAL LANGUAGE, LARGE CLASS SECONDARY SCHOOL IN MASERU, LESOTHO

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A research report submitted to the Faculty of Education, University of the Witwatersrand, in partial fulfillment of the requirements for the degree of Masters of Education

Johannesburg, 2010

DECLARATION

I declare that this research report is my own unaided work. It is being submitted in partial fulfillment of the degree of Master of Education at the University of the Witwatersrand, Johannesburg, South Africa. It has not been submitted before for any degree or examination at any other university.

_____-

Mina Senekane

day of 2010

ABSTRACT

Large classes are a reality in many schools in developing countries and while most research tend to focus on higher institutions of learning there seems to be paucity of research in secondary schools. In order to add to the existing research in developing countries, this study investigates the classroom management and instructional challenges that English Additional Language (EAL) teachers of a secondary school in Maseru, Lesotho, face in large classes of about 50-60 learners and the strategies they employ to achieve specific outcomes in the English classroom.

The study is informed by the Malawi Institute of Education (1997) and research of such authors as Nolasco and Arthur (1988), Carbone (1999), Ives (2000), Xu (2001), Visano (2003), Kolo and Francis (2005) and Benbow et al. (2007) who show that teachers face different challenges in large classrooms.

Drawing on the qualitative research design, the data for this study was collected by lesson recordings and follow-up interviews with the teacher-participants. The study shows that the teacher-participants experienced various management and instructional challenges. The most salient management challenges are noise interference, inability to remember and use students' names, difficulty in managing behavioural problems and the abuse of mobile phones in the classroom. Some of the instructional challenges include inadequate time to help learners on an individual basis, insufficient time to enhance qualitative input and a lack of classroom and school resources. Some of the strategies the teachers employ to address these challenges include setting rules and procedure for learners, immediate teacher response to behavioural problems, repeating students' responses, engaging students in group activities and providing additional or remedial classes.

The study concludes that the challenges that teachers experienced in classes that have been defined as large are more than individual teachers can handle. Therefore collective effort from all stakeholders in education is needed. Actively involving students in classroom activities and the use of group discussions seems to be effective strategies that could be used. However, these strategies may not be peculiar to large classes but to average and even small classes. The study recommends that professional development for

teachers in the form of workshops be offered by the education authorities and teachers share ideas in their individual schools.

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DEDICATION

To my late father, Motsoaole, and my late sisters Matseko and Ntemana.
ROBALANG KA KHOTSO *(Rest in peace*).

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CHAPTER ONE

INTRODUCTION

Most teachers and students around the world are faced with various challenges of large classes but the problem is more acute in developing countries. Since this problem is a recurrent one, teachers have to find and adopt means of coping with the situation. This study presents the findings on classroom management and instructional challenges and the strategies that teachers used in large English Additional Language (EAL) classrooms to address these challenges. The research was conducted at a secondary school in Lesotho where four EAL lessons in Junior Certificate (JC) and Cambridge Overseas School Certificate (COSC) phases were recorded, and their respective teachers interviewed. The responses from the lesson recordings and interview transcripts were analyzed against the literature on large class teaching.

1.1 BACKGROUND TO THE STUDY

This section begins with a brief description of the education system in Lesotho as a context in which this study is located. The education system in Lesotho has three main levels: the primary level, the junior secondary level and the senior secondary level. The first level is the Primary Education (the duration is 7 years and children start schooling usually from age 6). By the end of the seventh year they sit for Primary Leaving Examination (PSLE) where they need to pass English which is one of the compulsory subjects. A pass in PSLE examination leads to the junior secondary level which covers three years. At the end, children sit for the Junior Certificate (JC) examination; the children's age at this level normally ranges from 13- 15years. The third level is the Senior Secondary — the schooling duration is two years mostly from age of 16 -17 years. At the end of the Senior Secondary students sit for Cambridge Overseas School Certificate (COSC) examination. In all the three levels, English as a subject determines whether one passes or fails. In other words, students have to pass this subject to be awarded certificates at each of these levels.

In 1998, the Lesotho Government announced plans to eliminate school fees at the primary level. The idea was to help more children access education. At the beginning of 2000 the

government declared the Free and compulsory Primary Education Policy (FPE) effective in standard one for all schools in the country. As it were, the church propriety as owners of 90% of schools in the country did not share this view, but in the end the policy was implemented. As a result of the elimination of school fees and the government decree to provide compulsory education for all, schools experienced many problems one of which is that classes have become overcrowded in most primary schools. A further consequence of the Free Primary Education has been its impact on the secondary schools' enrolment especially those in the urban areas. Although the elimination of school fees was implemented in primary schools only, the government began to offer scholarships for orphans and the needy students in secondary schools, resulting in overcrowding in secondary schools as well (Ministry of Education and Training, 2006). The introduction of the bursary scheme into secondary education for orphaned and vulnerable children provided the opportunity for the poorest of the poor to complete ten years of basic education. In addition, from the 2004 school year the Ministry of Education and Training (MOET) has introduced a Secondary Textbook Rental Scheme which helped in reducing the high cost of education at this level and resulted in excess numbers of students in some of the Lesotho secondary schools. It was estimated that the total enrolment for secondary education from form A to form E increased from 72,437 in 1999 to 83,104 in 2003 (Ministry of Education and Training, 2004).

1.2 STATEMENT OF THE PROBLEM

Large classes are a problem for most of the developing countries of which Lesotho is part. Several definitions of 'large classes' have been posited by various authors such as Nolasco and Arthur (1988), Carbone (1999), Visano (2003) and Benbow et al. (2007) who state that a large class is one with more students than the teacher is used to teaching. However, this study adopts Xu's (2001) definition of large classroom, namely, one which has an average number of 50 to 60 learners. This is similar to the number of learners at the school at which this study was conducted. The large class scenario in Lesotho may be attributed to various factors of which the most pertinent is the imbalance between the number of primary schools and secondary schools. This is to say that the secondary schools cannot adequately absorb the number of learners exiting the primary schools. It is estimated that there are 43,000 learners who exit primary schools but there are only 256 secondary schools in the country (Ministry of Education and Training, 2006). This is

probably due to the introduction of Free Primary Education Policy (FPE) since 2000. The Government's good intention of providing free and compulsory education at primary school level has inadvertently created a problem for intake at the secondary schools; the government has failed to plan strategically. In addition, the government has failed to provide professional teacher development to equip them to manage the large classes effectively.

Another factor that has contributed to overcrowded classrooms is the lack of teachers with relevant teaching qualifications — there is only one teacher training college and one university in Lesotho. According to the Poverty Reduction Strategy Paper (2006) the teacher-learner ratio is 1:40, but in reality the ratio is 1:50 or more in most secondary schools especially in the urban areas (Ministry of Education and Training, 2006).

In large classes of about 50 to 60 learners, teachers are faced with various challenges, for example, maintaining discipline, marking assignments and tests, providing feedback on time, record keeping, time taken in distribution of materials in classrooms, difficulty in managing group work and insufficient (if any) individual supervision. For the purposes of this study, these are discussed as classroom management and instructional challenges.

1.3 AIM OF THE STUDY

This study investigates the classroom management and instruction challenges that teachers of large classes at a secondary school in Lesotho face. It also examines strategies they employ to overcome these challenges. The study is embedded in the context of achieving specific outcomes in English Additional Language (EAL) lessons and shows how these challenges affect teaching and learning in classrooms.

1.4 RATIONALE OF THE STUDY

As a language teacher at a secondary school in Lesotho, I have taught large classes of 50 to 60 learners and encountered many challenges: learner disciplinary problems, not knowing students' names, problems with marking learners' assignments and providing timeous feedback and using appropriate strategies to meet the specific outcomes of lessons. This study intends to investigate whether EAL teachers experience similar hindrances in classroom management and instruction, as well as explore the strategies they employ in addressing them.

Large classes pose problems for most teaching and learning experiences from primary to tertiary institutions in developing countries. According to Ives (2000), the difficulty with these classes is that teachers have to involve each and every one of the students in class activities and with the increased number of learners that becomes almost impossible. Teachers are therefore supposed to find strategies suitable for teaching and learning in large classes of which they lack the necessary professional development. The study also explores professional development (if any) that teachers are given to cope with teaching and learning of large numbers of learners. While Ives has focused his studies on large classes at schools, most evidence seems to be drawn from institutes of higher learning. Nevertheless, there is evidence of research in African classes, for example, in a study of large classes and assessment problems encountered by teachers in secondary schools in Nigeria, Kolo and Francis (2005) report that teachers find marking as well as recording of test scores burdensome. Similarly in South Africa, although at an institute of higher learning, Snowball and Wilson (2005), in their study of macroeconomics, show that economic lecturers face challenges of dealing with large diverse classes at undergraduate level. The challenges include non-attendance of students and poor lecture quality that results in poor students' performance in examinations.

The above problems are not only found in institutes of higher learning but in secondary schools as well. Generally, however, there is a paucity of literature on large classes in developing countries especially in South Africa and Lesotho. Research conducted in developing countries is not as profound as research done in other parts of the world. For example, studies conducted by the Ministry of Education in Malawi (1997:53), Xu (2001) and Holmquist et al. (2002:18) identify challenges (some of which include those

mentioned above) and suggest some strategies in overcoming these challenges. As such this study contributes to existing literature and might also be of benefit to teachers of large classes.

1.5 RESEARCH QUESTIONS

(i) What are the classroom management and instructional challenges that teachers in large EAL classrooms face?

(ii) What strategies do teachers employ in addressing these classroom management and instruction challenges in achieving specific outcomes of EAL lessons?

1.6 STRUCTURE OF THE REPORT

Chapter 1 introduces the aim, rationale and the background to the study. It also explores key concepts and highlights some pertinent literature to contextualize the study.

Chapter 2 reviews relevant literature on the classroom management and instructional challenges in large EAL classes. The strategies that these teachers use to meet the challenges in the learning and teaching are also provided.

Chapter 3 provides the research design and methodology used in investigating the strategies that teachers used in teaching EAL large classes. The advantages and limitations of using qualitative research as the method that was used in this study are discussed. This chapter also includes the discussion of lesson recordings and interviews as the instruments that the study used to collect data.

Chapter 4 provides the presentation of the data collected for this study from the lesson recordings and interviews. The information on the classroom management and instructional challenges teachers faced in large EAL classes, as well as the strategies they employed to overcome them, are presented in this chapter. For each teacher-participant,

the challenges and strategies that these teachers used are presented first, these are followed by interviews.

Chapter 5 provides the analysis and discussion of the main findings of this research. Different themes have been used for the management and instructional challenges as well as the strategies used to overcome these challenges.

Finally, Chapter 6 presents the conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter draws on research pertinent to large classroom teaching in some African countries and other developing countries. Firstly, an outline of the historical background of large classroom in developing countries is discussed. The history is relevant since some of the contributing factors that have led to large classes in the developing countries in general are similar to those contributing to large classes in Lesotho. Secondly, some definitions of large classes are examined. These definitions elucidate the dissimilarities in the size of classes in different countries in order for a class to be considered large. Lastly, the focus is on the literature on some of the management and instructional challenges teachers face in large classes and the strategies they employed to overcome them. The management and instructional challenges as well as the strategies that are employed to overcome them are regarded fundamental in this investigation since they are useful in the interpretation of teachers' responses in terms of the techniques they use for teaching and learning in large classes.

2.2 BACKGROUND TO LARGE CLASSES

Large classes are a problem for most of the developing world and Lesotho is no exception. According to Benbow et al. (2007:1-2), rapid population growth and global initiative for universal education are some of the contributing factors to overcrowded classroom in countries in Sub-Saharan Africa and South-Asia. Population growth is traced from the late 1950s up to the late 1990s. The world's population is believed to have doubled during this time with countries in Sub-Saharan Africa and South Asia witnessing the highest growth rates. It is estimated that at least 6 out of 10 countries in the Sub-Saharan Africa have the fastest growing populations. Angola has been cited as a country where the majority of the population is school-age-children. The increased population growth in Lesotho as one the countries in Sub-Saharan Africa have contributed to large classes in both the primary and secondary schools. This study

therefore attempts to find out the impact of these overcrowded classrooms in the teaching and learning of EAL.

Another factor which has contributed much to the overcrowded classrooms is the global initiative for universal education. Benbow et al. (2007:2) observes that since 1990 there has been a call for improving education access for all children in the world. Goals were set on how to improve education access for all children. One of the goals addressing this matter was the elimination of school fees, which was seen as the best strategy by most governments including Lesotho. In most countries this was done in the primary schools. The government of Lesotho introduced Free Primary Education in 2000 and it covered the full primary cycle in 2006. This subsequently increased drastically the number of students in classes. The problem has shifted to urban secondary schools and this is why the study explores the challenges of large classes and how they are managed in a secondary school in Lesotho. Maleleka (2009) also confirms that there is lack of adequate capacity to accommodate all primary graduates as there are fewer secondary schools than there are primary schools in Lesotho. Furthermore, the government of Lesotho's introduction of a bursary scheme into secondary education in 2004 targeting orphaned and vulnerable children as well as a Secondary Schools Textbooks Rentals Scheme have added to overcrowded classrooms in the urban secondary schools of that country because more students have access to secondary education (Ministry of Education and Training, 2004).

The globalization of the English language has made classes of more than 100 students a challenging reality for many English teachers (Sarwar, 2001:497). English is a medium of instruction in many developing countries of which Lesotho is part. This is due to the fact that it (English) has always been viewed as a prerequisite for best educational opportunities and most favoured professions and top government positions. In Lesotho, English is not only a medium of instruction in schools but also the official language. In addition to the above, it is also in most cases an essential instrument in the economic development of many developing countries. Consequently, English teachers are faced with many challenges because of the large numbers of students in classes (Kennedy, 2006:295). This has triggered the need to investigate classroom management and instructional challenges of large classes in Lesotho as well as to understand the strategies that teachers employ to overcome the problems arising due to these classes.

2.3 DEFINING THE NOTION — "LARGE CLASS"

There is no definition for what constitutes a large class; often a class size is measured in terms of the number of students per teacher and different people have different perceptions of what defines large classes. As a result a large class has no exact size. However, Nolasco and Arthur (1988), Xu (2001), Visano (2003) and Benbow et al. (2007) in trying to define a large class, point out that the opinion of individual teachers and interest groups varies from context to context. For instance, for those who teach in developed countries, their opinion of large classes will differ from those in developing countries. Dion (1996) underscores this position by pointing out that in the literature large classes vary from 25 to 30 learners in primary schools in the United Kingdom but that 35 pupils per class are regarded as large classes in the United States; yet, in developing countries 60 or more learners is a norm and therefore a crisis in most classes. UNESCO (2001) indicates that an average of 1:43 ratio of teacher-pupil is expected in African countries. Benbow et al. (2007) adds that classes are regarded as large if the teacher-pupil ratios exceed 1:40 and such classes are mostly found in developing countries. Compounding further the issue of large classes, the UNESCO Regional Workshop on Teaching and Learning in Higher Education held at Moi University (Eldoret, Kenya) defined large classes as follows: "There is nothing like a large class; the large class is only in the mind of the orthodox teacher; a large class is one with more students than available facilities can support; large classes have more than 100 students enrolled; some teachers are quoted as saying that there is no fixed number and a class is large only if there are too many students to learn names by the end of the term or semester." Visano (2003:1) observes that a class is large if "getting to know students by name is near impossible; eye contact with each student would take more time than the lecture; connecting with students is a daunting challenge."

As it were, the teacher-pupil ratio in the Lesotho secondary schools exceeds the ratio of 1:40 especially in urban areas. It is clear from the discussion above that defining a large class is a difficult task since it means different things for different people in different contexts. For this reason, Xu's definition has been adopted in this study as it describes the large language class as the one with an average of 50-60 learners or more. Hence, in

Lesotho 50-60 learners in a class is adopted as a working definition for the purpose of this study.

2.4 CHALLENGES OF TEACHING LARGE CLASSES

Unlike differing opinions on the definitions of large classes, most authors concur when it comes to various challenges that teachers face in large classes. For the purpose of this study the Malawi Institute of Education's (1997) categorization of challenges that teachers experience in large classes has been adopted. They are identified and discussed as management and instructional challenges together with the strategies that may be employed to overcome them. From my reading it would appear that there may be more instructional challenges than the management challenges. The distinction between instructional and management challenges, however, is not always clear.

2.4.1 MANAGEMENT CHALLENGES AND STRATEGIES EMPLOYED IN LARGE CLASSES

Management challenges refer to the problems associated with the organization of classes for instruction. The Malawi Institute of Education (1997:56) presents the following as an examples of classroom management challenges: overcrowded classes which impede free movement of the teacher and students in between desks and chairs; group work is not effective because of too many students in one group; there is always noise because the teacher cannot get to every corner of the class during the lesson; students are difficult to control when the teacher does not know their names; and distributing materials in class takes a long time and therefore reduces time for teaching and learning. In investigating classroom management challenges that are experienced by teachers in a large secondary classroom in Lesotho, this study examines these identified challenges.

In their study various researchers, for example, Nolasco and Arthur (1988), Wong (1991), Renaud et al. (1992), Carbone (1999), Ives (2000), Xu (2001), and Visano (2003), have the same opinion as the Ministry of Education in Malawi (1987) which states classroom management challenges in large classes and adds that the distance between the teacher and some learners make it difficult to monitor what learners do since they purposely hide

from the teacher's attention. In addition, learners become noisy and arrive late and leave early for lessons. Carbone (1999) also adds that students in large classes cheat in exams, talk on cellphones, sit through the lesson with headphones on, watch portable television and engage in off-task behaviour during discussions and group activities. Furthermore, the Centre for Teaching Excellence (CTE) provides reasons for students' disruptive behaviour in class. It claims that most disorderly behaviours in large classes are caused by disengagement, boredom and restlessness. The challenges and reasons for learners' engagement in disruptive behaviours in the large classrooms are related because it is through finding the causes of these behaviours that teachers would know how to deal with the arising challenges. As this study will show, the teacher-participants of EAL classes in this research indicate similar challenges in their large classes. If the teachers in Lesotho know why learners behave inappropriately in large classrooms that would help resolve many of the problems they face.

Various strategies have been suggested to help address classroom management challenges that teachers experience as a result of large classes. Some of the strategies suggested by Renaud et al. (1992), the Malawi Institute of Education (1997), Carbone (1999), Ives (2000), Xu (2001), and Benbow et al. (2007) include setting of rules by the teacher and students at the beginning of the school term so that learners' behaviour in classes would be controlled; deciding on the deterrents to be implemented if learners do not adhere to set rules; appointing group leaders to help with distribution of learning and teaching materials; learning students' names and using them when asking questions instead of just pointing at them as well as setting examples by arriving early and starting classes exactly on time. Hence, learning students' names should be the first priority for teachers in secondary schools in Lesotho as it is difficult to control students' behaviour in class if the teacher does not know their names. Secondary teachers could devise strategies for learning their students' names to facilitate efficient classroom management in large classes. Xu (2001) even suggests that it is best to discuss some management techniques with other teachers who have the same experience of teaching large classes.

Although Carbone (1999:36) believes that many of the recommended strategies that have been mentioned for management challenges are effective, she maintains that there is no right answer when it comes to controlling disruptive behaviour in large classes; what one teacher believes is normal for learners to do or say in class might not be normal for

another teacher. As such, Carbone (1999) states that each teacher should decide on what are acceptable and unacceptable behaviours in his or her class. In addition, she asserts that it is important for the teacher to make this clear to his/her students on the first day in class. The teacher's expectations of acceptable behaviour in class could even be repeated on the second day for those who were not present on the first day to ensure that everyone in class knows about them. Establishing a set of rule at the onset informs the teacher how to act when faced with management challenges.

Another alternative is for the teacher to write the rules of conduct down for students and have them read, sign and keep them for future reference when need arise. Carbone (1999) adds that the teacher should take responsibility for disruptive behaviour in class as the behaviour could also distract other students. It becomes difficult to teach in class when some students are busy with something else other than what they are expected to do. The teacher has to stop the disruptive behaviour for all students to benefit from his or her teaching. Torchia's proactive approach is cited by Carbone (1999) as a strategy to deal with students' bad behaviour. She proposes that one way of avoiding some of the unacceptable behaviour is to make lessons interesting and challenging in order to attract students' attention throughout the lesson. Making lessons interesting could improve teaching and learning since most students would feel obliged to listen and participate in activities, unlike when the lessons are boring and students find other things to do. Torchia recommends the use of visuals, stories, personal references, guest speakers and music to make lessons interesting to students. She also thinks it is important to move around in class to keep students glued to whatever is being done in class (Carbone, 1999:38). Actively involving students in activities that are of interest to them in large EAL classes can help meet most challenges that are brought about by students' boredom in class.

The other strategies for addressing management challenges of large classes is put forward by Carbone (1999) who suggests encouraging students to attend classes, getting them to arrive on time, encouraging them to stay until the class period is over and giving a quiz or surprise assignments each week at the beginning or end of the class. The teacher can make students aware that this would earn them extra credit and those that are not present would not get anything. This could be done for the first few weeks in the beginning of a term and stopped because it could add more work for the teacher if it continues for a long time. One other important issue that she mentions is for the teacher not to embarrass

students who misbehave in class but rather tell them to stop politely and demand that they discuss their behaviour after class with the teacher. Stopping students' inappropriate behaviour immediately is important for effective teaching and learning. It is through the selection and use of teaching strategies that teachers are able to keep students glued to the lesson instead of engaging in disruptive behaviour. As already stated, this study aims at finding the strategies which might be relevant to this matter; therefore, teachers should adopt ways of ensuring that students are interested in their lessons to avoid disruptions.

2.4.2 INSTRUCTIONAL CHALLENGES AND STRATEGIES USED IN LARGE CLASSES

There appears to be no clear distinction between management and instructional challenges but the instructional challenges refer to problems teachers face during teaching and learning activities. The instructional challenges that the Malawi Institute of Education (1997) proposes include inadequate time to provide individual help for students who need more attention, teachers do not give sufficient practice exercises as they feel they are not capable of marking and grading all papers, feedback is inadequate because of limited time to mark and giving feedback in time, lack of teaching and learning materials such as text-books and notebooks, shy students experience more problems as they tend not to participate fully in instructional activities and not knowing students' names. Not knowing students' names makes it difficult for a teacher to identify individual interests, talents, aptitudes and as a result, appropriate tasks that suit the variety of pupils' needs may not be provided (1997:53). These challenges hinder students' learning and knowing which challenges to expect, teachers would be prepared to handle them unlike when they just come across them without knowing about them at all especially for new teachers.

In addition, in most cases teachers' fatigue from teaching large classes make them less attentive to their duties. The amount of work affects their motivation, which makes it very difficult to cover many topics in the syllabus. Assessment strategies are difficult to administer and are less likely to provide an accurate picture of a learner's capability (Malawi Institute of Education, 1997:53-55). Kolo and Francis (2005) observe that the amount of marking involved, discourage even the most enthusiastic teacher. As a way of coping with assessment problems, teachers tend to let students exchange books, sometimes they are even allowed to mark their own exercise books while the teacher

gives the answers. This activity affects assessment and the quality of education negatively. The teacher is able to know the students' progress in class through assessment and that becomes difficult when students are not assessed regularly because of too many students in one class. In most cases, assessment techniques which enhance students' learning are difficult to administer in large classes. However, the teacher has to find alternatives to use for the benefit of students' effective learning; this also applies to secondary school teachers in Lesotho.

Peng (2006) and Ning (2007) also maintain that different students' levels and background are some of the problems that English teachers face in large classes. Their argument is that some students can understand instructions and tasks they are given in EAL classes while some cannot. Furthermore, learning depends on what students already know and if their knowledge of English is different especially in large classes, this poses even more problems as the teacher has to reach all students. Besides, some students may find the textbooks used easy to understand and interesting while others may find them boring and dull and this introduces other obstacles for the reason that English is a content based subject. In this situation, the teacher is expected to vary the teaching aids and methods to allow each and every student to benefit from his/her lesson.

Further light on the existing challenges in large classes is provided by Nolasco and Arthur (1988), Ives (2000), Xu (2001), Peng (2006), Ning (2007) and the Malawian Institute of Education. For instance, Ives (2000) asserts that, not only are teachers faced with the above mentioned challenges but it becomes difficult for them to vary classroom activities which enhance critical thinking and writing skills because of students' different backgrounds which require different approaches for teaching. For him, students in their learning also are faced with many challenges which include not knowing the relevant or important information as they learn, hesitating to ask questions or showing that they lack knowledge, lack of experience with time management for studying or skills necessary for successful learning. Nalasco and Arthur (1988:5) indicate that students are unwilling to communicate in English in countries where English is a second language and is used as a medium of instruction. English is used as a medium of instruction in Lesotho but in most cases the students only communicate in English when they are in class; this poses a problem since it is through the regular use of English that they would be able to learn the language.

In addition, Morris et al. (1996) argues that the selection of teaching methods in large classes is done to cope with the realities of the environment. Blatchford (in press) in this regard states that class size affects individualization of teaching. When classes are small, there is a likelihood that a teacher will spend more time with individual pupils but in large classes that is not possible. This is of relevance to this study as it determines strategies teachers employ in overcoming the difficulties of providing individual attention to learners in large classes.

The instructional strategies that have been suggested by The Malawi Institute of Education (1997) to address the mentioned challenges include teachers' use of peer teaching where one student teaches another and this can extend the instructional time and also help in reinforcing learning for both students — the one who teaches and the one who is taught, providing self-help learning exercises with simple instructions to help learners to be in charge of their own learning instead of always being dependent on the teacher, putting shy learners near the teacher in order that he/she makes sure that they contribute in instructional activities and requiring learners to mention their names as they answer questions to help the teacher remember them. These techniques could be helpful in the large classes of Lesotho as well.

Furthermore, Darlaston-Jones and Cohen (2003) propose the use of visual aids and multimedia, group work, student centred discussions, handouts and role play as possible strategies in engaging students as active participants in large classes. They maintain that student-centred discussions encourage students to participate in class by sharing ideas and experiences. Peng (2006) shares the same view; but adds that Computer-Assisted Language Learning (CALL) can be applied as part of the multimedia technology. She argues that it could help get rid of students' boredom and attract their attention to what they are taught.

Yet another strategy in coping with large classes is sharing of teacher expectations with students (Teo, 2002). In addition, Teo (2002) states that teachers should keep reminding students that learning is their responsibility as much as that of the teacher. He maintains that the teacher should raise the students' level of motivation by relating the relevance of the lesson to their personal goals as well as making the objectives of the lesson clear at

the start of the lesson. Arriving five to ten minutes earlier than the scheduled time for lessons, moving around during lessons, sharing childhood experiences, family stories and work experiences, encouraging students to ask questions and allowing enough time for students to frame their answers after asking questions. All these strategies are relevant to what teachers have to do in large EAL secondary classrooms in Lesotho.

Similarly, Ning (2007) argues that it is important for the teacher to clarify learning goals for students. He says that if students have clear structures and set goals to guide them in their learning that would help them to achieve better results because if they are aware of the goals they are expected to achieve, they will monitor their own learning and check to find their understanding of the set goals. Making the goals of the lesson known to students can boost their morale to learn as well as focus their attention on the important parts of the lessons. Most students are not likely to get bored which normally result in their disruptive behaviour in class. This can even help them to ask questions when they feel that they have not yet achieved what they are expected to achieve.

Not only is making the goals of the lesson known to student an appropriate strategy to help in motivating students to learn but team teaching and getting to know students' names are some of the strategies that are suggested for large classes as well. Alimi et al. (1998:50) define team teaching as*:* "any form of collaboration between two or more teachers in order to improve classroom teaching or management to enhance learning." Similarly Michaelsen (1982) suggests that team-based teaching as a teaching strategy that can be used in large classes could also facilitate the development of critical thinking for learners especially if activities used are relevant to learners' experiences and complex enough to allow rich class discussions. Teachers who teach the same classes (levels) can work together so that when the other teacher leads the discussion, the other one is responsible for managing the class and providing remedial work and maintaining discipline. Teachers involved in team teaching can therefore plan their lessons together. Peng (2006:76) share the same view but also adds that team teaching allows the teacher to observe students and students learn to work cooperatively with others and also learn from each other. In large classes team teaching can help in meeting most challenges which the teacher cannot solve when teaching alone. The adoption of this strategy by secondary teachers in Lesotho could solve most problems arising due to large classes.

One other method of teaching that is believed to be effective in large EAL classes is group work (Long and Porter, 1985). Long and Porter (1985) argue that group work increases language practice opportunities especially in large classes where the use of lecture method does not give most students time to practice the language. Ning (2007) concurs with this position but adds that each group should be given clearly defined achievable goals as this promotes deeper and broader learning outcomes for students. Long and Porter (1985) also claim that, although group work can work better in large classes it cannot entirely solve the problems but the time for each individual student practice will increase. Students are social beings who are used to interacting and working together can provide social interaction which can enhance their learning in large EAL classes.

Long and Porter (1985:209-211) further argue that the use of small groups is an effective strategy for teaching and learning in large classes because it facilitates: "face to face communication [which] is a natural setting for conversation and working together for five minutes at a stretch, [students] are not limited to producing hurried, isolated 'sentences' but they can engage in cohesive and coherent sequence of utterances and therefore develop discourse competence". Fink (2000) agree with Long and Porter (1985) when he states that the use of small groups engages students in active learning and in that way it makes a significant difference in the quality of student learning. Students are free because they are not as many as when they have to speak in front of the whole class. They can share personal experiences relating to the content of the lesson in order to practice speaking in the additional language, they also learn more about English as they listen to their group mates talking. In small groups they also do not have a chance to hide behind others as they would in large classrooms.

In addition, Liebman (1996) claims that the attention span of adults in a lecture is eight to ten minutes, lecturing non-stop is not effective unless students are engaged in activities instead of just listening to the teacher. She therefore suggests that an effective strategy that could be used in large classes is "Turn-to-your-neighbour discussions" every ten minutes throughout the lecture. The students discuss asked questions and they are all involved in developing the answer and this gives them the opportunity to actively participate in their learning. The teacher asks questions randomly and every one is expected to give out an answer after discussing with a neighbour. This is said to increase

the amount of materials learned by students significantly especially in large classes and it also promote long term retention of information, motivate students toward further learning and allow them to apply information in new settings (Bonwell & Eison 1991). These authors also concur with Checkering and Gamson (1987) in (Bonwell &Eison, 1991) on the use of active learning to enhance students' learning when they say:

> "Students must do more than just listen: They must read, write, discuss, or be engaged in solving problems. Most important, to be actively involved, students must engage in such higher-order thinking tasks as analysis, synthesis, and evaluation. Within this context, it is proposed that strategies promoting active learning be defined as instructional activities involving students in doing things and thinking about what they are doing."

This can be practiced in large EAL class, to help improve the lecture method.

Millie and Villella (2009) also show the importance of the two skills which they believe should be used first to learn EAL and these skills are listening and talking. They claim that research has shown that the most effective way of learning the additional language is by listening, talking and experimenting with language and ideas. It is indicated that in learning a first language, people first listen and then talk before they can read and write. They therefore suggest that the same sequence should be followed in learning the additional language. In their argument they propose that students should be provided with opportunities to discuss ideas, brainstorm and listen to others. A teacher may give students few minutes to discuss among themselves before engaging in discussions as a class after asking a question (ibid). The same pattern whereby learners are first given the chance to listen before they talk can be used with large EAL classes.

On the other hand, Islam (2001) argues that some students are shy and they feel intimidated to ask questions and participate in class discussions. He therefore suggests that teachers should use different strategies to cater for different learners and their learning styles. He maintains that teachers should incorporate a variety of presentations in which all learners will be involved in activities even when they cannot directly interact with the teacher because that is not possible in large classrooms. He further asserts that incorporating all skills namely listening, speaking, writing and reading in each lesson can

benefit even those who are shy to talk in class. In large classes not all students can talk but including all skills would benefit everyone because those who cannot talk will write unlike when only one or two skills are developed. Ning (2007) contends that teachers should collect learning aids to cater for different students with different learning styles in large classes. He agrees with Islam (2001) that planning lessons in a student-centred manner, thinking of ways to arouse students' interests in language learning as well as the use of different teaching and learning materials may be helpful.

Another method which can be used in EAL large classes is reciprocal teaching, in which according to Mcphail (1993), Brown and Campione (1995), texts are sources of information and students are required to learn to read for understanding the meaning of what they read and critically evaluate the message; remember the content and apply the new knowledge flexibly and creatively. They believe that relying on remembered facts like it was the case in schools in the past is not enough; learners have to develop into intelligent novices. They propose that intelligent novices know how to gain knowledge from texts instead of just memorizing facts. The method is also said to help learners to extract ideas and information from texts in order to gain meaning. It is based on four techniques: questioning, summarizing, clarifying and predicting. Learners practise these skills as they take part in discussing texts, and as they do that they acquire critical thinking. The method is said to be mostly used in reading comprehension and can also be used with the whole class or small groups (Brown and Campione, 1995). The use of small groups in this method shows that it can be used in large classes to help limit the challenges that teachers face in these classes and are thus relevant to this study.

To conclude, the foregoing discussion of management and instructional challenges as well as strategies that can be used to overcome the challenges forms the basis of the findings of this research. This information is compared with the findings to find out whether the challenges that teachers face in Lesotho large classrooms are different or similar to their counterparts in the developing countries. The strategies that have been suggested in the literature are also compared with the ones from the findings. The following chapter discusses the research design and methods that the study used.

CHAPTER THREE

RESEARCH DESIGN AND METHODS

A research study requires an approach that guides the researcher to infer and interpret the information gathered from the respondents (Cohen and Manion, 1994). The type of investigation in this study is a case study. A case study is a basis for a qualitative approach. In defining a case study Eisenhardt (1989:534) says; "It is a research strategy which focuses on understanding the dynamics present within single settings." This indicates that a case study is conducted within a single or a small number of cases and it is for the same reason that it is criticized of being unable to offer grounds of reliability; in addition, its findings cannot be generalised (Bells, 1993). Yet, it has its advantages of which one is mentioned by Cohen et al. (2000) who assert that it can establish cause and effect since it observes effects in real contexts and recognizing that context is a powerful determinant of both causes and effects. In addition, Bell (1993) points out that it does not only find causes and effects but it makes people understand a complex issue and can widen experience as well as add to existing knowledge from previous research. This study is therefore considered a case study that investigates the management and instructional challenges of large EAL classrooms and their strategies in a real context and in a single setting. This chapter also discusses the methods of data collection used in this study.

3.1 RESEARCH DESIGN

Qualitative research method was used in this study to explore the strategies that teachers employed to overcome the management and instructional challenges in large EAL classes. Macmillan and Schumacher (2006) define qualitative research design as a research method used in describing and analyzing people's individual and collective actions, beliefs, thoughts and predictions. According to these authors, the researcher using this design interprets phenomena in terms of people's meanings. They also describe it as: "interactive, face-to face research, which requires relatively extensive amount of time to systematically observe, interview, and record processes as they occur naturally" (Macmillan and Schumacher, 2006:340). Similarly, Mwiria and Wamahiu (1995:115-116) indicate that the use of this method is important as it studies humans who unlike animals possess consciousness which for them is a unique concept.

In addition, Strauss and Corbin (1990:17) define qualitative research as: "Any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification." This shows that this method does not use statistical information like quantitative method does it is rather interested in how people make sense of their lives, experience and their structure of the world. It therefore provides information about the human side of issues such as behaviours, beliefs emotions and their relationships as individuals. Qualitative research method also help people to understand any phenomenon about which little is already known or gain more in-depth information that may be difficult to convey quantitatively (Strauss and Corbin, 1990).

The advantage of using this method is its ability to provide more information which has influenced me to use it. This benefit is also mentioned by Weinriech (2006) who points out that the use of this method helps to produce rich, detailed information that leaves participants' perceptions intact and presents a context for health behaviour. This indicates that people's views are respected and regarded as important when this method is used. Another advantage is that the relationship between the researcher and participants is less formal which presents the participants a chance to respond more elaborative and in greater detail as the researcher uses probes to obtain more information (Mack et al., 2005).

However, qualitative research method may also have some disadvantages as pointed out by Smith (2008) who states that subjectivity in this research design leads to problems of reliability and validity of the information gathered. In addition, it is difficult to prevent researcher induced bias. In an attempt to address this problem, this research used lesson recordings and interviews. After recording lessons in the four classes, teachers whose classes were recorded were interviewed to check the consistency of the information collected during the lesson recordings.

Other significant problems include inability to study a big number of subjects, its data collection methods are known to be labour intensive and its findings cannot be generalized as they may not be applicable to other subjects or settings (Hancock, 1998). This is significant to this study as only four lessons recordings were conducted and interviews with teachers. As such, the findings of this research cannot be generalised

since the research covered only a small sample, a secondary school in Lesotho which is why it is considered a case study.

3.2 SETTING AND PARTICIPANTS

This study was conducted at a secondary school in the Maseru district, Lesotho. The school in the Maseru district was chosen because of its convenient location and its cost effectiveness. On this note, Cohen et al. (2000:92) states: "researchers must take sampling decisions early in the overall planning of a piece of research. Factors such as expense, time and accessibility frequently prevent researchers from gaining information from the whole population." The most significant reason for choosing the site is that the school is characterised by the large classroom scenario; each class is composed of approximately 50 to 60 learners. The school also has a history of good English results for both the Junior Certificate (JC) and Cambridge Overseas School Certificate (COSC) over the past 3 years in the district. As discussed in Chapter 1, JC is an external examination that is written after three years of junior secondary school where students obtain a certificate before they continue a two year program of senior secondary education. At the end of the two years of senior secondary, students sit for COSC examinations.

The participants in this research are four English Additional (Second Language) (EAL/ESL) teachers. EAL/ESL is used interchangeably in this study because the literature that is used in this research does so. The lesson recordings were conducted in both The JC and COSC phases. These JC classes include form (B3) which is equivalent to grade (9) in South African context; form (C1) which is grade (10). The COSC classes include form (D2) and (D3) which are both grade (11) in South Africa. One lesson in each of the classes was recorded. According to the JC and COSC syllabi, the four skills of a language teaching are; listening, speaking, reading and writing. The research looked at whether the EAL teachers incorporated these skills in the strategies they used as they taught their lessons. The rationale behind the use of both junior and senior secondary levels was to get different perspectives of activities that learners engage in at these levels and strategies that teachers use to help learners develop the mentioned skills in EAL large classes.

3.3 METHOD AND ANALYSIS

This study used lesson recordings and interviews to collect data. The maximum of 4 lessons with 4 different teachers were recorded in this study. Mindful of the advantages and disadvantages of observing lessons in person I chose not to be present during the tape recording sessions in an endeavour to avoid interference with the normal flow of the class. As much, I could not write additional notes on the behaviour of participants. However, the use of the tape recorder enabled me to get first hand information and from time to time I could refer to the tapes for better understanding. One of the limitations of my choice is that the tape recorded lessons did not allow direct interaction between the participants and myself which could have enhanced the quality of the data collected. In an attempt to overcome this limitation I used interviews to acquire the information that the lesson recordings could not provide. The use of interviews for such purposes, according to Moodley (forthcoming) involves direct verbal interaction which generates rich information that helps to clarify issues.

The lesson recordings were transcribed and where there was evidence of code switching, the use of the learner's mother tongue was translated into English. Code switching is, in its most general sense, "the alternate use of two (or more) linguistic varieties (i.e. languages, dialects, registers of the same language) at the word, phrase or clause or sentence level within the same speech event and across sentence boundaries" (Moodley, 2007:709). The transcriptions were given to the teachers to verify the information before analyzing it. Following the lesson recordings, teachers were interviewed using semi-structured interviews. Cannell and Kahn (1968, in Cohen et al. 2000:269) define research interview as: "a two-person conversation initiated by the interviewer for the specific purpose of obtaining research relevant information." On this note, Tuckman (1972, in Cohen et al. 2000:268) describes the advantages of using interviews by asserting that they provide access to what is inside a person's head and make it possible to measure what a person knows, what s/he likes or dislikes as well as what a person thinks. Veerma and Mallick (1999) and Moodley (work in progress) add that the interviews are flexible and adaptable because the interviewer can probe responses, investigate feelings, motives, experiences and attitudes which other research instruments cannot reach. The interviews therefore allow for greater depth than other methods of collecting data. However, the disadvantage of the interview method is that it is prone to subjectivity and bias on the part

of the interviewer. It is thus advisable to use interviews with other methods such as lesson recordings - as has been done in this study. The interviews followed the transcriptions of the lesson recordings.

The format of the interviews conducted in this study was derived from the lesson recordings. The interviews were conducted to ascertain (i) What teachers perceive to be challenges in large class teaching; (ii) the rationale for the choices of strategies they used to overcome management and instructional challenges; and (iii) their reflections on the lessons.

3.4 ETHICAL CONSIDERATIONS

Permission was obtained from the Ministry of Education in Lesotho to conduct research at the school in the Maseru district. Permission was also sought from the Headmaster of the school to allow the EAL lessons to be recorded and teacher-participants to be interviewed. For the purpose of confidentiality pseudonyms for the names of participants are used. Participants were informed that their participation is voluntary and that they were free to withdraw from the study at anytime.

3.5 CONCLUSION

This chapter provided details of the research design and methods used for data collection and analysis of the findings for this study. It also presented the reasons for the choices of the methods used. The selection of the qualitative research design proved to be useful in this study as it allowed rich, detailed data collection methods. These methods included lesson recordings and interviews with teacher-participants. The presentation of the data is offered in the next chapter.

CHAPTER FOUR

DATA PRESENTATION

4.1 INTRODUCTION

This chapter focuses on the presentation of the data collected from a secondary school in Lesotho. Firstly, the chapter presents the profile of the teacher-participants: qualifications, teaching experiences, the classes and the subjects they teach, and the number of students in the recorded lessons. The information on the teachers' qualifications and teaching experience is relevant to this study as these qualities might have impacted on the choices of strategies that the teacher-participants used for management and instructional challenges in their large classes. The number of students in each of the recorded lessons are also included to determine the size of the classes as descriptive of the large classroom i.e. Xu (2001). In addition, the information on the subjects that the teachers-participants taught during lesson recordings is necessary since the research focuses mainly on the challenges in the teaching and learning of English as an Additional or Second Language (EAL/ESL). Secondly, the classroom management and instructional challenges as well as the strategies that teacher-participants used to overcome these challenges are presented.

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4.2 PROFILE OF TEACHER-PARTICIPANTS

The following table, Table 1, presents the profile of the teacher-participants

Table 1

Teachers' names	**Teacher L**	**Teacher R**	**Teacher T**	**Teacher M**
Qualifications	B.A	B.Ed	B.Ed	B.Ed
Teaching experience	11 years	8 years	7 months	5 years
Classes whose lessons were recorded	Form C1	Form D3	Form B3	Form D2
Number of students in class	64	70	64	70
Subjects teachers currently teach	English language and Literature in English	English language and Guidance and Counseling	English language and Sesotho	English language

4.3 DATA COLLECTION OF LESSON RECORDINGS AND INTERVIEWS

This section presents the management and instructional challenges for each of teachers L, R, T and M. In this section I present the data collected from the lesson recordings followed by the interviews for each of these teacher-participants. The reason for this choice of presentation is that, as stated in Chapter 3, the interviews followed the transcriptions of the lesson recordings. The purpose of the interviews was to ascertain each teacher's pedagogical choices. Although the management and instructional challenges are presented separately, the reader must bear in mind that these are not discrete challenges, rather that overlaps may exist. In presenting the data on the challenges experienced by the teachers, I also present data on the strategies that the teachers used in an attempt at addressing their challenges.

4.3.1 LESSON RECORDINGS AND INTERVIEWS WITH TEACHER L: CHALLENGES AND STRATEGIES

As indicated in the teacher profile, Teacher L's Form C1 class comprised 64 students. The topic for the recorded lesson was "Letter of Complaint." This section presents the classroom management and instructional challenges as well as the strategies that Teacher L used when her lesson was recorded.

4.3.1.1 Classroom Management Challenges

The lesson recordings reveal several classroom management challenges, all of which, to a certain degree, interfere with the teaching and learning process which give rise to instructional challenges. The main classroom challenges that were identified include noise interference and inability to learn and remember students' names.

(i) Noise Interference

According to Bistrup et al. (2001:7) "noise is any sound-independent of loudness that may produce undesired physiological or psychological effect on individual and also interfere with social ends of individual or group." This means students' talking in class is regarded as noise if it impedes the teaching-learning process which includes students who are listening to that teacher. For Teacher L, clearly the most significant management challenge experienced was noise interference. The tape recording revealed noise from students' conversation which interrupted Teacher L's teaching. The high levels of noise and the teacher's efforts at speaking 'above' the noise were clearly captured in the tape recordings.

One of the strategies that Teacher L used to overcome the noise was to repeat students' responses. The following occurrence is given as a point of illustration:

I. T: How does a formal letter differ from a friendly letter?
L: In a formal letter there are two addresses.
T: Yes in a formal letter there are two addresses. What else?
L: In a formal letter we have a heading.
T: In a formal letter there is a heading (Appendix A1, ll 1-6).

Another strategy that Teacher L used to overcome the noise in her large class was lecturing. According to Prokopenko (1998:292) a lecture is "a talk given by one person, excluding the use of visual aids and excluding discussion with the audience." For about 10 minutes of the lesson Teacher L guided students on the information they should include in the letter of complaint. The following is the example of how she used lecturing as a strategy for managing the noise in her class:

II. T: A signature is required. Ok, the formal letter that we are going to deal with is a letter of complaint. Like in an application letter, it is a formal letter; it has two addresses as we have already shown. The layout or format remains the same the only difference is the content of the letter. The 1st paragraph provides all the information necessary in order for your complaint to be heard. ... (Appendix A1, ll -16).

(ii) Inability to Remember and Use Students' Names

Another challenge Teacher L faced was failure to remember all of her students' names. This was evident when she posed questions to specific students in the class; the teacher addressed them as 'sister' and at times simply said 'yes' to elicit a response, possibly by looking at the student:

III. T: Today we are going to deal with the letters. Eh, the formal letter
How does a formal letter differ from a friendly letter?
Yes sister? (Appendix A1, ll 1-2);

VI: T: In a formal letter, date, salutation and a heading are a must, what is the importance of the heading? Can somebody tell us the importance of the heading? Yes? (Appendix A1, ll 39-40).

4.3.1.2 Instructional Challenges

Most of the instructional challenges that Teacher L faced in this study were not revealed by the lesson recordings; rather she expressed them in the interview session, details of which I provide further on. The few challenges that the lesson recordings exposed include insufficient time to enhance qualitative input, inadequate time to help students on individual basis and inability to vary classroom activities.

(i) Insufficient Time to Enhance Qualitative Input

Interaction between students and teachers and among students is necessary to ensure students' understanding as they learn best when they are actively involved in their learning (Serhan, 1997). In Teacher L's class students did not have quality time to participate in their learning because of the overcrowding. Few of these students occasionally asked and responded to questions orally. Furthermore, there were no exercises given as class work or homework. The 40 minutes time allocated for one period did not allow any qualitative input from 64 students as the lesson was recorded. The lesson was mostly dominated by the teacher-talk. As indicated, students provided mostly monosyllabic responses and asked only a few questions. These are instances of what happened in the class:

V. T: In a formal letter there is a heading. Mh! What else? Teboho?
L: There are no greetings
T: There are no greetings. What else?
L: We use a formal language.
T: What else?
L: Signature. (Appendix A1, ll 6-11).

In addition, students occasionally asked a few questions. The following are some of those questions they asked:

VI. L: What happens if I do not want anything from the shop?
L: If there is no receipt what happens?
L: Is being polite necessary? (Appendix A1, ll 27, 43 and 45)

(ii) Inadequate Time to Help Students on Individual Basis

The limited time that students spend with the teacher in class did not permit her to assist everyone in class. From the 64 students, the data shows that only 16 students either asked or responded to the questions in Teacher L's class. However, towards the end of that lesson the students tended to ask more questions but there was insufficient time for the teacher to make meaningful and comprehensive responses. This is an example of what happened at the end of the lesson:

VII. L: What happens if I am dissatisfied with the poor services?

T: Dissatisfied by the poor services is wrong, rather say, dissatisfied by the services or a complaint about the poor services.

L: What happens if the teacher rejects the letter?

T: In such a case, you go to the deputy before going to the principal; in a classroom setting you have a class monitor, prefects, then the teacher, deputy and the principal. All these things we dealt with are a reminder before we can go for our final exam. (Appendix A1, ll 71-78)

(iii) Inability to Vary Classroom Activities

The lesson recordings showed that Teacher L rarely involved students in classroom activities. She hardly ever engaged students in different activities as she resorted to lecture mode for most of the time. In addition, the lesson invited students to provide responses orally; students were not asked to engage in any written activity during class time except for copying the notes that were written by the teacher as she taught the lesson. The interview that followed the lesson recordings elicited more information on the challenges that Teacher L experienced and the strategies she used to overcome these challenges, a discussion of which follows.

4.3.1.3 DATA COLLECTED FROM INTERVIEWS

The purpose of the interview, as stated in Chapter 3, was to determine the reasons behind the choice of strategies that teachers used for classroom management and instructional challenges in their large classes. The questions that were used in the interviews helped to

clarify some of these choices. Following the transcription and analysis of the lesson recording the following were key questions that were posed:

1. How many students were in class when the lesson was recorded?
2. How do you find teaching a class of these numbers of students?
3. How do you solve the problems you meet in classes of this size?
4. Which strategies do you regularly use to teach the class?
5. Which strategy did you use as your lesson was recorded?
6. Why did you repeat students' answers after them?
7. Do you know the names of all the students in your class?
8. What do you want students to achieve at the end of the lesson? What skills do you want them to develop?
9. Were students able to differentiate between a letter of complaint and a report?
10. How do you find marking in large classes? (Appendix A2)

In response to question 2 above Teacher L confirmed that noise interference was one of the management challenges she experienced in her large classes when she was interviewed:

VIII. T: It is not easy especially when it comes to classroom management; students play as you teach; the minute you turn your back on them they start Playing; they make noise…. (Appendix A2, ll 8-10).

Teacher L also claimed to have reacted immediately to undesirable behaviour as a strategy she used to overcome the noise in her class.

VIV. T:… For the noise makers I usually tell them to stop but that wastes a lot of the limited time already. (Appendix A2, ll 33-34).

In addition, in response to question 6 above Teacher L said:

IX. T: To make sure that all students get the answers. (Appendix A2, L36).

This indicates that Teacher L used repetition of students' responses as a strategy to manage the noise in her class.

The other management challenge which the lesson recordings exposed was Teacher L's inability to remember and use all her students' names. When she was interviewed she gave the following response when asked whether she remembered the names of all the students in her class:

X. T: No, I only remember those I taught in the previous classes especially the ones that regularly participated in classroom activities and the playful ones. (Appendix A2 ll 45-46).

Teacher L further indicated that she faced other management challenges in her large class besides those already mentioned. She stated:

XI. T: Discipline is a problem-eating, stealing of pens, giggles……
(Appendix A2, ll 18-19).

For the behavioural problems that Teacher L mentioned in the above examples she claimed to have responded immediately to such behaviours by instructing students to discontinue whatever they were doing. She, however, complained that controlling students' behaviour wasted the already limited time for teaching and learning in large classrooms.

In response to the questions asked about the instructional challenges that the lesson recordings revealed, Teacher L confirmed that there was insufficient time to develop the four skills that the English lesson was intended to cover in a lesson in large classes. The following is her response to a question which inquired about the skills she wished students to develop in her English lessons:

XII. T: I try to develop all the four skills, reading talking, listening, and writing in a class but it is not easy with the number of students we have. In most cases it is only the fast learners that benefit. (Appendix A2, ll 23-25).

Teacher L also pointed out that she could not give students individual exercises on regular basis to practice what she had taught and that she had to rely on group work in order to provide immediate feedback. She, nevertheless, stated that she could not give group work for compositions and letter writing. The following is her response to question 4 which elicits the strategies she employed in her large classes:

XIII. T: I usually get them into groups in order that it would be easy for me to mark but that is not easy with compositions and letters. (Appendix A2, ll 61-62).

In addition, Teacher L complained about the inadequate time to help students on an individual basis. She pointed out that she could not address all individual students' problems in a lesson due to their large numbers.

XIV. T: The teacher does not have a chance to concentrate on individual learners; concentration is only on the fast learners. (Appendix A2, ll 24-26).

Teacher L's further indicated that some students could not differentiate between the 'letter of complaint' and 'a report'. This is her response when she was asked about students' ability to differentiate between the letter of complaint and a report:

XV. T: Some did and some did not. After class two students approached me wanting me to clarify the differences further. (Appendix A2, ll 52-53).

Teacher L pointed out that it was difficult to help each and everyone who had problems because of the limited time a teacher spends in a class and too many students. She used the above example of students who could not differentiate between the letters discussed in class as evidence that there was not enough time to help everybody in class.

However, she indicated that she provided remedial lessons to help the students who could not follow what was taught in class but stated that she only managed to provide such lessons for students in the examination classes due to limited time:

XVI. T: After the lessons, I identify those who did not understand and group them in order that I would have extra lessons with them especially the Form Cs. With the number of lessons we have, it is difficult to offer extra lessons for all the classes that is why I concentrate on those who will be writing external examinations. (Appendix A2, ll 31-34).

Not only was Teacher L unable to help each of her students with their individual problems in class but she also indicated the inadequate and timely feedback as another instructional challenge she faced in her large class. This is how she responded to question 10, which asked how she found marking in her large classes:

XVII. T: It also takes time to give students feedback after marking because of too many books to mark. (Appendix A2, ll 19-20).

Teacher L specified that it took her time to mark students' individual work and to give them feedback in time. She dealt with compositions, letter writing, comprehension and grammar in her English language classes and she said it was not easy to deal with the mentioned aspects especially marking of compositions and letters written by individual students.

Furthermore, Teacher L affirmed students' failure to understand instructions because of insufficient knowledge of the English language as another challenge she experienced in her large class when she said:

XVIII. T: As an English teacher when students fail the blame is on the teacher not the students. Students do not want to speak the language (English); they cannot express themselves as they write compositions and letters and this results in their failing them; they have failed to develop reading habits; they do not like to read and as a result a teacher has to read with them for them to follow. This gives them problems when they have to read to understand. (Appendix A2, ll 11-17).

Teacher L indicated the above mentioned points as the management and instructional challenges she faced in her large classes and the strategies she used to overcome them.

4.3.2 LESSON RECORDINGS AND INTERVIEWS WITH TEACHER R: CHALLENGES AND STRATEGIES

70 students were presented in Form D3 class at the time of the recording of the lesson of Teacher R. The comprehension passage title, 'The Jewel Fish' was the topic for the recorded lesson. The data from the lesson recordings is presented first and then it is followed by the information from interviews. This section presents the management and instructional challenges that Teacher R experienced in her large class and the strategies she implemented to overcome these challenges as her lesson was recorded.

4.3.2.1 Classroom Management Challenges

All the management challenges that were revealed by the lesson recordings in Teacher R's class are similar to those that Teacher L experienced in her large class. These challenges include noise interference and the teacher's inability to remember and use all her students' names. She also used the same strategies that Teacher L used to overcome them.

(i) Noise Interference

The lesson recordings for Teacher R's class also revealed that there was noise especially at the beginning of the lesson in her form D3 class. At the outset, the teacher informed students that the lesson for that day would be tape recorded and made them aware of the presence of the tape recorder in class.

XIX. T: Today our class is going to be tape recorded so try to be audible in order that the tape recorder could capture your voices. (Learners make a lot of noise after the teacher told them about the tape recorder). (Appendix B1, ll 1-3).

Teacher R advised her students to be audible in order that their voices could be clearly captured on the tape recorder throughout the discussions in class. For a few minutes

before the lesson began students commented on what the teacher had said and there was uncontrollable noise. She had to stop for a while until the noise settled before she could start teaching.

In order to overcome the noise in her class, like Teacher L, Teacher R repeated students' responses. The following is an example of her repetition of students' responses in ensuring that all students got what was discussed in class:

XX. L: Precious.
T: Precious or… Morero?
L: Because of its different, beautiful, bright colours.
T: Precisely, it is because of its colours, those bright colours like gem. (Appendix B1, ll 17-21).

Like Teacher L, the lesson recordings showed that Teacher R used lecturing to overcome the noise in her class. The following is an example of her use of lecturing to stop the noise:

XXI. T: Eh, the work of the swim bladder is to increase buoyancy, so when it is filled with gas the fish can swim around and then when it deflates then the fish becomes denser than water that is why it can stay in the same place yet still in the water. Your chemistry teacher will explain further let's continue. (Appendix B1, ll 66-69).

(ii) Inability to Remember and Use Students' Names

Another management challenge that the lesson recordings exposed involved Teacher R's use of students' names. She could not remember most of her students' names and therefore only made occasional reference to individual students. For example:

XXII. T: Please turn to page 44. The Jewel Fish, let's start by explaining the word 'jewel.' What do you understand by 'jewel' Tsepo?
L: It is something that is very expensive and precious to the owner.
T: Ok, I will accept precious. What do others think? (There is silence for sometime before one student volunteered to answer the question).

L: Eh! I'm Thabo. (Other students laugh at him as he introduces himself before giving the answer). It is something very good. (Appendix B1, ll 3-9).

In spite of the management challenges that Teacher R experienced in her large class, the lesson recordings showed that she engaged students in many activities. She used relevant examples as she compared the events in the comprehension passage to students' real life experiences; this aroused their interest and prevented further disruption in the lesson. This is an example of what she did:

XXIII. L: (Reads) The fish had in its mouth two different things of which one must go into the stomach and the other into the nest.
T: That was the truant. Eh, and the mouth was already full. What happened?
L: (continue reading) what would you do?
T: If you were the father what would you do? You had the options; to swallow the worm and leave the truant to go away or to spit and then take the baby in your mouth or swallow them both?
L: I believe that the father swallowed the worm first. (Appendix B1, ll 114-121).

Another relevant example which she used was her comparison of stray children to students who bunk classes. This is what she said:

XXIV. L: (Reads louder) I once saw a jewel fish, during such an evening transport of stray children, perform a deed which absolutely astonished me.
T: Eh, stray children, those who do not obey, so the father was looking for such fish. Just like some of you who bunk classes, you do not want to come to school regularly, so we have to go and look for you or your parents. Are there such people in here?
L: (All at the same time, they make a lot of noise) No, Yes!
T: Yes, those who claim to be sick, I'm sick, I'm sick (in a soft voice); yet your parents know nothing. Ok, let's continue.

(Appendix B1, ll 77-85).

In addition, Teacher R allowed different students to take turns to read the passage when her lesson was recorded. Students also gave scientific meanings of words and sentences from the comprehension passage that they read. This is the illustration of students' use of scientific explanations for words and sentences from the comprehension passage:

XXV. T: It says that the young ones sink at the bottom, how is that possible? Can you explain that to me scientifically? Can you make the sentence easier for me to understand? You claim to be scientists. 'Ingenious' there means 'clever'. What are reflexes?

L: I think reflexes are muscles; so they tend to give out gas so that the fish become denser than water.

T: Oh! This one is a genius. First of all what is a swim bladder class? We all have bladders; don't we?

L: We do (all students reply).

T: So what is a swim bladder class?

L: I think it is that tube that contains gas so that it makes the fish less dense than water in order that it floats in the water. (Appendix B1, ll 54-65).

4.3.2.2 **Instructional Challenges**

The instructional challenges that the lesson recordings revealed include inadequate time to help students on individual basis; insufficient time to enhance students' qualitative input and the students' insufficient knowledge of English.

(i) Inadequate Time to Help Students on Individual Basis

Teacher R tried to engage most of her students in different classroom activities but due to time constraints found this unmanageable. It was difficult to involve each and every one of the 70 students within the 80 minutes time as her lesson was recorded. Some students who did not understand what was taught were not allowed the opportunity to ask questions because of the limited time.

(ii) **Insufficient Time to Enhance Students' Qualitative Input**

The time that Teacher R spent in class with students did not allow much input from students. Some of the students read few lines of the comprehension passage while some of them only managed to answer at least one question. This is an example of what happened at the beginning of the lesson when the teacher required students to explain the word 'jewel':

XXVI. L: It is something very expensive and precious to the owner.
L: It is something very good.
L: I think it is something attractive. (Appendix B1, ll 6, 9, and 11).

The above example shows that students could not contribute much to the discussion in class except for answering a few questions.

(iii) Students' insufficient knowledge of English

In Teacher R's class some students could not give correct responses to questions while some others had problems understanding the comprehension passage. The teacher expressed the view that the reason for this was that students did not have sufficient knowledge of the English language. Consider the following interaction as a point of illustration:

XXVII. T: That's interesting, what happened? Start from where the father saw the truant and the mouth was full, what happened afterwards? You want to try, please try.
L: I think the father inhaled the baby; he took the baby in his mouth and stood for a moment and then thought while he chewed and then spat them out.
T: The baby was already in the mouth?
L: Yes madam I think so.
T: So he spat the baby?
L: Yes, he spat them both.
T: No, I think no; it is not like that. I'm saying he saw the baby and at that moment he was chewing the worm; what happened after that?

(Appendix B1, ll 140-150).

4.3.2.3 DATA COLLECTED FROM INTERVIEWS

The information from the interview helped to elicit the strategies that Teacher R employed to overcome the management and instructional challenges in large classes. The following key questions were used to get that information:

1. How many students do you teach in each class?
2. What is it like teaching large classes? Do you find it easy or difficult and why?
3. Which strategies do you regularly use to teach these classes? (Appendix B2).

In response to the first question the teacher confirmed that there were 70 students in her class. In determining the challenges she experienced with large classes she stated the following:

XXVIII. T: Students use cellphones during lessons. (Appendix B2, L 18);

XXIX. T: It is not easy. Marking takes a long time, I cannot reach individual students….I rarely give individual work most of the time I'm forced to give only group work; …. There is lack of enough books to use; there is restriction in methods of teaching- only group discussions are used; I'm not able to develop all the learning skills such as listening, talking, reading and writing. (Appendix B2, ll 16-21);

and

XXX. T: The passage was tricky, students did not understand at first but after explaining and clarifying some did understand. It is difficult as they do not understand English and also I'm unable to reach each individual student because of their number. (Appendix B2, ll 45-48).

The above illustrations indicate that the management challenge that teacher R experienced was the use of cellphones in class. She further pointed out that the instructional challenges that she faced were: marking, which took a long time and as a result she rarely gave individual work, lack of books, restrictions in the methods of teaching, inability to develop all the learning skills and students' inability to understand English.

Teacher R pointed out that she sometimes used team teaching to help reduce the amount of work one teacher engages in when teaching large classes. In determining the strategies that she employed in overcoming her challenges she said:

XXXI. T: Group discussion and presentations, team teaching and lecturing. (Appendix B2, L 35).

The management and instructional challenges that Teacher R faced in her large class are similar to those experienced by Teacher L except for the use of cellphones. However, the lesson recording showed that she engaged students in various activities which helped her rise above most of the management challenges the other teachers experienced.

4.3.3 LESSON RECORDINGS AND INTERVIEWS WITH TEACHER T: CHALLENGES AND STRATEGIES

Teacher T's form B3 class consisted of 64 students. The topic of her lesson was 'The Verb'.

4.3.3.1 Classroom Management challenges

Most of the management challenges that Teacher T experienced were similar to Teacher L's and Teacher R's. However, the lesson recording clearly reveals a very high level of noise interference and the teacher's inability to remember students' names.

i) Noise Interference

The lesson recordings also revealed noise interference in Teacher T's class. Students shouted on top of their voices as they responded to questions and the teacher repeated most of their responses as a strategy to overcome this challenge.

XXXII. L: I am standing up.

T: I am standing up. Which is the verb in this sentence? (Appendix C1, ll 10-11).

(ii) Inability to Remember and Use Students' Names

In addition, students in Teacher T's class made sentences with verbs and used some of their classmates' names in the examples they gave during lesson recordings. When one student's name was mentioned in one example the teacher could not tell whether that student was a boy or girl. This is an example of what she said to show that she did not know some of her students:

XXXIII. L: She is recording her voice.

T: (Repeats the student's response) She is recording her voice. Who is recording her voice?

L: In a chorus). Mothebesoane!

T: Is Mothebesoane a boy or a girl?

L: (All students laughed at the teacher). (Appendix C1, ll 38-42).

Teacher T also used a lecture method to ensure that students listen to important aspects of her lesson. The following is an example of her use of this method:

XXXIV. T: Remember a verb cannot be a helping verb unless there is a verb for it to help. (She makes a sentence without the main verb) She is a book. In this sentence the absence of the main verb makes this sentence incomplete and not clear. Reading has to be there as a main verb to make the sentence sensible. She is reading a book. (Appendix C1, ll 43-47).

4.3.3.2 Instructional Challenges

The instructional challenges that Teacher T faced in her large class include insufficient time to enhance students' qualitative input and inadequate time to help students on an individual basis.

(i) Insufficient Time to Enhance Students' Qualitative Input

In Teacher T's class students responded to the teacher's questions orally and they did not get the opportunity to ask questions or seek clarifications. They made examples of sentences with verbs. The following is an illustration of what happened in that lesson:

XXXV. L: I am playing with my pen.
T: Which is a verb in this sentence? Yes?
L: Playing. (The noise continues)
T: Is playing the only verb in the sentence?
L: Am Playing. (Appendix C1, ll 18-22).

(ii) Inadequate Time to Help Students on Individual Basis

Teacher T did not have enough time to help individual students in her class. At times she allowed students to answer in a chorus which did not give her the opportunity to identify those who did not understand.

XXXVII: L: I am standing up.
T: I am standing up. Which is the verb in this sentence?
L: (in a chorus) Standing.
T: Is standing the only verb in that sentence? Which is another?
verb in that sentence?
L: I was giving another example of a sentence. (Appendix C1, ll 10-15).

4.3.3.3 DATA COLLECTED FROM INTERVIEWS

The following questions were asked to draw some information on the management and instructional challenges as well as the strategies that were revealed by the lesson recordings in Teacher T's class:

1. From the recorded lesson I heard that there was a lot of noise in your class, why do you think students were so noisy?
2. Do they make such noise everyday?
3. What do you think is the cause of that?
4. How many students did you teach in that class? Are there similar numbers in the classes that you teach everyday? Is it easy or difficult to teach a class of the number of students you have mentioned?
5. How do you solve the problems that you meet in classes with too many students?
6. Which skills do you want students to develop as you teach English?
7. Are you able to develop all of them in every lesson?
8. How do you think you should be helped to solve the problems that you have talked about? (Appendix C1).

In response to the questions 1, 2 and 3 Teacher T confirmed that her class was noisy during lesson recordings. She, however, indicated that she did not know why students were so noisy in her class but contemplated that it might be because she is not too harsh with them.

The following responses are for questions 4 and 5:

XXXVIII. T: 64 Students (AppendixC2, L 31);

XXXIX. T: Management of the class is not easy; some [students] eat in class and it takes much of the teaching time when one tries to stop the noise or what students do. (Appendix C2, ll 36-38);

and

XXXX. T: I sometimes use corporal punishment, i.e. I beat them so that they keep quiet. (Appendix C2, ll 41).

Teacher T stated that there are 64 students in every form B class and it is not easy to teach in those classes because students engage in different disruptive behaviour. She pointed out that she uses corporal punishment in order to stop the noise in class.

Furthermore, Teacher T's response to question 6 was that she wants students to develop the following skills listening, writing, reading and talking and she also indicated that she is not able to develop all the mentioned skills to her satisfaction because of the limited time for marking individual students. In response to question 7 she stated:

XXXXI. T: Yes, but not to my satisfaction because I do not give them enough work to write as I cannot finish marking their work on time every day. It is also difficult to make sure that everybody participates in class because of their numbers. (Appendix C2, ll 52-54).

She believed that group work was the best strategy that should be used to overcome the instructional challenges in large classes. She also thought that team teaching and workshops could also be helpful in teaching these classes. The following illustration is her response to question 8:

XXXXII. T: May be team teaching and workshops could help us deal with the problems of large classes. (Appendix C2, ll 57-58).

As already stated the management and instructional challenges as well as the strategies that Teacher T used in her large class were similar to Teacher L's and Teacher R's. Nevertheless, she suggested team teaching and workshops as the strategies that could help teachers to overcome these challenges.

4.3.4 LESSON RECORDINGS AND INTERVIEWS WITH TEACHER M: CHALLENGES AND STRATEGIES

There were 70 students in Teacher M's class. The topic for her recorded lesson was 'vocabulary and idiomatic expressions'. The classroom management and the strategies that Teacher M used for these challenges are presented separately from the instructional challenges and their strategies.

4.3.4.1 Classroom Management Challenges

The Management challenges Teacher M faced in her large class includes inability to remember and use students' names and difficulty in managing behavioral problems.

(i) Inability to Remember and Use Students' Names

The lesson recording showed that Teacher M occasionally used her students' names in class. The students volunteered to read the sentences on the idiomatic expressions. When Teacher M asked them to give the meanings of these idiomatic expressions, she was able to remember only a few names. The following is an instance of her inability to remember and use most of her students' names–the teacher directs her questions without using the student's name:

XXXXIII. T: What is the meaning of, 'to take a French leave'?
L: To leave without permission.
T: Yes, it means to leave without permission and remember, we are learning all these things to use them when we write compositions which means we have to learn them each and everyday so that when we write compositions, we are able to use different words and the idiomatic expressions. Then we have the next one, she learnt to keep all her friends at arm's length. What is the meaning of 'at arm's length'?
L: The distance from a friend.
T: The distance…., what do you mean by the distance from your friend, it is not very clear? (Appendix D1, ll 31-41).

(ii) Difficulty in Managing Behavioural Problems

Teacher M also had problems of managing behavioural problems in class. She sent one boy out of class during lesson recordings because he was playing, making noise and disturbing other students. The following is an illustration of what the teacher said:

XXXXVIII. T: Uena monna (you man), please go out and thanks for Understanding. (Appendix D1, L 87).

4.3.4.2 Instructional Challenges

The instructional challenges that follow were revealed by the lesson recordings: inability to help students on an individual basis; lack of resources and insufficient time to enhance qualitative input.

(i) Inability to Help Students on Individual Basis

Some of the students in Teacher M's class could not read certain words contained in the idiomatic expressions and the teacher did not help them. One of her students could not read the following sentence: "We were sure our father would not allow us to go so we decided to take a French leave". This is an example of what happened:

XXXXIX. T: So because of all those things that happened, this particular person behaved in a kind way to everyone who was there. Pule, read sentence number 79!

L: (Reads) we were….. (Could not continue)

T: Continue, you read the sentence before class so you should know how to read that word. (Appendix D1, ll 24-28).

(ii) Lack of Resources

Lack of resources such as books was one more instructional challenge that Teacher M expressed. She dealt with idiomatic expression and vocabulary in her class as her lesson was recorded. The tape recording reveals that the teacher had expected the students to have searched for meanings of given words using their dictionaries as preparatory work. She also expected them to have brought their dictionaries to school. Some students failed to do either or both, as can be gleaned from the following comment:

XXXXX. T: Let's find the word 'emulate' from the dictionary. You are supposed to have your own dictionaries, I said people must buy their own dictionaries and bring them to school. Anybody who has found the meaning of 'emulate'? Let's all listen. (Appendix D1, ll 84-86).

(iii) Insufficient Time to Enhance Qualitative Input

The majority of the students in Teacher M's class contributed to the discussions in class but what they mostly did were to read the sentences with the idiomatic expressions, provide meanings of difficult words and explain the idiomatic expressions. The following illustration is what happened in that lesson:

XXXXXI. L: (Reads the next sentence). On that day good things came and I behaved benignly to all.
T: Pardon
L: (Reads the sentence again). On that day good things came and I behaved benignly to all.
T: What is the meaning of the word benignly?
L: Kind and gentle. (Appendix D1, ll 17-23).

4.3.4.3 DATA COLLECTED FROM INTERVIEWS

The main challenges and strategies that the lesson recordings revealed in Teacher M's class were clarified during interviews. The following questions were presented:

1. How many students do you teach in Form D?
2. What is it like teaching large classes? Do you find it easy or difficult and why?
3. How do you avoid the problems that you experience in large classes?
4. How did students participate in your class? What do you think was the reason for that?
5. What strategies do you normally use to teach these classes? Why?
6. How do you think you can be helped and who should help? (Appendix D2).

In response to question 1 above, Teacher M confirmed that there were 70 students in her class. She further stated the following as responses to questions 2 and 3 that asked about her experience with the large classes and the strategies that she uses to solve the problems she experienced:

XXXXXII. T: It is not easy at all because you find out that the smallest amount

of noise they make tends to be too loud because the classes are big and of course there will be echoes; students who sit at the back of the classes are always noisy… (Appendix D2, ll 15-17);

XXXXXIII. T: Students who sit at the back of the class are always noisy it is therefore difficult to teach because your concentration most of the time is on controlling the class. (Appendix D2, ll 17-19);

and

XXXXXIV. T: Normally at the beginning of the quarter I make my own arrangements in my classes; I set rules on how they should sit and behave in class at the beginning of the first quarter and in class I explain to them the importance of being silent. (Appendix D2, ll 21-23).

Teacher M stated that she finds teaching large classes difficult because students, especially those who sit at the rear of the classroom are extremely noisy. She also pointed out that much time is wasted when the teacher tries to control the noise. She however, stated that she set rules on how students should behave in her class at the beginning of the quarter.

The following are Teacher M's responses to question 4, 5 and 6 above:

XXXXXV. T: Students' participation was good because they were given papers on vocabulary and idiomatic expressions over the weekend to prepare for the class. They were told that they could use their dictionaries and student companions to find out answers. As we went to class most of them already had the answers. (Appendix D2, ll 9-12);

XXXXXVI. T: Group discussion and lecture because of too many students in one class, letting them discuss in groups helps individual students to participate because it is not easy to involve each and everyone in large classes unless the students are grouped.

Sometime it becomes necessary to use lecturing especially when there is a lot of content to cover so it becomes easier to use lecturing. (Appendix D2, ll 25-29);

and

XXXXXVII. T: May be more schools and classes could be built and more teachers hired. But in the case like ours where we are faced with this problem, consulting other English teachers on how to teach large classes could help. (Appendix D2, ll 34-36).

Teacher M pointed out that she felt that students' participation in the lesson was good because they were given work well in advance to prepare for the lesson. She also stated that group discussions and lecturing were the strategies that she used regularly for her large classes. She suggested further that there was need for more classrooms and schools to be built to help overcome the problems of large class teaching. Furthermore, she suggested that teacher-teacher consultation on regular basis and even the hiring of more teaching staff could help address the problem.

The management and instructional challenges that Teacher M experienced were not different from those mentioned by the other three teachers. She was unable to remember and use students' names, she was also unable to manage students' behavioural problems. The instructional challenges includes; inability to help students on individual basis, insufficient time to enhance qualitative input and lack of resources.

4.4 CONCLUSION

The presentation of data that this chapter provides shows that there were more instructional challenges than management challenges that teachers faced in classes which have been defined as 'large'. The salient management challenges that were mentioned include noise interference, inability to remember and use students' names; difficulty in managing behavioural problems; and use of cellphones. Teachers claimed to have used these strategies for management challenges as stated above: Lecturing, repeating students' response, immediately responding to behavioural problems; setting rules and procedure for students and using relevant examples to keep them interested in the lessons.

The instructional challenges that the lesson recordings revealed and those mentioned during interviews were: inadequate time to help students on individual basis; insufficient time to enhance qualitative input; lack of resources; insufficient knowledge of English and inability to individualize teaching. Lecturing and repetition of students' responses were the most prevalent strategies that the lesson recordings revealed but teachers claimed to have used the following strategies as well: immediately responding to behavioural problems, engaging students in group activities, providing additional or remedial classes; and using relevant examples such as relating the lesson to students' lives. The chapter that follows discusses the analysis of data presented above.

CHAPTER FIVE

DATA ANALYSIS AND DISCUSSION

INTRODUCTION

This chapter presents the analysis and interpretation of the data presented in Chapter 4. According to Daley (2004) and Silverman (2005) data analysis involves reducing voluminous amount of information into manageable form without losing the embedded meaning. This is the process of making sense out of the data and to be able to do that data should be studied and categorized to retrieve and analyze information across categories. In this study the management and instructional challenges and the strategies that teachers used to overcome them are analyzed against the literature review that has been collected for this research. The teachers' portrait and their classes are analysed first as they cover the first five questions that teachers were asked during the interviews. These are followed by categories of management and instructional challenges as well as their strategies. Lastly, the conclusion is drawn from the interpretations made.

As stated in earlier discussions, the numbers of students in the classroom of this study clearly fits the description of 'large classrooms' i.e. 50 to 60 students in a class. Most of the challenges that teachers face in this study were similar to those experienced in studies conducted in the developing countries as provided in Chapter 2 of this study. Furthermore, the teacher-participants are professionally qualified teachers whose teaching experiences differ. Their experiences seem to impact on their management of large classes and the strategies they employ for both the management and instructional challenges.

5.1 MANAGEMENT CHALLENGES IN LARGE CLASSES

The presentation of data clearly reveals that the most salient management challenges in classes that this study defined as large are: noise interference, inability to remember and use students' name, difficulty in managing behavioural problems and the use of cellphones. Each of these challenges is discussed below.

5.1.1 Noise Interference

The tape recordings and interviews revealed noise interference as one of the major management challenges in the large classes of this study. As stated in Chapter 4, listening to the lesson recordings was not easy because of the high noise levels in the classes. According to the Malawi Institute of Education (1997) the teacher's failure to manage the class is one reason behind students' noise in large classes. On the other side of the coin, teachers claim that because of the high noise levels, they find it difficult to manage large classes. The teacher is unable to reach each and every corner of the class which gives students the opportunity to engage in different disruptive behaviour. This research further indicates that students who sit at the rear of the class always make noise because they could easily hide from the teachers' attention - this was apparent in the lesson recordings and interviews with teacher-participants in this study. The teachers themselves indicated that in most cases the students who sit at the back of the class were exceptionally noisy.

While some teacher-participants believed the noise that students made in large classes simply signalled undesirable behaviour on the part of students, one of them blamed it on the overcrowded classes. The teacher argued that even the smallest amount of noise that the students made seemed too loud and disruptive. In her view, the noise in these large classes is not only caused by the teachers' inability to manage the class but it is sometimes inevitable even when students are on their best behaviour.

Furthermore, the noise in the large classes interferes with teaching and learning, therefore it becomes crucial for teachers to try and minimise it before they continue their teaching. One step towards resolving this problem could be to find the causes of students' noise in class. The Centre for Teaching Excellence (CTE) cites boredom, disengagement and restless as some of the bases for students' noise making and disruptive behaviour. Although most teachers in this study did not provide their suggestions of the causes of noise in their classes, some of the reasons pointed out by CTE might hold true in their classes. However, one teacher mentioned what she believed to be the cause of noise in her class; she stated that her students thought she was too soft. Whilst there might be some truth in this reason for interfering noise in the classroom, finding other causes of the problem would help the teacher get to the root of the problem and address it. In comparison to the other teacher-participants, this teacher, whose class has been defined as the noisiest, as noted in the previous chapter had the least amount of teaching experience.

This variable, coupled with the overcrowded class might have contributed to her inability to come up with effective strategies to manage the noise in her class. The students might have recognized that their teacher was young and lacking in confidence in classroom management and therefore made her believe that corporal punishment was the only solution for this challenge. Kagan (1992, in Martin et al. (2006) asserts that inexperienced teachers focus more on quality lesson planning and may later on shift their focus from lesson planning to discouraging disruptions. This explains why this teacher participant found it difficult to control the noise in her classroom. Because of her lack of experience in managing the class she found it difficult to identify the source of the noise students made in her classroom. This correlates with Martin et al. (2006) who assert that inexperienced teachers focus more on their lesson plans than they do on classroom management which may result in unproductive learning and teaching.

5.1.2 Inability to Remember and Use Students' Names

Remembering students' names and using them in class facilitates a warm social environment which brings about effective classroom management. On this note Liu (2007) states that the teacher's ability to call students by name establishes a personal bond between the teacher and the students, which instils in them a sense of mutual respect. However, in large classes this is a big challenge for both the experienced and inexperienced teachers. Teacher-participants in this study stated their inability to remember and use most of their students' names in their large classes regardless of their experiences with these classes. Some teachers made efforts to use some of the names they could remember but they claimed to remember the names of the fast learners and the mischievous students in class. The other teacher-participants rarely used students' names when they asked questions in class. If teachers do not make an effort to learn and use students' names that does not only affect their management of the classes but it also limits their selection of strategies to effectively teach different students with different capabilities. Knowing students and their names could help in overcoming most of the challenges they meet in large classes. It could also provide teachers the opportunity to know students' backgrounds which would guide them to determine why students behave the way they do in class. Nolasco and Arthur (1988) believe that knowing students helps teachers to appoint students with confidence and help to identify those who disrupt the classroom. They go further to indicate that, it shows that the teacher cares about what students do and this helps to contribute to a positive learning environment. Haddad (2006)

also believes that learning students' names does not only create a comfortable classroom but it also encourages students' participation.

Furthermore, as stated in Chapter 2, Renaud et al. (1992), The Malawi Institute of Education (1997), Carbone (1999), Ives (2000), Xu (2001) and Benbow et al. (2007) argue that teachers who use students' names instead of just pointing at them as they ask questions stand a better chance of controlling students' behavioural problems in class. This indicates that failure to remember and use students' names is related to the management of students' behaviours. If teachers could remember and use students' names in class, the chances of students' engagement in disruptive behaviour could be limited because they would know that the teacher would be able to identify them as trouble makers. However, in classes that this study defines as large, teachers found it difficult to match the many faces with the names but it is vital for teachers of these classes to make an effort to remember and use their students' names for effective management of the classes. Mindful of the benefits of knowing students' names, teachers in large classes in Lesotho secondary schools could develop strategies that could best assist them remember and use students' names for the same reason as well.

5.1.3 Difficulty in Managing Behavioural Problems

In addition to the above challenges that teachers faced was the difficulty to manage students' behavioural problems in large classes. The teacher-participant of this study argued that the atmosphere in their large classes is not always conducive to learning because students engage in much disruptive behaviour which the teachers find difficult to control. One of these teacher-participants stated that students "ate, stole pens and giggled" as she taught. Students feel free to disrupt the classes because they know there is no way that the teacher could identify them individually because the classes are overcrowded and finding those who misbehave is a major challenge.

In these classes students find other things to do instead of listening to the teacher. This correlates with Ning's (2007) assertion that in large classes it seems that students' attention wandering happens more easily and it is more difficult to maintain good discipline. One of the teacher-participants was forced to send one boy out of her class for disrupting her lesson. While this teacher might have believed what she did to be a solution to the challenge, it wasted the boy's learning time and contravened classroom

management policies. Other students might have feared to disrupt the lesson after that incident. However, Haddad (2006:18) argue that making students fear the teacher is not an effective strategy to maintain discipline in class as it is an authoritative management style which may prevent warm classroom atmosphere that is known to encourage students' participation in classroom activities.

Furthermore, inability to manage students' behaviour in class impacts negatively on learning and teaching in large classes as well as small ones but in large classes the situation is worse. Li (1993) has the same point of view about large classes as he asserts that minor flaws in management in large classes tend to be magnified and turn into disorderliness. This is an indication that chances of things getting out of hand totally in large class if teachers do not manage students' bad behaviour is high in large classes than in small classes. It is therefore essential that teachers should develop effective strategies to manage their students' behaviour in these classes for effective teaching and learning. This is related to Li's (1993) opinion that efficient classroom management is the answer to classroom success. Consequently, teachers should create conducive teaching and learning environment in large classes by improving the management of these classes.

5.1.4 The Abuse of Cellphones

The use of cellphones is common in this day and age for all people and students are no exception. Students' use of cellphones is important in their daily lives, but it could also generate more problems for schools if it is not well monitored. It is for this reason that some schools have found it imperative to make rules for their use. In some schools they are banned, as one teacher-participant in this study noted. Although one of the rules in this secondary school stipulates that students could only use their mobile phones outside classes and teachers were advised to confiscate them when they are used in classrooms, it seems that students tend to ignore this rule. When interviewed, one teacher-participant stated the use of cellphones by students during lessons as one management challenge she experienced in her large classes. She pointed out that this disturbed her recorded lesson. This correlates with Carbone's (1999) point that the use of these cellphones in large classes disturbs the lesson as much as the noise does. Sometimes students forget to switch them off before the lesson start, others use them intentionally especially in large classes where they think they may not be identified. This is an indication that sometimes students

do not always abide by school rules and this could lead to disorganizations, particularly if the school rules are not enforced.

5.2 STRATEGIES FOR MANAGEMENT CHALLENGES

For the management challenges that have been discussed in this study the following strategies were used by the teacher-participants to overcome them: repetition of students' responses, immediate response to undesirable behaviour in class, setting of rules and procedures for students at the beginning of the year, and use of lecture method.

5.2.1 Repetition of Students' Responses

All teachers repeated students' responses during lesson recordings. They argued that they did it to be certain that all students got what was discussed because there was too much noise in their classes. This means they used repetition of students' responses as a strategy to overcome the noise in their large classes. The use of this strategy might have impacted positively or negatively on the large classes that these teachers taught. As the teacher repeats students' responses this might help students to get the information that is not only correct but that is also structured in acceptable academic language in class because teachers may correct students' responses as they repeat them. On the other hand, this may have negative impact on students' development of listening skills because they would expect the teacher to always repeat students' responses in class. This means repetition of students' responses solely to ensure that everybody gets the answers is not a sensible resolution as it may create more harm than good. Nonetheless, it sometimes becomes necessary to repeat students' responses for them to have the opportunity to listen to appropriate and correct use of English as teachers restructure some of their responses. This is linked to Zwiers' (2007) point that repetition of students' response is often done to emphasize the important points of the lesson or to highlight the vocabulary or grammar used by the students. However, Settlage and Southerland (2007) argue that repeating answers that students offer strangle the discussion in class. They also state that while repetition of students' answers may help all students to hear the comment made, it may also prevent students to listen to their classmates. As a result developing other strategies for noise making in large classes might be a better option for teachers to manage these classes. Teacher–participants in this study used repetition of students' responses as a strategy to help control the noise in their classrooms. Most of these teachers did this by

raising their voices above the noise levels to ensure that all students got what was discussed in class.

5.2.2 Immediate Response to Undesirable Behaviour

Another strategy that teachers used to manage students behaviour in class was to immediately react to undesirable behaviour. The most prominent challenge that teacher-participants faced in this study was noise. While all teacher participants maintained that they used severe tones to warn students to stop the noise, the noise in the recorded lessons continued throughout the lesson - which shows that the strategy was ineffective. Repetition of students' responses did not help from what has been discussed in the previous paragraph. Corrie et al. (1982:50) suggests the different strategies to help stop the noise in large classes: the use of a brief word as a request rather than a warning by the teacher to prevent unacceptable talking and variation of the tone of the voice. These suggestions might be helpful for overcoming noise interference in large classes. Teachers in large classes could adopt these strategies and find out if they could be helpful for their situations. However, teachers come across several classroom management challenges in large classes such as eating, giggling, and many more and for these other challenges may be responding to the behavioural problems immediately might work efficiently. The tape recorder revealed teacher-participants' efforts to stop the disruptive behaviour in the recorded lessons of this study.

5.2.3 Setting of Rules and Procedures for Students at the Beginning of the Year

Some of the teacher-participants argued that they laid down rules and procedures for learners at the beginning of the first quarter as a strategy for overcoming disruptive behaviours in their large classes. As stated in the previous chapter, one of the teacher-interviewees thought that this strategy played a major role in helping her to manage many challenges in her large classes. When rules and procedures are set to guide how students should behave in the class, it provides students with the opportunities to know how they are expected to behave. This particular teacher claimed to have re-arranged the seating plan in these classes and told her students the importance of being quiet in class. This seems to be an effective strategy for managing large classes because students would become cautious of what they do in class unlike when they have to guess how the teacher would want them to conduct themselves. This correlate with the ideas suggested by Renaud et al. (1992), The Malawi Institute of Education (1997)), Carbone (1999) Ives

(2000), and Benbow et al. (2007) who believe that this strategy would be helpful but also indicate that students together with the teacher should set rules and agree on the punishment to be exercised if the rules are not followed. The strategy might be useful for overcoming management challenges in classes that this study describe as large and including students in the formation of rules would also make them responsible for their behaviour in class. Students are less likely to disobey their own rules rather than those which are exclusively teachers' rules. The idea of agreeing on the punishment would also save the teacher the trouble of always having to come up with suitable punishment to administer for misbehaving students. Oliver and Reschly (2007) add that if rules are stated and worded positively to describe the expected behaviour, problem behaviour is more easily prevented.

5.2.4 The Use of Lecturing for Management of Undesirable Behaviour in Class

A lecture is a method of teaching that is mostly associated with large classes. Teacher-participants in this study claimed to have used lecturing as a strategy to overcome management challenges in their large classes. These teachers maintained that it allowed them to identify the noisy students during the teaching process. This adds to Haddad's (2006) suggestion that lectures allow teachers to be in control of the pacing of the class and as such, they give them power over what happens. Teacher-participants believed that this method assisted them to recognise the noise makers easily because as they lectured students were expected to be quiet and listening to what they were taught and that way it was easy for teachers to identify those who made noise. However, it is necessary to note that while the teachers claimed and demonstrated that lecturing was a strategy to curb noise interference it is neither unique for large class teaching nor is it a method that facilitates teacher-learner or learner-learner interaction in the classroom.

Lecturing, as a strategy, has its advantages and disadvantages. One of the advantages is to provide the opportunity for teachers to identify disruptive students as already stated. However, as this study shows, teachers would still have to decide on how to prevent the disruptive behaviour in their class after identifying noise makers. It is therefore necessary that this strategy is used in conjunction with other strategies for it to be effective in overcoming management challenges. Its negative impact is that too much power is given to teachers to control what happens in class; teachers become mere transmitters of information and students become passive which among other effects, could lead to their

engagement in undesirable behaviours in class. Carbone (1999) also confirm this when she asserts that teachers should involve students in various activities such as the use of visuals, stories, personal preferences, guest speakers and music for them to be interested in the lesson. This could be done to keep them busy in order that they would not feel bored. In addition, lecturing encourages one way communication and assumes that students learn in the same way, pace and their level of understanding is the same which is wrong (Haddad, 2006). Teacher-participants in this study should realise that this strategy only gives them the opportunity to recognize the trouble makers but does not really guide them on how best to solve the management problem in the large classes. As a result, further research could help find out other strategies that could be used with this method.

5.3 INSTRUCTIONAL CHALLENGES IN LARGE CLASSES

The teachers in this study faced several instructional challenges in the large classes and the most prominent ones were: Inadequate time to help students on individual basis, insufficient time to enhance qualitative input, inadequate time to provide feedback, inability to give students exercise to practice what is taught, students' failure to understand instructions due to limited knowledge of English and inability to vary classroom activities and lack of resources.

5.3.1 Inadequate Time to Help Students on Individual Basis

From the lesson recordings and interviews with teachers, one of the instructional challenges identified was the absence of adequate time to help students on individual basis. Ning (2007) also believes that in large classes teachers cannot easily give each student the individual attention they need. Teachers complained that there were too many students in their classes and very limited time to help each one of them at a time. It is not easy even with small classes for all students to understand concepts discussed at the same rate and time and the situation becomes appalling in overcrowded classes. In most secondary schools in Lesotho the time allocated for a single lesson ranges from 30 to 40 minutes and within that time it is not possible for the teacher to attend to all students' problems even in double lessons. It is apparent therefore that even after revision, some students were unable to make a distinction between a letter of complaint and a report in Teacher L's class. This shows that the teacher could not attend to all students' problems. For example, in large classrooms sometimes the teachers may take it for granted that all

students have understood what they taught because the fast learners show evidence of having grasped the concept. However, there may be some students who do not understand but are shy to ask for clarifications in class. For such students the teachers might only realise their problems as they evaluate the lesson and these students 'responses are wrong. The two students who asked for clarifications between the letter of complaint and a report are a good example of shy students who found it difficult to ask questions in large classes.

In addition, if teachers are unable to assist individual students when they have problems of understanding, it would also be a challenge for them to consider students' interests, talents, and aptitudes as they plan and present their lessons. In this case it would not be easy for them to give students tasks which match their different interests and needs. The Malawi Institute of Education (1997) and Blatchford (in press) also share the view that large classes do not allow teachers to reach individual student needs. From the findings in this study students' interests were not considered as only one method of teaching was used in most recorded lessons and teachers argue that they were unable to vary the activities in class due to the large numbers of students in those classes. As much as it was difficult for teachers to consider students' interests when teaching, it is vital for ensuring better understanding of what is taught in class.

5.3.2 Insufficient Time to Enhance Qualitative Input

While it is difficult to help each and every student in a large class, involving them in classroom activities is also a challenge that teachers faced in the recorded lessons of this study. In some of these lessons not even 50% of the students took part in classroom activities because of the limited time. Teachers argued that students' inability to participate was due to overcrowded classes. The methods that teachers used also contributed much to this challenge. Most teachers resorted to lecturing as a strategy, and as already indicated this contributes to students' passivity in class. On this note, Davis (2009) contends that large classes demonstrate a very active teacher and passive students; however, he believes that good learning can hardly occur where there is no student-centered learning regardless of how good the teacher is. In addition, some students are not comfortable to ask or respond to questions in large classes. Furthermore, the selection of strategies in these classes is made to cope with the situation, not to allow students to be actively involved in their learning in most cases (Morris et al, 1996). Students' participation in class is crucial as it determines their level of understanding but in the

lesson recordings it was restricted by the choice of teaching methods used. It therefore becomes significant that teachers vary their teaching strategies in order to facilitate maximum students' contribution in classroom activities.

5.3.3 Inadequate Time to Provide Feedback

Marking students' class work, tests and giving them feedback in time is always a challenge in large classes as was observed in the recorded lessons of this study. According to Devlin et al. (2002) students expect feedback that is detailed in order to identify their weaknesses and understand how they have to improve in future but in large classes that becomes a problem. This is an indication that feedback is important for guiding learning. The teacher-participants complained that marking in large classes was burdensome and that it restricted them from giving students enough exercises to practice what they taught and to mark their work regularly.

Furthermore, most lessons that were recorded were dominated by teachers' talk and students only took part in the activities by answering questions orally — as previously stated. Teachers were aware that they had to develop four basic learning skills (listening, talking, reading and writing) in EAL classes from what they said when interviewed. They also knew that their not being able to do that impacted negatively on students' learning. Nevertheless, it was difficult to mark and provide feedback in time in the large classes that they taught. This adds to ideas from The Malawi Institute of Education (1997) and Kolo and Francis (2005) who assert that large classes prevent teachers from providing timely feedback. They argue that feedback is useful for showing students progress and assessment strategies that are administered in large classes provide an inaccurate picture of learners' capabilities. This is an indication that assessment is intertwined to teaching and learning and trying to separate them is not advisable for efficient teaching and learning. Secondary teachers in Lesotho should be aware of this and device means to regularly give students exercises and provide feedback in time.

5.3.4 Inability to Give Students Exercise to Practice What is Taught

As previously mentioned giving students work or exercises to practice what is taught is a problem in large classes and that was also a challenge for teachers in this study. The Malawi Institute of Education (1997) states this as a problem that teachers always face in large classes. Teachers in this study argued that they did not give individual work for

students to practice but mostly gave group work because it took them a long time to mark and provide students with feedback. Although group work is mostly encouraged as an effective strategy for large classes sometimes it becomes necessary to give individual exercises. For compositions and letter writing however it is difficult to determine students' participation and understanding when group work is used especially if there are too many students in one group. It becomes a problem to ascertain that all members of the group took part in the discussions. Teachers' inability to regularly give students exercises to practice what is taught hinders their learning progress. This was also a challenge for teachers in this study. Wilson, (2006); Holloway, (2002); Ehrenberg, et al., (2001) in Benbow et al. (2007) also confirm that large classes take a toll on the teacher's ability to manage time, requiring more time to be devoted to instruction, task management and leaving less time for actual instruction. While this is a problem for large classes, teachers should develop ways of ensuring maximum students' involvement in classroom activities for successful learning.

5.3.5 Failure to Understand Instructions and Follow What is Taught Due to Limited Knowledge of English

Most of the teacher-interviewees complained that students did not follow instructions when they were given exercises due to limited knowledge of English as the medium of instruction in Lesotho secondary schools. This is a problem for all teachers regardless of the size of the classes they teach but it is more acute in large classes. It becomes a major problem in secondary schools in Lesotho because English is one of the core subjects that determine students' pass or failure in that education level.

Another problem which teacher-participants stated was related to students' reading habits. Teachers complained that students failed to develop reading habits and this resulted in their failure to understand what they read. Teachers were therefore forced to read with them to help them understand what they read. Their inability to follow instructions also lead to their failing to do what is required. This correlates with research conducted by Nolasco and Arthur (1988:5) whereby they indicate that students are unwilling to communicate in English in countries where English is an additional language and used as a medium of instruction. In a secondary school in Lesotho students communicate in English only in classrooms and that does not give them enough opportunity to learn the language. Teacher-participants in this study claimed that students fail in examinations

because they fail to follow instructions because of their limited knowledge of English. It is through practising speaking the language that students get to understand English but in most cases students fear to make mistakes and therefore limit their chances of learning more about this language. However, the teachers' responsibilities involve encouraging students to learn English by giving them guidelines on how best they could improve their knowledge of this language.

5.3.6 Inability to Vary Classroom Activities

Making sure that students are involved in classroom activities goes a long way towards successful teaching and learning however that is a challenge in large classes. It is also a fact that students have different learning styles and their levels of understanding differ. In order to cater for their different learning styles, different activities should be employed in class. Haddad (2006:28) believes that students could be more attentive and their potential for learning could be increased if they are exposed to a variety of teaching methods and learning experiences. Nevertheless, in all the large classes that were recorded as already stated lecturing was the dominant strategy used. Some teacher-participants mentioned other methods such as group discussions, discovery which they did not use when their lessons were recorded. The reason behind their inability to vary classroom activities might be due to the atmosphere in large classes which does not allow much variation in classroom activities and while that is true teachers can always find ways to cope with the situation. Morris et al. (1996) agrees that teaching methods in large classes are only selected to cope with realities of the environment. This means the choice of strategies in these classes in most cases is not based on their efficiency and this result in ineffective learning. This explains why most of the teacher-participants did not vary the classroom activities and that might have resulted in problems of understanding for students.

5.3.7 Lack of Resources

Another instructional challenge that was stated by teacher-participants was lack of resources. Ning (2007) also asserts that in large class situation, teachers may not have enough teaching and learning aids. Some teacher-participants claimed that students did not have books and that created some problems for them. From what these teachers said, students' lack of books posed a problem because most of the classroom activities in the recorded lessons required their use. For example, in the recorded lessons the use of dictionaries mediated students' knowledge of idiomatic expressions. Their absence meant

that students could not follow what was taught or delayed to understand what they were taught. Teaching and learning materials can be anything that teachers use in class to facilitate learning and that include books. When teachers cannot find ready made material to facilitate better students' understanding, they can devise their own materials. Teacher-participants pointed out that they used photocopies for the comprehension passage and idiomatic expression exercises but they could not device their own materials for the dictionaries that students had to use that is why lack of dictionaries was a challenge for them.

5.4 STRATEGIES FOR INSTRUCTIONAL CHALLENGES

Teachers used about six strategies to overcome the instructional challenges in large classes of this study. Those were provision of additional or remedial classes, use of relevant examples, engaging learners in group activities, team teaching, lecturing, use of students' home language and students' presentations. However, these strategies may not be peculiar to large classes but to average and small classes.

5.4.1 Provision of Additional or Remedial Classes

The situation in large classes is such that most students hardly understand what they are taught at once therefore teachers sometimes provide additional or remedial classes to overcome this challenge. This adds more burden to their already loaded work of which they are not compensated for. This correlates with Davis' (2009) idea that in many secondary schools in the developing world where pay is meagre it becomes difficult for head teachers to put a bigger part of time, effort into student life because that requires good remuneration to stir up the teacher's devotion. From what was found in this study some teacher-participants argued that they provided additional classes for students who seemed to have problem in their classes. They however pointed out that they did that with external examination classes (JC) due to too much work that they did within limited time. These classes help students to be on the same level with the other students. In these classes teachers do not necessarily have to re-teach the whole lesson but they may ask questions to find out how far students are compared to those who understand and try to put more effort on the important concepts of the lesson.

5.4.2 Use of Relevant Examples

In one of the recorded lessons the teacher used relevant examples to help students understand the comprehension passage on 'The Jewel Fish' better. This is linked to ideas suggested by Haddad (2006) who asserts that in order to help students understand; teachers should do more than reproduce concepts in the text books but illustrates those concepts with the use of real-world examples. This does not only help students understand but they also get to notice the relevance of what they learn in school to their everyday lives. The teacher-participant related the lesson to science and compared some events in the comprehension passage to students' real life experiences. This seemed to arouse students' interests in the lesson and it also improved their understanding. Teo (2002) also asserts that students become interested in the lesson when the lesson is related to their personal lives and goals. Furthermore the strategies that build on students' prior knowledge help them to understand concepts better and in this case students' background knowledge of science enhanced their understanding of the comprehension passage that was discussed in one of the recorded lessons.

5.4.3 Engaging Students in Group Activities

From the lesson recordings in this study, teacher-participants did not engage students in any group activity. However, during interviews they claimed to have used group discussions and given students work in groups. They asserted that group activities ascertain involvement of all learners in classroom activities more than any other method they knew especially in large classes. They also believed that it helped to reduce the amount of work they had to do as they mark students' work in large classes. This correlates with ideas from Long and Porter (1985) who maintain that this method is the best approach because it increases students' participation in large classes when compared to a lecture. They also do not deny the fact that group work cannot solve the entire challenges that teachers face in large classes but believe that students as social beings are used to interacting and working together which develops their understanding in large classes. Urwick et al. (2008) also point to the same idea when they state that group work is one of the strategies that are useful in the teaching of English in large classes. They assert that it enables students to discuss and share ideas which enhance understanding of the language. They also believe that when working in groups most students participate actively - even the slow learners tend to take part that is why it is regarded as an effective way of teaching in large classes. Ning (2007) is of the same idea but adds that if each

group is given clear, defined and achievable goals, it can promote deeper and broader learning outcomes for all students.

5.4.4 Team Teaching

Team teaching helps to reduce the amount of work the teachers face in the large classes. During interviews one of the teacher-participants mentioned team teaching as one strategy that she used to address the challenges in her large classes. While this strategy could be efficient in most cases the absence of enough teachers obstructs its use. The cause of large classes in Lesotho's secondary schools is shortage of teachers and enough classrooms in schools as a result it might not be possible that two teachers can work together in one classroom because the time-table might not allow that. Nonetheless, team teaching can meet both management and instructional challenges in large classes. This adds to research conducted by Alimi et al. (1998) and Michaelsen (1982) which proposes that teachers for the same class (levels) could work together, when one leads the discussion, the other could be responsible for classroom management and provide remedial work. Peng (2006:76) also believes that team teaching allows the teachers to observe students and they (students) are likely to copy what their teachers do and work cooperatively with other students.

5.4.5 Lecturing

As already indicated, this method was used by all teacher-participants of this study. They argue that they found lecturing suitable for large classes and believed that it helped them achieve greater content coverage. This correlates with previous research by Harmer (1993) in Xia (2006) who indicates that this method is appropriate for large classes. He claims that teachers are certain that every student hears what is taught when they use lecturing as a teaching strategy and students get good language model from the teacher in language lessons. Nonetheless, as already mentioned, this method has more disadvantages than advantages. The latter include the teacher's inability to pace the lecture effectively — the lecture may be too fast or to slow for some learners, it treats the teacher as the only source of knowledge and students as empty vessels that are waiting to be filled with information and it involves more teaching and little learning (Harmer, 1993 in Xia, 2006).

The fact that this method has more disadvantages than advantages shows that it is unwise to use it without complementing it with other methods which are known to allow

students' participation in class. Most teachers in this study used it to highlight the important points throughout their lessons but as already indicated this is discouraged. Liebman (1996) also agrees that the use of this method alone in a lesson is not effective because students' attention span is limited. She therefore suggests that lecturing non-stop is not useful unless students are engaged in other activities. She also suggests that it could be used together with discussions for successful students' learning. In her view, after every ten minutes of a lecture, students could be left to discuss questions asked and develop answers together and that would give them the opportunities to be active in their learning. Haddad (2006) points to the same idea when he asserts that a lecture should be planned for a short time since the average student's attention span is limited to 10-15 minutes. He suggests that it is best to change the format of the lecture often in order that all students will remain attentive.

5.4.6 Use of Students' Home Language

Some teachers in this study argued that they used students' mother tongue to help them understand instructions and certain concepts that were taught. This means teachers used Sesotho (the language spoken by Basotho) to explain English concepts that students could not understand. The idea of using students' mother tongue might not be bad if concepts in that language are compared with the ones in English and differences are indicated. However, the use of the mother tongue in English lessons might encourage students to use that language (mother tongue) when they answer questions in tests, assignments and examinations. While that is not allowed in secondary schools in Lesotho it also does not help them learn the language. Students need to practice speaking English everyday in order to understand and speak it fluently. Apart from that, students might not feel committed to use English in their communications in school in order to learn the language if their mother tongue is used to teach English. Hence, Moodley (2007) advises that teachers should be cautious of their use of students' mother tongue to facilitate better understanding of English and should use code switching strategically so that it facilitates learning and not hinder it.

5.4.7 Presentations

Students' presentations were used as strategies for managing instructional challenges in the large classes of this study. This provided them with the opportunities to be actively involved in their learning. Starkings (1999) asserts that presentations help students to develop and improve their communication skills. She also believes that the students are able to manage their time to effectively get their points across and be able to answer questions during presentation which help them in their management of time during examinations as well. Students have to prepare for these presentations and while they do that they may engage in research to find more information on what they have to present and become more informed in the process. This could be done by letting students to discuss in groups and choose representatives to present what was discussed. In this manner students do not only get involved in their learning but they may also develop all skills which are required for language learning. Their knowledge of English would also improve but in large classes the students might not all get a chance to present.

5.5 CONCLUSION

The analysis and discussions in this chapter have shown that teachers in the classes that have been defined as large in Lesotho are faced with similar challenges that their counterparts in the developing countries experience. Teacher-participants seemed to have used different strategies which had effective results for the challenges that they experienced in these classes. However, these strategies also had some drawbacks and cannot entirely produce positive results every time they are used. Furthermore, the challenges and strategies used in this study may not be peculiar to large classes but to average and small classes as well. The next chapter dwells on the conclusions and recommendations.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

This chapter begins with the general summary of the findings and conclusions that are drawn in relation to the research questions of this study. These are followed by the recommendations and limitations of the research.

6.1 GENERAL SUMMARY OF THE FINDINGS

The students in each class of this study surpassed the anticipated number. However, that did not have much effect on the findings of this research. From the lesson recordings and the follow up interviews this study show that teachers in the classes that are defined as large i.e. (50 to 60 students) faced the following management challenges: Noise interference, inability to remember and use students' names, difficulty in managing students' behavioural problems, and the use of cellphones. For these challenges teachers used the following strategies to overcome them: repetition of students' responses, immediate response to undesirable behavior, setting of rules and procedures for learners at the beginning of the first quarter, and the use of lecture method. The salient instructional challenges included: inadequate time to help students on individual basis, insufficient time to enhance qualitative input, inadequate time to provide feedback, students' failure to understand instructions and follow what is taught due to limited knowledge of English, inability to vary classroom activities and lack of resources. Teachers used these strategies: provision of additional or remedial classes, the use of relevant examples when teaching, engaging students in group activities the use of team teaching and lecturing. However, it needs to be stated that while the above challenges and strategies were evident in this study of large classes, these may also be found in classes of other sizes.

6.2 CONCLUSIONS

The findings of this study show that in order to overcome the challenges of the classes that have been identified as large there is the need for all people concerned to find better

alternatives to help alleviate the situation if they cannot be eliminated all together. The classroom management and instructional challenges that teachers experienced are more than individual teachers can handle therefore collective efforts from all stakeholders in education is needed to resolve these problems.

Generally, the challenges that teachers face in the large classes seemed to be the cause of students' disengagement in the classroom activities. As a result teachers have to actively involve students in classroom activities as this seems to be the efficient strategy for all the challenges that have been mentioned. The use of group discussions is therefore, possibly, a better resolution in this regard. In small groups, all students get the opportunity to participate, unlike when the whole group is taught at the same time. These groups permit students to learn from each other and this relieves the teacher from providing all the information which could be tiring at times.

In addition, team teaching could be another strategy that might help teachers in secondary schools in Lesotho to overcome the challenges in classes that are defined as large in this study. One teacher could look after the management of the class while the other continues with normal teaching. However, for Lesotho secondary schools, this might be difficult because of the limited number of qualified teachers. It would not be possible for two or more teachers to be in one class at the same time. In this case, providing remedial or additional classes would be a better option.

6.3 RECOMMENDATIONS

From the findings of this study, the challenges that teachers face in large classes cannot be generalized since the research was conducted in a single secondary school in Lesotho. If the research could be extended to more schools, the findings would yield more results on the effects of these classes on teaching and learning. The authorities could offer professional development for teachers in the form of workshops. In these workshops teachers could be exposed to strategies that could be employed to address the challenges of large class teaching. For individual schools, teachers could share ideas on how best to overcome these challenges.

6.4 LIMITATIONS OF THE STUDY

Limitations are an inevitable part of any study. In the case of this study, the methods that teachers used for collection of data brought about some of these limitations. Lesson recordings were used to improve the reliability and validity of the research. These recordings were made in the absence of the researcher to allow the lessons to flow as natural as possible. Whilst this was done with good intention, it somehow deprived the study of some valuable information which could have improved the findings of this research. The students' behaviour in class, the teachers' interaction with students and the general classroom management are some areas that could have provided opportunity for note taking while the lessons were being recorded.

In addition, the follow up interviews that were conducted to complement the lesson recordings also had their own confines. For example, the unexpected load shedding (discussed below) impacted negatively on the time the participants were willing to give me. This prohibited me from probing further during the interview session as I had planned.

Power failure (load shedding) which mostly occurred from 9 o'clock in the morning to 12 noon for the whole period of data collection, was an inhibiting variable. This only allowed one lesson recording a day as most English lessons were time-tabled for the morning hours. This became a problem because the tape recorder required the use of electricity. The interview questions were prepared after the transcription of the recorded lesson and the absence of electricity delayed the process of transcribing. The interviews were re-scheduled for the following day to permit time for transcriptions in the evenings. Piloting the study could have helped as far as load shedding was concerned but time did not allow that as well. The one week that was scheduled for data collection was limited for both piloting the study and the actual data collection.

However, as already stated, the findings of this study cannot be generalized but the information adds to existing literature on large class teaching and learning. The findings confirm that teaching large classes is a challenge for most teachers and students and the strategies that teachers employed to overcome these challenges worked to some extent but

further research would be necessary to help teachers overcome the challenges they meet in these classes.

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Transcription Conventions

T: Teacher

L: Learner

. . . : pause/silence

I: Interviewer

L: Line

ll: Lines

LIST OF APPENDICES

Appendix A: Lesson recordings and Interviews of Teacher L

Appendix A1: Lesson recordings in Form C1

Topic: Letter writing (A letter of complaint)

1. T: Today we are going to deal with the letters. Eh, the formal letter. How does a
2. formal letter differ from a friendly letter? Yes sister?

3. L: In a formal letter there are two addresses.

4. T: Yes in a formal letter there are two addresses. What else?

5. L: In a formal letter we have a heading.

6. T: In a formal letter there is a heading. Mh! What else? Teboho?

7. L: There are no greetings

8. T: There are no greetings. What else?

9. L: We use a formal language

10. T: What else?

11. L: Signature.

12. T: A signature is required. Ok, the formal letter that we are going to deal with is
13. a letter of complaint. Like in an application letter, it is a formal letter; it has two
14. addresses as we have already shown; the layout or format remains the same; the
15. only difference is the contents of the letter. The 1st Paragraph provides all the
16. information necessary in order for your complain to be heard. Back up
17. information before giving the details, narrate the situation in such a way that the
18. person who is going to address your case will be in a position to visualize what
19. actually occurred. e.g. buying a play station. After buying a play station you are
20. provided with a receipt. When you get home you discover that it is not
21. functioning or it is a different play station altogether. In your first Paragraph
22. highlight the date if possible and the time and event that is also where you quote
23. the receipt number. . Second. Paragraph — tells the person about your complain,
24. what it is that you are complaining about. In the 3rd paragraph — you have to
25. come up with the options, what it is that you want these people to do for you,
26. possible solutions; you look at the nature of the problem. Do you have questions?

27. L: What happens if I do not want anything from that shop?

28. T: You tell them but in a polite way that you are not interested in making any
29. purchase. Another example: not satisfied about the way the school is run. In
30. your 1st Paragraph bring the situation, date, time, surrounding details. The
31. second paragraph you lay the complaint and third paragraph remains the
32. same as in the letter of that has just been discussed. There can be two or three
33. paragraphs, it depends on the information you want to give. More
34. questions? Yes Lerato?

35. L: No question.

36. T: In most shops, they have already indicated that you are not supposed to return
37. things that you have bought. Any more questions?

38. L: No question

39. T: In a formal letter, date, salutation and a heading are a must, what is the
40. importance of the heading? Can somebody tell us the importance of the heading?

41. L: It saves the time of the person who is going to read the letter.

42. T: Yes that is correct.

43. L: If there is no receipt what happens?

44. T: The complaint has no substance

45. L: Is being polite always necessary?

46. T: Yes it is a must for your letter to be considered. Imagine if you are the person
47. reading the letter and somebody has written to you in a rude manner, will you be
48. objective or subjective? As you write, imagine yourself as the person who is
49. going to read the letter, you are not supposed to use your emotions as you write
50. the letter. (Explains why it is important for the letter of complaint to be polite).
51. Let us move on to a report. It is written as a formal letter, it has two addresses,
52. salutation, and heading, the heading has to be: A report to…When using small
53. letters for the heading you underline but if decide to use capital letters you do not
54. underline .Is it clear? Yes?

55. L: Do we use punctuation?

56. T: No punctuation is needed. Another example could be; a report to the class
57. teacher concerning your missing mathematical instrument. Like in a complaint
58. letter, in the first paragraph, you explain what happened, the nature of the
59. instrument (maths set); when last did you see it? Come up with possible
60. alternatives, how you are going to make sure that it does not happen again. The
61. language should be polite and straight to the point. Write as you speak to make it
62. possible for you to go an extra mile; will be able to interpret, and it is more like

you are engaging with the person you are writing to in a conversation. Do you have any questions?

L: Is the signature necessary? We do not have signature at all in a Sesotho letter.

T: But now we are preparing you for the future and it will be necessary to provide the signature then.

L: Do we write two addresses even when we write for the class teacher?

T: Yes because it is a formal letter. First it is your address and that of the school you are writing to.

L: What happens if I am dissatisfied with the poor services?

T: Dissatisfied by the poor services is wrong, rather say, dissatisfied by the services or a complaint about the poor services.

L: What happens if the teacher rejects the letter?

T: In such a case, you go to the deputy before going to the principal; in a classroom setting you have a class monitor, prefects, then the teacher, deputy and the principal. All these things we dealt with are a reminder before we can go for our final exam.

Appendix A2: Interview with Teacher L

I: What are your qualifications?

T: BA.

I: Which subjects do you teach?

T: English Language and literature in English at JC level.

I: How many students were in class when the lesson was recorded?

T: 64 students.

I: How do you find teaching a class of these numbers of students?

T: It is not easy especially when it comes to classroom management; students play as you teach; the minute you turn your back on them they start playing; they make noise; the teacher does not have a chance to concentrate on individual learners concentration is only on fast learners; as an English teacher when students fail the blame is on the teacher not the students; they (students) do not want to speak the language; they cannot express themselves as they write compositions and letters and this results in their failing them; they have failed to develop reading habits; they do not like to read as a result a teacher has to read with them for them to follow. This also gives them problems when they have to read to understand; they want to use their mother tongue when they answer questions and they tried that in the lesson that was recorded but they were stopped; discipline is a problem- eating, stealing of pens, giggles. It also takes time to give students feedback after marking because of too many books to mark.

I: What do you want students to achieve at the end of the lesson? What skills do you want them to develop?

T: I try to develop all the four skills, reading talking, listening, and writing in a class but it is not easy with the number of students we have. teacher does not have a chance to concentrate on individual learners; concentration is only on the fast learners. In most cases it is only the fast learners that benefit. Some students are able to read to comprehend, but there are those who get the answers wrong because they do not understand and you have to explain in Sesotho for them to understand.

I: How do you solve the problems you meet in classes of this size?

T: After the lessons, I identify those who did not understand and group them in order that I would have extra lessons with them especially the Form Cs. With the number of lessons we have it is difficult to offer extra lessons for all the classes that is why I concentrate on those who will be writing external examinations. For the noise makers I usually tell them to stop but that waste a lot of the limited time already.

37. I: Why did you repeat students' responses?

38. T: To make sure that all students get the answers.

39. I: Which strategies do you regularly use to teach the class?

40. T: Lecturing, group discussions

41. I: Which strategies did you use as your lesson was recorded?

42. T: Lecturing.

43. I: Which other strategies do you think should be used in teaching large EAL
44. classes?

45. T: No answer

46. I: Do you know the names of all the students in your class?

47. T: No, I only remember those I taught in the previous classes especially the ones
48. those regularly participate in classroom activities and the playful ones.

49. I: Do all students find a chance to participate in your class?

50. T: No.

51. I: Why did that you repeat students' answers after them?

52. T: For all students to get the answers.

53. I: Were students able to differentiate between a complaint letter and a report?

54. T: Some did some did not because after class two students approached me
55. wanting me to clarify the differences further.

56. I: What did students do as you write main points on the board?

57. T: Copied the main points as I wrote them on the chalkboard.

58. I: Were you teaching this topic for the first time?

59. T: No it was rather a revision.

60. I: Did you give your students any class work on what you discussed?

61. T: Nothing was given as class work or homework.

62. I: How do you find marking in large classes?

63. T: I usually get them into groups in order that it would be easy for me to mark
64. but that is not easy with compositions and letters.

Appendix B: Lesson recordings and interview of Teacher R

Appendix B1: Lesson recordings in Form D3

Topic: The Jewel Fish (comprehension)

1. T: Today our class is going to be tape recorded so try to be audible in order that
2. the tape recorder could capture your voices. (Learners make a lot of noise after the
3. teacher told them about the tape recorder). Please turn to page 44. The jewel fish,
4. Lets start by explaining the word' jewel'; what do you understand by 'jewel'?
5. Tsepo?

6. L: It is something that is very expensive and precious to the owner.

7. T: Ok, I will accept precious. What do others think?

8. L: Eh! I'm Thabo. (Other students laugh at him as he introduces himself before
9. giving the answer). It is something very good.

10. T: Very good, is that all? Pontso?

11. L: I think it is something attractive.

12. T: Attractive, I think the most appropriate one is 'Precious'. (All Learners said
13. 'precious' after the teacher). What kind of fish do you think is jewel; why is it
14. said to be jewel? Yes?

15. L: I think it is a jewel fish because it must be precious to the owner.

16. T: It must be….?

17. L: Precious.

18. T: Precious or? Morero?

19. L: Because of its different, beautiful, bright colours.

20. T: Precisely, it is because of its colours, those bright colours like gem. Who will
21. read for us?

22. L: (One student read from a passage).The iridescent, brilliant blue spots in the red
23. darkness of the dorsal fin play a special role when the jewel fish is putting her
24. babies to bed.

25. T: 'Iridescent' there means showing bright colours; that has to do with many
26. bright colours. Continue!

27. L: (reads) She jerks her fin rapidly up and down, making the jewels flash like a
28. heliograph.

29. T: Who can draw a fish for us so that we can label the parts like the fins? I give
30. you 30 seconds to draw it.

31. L: Draws the fish (other students start laughing).

32. T: That one looks more like a pumpkin. (Chooses another student to draw a fish)
33. hurry up! (The student could not draw what the teacher wants and others help her
34. choose someone who can draw. (There is silence for a long time).

35. L: (Draws the fish on the board).

36. T: Who can label the fin; it says 'the female jerks her fin rapidly.' Yes Lefa?

37. L: (labels the fin).

38. T: Correct! Continue!

39. L: (Continue reading). At this, the young congregate under the mother and
40. obediently descend into the nesting hole.

41. T: The young congregate under and obediently descend into the nesting hole.
42. What is the opposite or antonym for descends? What is the antonym for
43. descends? Yes?

44. L: Ascends.

45. T: Ascends, continue.

46. L: (the same student continues reading.) The father in the meantime, searches the
47. hole tank for stragglers. He does coax them along but simply inhales them into
48. his roomy mouth, swims to the nest, and blows them into the hollow. The baby
49. sinks at once heavily to the bottom and remains lying there. By an ingenious
50. arrangement of reflexes, the swim-bladders of young Sleeping" cichlids contract
51. so strongly that the tiny fish become much heavier than water and remain, like
52. little stones, lying in the hollow, just as they did in their earliest childhood before
53. their swim-bladder was filled with gas.

54. T: It says that the young ones sink at the bottom, how is that possible? Can you
55. explain that to me scientifically? Can you make the sentence easier for me to
56. understand? You claim to be scientists (Reads few lines) 'ingenious' there means
57. 'clever'. What are reflexes? Pheko?

58. L: I think reflexes are muscles; so they tend to give gas out so that the fish
59. become denser than water.

60. T: Oh this one is a genius. First of all what is a swim bladder, class? We all have
61. bladders; don't we?

62. L: We do. (All)

63. T: So what is a swim bladder class?

64. L: think it is that tube that contains gas so that it makes the fish less dense than
65. water in order that it floats in the water.

66. T: Eh, the work of the swim bladder is to increase buoyancy, so when it is filled
67. with gas the fish can swim around and then when it deflates then the fish becomes
68. denser than water that is why it can stay in the same place yet still in the water.
69. Your chemistry teacher will explain further, lets continue.

70. L: Reads) The same reaction of "becoming heavy" is also elicited when a parent
71. fish takes a young one in its mouth. Without their reflex mechanism it would be
72. impossible for the father, when he gathers up his children in the evening, keep
73. them together.

74. T: Thank you, someone else to continue reading.

75. L: (another student reads but is not audible).

76. T: (tells the student that he is not audible enough).

77. L: (Reads louder) I once saw a jewel fish, during such an evening transport of
78. strayed children, perform a deed which absolutely astonished me.

79. T: Eh, strayed children; those who do not obey; so the father was looking for
80. such fish; just like some of you who bunk classes; you do not want to come to
81. school regularly, so we have to go and look for you or your parents. Are there
82. such people in here?

83. L: (All at the same time, they make a lot of noise) No/Yes!

84. T: Yes, those who claim to be sick, I'm sick, I'm sick (in a soft voice); yet your
85. parents know nothing. Ok, let's continue.

86. L: (Continues reading). I came, late one evening into the laboratory. It was
87. already dusk and I wished hurriedly to feed a few fish which had not received
88. anything to eat that day; amongst them was a pair of jewel fish who were tending
89. their young. As I approached the container, I saw that most of the young were
90. already in the nesting hollow over which the mother was hovering.

91. T: Thank you. Someone else please! Will you project! (Asks another student to
92. read because the one reading was not audible enough).

93. L: (Another student reads) She refused to come for the food when I threw pieces
94. of earthworm into the tank. The father, however, who, in great excitement, was
95. dashing backwards and forwards searching for truants, allowed himself to be
96. diverted from his duty by a nice hind end of earthworm (for some unknown reason
97. this end preferred by all worm-eaters to the front one).

98. T: What are truants? Sello?

99. L: Those people who bunk school.

100. T: Eh, those who do not go to school regularly. They are called truants and
101. what they do, that action is called truancy. So the father was looking for
102. truants, those who refuse to go to sleep yet they know it is time to go to bed.
103. The father was busy looking for them. Go on!

104. L: (Reads) He swam up and seized the worm, but owing to its size, was
105. unable to swallow it. As he was in the act of chewing this mouthful, he saw a
106. baby fish swimming by itself across the tank; he started as though stung,
107. raced after the baby and took it into his already filled mouth. It was a thrilling
108. moment. The mother just looked at the worms; the father was tempted to eat
109. them, so the father allowed himself to be diverted from his duties by a nice
110. hind end of earthworm (for some unknown reason this end is preferred by all
111. worm- eaters to the front one).

112. T: So do you see the difference between the father and the mother when it
113. comes to parenting? We are going to see what happens to him as a result?

114. L: (Continues reading). The fish had in its mouth two different things of
115. which one must go into the stomach and the other into the nest?

116. T: That was the truant. Eh, and the mouth was already full. What happened?

117. L: (Reads further). What would he do?

118. T: If you were the father what would you do? You had the options; to
119. swallow the worm and leave the truant to go away or to spit and then take the
120. baby in your mouth or to swallow them both?

121. I: I believe that the father swallowed the worm first.

122. T: Oh, if you were the father you would swallow the worm first? And
123. remember the baby is not waiting for you.

124. L: I would eat the worm first.

125. T: You speak like a man, eh, typical of man.

126. L: (Another student) I would spit them both and pick up the baby and leave.

127. T: And leave the worm? Ok, thank you, lets give someone else a chance to
128. read.

129. L: (Reads). I must confess that, at that moment, I would not have given
130. two pence for the life of that tiny jewel fish. But wonderful what really
131. happened! The fish stood still with full cheeks, but did not chew. If ever
132. I have seen a fish think, it was at that moment!

T: So it stood rooted to the spot. It started to think just like human beings do. Eh!

L: (Reads) What a truly remarkable thing that the fish can find itself in a genuine conflicting situation, and, in this case, behave exactly as a human being would; that is to say, it stops, blocked in all directions, and can go neither forward nor backward. For many seconds the father jewel fish stood riveted and one could almost see how his feelings were working.

T: That's interesting; what happened; start from where the father saw the truant and the mouth was full; what happened afterwards? You want to try; please try.

L: I think the father inhaled the baby, he took the baby in his mouth and stood for a moment and then thought while he chewed and then spat them out.

T: The baby was already in the mouth?

L: Yes madam I think so.

T: So he spat the baby?

L: Yes, he spat them both.

T: No, I think no; it is not like that. I'm saying he saw the baby and at that moment he was chewing the worm; what happened after that?

L: He spat out the worm when he saw the baby, I do not understand but it's like the worm fell down, fell to the bottom and the baby fell to the bottom as well then the father went to the bottom; the baby was at the bottom and the father was on top eating the worm. (All students started laughing loudly at the answer given).

T: Yah, it's like that; you understand it. Who would like to extend it further because some of you I can see they are still confused? Yes!

L: (Reads line 32 of the passage).The fish had in his mouth two different things of which one must go into the stomach and the other into the nest. So madam I do not think you understand. (All students started laughing again).

T: Ok, that's what she thinks; what do others think? I gave you direction, didn't I? I did. Yes? (There is a lot of noise).

L: Madam, should I explain the whole thing?

T: Yes.

L: The moment the father jewel fish was chewing the mouthful worm; eh, he

saw the truant fish…

167. T: He saw the truant, eh?

168. L: And then needed to decide whether to leave the worm or to inhale the
169. baby, then he went and inhaled the baby too, and had two different things, one
170. must go to the stomach and one to the nest; so he was rooted to the spot as he
171. decided on what to do, and then at last he decided to spit them out both.

172. T: Eh, where did you get that; from which line?

173. L: Line 43. (Reads that line) Then he solved the conflict in a way for which
174. one was bound to feel admiration: He spat out the whole contents of his
175. mouth: The worm fell to the bottom, and the little jewel fish, becoming
176. heavy in the way described above, did the same.

177. T: Eh, did you get my question? I said you should start from where the father
178. was chewing the fish and he saw the truant; take it from there; what happened?
179. And then he said the father inhaled…then you got confused, he explained it
180. so well. Did you get me, who is still lost? You are still lost? He saw the baby
181. and the mouth was already full and what happened?

182. L: Then the father decided to inhale the baby too and he had two different
183. things in his mouth at that moment; he stood rooted to the spot as he decided
184. on what to do.

185. T: Eh, he had to think. He wanted to swallow the worm and at the same time
186. he couldn't swallow the baby. So the fish had to think and he decided to.....?

187. L: To spit them out both.

188. T: Both of them; are you following so far?

189. L: (all students agree that they understand.)

190. T: Eh!

191. L: And then the worm and the baby were at the bottom of the water then the
192. father went to the bottom too and ate the worm but still looking at the baby.

193. T: Then he spat the baby fish the swim bladder deflated and as a result the
194. baby just remained at the bottom. The father went to eat the worm and when
195. he finished he took the baby home. Is it clear now?

196. L: (All agree)

197. T: Do you think animals can think, someone said no, what do others think?

198. L: When a fly reach a certain stage it is able to lay eggs and that happens
199. naturally. The same thing happens with the fish. It is able to have little ones
200. and the father fish always look after the little ones…

T: All in all; what are you saying?

L: An animal does think but not in a way that we do.

T: But it does think. The bottom line is; it does think. Ok, thank you.

L: I think they do think but our brains…

T: Our brains are more developed than animals'. Eh!

L: According to my understanding; I think every living thing has genuine concern and compassion towards its young ones and just like parents, the fish had to take care of its young ones.

T: It was just doing its duty; not that it was thinking; that's what you think? (Calls another student to give his own opinion).

L: There is the theory that animals cannot think; but what does nature say? This is the moment to realize that; yes, animals do think. Even in the passage it is stated that…eh line 36 (reads the line). That means the moment the fish became undecided; that means it is concentrating on what to do, that means it has the potential to think.

(There is clapping of hands for the answer that has been given. The tape stopped and the teacher did not realize that it had already stopped so it did not capture the last few minutes of the lesson).

Appendix B2: Interview with Teacher R

1. I: What are your qualifications?
2. T: BEd.
3. I: Which subjects do you teach?
4. T: English.
5. I: For how long have you taught these subjects?
6. T: 8 years.
7. I: Which level do you teach? E.g. JC or COSC or both?
8. T: Both.
9. I: How many classes do you teach per day? Maximum and minimum.
10. T: 21 lessons per week.
11. I: How many students do you teach in each class?
12. T: There are 70 students in form D
13. I: Have you taught that no of students before?
14. T: Yes.
15. I: What is it like to teach such classes? Do you find it easy or difficult and why?
16. T: It is not easy; marking takes a long time; I cannot reach individual students;
17. sometimes there is lot of noise; I rarely give individual work most of the time
18. I'm forced to give only group work; students use cell phones during lessons;
19. there is lack of enough books to use; there is restriction in methods of teaching-
20. only group discussions used; I'm not able to develop all the learning skills such
21. as listening, talking, reading and writing.
22. I: What part of language do you teach in form D?
23. T: Comprehension- to help students to read to understand; read in order to answer
24. questions and write summaries.
25. T: Can you make me copies of the comprehension you were doing?
26. T: Ok! No problem. Copies will be provided.
27. I: What did you want learners to achieve at the end of yesterday's lesson?
28. T: Vocabulary and integration between English and Science.
29. I: Are there any skills that you expect the students to acquire as you teach
30. English? Which are they?
31. T: Yes, Listening, talking, reading and writing.
32. I: Do you manage to help them develop these skills in one lesson?
33. T: At times but difficult because of too many students.

34. I: Which strategies do you regularly use to teach these classes?

35. T: Group discussion and presentations, team teaching and lecturing

36. I: Which ones do you seldom use?

37. T: Not sure.

38. I: Which are some of the strategies that you know about but you have never used
39. and why have you not used them?

40. T: I try to use everything I know.

41. I: How do you know whether students understood what you taught them?

42. T: Evaluate the lesson and letting students ask questions where they did not

43. understand.

44. I: Do you think they understood yesterday's lesson? No /yes Why?

45. T: The passage was tricky; students did not understand at first but after
46. explaining and clarifying some did understand. It is difficult as they do not
47. understand English and also I'm unable to reach each individual student because
48. of their number.

49. I: Have you ever been to any training for your subjects since you started teaching?

50. T: There were workshops but not any more and those were not on large class

51. teaching.

52. I: Are you able to solve the problems you encounter when you are in

53. workshops?

54. T: No.

55. I: Did you give students any written work?

56. T: Yes the exercise on meaning in context.

Appendix C: Lesson recordings and interview of Teacher T

Appendix C1: Lesson recordings in Form B3

Topic: A verb

T: In our previous lessons we talked about an adjective, an adverb, and conjunctions and today we are going to talk about verbs. We said an adjective is a word which modifies a noun or a pronoun. An adverb modifies a verb, an adjective and another adverb and today we are going to talk about a verb. What is a verb? Lefu?

L: A verb is an action word or a doing word.

T: What else can you say Tefo?

L: A verb is a word that shows action.

T: Can you make examples. Yes Mapule?

L: I am standing up.

T: I am standing up. Which is the verb in this sentence?

L: (in a chorus) Standing.

T: Is standing the only verb in that sentence? Which is another verb in that sentence?

L: I was giving another example of a sentence.

T: Which is another verb in the previous sentence apart from standing? (there is a lot of noise).

L: I am playing with my pen.

T: Which is a verb in this sentence? Yes?

L: Playing. (The noise continues)

T: Is playing the only verb in the sentence?

L: Am Playing.

T: In these sentences we have the main verb and the helping verb. In these two sentences which are the main verbs and which are the helping verbs?

L: Playing and standing are the main verbs and am is the helping verb. (Another student tries to ask a question but there is too much noise I could not hear what the question was).

T: Another example. Phutheho?

L: I like bananas. (All the students laugh at the example given by Phutheho and there is a lot of noise).

T: Which is the verb in this sentence?

32. L: Like, is a verb.

33. T: Another example. Yes Mampe?

34. L: She is reading a note book.

35. T: Which is the verb in this sentence?

36. L: Is reading.

37. T: Please write your sentences on the board.

38. L: She is recording her voice.

39. T: She is recording her voice.29.1. Who is recording her voice?

40. L: (In a chorus). Mothebesoane.

41. T: Is Mothebesoane a boy or girl?

42. L: (All students laugh at the teacher).

43. T: Remember a verb cannot be a helping verb unless there is a verb for it to help.
44. (She makes a sentence without the main verb) She is a book. In this sentence the
45. absence of the main verb makes this sentence incomplete and not clear. Reading
46. has to be there as a main verb to make the sentence sensible. She is reading a
47. book.

48. L: Do helping verbs necessarily have to come before the main verb?

49. T: Yes. Mr. Mahasa is the new English teacher. Which is the verb in this
50. sentence?

51. L: Is the verb in that sentence.

52. T: Yes is, is the verb in this sentence. Why is, is the only verb in this sentence?

53. L: Because if you remove is, the sentence will not make sense.

54. T: Remember every complete sentence has a verb, a complete one. A verb
55. says something about the subject.

56. T: Which is the subject in this sentence?

57. L: Mr. Mahasa is a subject. (Some say Mr. Mahasa is an object)

58. L: The new English teacher is an adjectival phrase.

59. T: Yes that is correct.

60. L: Hlalele can speak English fluently.

61. T: Which is the verb in that sentence?

62. L: Can speak.

63. T: Another example.

64. L: It tastes horrible.

65. T: Yes and what is a verb in that sentence?

66. L: Tastes.

67. T: The last example.

68. L: I was there.

69. T: And the verb?

70. L: Was.

71. T: 'Was' is a main verb in this sentence because there is no other verb for it to
72. help.

73. L: He was playing with a cat.

74. T: 'Was' is a helping verb in this case because it is helping another verb which is
75. playing'. Many students can speak English. In this sentence 'can' is a helping
76. verb and 'can speak' is the verb phrase. Another example, 'a dog has been fed by
77. now; has been fed' is a verb phrase. Are there any questions? (There is silence).
78. Today we dealt with a verb which we said it is a word that expresses action or
79. state of being. We have talked about the main verb, the helping verb and made
80. examples of sentences where we used these types of verbs. We have also seen
81. that every complete sentence has a verb. (There was a lot of noise in the class
82. some of what was discussed was not clear because of the noise. Students shouted
83. at one another to stop the noise. The teacher kept repeating what the students
84. have said).

Appendix C2: Interview with Teacher T

1. I: What qualifications do you have?

2. T: BEd

3. I: For how long have you been a teacher?

4. T: 7 months

5. I: Which subjects do you teach? How long have you taught them?

6. T: English language and Sesotho. I have taught them for 7 months.

7. I: The class that you taught yesterday what was it about? Can you summarize
8. for me the main points of that lesson?

9. T: We were talking about verbs and we said a verb expresses an action and state
10. of being; we have helping verbs and main verbs; a verb is a helping verb when it
11. has another verb that it helps.

12. I: From the recorded lesson I heard that there was a lot of noise, why do you
13. think students made such noise?

14. T: I am not sure.

15. I: Do they make such noise every day?

16. T: Yes they do that every day

17. I: What do you think is the cause of that noise?

18. T: I do not know; may be it is because they say I'm not too harsh to them.

19. I: Did you get the sentences from the book or the students gave their own
20. examples?

21. T: I got others from the text book and some from students.

22. I: Was there an exercise that you gave the class as homework or class work?

23. T: Yes I gave them an exercise to do as homework.

24. I: Would you please make copies of the exercise for me.

25. T: Ok, I will do that.

26. I: How is students' participation in your large classes?

27. T: The Form B3's participate a lot in class. Do they all participate?

28. T: Not all some do participate, the majority.

29. I: How many students do you teach in that class? Are there similar numbers in
30. the classes that you teach everyday?

31. T: 64 Students

32. I: What is you experience with a class of the same size?

33. T: It is also 7 months.

34. T: Is it easy or difficult to teach a class with the number of students you have
35. mentioned?

36. T: It is not easy because there is a lot of marking; the noise, management of the
37. class is not easy as well. Students eat in class and it takes much of the teaching
38. time when one tries to stop the noise.

39. I: How do you solve the problems that you meet in classes with too many
40. students?

41. T: I sometimes use corporal punishment; i.e. I beat them so that they keep quite.

42. I: What are the strategies you often use to teach the classes? Do you find
43. them helpful?

44. T: Discussion, discovery and group work. I think they are helpful.

45. I: Are there other strategies that you know about but have never tried out?

46. I: Do you think students understood yesterday's lesson, if yes/no what could be
47. the reason?

48. T: Yes, I think they were happy because we were using a tape recorder.

49. I: What skills do you want students to develop as you teach English?

50. T: Listening, writing, reading and talking.

51. I: Are you able to develop all of them in every lesson? If not, why?

52. T: Yes but not to my satisfaction because I do not give them enough work to
53. write as I cannot finish marking their work on time every day. It is also difficult to
54. make sure that everybody participates in class because of their numbers.

55. I: How do you think you should be helped to solve the problems that you have

56. talked about?

57. T: May be team teaching and workshops could help us deal with the problems of
58. large classes.

59. I: Did you experience the same problems in yesterday's class? 42.1. How did
60. you solve them?

61. T: Yes, there was a lot of noise and I had to stop teaching and concentrate on
62. making them stop the noise.

63. I: Is there anything that you think I have left out or you want to talk to me about?

64. T: No.

Appendix D: Lesson recordings and interview of Teacher M

Appendix D1: Lesson recordings in Form D2

Topic: Vocabulary and Idiomatic expressions

T: Can somebody remind us where we stopped during the previous lesson. I remember I had asked people to write sentences using both words from sentence 60.Ok, before we go to check the sentences let us finish the idiomatic expressions and the vocabulary words so we are on sentence 76, I hear people are saying 76 and 77, let's start with 76. We are left with 'an unscrupulous behaviour'; what kind of behaviour is unscrupulous?

L: It is to behave in a dishonest way.

T: So people who are not honest who always come up with excuses are behaving in an unscrupulous way. Hm, then we go to another sentence 77; it was hot and dry without a speck of cloud in the sky, so we want the meaning of the expression 'a speck of clouds' what does it mean when it says there was no speck of cloud?

L: Without clouds.

T: But you have not given the meaning of speck.

L: There were no clouds.

T: There was not even little or a small spot of a cloud meaning the sky was very clear. Can we have somebody to read number 78? Any volunteer?

L: (Reads the next sentence) on that day good things came and I behaved benignly to all.

T: Pardon.

L: (Reads the sentence again). On that day good things came and I behaved benignly to all.

T: What is the meaning of the word benignly?

L: Kind and gentle.

T: So because of all those things that happened this particular person behaved in a kind way to everyone who was there. Pule read sentence number 79

L: We were sure…

T: Continue, you read the sentence before class so you should know how to read that word.

L: (The same student reads) we were sure our father would not allow us to go so

30. we decided to take a French leave.

31. T: What is the meaning of, ‘to take a French leave’?

32. L: To leave without permission.

33. T: Yes, it means to leave without permission and remember, we are learning all
34. these things to use when we write compositions which means we have to learn
35. them each and everyday so that when we write compositions, we are able to use
36. different words and the idiomatic expressions. Then we have the next one, she
37. learnt to keep all her friends at arm’s length. What is the meaning of ‘at arm’s
38. length’?

39. L: The distance from a friend.

40. T: The distance…., what do you mean by the distance from your friend, it is not
41. very clear?

42. L: To keep someone distant.

43. T: To keep someone distant away from you, for example, Tebello is right at the
44. corner away from me, does it mean I have kept her at an arm’s length?

45. L: No.

46. T: The situation in the classroom permits her to sit at the corner because of many
47. reasons. Eh?

48. L: To avoid being too close to a friend.

49. T: To avoid being too close to somebody or to avoid having the relationship with
50. that particular person. Sometimes you like somebody and you want to be a friend
51. to that particular person only to find out that this person is not interested to you,
52. you try talking to this person and is not interested and make you feel that she/he
53. does not want to be friends with you just like that. So that is the meaning of ‘to
54. keep somebody at arm’s length’. You avoid having a relationship with that
55. particular person no matter how hard you try. We are on number 81, will
56. somebody read that to us.

57. L: He was always found inebriated.

58. T: Eh! What does inebriated mean?

59. L: Drunk.

60. T: Mh, This person was always found drunk, I don’t think anybody would like to
61. be found drunk all the time. Then go to the next one, anybody to read that, yes
62. Malefu.

63. L: He was selling clothes that were snazzy, sophisticated, alluring and even
64. incredible.

65. T: There are four words in this sentence, so what kinds of clothes are snazzy?

66. L: Fashionable.
67. T: Snazzy means fashionable, bright and fashionable. Those clothes were the
68. kind of clothes that were being sold. Those were not only snazzy but they were
69. also sophisticated. What does it mean to say they were sophisticated? This is not
70. the first time we come across the word 'sophisticated' so it should not be a
71. problem.

72. L: Well designed and very advanced.

73. T: Ok, that is correct, the clothes had to be very advanced not old-fashioned then
74. if it was old fashioned it wouldn't be sophisticated. Then we have the word
75. 'alluring' those clothes were not only snazzy and sophisticated but they were
76. alluring. What is the meaning of the word 'alluring'?

77. L: Attractive.

78. T: Attractive and desirable, and of course they were even incredible. What do
79. we mean by incredible.

80. L: Not clear.

81. T: Mpho's behaviour was worthy of emulation. What does 'worthy of emulation
82. mean?

83. L: Not clear enough.

84. T: Let's find the word emulate from the dictionary. You are supposed to have
85. your own dictionaries, I said people must buy their own dictionaries and bring
86. them to school. Anybody who has found the meaning of emulate? Let's all listen.

87. T: *Uena monna* (you man), please go out and thanks for understanding.

88. L: To copy something achieved by somebody else.

89. T: In your attempt to copy someone's behaviour you wouldn't do it like the
90. original person. Now we are talking of Mpho's behaviour which was worthy of
91. emulation.

92. L: Imitation.

93. T: Mpho's behaviour was imitating, then it's like the behaviour is imitating
94. something else. Pardon! Let's find somebody else.

95. L: Mpho's behaviour was deserving respect.

96. T: Teboho!

97. L: Enchanting.

98. T: And what is the meaning of enchanting Tumisang? Please make it simpler for
99. us. I have no objection to what you are saying but like I said in the previous
100. classes the purpose of this class is to try and get the meaning of these words
101. which we have here and we will get the meaning by simplifying them such
102. that we do not expect to define a term with another term while there are
103. simpler words that you can use.

104. L: Full of imitation.

105. T: Mpho's behaviour was full of imitation. If somebody behaves well, we
106. have this particular student who behaves quite well and this other one who
107. does not behave at all, is it good to copy bad behavior.

108. L: No.
109. T: So good examples can be copied, we are talking of Mpho's behaviour
110. which is said to be worthy of emulation which means it was so good for
111. anybody to want to be like her, that wouldn't be a crime. So Mpho's behaviour
112. was so good that imitating wouldn't be wrong. It would be good to behave the
113. way she does. (She reads the next sentence). When we knocked, she was
114. reluctant to open the door. What do we mean when we say somebody is
115. reluctant?

116. L: Slow and unwilling.

117. T: Mh! what do other people have?

118. L: Hesitant.

119. T: When somebody is reluctant, that particular person is hesitant. (Reads the
120. next sentence) Life is not a bed of roses. That is very true, if life was a bed of
121. roses we would then be living happily. There wouldn't be problems in life.
122. What do we mean by that?

123. L: Life is not easy.

124. T: There are problems in life we just have to find a way to solve them. (Reads
125. the last sentence) Our neighbours had a green eye for our success. What is the
126. meaning of that, Ntsoaki?

127. L: Jealous.

128. T: The meaning of green eye is jealous. Instead of saying she was jealous
129. because I had a friend who took care of me, you could say, she has a green
130. eye on our friendship. Now we have completed the exercise we go back to
131. construction of sentences with those vocabulary words and idiomatic
132. expressions which we have just learnt. Let's start with sentence 60.It reads as

follows, the problem was almost insurmountable. We said it meant ‘difficult to deal with’, so somebody should write a sentence on the board with that meaning in context.

L: The fact that she was raped was insurmountable because the rapist ran away.

T: Is the meaning of insurmountable clear from that sentence?

L: Yes/no (all students in a chorus).

T: Can you please give reasons do not just answer yes/no. What can you say about that sentence? There is no comment? May be it will be clearer as we go on let’s go to sentence 61. (Reads that sentence). As time elapsed he started feeling perplexed. Let’s get somebody who makes a sentence with the word ‘elapsed’. There are two words in that sentence but you can write one word per sentence. Students made noise as some wrote sentences on the board and the teacher sent them outside. Some students continued making sentences using the words that they had just learnt and others together with the teacher judged whether the sentences were correct. The Teacher gave some examples to help student understand but told them to be prepared for the next lesson the following day, which means they had to continue practicing.

Appendix D2: Interview with Teacher M

1. I: Which qualifications do you have?

2. T: BEd.

3. I: How long have you been a teacher?

4. T: 5 years.

5. I: How many students do you teach in Form D class?

6. T: About 70 students.

7. I: How was the participation in your class? Why do you think was the reason for
8. that?

9. T: Students' participation was good because they were given papers on
10. vocabulary and idiomatic expressions over the weekend to prepare for the class.
11. They were told that they could use their dictionaries and student companions to
12. . Find out answers. As we went to class most of them already had the answers.

13. I: How is it like teaching so many students; is it easy or not easy and why do you
14. think so?

15. T: It is not easy at all, because you find out that the smallest amount of noise they
16. make tends to be too loud because the classes are big and of course there will be
17. echoes; students who sit at the back of the class are always noisy it is therefore
18. difficult to teach because your concentration most of the time is on controlling the
19. class.

20. I: How do you avoid the problems that you experience in large classes?

21. T: Normally at the beginning of the quarter I make my own arrangements in my
22. classes; I set rules on how they should sit and behave in class at the beginning of
23. the first quarter and in class I explain to them the importance of being silent.

24. I: What strategies do you normally use to teach these classes? Why?

25. T: Group discussion and lecture because of too many students in one class,
26. letting them discuss in groups helps individual students to participate because it is
27. not easy to involve each and everyone in large classes unless the students are
28. grouped. Sometime it becomes necessary to use lecturing especially when there is
29. a lot of content to cover so it becomes easier to use lecturing.

30. I: Do you know of any other strategies which you have not used?

31. T: I try to use all the strategies that I know which I find suitable for teaching
32. classes of that number.

33. I: How do you think you can be helped and who should help?

34. T: May be more schools could be built more classes and hire more teachers, but
35. in the case like ours where we are faced with this problem, consulting other
36. English teachers on how to teach large classes could help.

37. I: How do you know that students have understood what you taught?

38. T: I ask them questions orally or give them some exercises to do.

39. I: Which skills do you develop as you teach English?

40. T: Listening, talking, reading and writing.

41. I: Is there any other thing that you think we should have discussed?

42. T: Yes, I think there should be more classes that are built so that the classes are
43. not too big as it becomes difficult to teach in large classes because only fast
44. learners benefit in such classes.