

Concept Note for Submitting to NGPRC

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Topic	Classroom Management Strategies in Teaching EFL in Large Classes in Grade 7 at Bak Tok High School

Background

Teaching English as a foreign language is one of the difficulties of teachers who are not native. One of the difficulties in teaching English in crowded classes. According to Hadi and Arante (2015), teaching large classes provide teachers many challenges such as evaluating and providing feedback, controlling issues (discipline), learning effectiveness and learning outcomes, engaging students in the lesson, and the use of local language by the students as well. Besides, based on Soryong (2007, p. 113), the main problems teachers face in managing learning in large classes are working out with a mix of ages and abilities, keeping everyone's attention, doing oral work, students' motivation may be poor, helping weaker students, checking individual progress, attendance and continuity, marking large quantities of written work and talking the register. Interestingly, Baker and Westrup (2000, pp. 2-3) state that in large classes, both teacher and student face some challenges. For instance, students can have a lack of motivation on learning English and cannot hear the teachers well. Furthermore, it is hard for teachers to capture students' attention and teachers have difficulty in helping the weaker students due to not having enough time.

Research problem

Teaching a crowded class makes teachers face some challenges in their teaching. For instance, teachers feel it is not easy to control the students' misbehaviors. Interestingly, Senekane (2010) mentions that when the class is crowded, teachers feel hard to find, see or know who is eating,

stealing others' properties, or giggling while they are teaching. Also, Bahanshal (2013) also states that in large classes, teachers seem not to be able to work on their teaching or productive activities in their classes because they spend much time on solving the students' unsuitable manners.

More importantly, when there are so many students in a class, it is not easy for teachers to group students. According to Suwartono, Karini, and Pungki (2019), assigning the students in groups often causes teachers to feel concerns. The reason is that teachers feel it is hard to put the students into groups with a large number of students per class. More interestingly, (Hayes, 1997) raises that grouping with too many students makes teachers feel discomfort. For example, because the class is overcrowded with a small space and the tables and chairs are hard to move, teachers feel not comfortable providing interactive activities with the students.

Research Objectives

1. To identify the classroom management challenges faced by teachers of English in teaching large classes in grade 7 at Bak Tok high school
2. To find out the strategies in managing the classroom employed by teachers of English in teaching large classes in grade 7 at Bak Tok high school

Research Questions

1. What challenges in managing the large classes teachers of English encounter in teaching grade 7 classes at Bak Tok high school?
2. How do teachers of English deal with classroom management challenges in teaching large classes in grade 7 at Bak Tok high school?

References

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