Improving English language teaching in large classes at university level in Pakistan

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List of Abbreviations

AKU	Agha Khan University
AUTC	Australian Universities Teaching Committee
BISE	Board of Intermediate and Secondary Education
BS	Bachelor Studies
CLT	Communicative Language Teaching
CSPAR	The Class Size and Pupil Adult ratio
CSR	Class Size Reduction
ELT	English Language Teaching
FATA	Federal Administered Tribal Area
GPA	Grade Point Average
HEC	Higher Education Commission
ICG	International Crises Group
IELL	Institute of English Language and Literature
JSQM	Jeay Sindh Quomi Mahaz
MOE	Ministry of Education
MRD	Movement for Restoration of Democracy
PACC	Pakistan American Cultural Centre
PAR	Participatory Action Research
PPP	Pakistan People's Party
SAGE	The Students Achievement Guarantee in Education
SPELT	The Society of Pakistani English Language Teachers
SPSF	Sindh Peoples Student Federation
STAR	Student Teacher Achievement Ratio
SUEWA	Sindh University Employees' Welfare Association
SUTA	Sindh University Teachers Association
UNESCO	United Nations Educational, Scientific and Cultural Organization
UoSJP	University of Sindh, Jamshoro Pakistan

UNIVERST IY OF SUSSEX

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DOCTOR OF PHILOSOPHY

IMPROVING ENGLISH LANGUAGE TEACHING IN LARGE CLASSES AT
UNIVERSITY LEVEL IN PAKISTAN

SUMMARY

This thesis describes a collaborative Action Research project that works to improve the quality of English language teaching (ELT) and learning in a public sector university in Pakistan. It demonstrates how teachers and students can take responsibility for engaging in active learning and teaching by developing their roles beyond traditional models of teaching and learning. The findings of the study are validated through critical thinking, the active critique of colleagues and students who participated in the study, reflection on critical aspects of data collection and by contextualising findings within existing literature.

The thesis comprises eight chapters. Chapter one provides an introduction. It presents the overall organization of the thesis. This includes the aims of the study, rationale of the research, brief overview of methodology and the structure of the thesis. In chapter two, the literature review focuses on the defining factors of large class teaching and learning. Much of the research on large classes is written in the context of the West and has limited application to the problems of developing countries. Existing literature suggests a need for further work on large class teaching and learning in the developing world.

In chapter three I present the Context of the Study. I provide an historical overview of language policies in Pakistan which have influenced the educational structure and the development of the country. The status and importance of the English language in Pakistan is highlighted. I outline the classification of various English language teaching institutes in Pakistan. The chapter concludes with an account of teaching and learning and the socio-political conditions that affect the educational process at University of Sindh, Jamshoro Pakistan (UoSJP), the site of the project.

Chapter four discusses the methodology of the study. It is divided into two sections. In section one I outline the rationale behind the choice of Action Research as a methodological framework for an intervention strategy. In the second section, I discuss the research design, and various data collection tools used for the study.

In chapter five, I discuss the first reconnaissance phase of data collection. This has several foci: the teaching methods currently used in large classes at UoSJP; the students and teachers perceptions of ELT and the socio-political conditions that affect teaching and learning. Overall this chapter exposes the complexities involved in teaching at UoSJP and provides the basis for developing an intervention strategy. Chapter six presents the intervention phase of the action research strategy aimed at introducing cooperative

practices. It contains the narrative of how a new teaching strategy was planned and collaboratively conducted in two different classes.

Chapter seven focuses on the findings of the research and the analysis of data. I also reflect on the key emerging themes of both phases of the project. Evaluation criteria in action research are also discussed along with the monitoring strategy. The final chapter looks at the future implications of the study and offers practical guidelines on the management of large classes. There is a concluding reflection on critical issues that might affect future research.

The thesis promotes 'learner-focused' teaching through critical reflection on professional practice. The study also suggests how students can be empowered to take control of their own learning, by giving them autonomy and, by creating a socially just and democratic atmosphere in class. It also shows how large classes, exceeding a hundred students, can be managed by changing teaching methods and by increasing students' participation through group learning and the deployment of group leaders.

Chapter One: Introduction

Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing hopeful inquiry men [sic] pursue in the world, and with each other.

(Freire, 1972, p. 58)

1.1. Introduction

Large classes are one of the most important issues for developing countries. Research has been done on relative advantages and disadvantages of both small and large classes (Wright et al., 1977; Smith and Glass, 1979; William et al. 1985; Zahorik, 1999). Large classes are generally considered to be a hindrance to learning due to overcrowding which causes classroom management problems (Nolasco and Arthur, 1986; Coleman, 1989d; Hayes, 1997; Li, 1998). However, a reduction in class-size is not feasible for many developing countries because of financial constraints. Therefore improving learning in large classes is a question that teachers and researchers need to pursue for educational development. This study is an attempt in this regard.

The purpose of this research is to improve teaching and learning at large English language classes through participatory Action Research at a public sector university in Pakistan. I also want to demonstrate how teachers and their students can take the responsibility of improving education in large English language teaching (ELT) classes. Through the research process, I also hope to promote the values of democracy and social justice for equal participation of every student in the learning process.

My position in improving teaching at the University of Sindh, Jamshoro Pakistan (UoSJP) is that of an insider whose structured understanding of the relevant context is enhanced in attempts to improve teaching and learning. This project is aimed to use collaborative methods to improve understanding and practice in all participants through the research process, including myself.

1.2. Choice of methodology

Since the research aims at bringing practical improvements in the educational context where I am a practitioner, the methodology for the research needs to be such that facilitates the practitioners' research. Action research has provided a suitable framework for ascertaining and developing knowledge through collaboration of colleagues; it is also a suitable methodology for context based and practice-driven research for practical improvement. Therefore, reference to the principle structure and approaches to action research are the dominant features of the thesis. The course in research methodology in first year of doctoral study increased my understanding of action research methodology and it was greatly enhanced by managing the research process during the fieldwork and writing the thesis.

I undertake the issue of language teaching in large classes, which involves a practice-based approach within the action research framework as outlined by McNiff (2002) and Kemmis, McTaggart and Retallick (2004). I have cited these works as important for the theories of action research methodology to validate the research process of the study. Using this methodology, I improve the action by reflecting on my own practice and those of the participants through a collaborative process. This is a typically salient feature of the action research process of on-going cycles of reflection and action (Schön, 1983).

The theoretical approach which I pursue is drawn largely from both, Freire (1972) and McNiff and Whitehead (2005) - in particular the idea that knowledge is not static but fluid and can be generated through action and reflection. The emerging knowledge from the action is an indispensable resource for educational improvement. Thus, research is based on practice and enquiry and research knowledge is generated through interaction with the key participants.

1.3. Rationale of the study

My motivation to study issues that concern the improvements of education in public sector institutes suffering from poor infrastructure and overcrowded classes is due partly, to being an English language teacher at the UoSJP at present and partly, to having taught in private institutes of elitist and public institutes of middle and lower middle class (see 3.4) in the

past. This study is focused on improving the teaching and learning conditions in large ELT classes at UoSJP, which is a public sector university, by taking a research approach for practical improvement.

I have attempted to understand the nature and rationale of language teaching methods in large classes in order to discover ways to improve teaching and learning within them. Classroom teaching was observed at UoSJP and students and teachers were interviewed in the first phase of data collection. The teachers' and students' perceptions of education have been understood within their context which problematizes the teaching and learning process which is otherwise taken-for-granted. There are also the aspects of classroom teaching which I have observed and analysed for in-depth understanding of existing pedagogy and then formed an intervention strategy to improve them through a series of lessons employing innovative teaching methodology. The lack of sufficient interaction and participation of students in the class were identified as the main issues of teaching due to traditional methods being adopted for teaching.

The study also aimed at suggesting ways to teachers to accept the responsibility of improving their teaching methods through personal research projects. During the implementation of the intervention, instead of just understanding theoretical knowledge about classroom teaching, I have ventured into generating knowledge from the practice to bring about improvements in teaching and learning. The university accommodates students from different educational backgrounds and therefore all students cannot compete equally. As a result, the classroom teaching process generally favours some and ignores and marginalises others. The problem is aggravated when some students continue to dominate the class with their participation and others continue to be deprived through the traditional lecture method of teaching. I have attempted to develop teaching methods that focuses on everyone in the class based on the assumption that everyone is of equal importance in the class and therefore should be given equal opportunity of participation for learning.

My role in the research is that of a teacher-researcher who learns research and teaching skills as he goes along the process of the research. My role also transformed and reformed to be a facilitator and sharer of knowledge and manager of the research. All these roles have helped to develop my commitment to improving education at the place where I work.

Although much of the improvement has been achieved collaboratively by understanding the teaching methods, the initial impetus was based on Shamim et al.'s (2007) work that addresses the issues of large classes to maximise learning in language classes. The first section of the book deals with the theoretical aspect of large classes' language teaching and the second provides exercises and activities to help teachers to cope with them. I was also influences by the Freirean approach to education in pursuing the question: How can I improve learning and teaching conditions? However, more questions emerged not only from the reconnaissance phase but also in the action phase which were addressed through a series of lessons taught by me and a collaborator at Bachelor level at UoSJP.

I came to understand that teachers could work to improve their teaching conditions by providing autonomy for their students in the classroom. Teachers could conduct research on the issues that concern them by taking account of contextual and sociocultural aspects of their practice; they could also be encouraged and trained in this regard. This study has also involved teacher training and teacher-development through collaboration with a colleague who will be referred as teacher C in the thesis. She has been a key collaborator in the intervention strategy.

I anticipate the research findings will be helpful to teachers who are concerned with teaching large classes; they may find the findings useful or open to criticism. Teachers can also build on the approaches I have presented on the basis of the findings.

1.4. Structure of the thesis

Chapter one begins with the introduction to the thesis. *In this chapter*, I present the overall organization of the thesis, which includes the aims of the study, the rationale for the research and a brief overview of the methodology of the study.

Chapter two contains a literature review which focuses on the issues dealing with the teaching of large classes. First I discuss the factors which define a class to be large. Then the advantages and disadvantages of large classes are discussed. Next, a literature review is presented that suggests a way to address teaching methods for large classes. Lastly, I discuss the literature that focuses on language teaching in Pakistan. The review of the literature reveals that what constitutes a large class is a relative issue and that much of the

literature on large classes is written in the context of Western countries where the conditions of learning are different from developing countries. Also, there aren't sufficient practical steps taken to improve teaching in large classes in public sector institutes. This generates the need for an extended and intensive collaborative study to improve language teaching in large classes for better learning outcomes.

The *third chapter* contains the context of the study. First, the chapter contains an historical overview of the language policies in Pakistan that have impacted on the overall educational structure and development of the country. Next, the discussion on language policy contains the uses and effects of such policies. Then the status and importance of English language in Pakistan is discussed. Next I discuss the controversies which result from language policies in the country. The classification of English language institutes in Pakistan is also presented in the chapter. At the end of the chapter, UoSJP teaching and learning conditions are discussed along with socio-political conditions which affect the educational process.

Chapter four discusses and presents the methodology of the study. It is divided into two sections. Section one discusses the rationale behind the choice of action research methodology. It also discusses its important aspects such as its definition, and theories of educational research, which are relevant to the present study. In the second section, I discuss the research design, and various data collection tools used in the research. The methodology is imbedded with the practical goals for educational development through the dialectical process of involving concerned participants.

In *chapter five*, I discuss the first phase of data collection which is based on reconnaissance. This chapter contains a discussion on the teaching methods adopted in large classes at UoSJP. I also discuss the teachers' and students' perception of English language teaching as well as the socio-political conditions that affect language teaching. Overall this chapter exposes the complexities involved in teaching at UoSJP.

In *chapter six*, I present the second phase of action research, which is based on implementation of new teaching method. It also contains the narrative of how new teaching was planned and conducted in two different classes.

Chapter seven contains the findings and reflection on the key emerging themes from both phases of the data collection. The chapter also discusses the evaluation criteria for the thesis and monitoring strategy developed to validate the findings of the study.

Chapter eight is the last chapter of the thesis, which mainly looks at the future of the study by discussing its implications for others. It also contains a practical guideline to cope with large classes. It also discusses the contextual issues that affect the research and the process of data collection.

1.5. Summary

This thesis narrates the process of improving education through action research at UoSJP. The collaboration of students and colleagues was critical to the process and outcomes of the research. The project is based on the analysis of the educational practice carried out in a particular context where I have attempted to remodel and reshape teaching and learning by bringing marginalised students to become an active part of the learning process. The study took place within a particular social, political and professional context. Therefore, dissemination of the findings will need to take account of local cultures and contexts.

Chapter Two: Literature review

2.1 Introduction

The aim of this chapter is to review the literature that has been produced on various aspects of large classes and to identify common themes explored by researchers and teachers. I will also discuss what research evidence tells us about its impact on learning to establish the need of working on this important issue of teaching. I will also see what general observations can be achieved through class size research and how far these findings can be useful for teaching at the UoSJP.

The chapter starts with an overview of the background to the issue of large classes where I explore some important questions with regard to addressing large classes in the research. For example, is it just the number of students in a class or there are other defining factors which make a class a large class. Then I discuss the effects of small classes in order to determine to what extent they make learning effective. Next, I review various problems identified in literature, which teachers and students face in large classes, for example, stress, anonymity and lack of students' participation in the class. Research studies on large classes also identify positive effects of large number of students; therefore, I will review the evidence in literature on the benefits of large classes. Next, I discuss what researchers and teachers suggest for addressing the issue of large classes for effective learning. This will include literature on the effects of class size reduction (CSR) on learning outcomes as developed countries argue in favour of CSR to overcome the difficulties of large classes. I will also review techniques to manage large classes through lecture, group work, self and peer assessment, and increasing interaction in the class. Before concluding this chapter, I will review the learning habits of students in various settings as that will help in understanding the teaching methods needed for the various classroom settings. It will also help in understanding how this problem can be addressed at UoSJP. Based on the literature review, a case will be made for the need of research on large classes and to further explore their effects in order to find more effective teaching methods that produce better learning outcomes.

2.2   Background

Class size is one of the most important issues debated among teachers at all levels of education. The debate often surrounds students' achievement, attitude, behaviour and motivation with regards to class size and its impact on their learning methods and motivation. There has been increasing interest among researchers also in this important phenomenon of teaching and learning. However there is a lack of consensus among the researchers on various aspects of class size: for example, what is the optimum number of students in a class? Are small classes better for effective learning? Can class size be fixed for all levels and for all subjects?

The issue of large classes was explored systematically in the 1950s and then there has been frequent interest in the issue from the 70s onwards (Glass et al*.,* 1982). For the last two decades, there was increasing interest among researchers in the issue of large classes due to 'widely publicized calls for improving education access for all the world's children' (Benbow et al*.,* 2007, p. 2). Researchers have approached this issue from various angles, from identifying the problems of large classes to suggesting the techniques to handle them. Various angles of classroom dynamics have been discussed with the view of making learning more effective. Researchers often start by addressing the class size phenomenon as a problem for teachers. Some researchers support the argument that large classes are a problem for teachers whereas others support that reducing class size does not increase students' learning. However, there is a general assumption that small classes give better results than large classes (Al-Jarf, 2006). Although this issue was long ignored by applied linguists, recently there has been a realization that as the large class phenomenon is complex, widespread, and unavoidable, it is worthy of investigation (Kumar, 1992).

Literature identifies large classes as a common problem in education all over the world especially in developing countries like Pakistan, Sri Lanka, India, Nigeria, and Kenya. There are two main reasons for the emergence of large classes in developing countries: global initiatives for universal education and rapid population growth (Benbow et al*.,* 2007). Whether large classes are problematic in learning is a debatable issue, which I will review later but the assumption is that teachers generally face problems in handling the large number of students in a class. Research also points out potential problems of large

classes which affect teaching and learning in many ways. Motivating students in large classes is an important task and it is difficult to attain in large classes especially for newly qualified teachers. It also affects classroom instructions and management.

Due to financial restraints, there is not sufficient help in terms of teacher assistants, handouts, and technological support that are available for teachers in developing countries to cope with large classes. Moreover, there is little training available for teachers, especially for university teachers who spend many years in formal education; they spend little time in getting training required for teaching (Shigri, 2009). Faculty also receives little training in publishing, designing, examination, assessing students, or any formal training in conducting research and developing research agenda (Luna and Cullen, 1995; Shigri, 2009). ELT programmes are also marginalized in training and scholarship programmes (Shigri, 2009). Therefore teachers cope with these large classes in their own way with the help of their limited experience.

Before I further review literature on large classes, it is important to define large classes and the factors which make a large class; therefore, following section deals with the definition of large classes.

2.2.1 Definition of large classes

How large is too large? When is a group of learners considered large? Who decides when a group is too large? These questions may be simple but there is general disagreement amongst researchers to the answers of these questions. There is no definitive answer as to what number of students in a class can be a large class as it is a relative term. Teachers generally consider classes to be too large in comparison to what they have already been teaching. If they have been teaching twenty students in a class, thirty students in a class is a large class for them. Similarly if they have been teaching forty students in a class, fifty will be large number for them (Ur, 1996).

Another important factor in considering the size of a class is its relation to the subject being taught. For example, it will not be a problem for a teacher to teach a large class where the purpose of teaching is to transfer factual information as Hattie (2005, p. 411) writes:

> For the classes of 80+ it is probably necessary to assume that individual students are already self-regulated to learn and the major task for teachers are to provide content; interpretation of this content; and assess students on the facility to absorb, and (slightly) transform this content into their words and beliefs.

Thus, a class is a large not only with regards to what number teachers already teach (Coleman, 1989a) but also with relation to the course being taught. As per requirement of those courses at university level, students are provided organized lectures, notes, resources, textbooks; assessment through terminal, semester or annual examinations. Therefore at university level the size of a class does not make a great difference (Maxwell and Lopus, 1995). As a result, there is agreement among the researchers 'that class size may matter in some courses or disciplines, but not in others' (Kokkelenberg et al., 2008). The contents of a subject are also important to consider while making judgement on the size of a class (Todd, 2006).

Hence, there is no agreement in literature as to what should be the optimum number of students in a class. However, writers have given various numbers of students for a large class based on their observation and interview at various settings. Todd (2006, p. 2) has drawn a table that gives a figure for a large class by various writers. The table shows that the minimum number of students for a large class is forty and the maximum sixty.

Table 1. Some minimum size of large classes

Author	Minimum size of large class
Barker (1976)	55
Chimombo (1987)	50
Dixon (1986)	40
Finocchiaro (1989)	65
George (1991)	60
Hayes (1997)	50
Holliday (1996)	50
Hubbard et al. (1983)	45
Li (1998)	50
Long (1977)	60
Nolasco and Arthur (1986)	40
Safnil (1991)	60
Samuda and Bruton (1981)	40
Touba (1999)	60

The above table shows the maximum capacity for students in a class differs from author to author. Looking at the varying number for large classes and in the light of the literature discussed above, we can say that there are many factors involved when considering a class to be large or small. In the following section, I will further explore how the number of students in a class is a relative issue on account of various factors.

2.2.2 Class size: a relative issue

As discussed earlier, class size is a relative issue. There are many factors which define a class to be either large or small, including subject. Furthermore, social and culture phenomena are also some of the considerations while discussing a large class. For some teachers a class of twenty students may be large and for others 150, whereas some teachers could teach up to 300 students in a class. Teachers who have taught 6 to 12 students in a class might be described as elite in this context. Company language programmes or private language schools complain when suddenly faced with a group of twenty. Those who have coped with forty in language learning classes cease to find that number large (Norton and LoCastro, 2001). Studies have also shown that class size also depends - apart from subject - on age and grade of students, and the instructional method used for any subject (Hattie, 2005).

Shamim (1998, p. 3) conducted a survey on teachers' experience and perception of class size at various levels of education in Pakistan. The survey revealed the following:

> The size of teachers' experienced large class is highest at the tertiary level (90.70) while it is considerably lower at the secondary levels (54.72 and 46.06 respectively) […] The experience and perception of the teachers about class size seems to vary in the two kinds of schools in Pakistan, i.e, private (English-medium) schools and government (Urdu medium) schools. Hence while in private schools the average experienced largest class at the secondary level is 45.43, it is considerably higher (61.61) in government schools. Similarly the usual class six in private schools is 41.87; while in government schools the number is 50.74.

Evidence shows that the requirement of a class varies from institute to institute, course to course and teacher to teacher. A teacher can find it easier to transfer through a lecture regardless of the number of students in a course where transferring facts and figures are involved. Whereas some courses may demand more personal attention, for example, Art,

dance lessons, and practical lessons in Chemistry that would require small groups to directly participate. Similarly, an ELT class needs to be small enough to enable communication and interaction in the class. In developed countries the number of students can be according to the demand of the subject whereas in developing countries, like Pakistan, the size of a class sometimes exceeds hundreds of students in a class. Moreover, with little training in teaching, the size of a class is more than a teacher can manage and teach effectively.

Above factors may not be the only factors involved while defining a class size. Class size is also a part of sociocultural values and it is also a part of the educational philosophy of a society (Norton and LoCastro, 2001). There is a growing need to develop a system which accommodates many students and fulfils the requirement of education of all classes of society.

In order to understand the phenomenon of large classes at UoSJP, the above factors will help to understand the teachers' and students' perception of them. It will also be important to understand how sociocultural factors contribute to the definition of large classes as the definition of a large class is contextually dependent. The learning habits of students will also play an important role in defining to what extent a number of students in a class can be called large. Course content and teaching style will also be critical while talking about the size of a class.

Having looked at what constitutes a large class with regard to various affecting factors, I now discuss some of the common themes that researchers and teachers explore when dealing with large classes.

2.2.3   Common themes in the study of large classes

The Lancaster-Leeds Research Project on Language Learning in Large Classes is one of the most talked about projects in the literature on large classes, and has guided researchers in this area (Coleman, 1989). There are a series of twelve reports published to share the results of the project. The published results have addressed various theoretical issues. The following questions posed below in the research further contribute to the research on large

classes. These questions also identify the common themes of research studies on large classes:

1. What are the teachers' concerns?
2. How large is 'large' from both a teacher and student perspective?
3. How widespread are large classes?
4. Why do large classes exist?
5. What are the students' concerns?
6. How can data be collected in large classes?
7. What actually happens in large classes?
8. How do teachers modify their behaviour in large classes?
9. How do learners cope with large classes?
10. What learning takes place in large classes?
11. Do students learn the same things in large and small classes?
12. Do they learn in the same ways?
13. How can the problems of large classes be solved?

These questions fall into three categories: the first five questions belong to the participants' perception about teaching and learning in a large class; the next seven questions pertain to the analyses of classroom observation; the third category addresses the issue of intervention in the learning and teaching process. The Project consisted of studies in countries like South Africa, Nigeria and Japan. LoCastro (1989) divided the problem of large classes into three categories in his project: pedagogical, management related issues, and effectiveness. However, there was much criticism on this Project as it failed to answer many of the questions it explored. It has been criticized on the pattern of the survey, which was based on questionnaires design, and selection of subject (Todd, 2006). Nevertheless, this project has been the largest study that addresses the issue of large classes. These questions guide in the present study for approaching the issue of large classes. However study tries to answer many of the problems of large classes through participatory research.

Teaching Large Classes Australian Universities Teaching Committee (AUTC) Project (2001) is also an important project on class size by the University of Queensland Australia.

It reported on the teaching of large classes in various disciplines. Its main focus was on management, teaching techniques, material development, and the use of technology.

Other writers have also worked in the field of large classes: Kumar (1992) examined the effects of class size on interaction; Shamim (1993) has done PhD work on 'teacher-learner behaviour and classroom process in large ESL classes in Pakistan; Holliday 's (1996) work compares and contrasts approaches of native speakers and Egyptian teachers in large classes in a university; and Hayes (1997) has suggested a way to cope with large classes through data collected from an in service teacher training project that help teachers in rural primary schools in Thailand.

These themes can guide the present research to answer some of the question posed above in the context of UoSJP. There might be the same issues of management, pedagogy, and effectiveness for the classes at the university.

Since large classes are undesirable despite their relative nature, there is also controversy whether small classes are better as far as effective learning is concerned. I will review some salient features of this controversy in the following section.

2.2.4   Effects of small classes: a controversy

It is generally believed that teachers feel more comfortable in teaching in small classes than large classes. Therefore teachers are always in favour of small classes and they find large classes detrimental to learning. It gives more chance for an in-depth understanding of the context and different ways of giving instructions. There is, however, a need for empirical evidence to show how small classes contribute more to learning than large classes. The question of whether small classes are good or bad continued to be hotly debated topic in the 1980s (Shamim, 1993). Smith and Glass (1979) are among the first writers who have measured the effects of class behaviour on teacher and students regarding class size. One important attribute of small classes is the quality of the class environment. At the K-3 level of a child's education, small classes boost academic performance (Achilles, et al., 2003). It not only causes fewer disciplinary problems, it gives students a chance for achieving greater knowledge and more enthusiasm (Zahorik, 1999). Literature also shows that there are positive effects on achievement as demonstrated by better results in primary education.

Wright et al. (1977) has done a significant amount of research at Elementary level on Grades four and five in schools in Toronto, Canada. Teachers of thirty four schools were provided with classes of 16, 23, 30, and 37 students. Through a questionnaire, and an attitude scale, teachers', students' and parents' opinions and attitudes were collected. Students' achievement was also measured in various subjects. The results show that students started getting more individual attention when the class size reached below thirty. Students were clearer conceptually in the class of sixteen; classes became noisy when the number of students increased from thirty to thirty-seven. This showed that there was clarity of instruction in the class of sixteen, but instruction became unclear in the class of thirty-seven.

Robinson and Wittebols' (1986) cluster survey regarding class size is based on the reviews of 100 research studies. The question which was answered through these reviews was if class size affected grades, levels, subject, characteristics of students, their achievement and behaviour of students. Teaching practice was also considered in this review; the results coming out of this study regarding the relations between class size and learning process were remarkable. Some of the salient features of the study were as follows:

- The most positive effects of small classes on pupil learning occurred in grades K-3 in reading and mathematics, particularly in classes of 22 or fewer students. However, the first year's positive effects could not be sustained in subsequent years.
- Studies examining students' attitude and behaviour found the most favourable effects of smaller classes were at the primary grades.
- Smaller classes can positively affect the academic achievement of economically disadvantaged and ethnic minority students.
- Within the range of 23-30 pupils, class size had little impact on the academic achievements of most pupils in most subjects above the primary grades.
- The positive effect of class size on student achievement decreased as grade levels increased. However, the available studies in specific subject areas in the upper grades were limited in both number and quality.

- Little if any increase in student achievement could be expected from reducing class size if teachers continued to use the same instructional method and procedures in the smaller classes that they used in the larger class.

- Reducing class size had fewer positive effects on achievement in comparison to many less costly learning interventions and strategies (Robinson, 1990, p. 82 in Shamim, 1993)

William et al. (1985) studied the relationship between class size and achievement at college level. He used 16,230 test scores from university testing centre archives which represented 305 sections from 24 different subjects. Interestingly, the results of the data did not reveal any significant differences between different class sizes. He concluded that class size did not effect on skills such as recalling, however it had an effect on higher skills which pertain to thinking and problem solving.

The Class Size and Pupil Adult Ratio (CSPAR) project in the UK on class size was carried out by the researchers at the London Institute of Education (Blatchford et al., 2003). Here, researchers worked with more than 18,000 children in the first year of primary education over a three -year period. Both, qualitative and quantitative methods were used to analyse teachers' questionnaires, and behaviour rating of each child. Classrooms were observed to see a teacher's allocation of time. Statistical data showed that class size affected classroom learning: a smaller class had more of an effect on low ability pupils than higher ability as pupils of a lower ability gained better results than students of a higher ability in literacy progress. However, results in Mathematics remained the same in a smaller class regardless of ability (Blatchford et al., 2003).

Thus, there are conflicting results on the relationship between class size and students' performances (Toth and Montagna, 2002 in Carpenter, 2006). Some study show no differences between class size and students performance (Kennedy and Siegfried, 1997; Hanushek, 1999 in Carpenter, 2006). However smaller classes are beneficial if criteria like 'long term retention, problem solving skills' are used (Gibbs et al., 1996 in Carpenter, 2006, p. 14). Day et al. (1996, p. 21) believe that class size research 'has failed to take into

consideration the full complexity of cause and effect in classroom life.' There is a need for more observational studies as an appropriate way of understanding complex classroom processes.

Kokkelenberg et al. (2008, p. 13) have done research on the effects of class size by measuring grades at Public Sector University. They have collected data from a single institute, which covered a period of twenty-four semester and forty-five disciplines within six schools: Arts, Science, Education and Human Development, Engineering, Nursing, and Management. Though they found that a larger class had negative effects on grades, they varied from department to department.

Although the majority of problems of large classes have been identified by literature focusing at the school level, these problems have negative effects in college education too (Kokkelenberg, Dillon, and Christy, 2005). Becker and Power (2001) also saw large classes as a problem for undergraduate students. Edgell (1981) studied the attitude of students in a large class of Mathematics, which suggested that there was a negative change in the attitude of students in large classes of thirty to forty students in a class. This study was carried out with the use of observation and placement tools, and through the measure of attitudes.

From the above literature we can deduce that the benefits of reducing class size are debatable, however small classes are desirable among teaching community. The effects of small classes may help in studying the pedagogical issues in the context of UoSJP.

After discussing the literature on effects of small classes, I will now discuss the literature that focuses on the problems of large classes. These problems will help in identifying the issues that teachers face at UoSJP.

2.3 Problems of large classes

There is general agreement that large classes cause multiple problems for teachers. Generally, a large number of students in a class is held responsible for poor results of students in academic achievement. Though this blame can be attributed to the teacher, we need to see the evidence as for as students' views on class size is concerned. In this section,

starting with the common problems of large classes, I will review the literature on some of the key problems of large classes like stress, anonymity, and lack of interaction.

2.3.1   Common problems

Large class problems are dealt in two ways in literature: first, researchers and writers list the potential problems of large classes and secondly, they suggest approaches to deal with these problems. Todd (2006) has identified the problems of large classes, which are given below. The list is important for this research as it may help in relating and comparing the problems of large classes in the context of UoSJP and helping dealing with them through different teaching techniques. Below is a list of problems along with corresponding references:

Management problems

- Less effective learning (Coleman, 1989d; Ur, 1996).
- Problem of management/handling activities:

- Difficult to manage classes and organize activities (Nolasco and Arthur, 1986; Coleman, 1989d; Hayes, 1997; Li, 1998)

- Absentee students (George, 1991)

- Depending on lecture method and drills (Hubbard et al., 1983; Coleman 1989e;

- Avoidance of some of the activities (McLeod, 1989)

Physical or practical problems:

- Problem of space (Coleman, 1989d)
- Seating arrangement

- Discomfort (Hayes, 1997)

- Students cannot see/hear properly (Long, 1977)

- Noise (Nolasco and Arthur, 1986)

- Timing (Peachey, 1989)

- Time for students' presentations (Todd, 1999)

- Providing material to students (Nolasco and Arthur, 1986)

Affective factors:

- Achieving rapport (Holliday, 1996; Harmer, 1998)

- Personalisation (Carbone, 1996)

- No sense of community (Hubbard et al., 1983)

- Teacher discomfort (Coleman, 1989d)

- Learning names (Hubbard et al., 1983; LoCastro, 1989)

Interaction problem:

- Few opportunities to speak (Coleman, 1989d; Ur 1996)

- Giving individual attention (Coleman, 1989d)

- Frequent use of mother tongue (Woodward, 2001)

Feedback and Evaluation:

- Monitoring (LoCastro, 1989; Peachey, 1989)

- Giving feedback (George, 1991)

- Assessment (Coleman 1989d; Hayes, 1997)

- Marking load (LoCastro, 1989; Peachey, 1989; Ur, 1996)

Todd (2006, pp. 3-4) argues on the basis of the above list that large classes are not detrimental to learning. The list demonstrates that discipline problems are highlighted in this list but only two writers claim that large classes cause less effective learning. Todd, therefore, argues that any negative effects of large classes on learning are not directly a result of class size; rather, they may be due to 'knock-on effects of the other problems.' Therefore there is a need to understand what causes less learning in a large class in order to address the issue for effective learning. Regardless of the effects of large classes on

learning, the above list itself poses potential problems which need to be addressed for better learning outcomes.

Al-Jarf (2006) has done a study on a hundred female students to know the challenges and consequences of a large number of students enrolling in an EFL programme at the King Saud University in Riyadh, Saudi Arabia. A sample of twenty instructors was taken for interview and the Department heads were also interviewed. The effects of enrolment in large classes were found out from teachers. Effects on a large number of freshman students on attitude, classroom instruction and management, assessment practice, and facilities utilization were studied through open ended questionnaires. The classes that were studied had thirty seven to seventy five students in a class. The findings of the results are that there is a negative attitude among students and instructors for the large class. Students lack concentration and hesitate to participate in class, whereas students get more involved in discussion and activities in small classes. Large class requires energy and it causes exhaustion for teachers. Also, it causes problems in managing students. There is no rapport with students and no attention is given to students individually. Furthermore, an increase in the number of students creates the problem of teacher shortages. The classes also become noisy and there are negative effects on instructions as well. The teacher cannot find the time to check the students' work. Only students in the front row get a chance to speak.

Further problems are highlighted by Al-Jarf. There are different levels of students as well and 'poor students do not get enough attention' (Al-Jarf 2006, p. 24). Large classes cause disciplinary problems. Large numbers of students in a class also cause a problem when taking attendance. Remembering the names of students is also a big problem of teachers. This scenario gives negative effects on assessment too as instructors feel exhausted to mark the large number of work from students. Space and accommodation are also problems of large classes (Al-Jarf 2006).

Having addressed the most common problems of large classes, I will now discuss a few more problems of large classes in the light of the literature. First, I will discuss stress caused due to large classes, then the issue of anonymity, and finally the lack of participation of students.

2.3.2   Stress

Teachers teaching large classes remain under immense pressure to teach well in the class regardless of the size of a class. Difficulty in managing them results in stressful condition for teachers (Wyly and Frusher, 1990). They have to do lots of work each day and every year the work load increases with increasing number of students. Large classes cause noise, inappropriate behaviour of students, inability of the teacher to interact with all students, and a larger volume of work needs to be checked and graded.

Two studies can be cited here. Gorrel and Dharmadasa (1989) have done a study on large classes in Sri Lanka. There were 722 respondents to the teacher stress inventory from large cities, small towns, village, and from public and private schools. The stress was shown as 5.30 mean out of a score of 6.00 in overcrowded classes in Sri Lanka: a teacher kept too many records and reports (m=5.19), and students' absenteeism was m=5.13. Okebukola and Jegede (1989, p. 33) studied the determinants of occupational stress among teachers in Nigeria through examining events, objects, or circumstances which are perceived by Nigerian teachers as stress inducing. The data was collected through questionnaires from teachers. Findings show that 'poor service conditions, large classes and inadequacy of teaching learning facilities, have a high potential of experiencing stress.'

There are other causes of stress in a large class: the teacher's lack of a coherent relationship with their students, fewer teaching methods, dissatisfaction on both the students' and teachers' side, and a common perception that teachers are of a low status in an institute where they teach in a large class (Carpenter, 2006). This often questions the prestige of teachers where the number of students is high, as generally teachers are not paid extra for teaching more students.

The studies of different researchers in different parts of the world show that the issue of stress seems to be an important factor and needs further research. I tend to think that my research may involve the same issue and I may turn to teachers and students to seek their causes of stress while teaching. After discussing the issue of stress, the following section presents the issue of anonymity in large classes.

2.3.3 Anonymity in large classes

The previous section presented findings about the issue of stress; another main issue that needs to be addressed here is the anonymity of students in the class and its effect on learning. Where there is big number of students, it is difficult for teachers to remember the names of students in a class. Thus, students remain anonymous to the instructor and to each other in large classes (McKeachie, 1999).

Anonymity causes a lack of rapport among students in large classes and 'prevent students' motivation to engage in the learning process' (Yazedijian and Kolkorst, 2007, p. 164); it also generates a lack of responsibility to work. Students also lack motivation to engage in the class itself, and they are likely to be absent from the class; students then isolate themselves from the class as a result of anonymity. Due to this lack of responsibility, students can hardly develop critical thinking, and cannot engage in academic productive discussions. Consequently, students lose their interest in the class to learn as these problems cause lack of clarity of concepts (Cooper and Robinson, 2000).

The teacher's use of the lecture method to teach, not only increases anonymity but also, reduces the opportunities for them to participate in the class; it also fails to accommodate the different learning styles of their learning (Mbuva, 2003). Like anonymity, there are problems of lack of participation of students in large classes, which I will discuss in the next section.

2.3.4 Students' lack of participation in large classes

Active participation of students in a class is a source of better learning. Engaging and involving students in learning helps them to memorize and retain knowledge for a longer time which otherwise would be lost (Bransford, 1979; Weaver and Jiang, 2005). It also helps students in inculcating critical thinking (Garside, 1996). Although the active participation of student is desirable, it is hardly achievable in large classes. Professors speak almost 80% of the time in the class and even during the 20% of students' talking time, only 10 out of 40 students participate in discussion in the class; in these classes 5 students dominate the discussion, whereas the rest of the students remain passive

participants only to nod, laugh when needed and avoid talking in the class to save themselves embarrassment (Fritschner, 2000 in Weaver and Jiang, 2005).

The Lecture method is generally adopted for teaching large classes, which also does not encourage and appreciate the diversity of learning, 'ability level, cultural backgrounds, and learning styles found in institutions of higher education. Consequently, it is imperative for instructors to take well-planned measures to combat student's lack of commitment to learning by decreasing student anonymity in class' (Yazedijian and Kolkorst, 2007, p. 165).

Researchers have identified various other reasons also for student's lack of participation in the class for example:

- Large classes (Howard et al., 2002; Weaver and Jiang, 2005),

- The teacher as an authority (Howard and Baird, 2000; Rahman, 2001; Weaver and Jiang, 2005; Shamim, 2008),

- Gender (Crawford and MacLeod, 1990; Fassinger, 1995; Howard et al., 2002; Weaver and Jiang, 2005)

- Preparation of students (Howard et al., 2002; Weaver and Jiang, 2005),

- Lack of confidence and fear of audience (Fassinger, 1995; Howard et al., 2002; Weaver and Jiang, 2005), and

- Fear of professor's criticism (Weaver and Jiang, 2005).

These are also the problems which occur due to the formal structure of the class of the classroom (Weaver and Jiang, 2005, p. 279) for example fear of peer approval.

Lack of interaction in the class is perhaps one of the most common problems which cause many other problems for example managing class, giving effective feedback and giving individualised instruction. I tend to believe the problems identified here will be prevalent at UoSJP. Therefore, literature on the problems of large classes will help in identifying the parallels between them and the conditions at UoSJP.

It will be wrong to assume that large classes cause only problems for teachers and students. Literature also argues for the benefits of a large class. In the following section, I will review such benefits.

2.4   Advantages of large classes

In the previous section, I focused mainly on the problems of large classes as discussed in literature. However, the literature on large classes also suggests that there are advantages of large classes too. Ur (1996) discusses the large class phenomenon as heterogeneous, which is not altogether a disadvantage: it can generate more interaction at all levels in the class. She argues that due to their background, students inculcate values of tolerance for each other, and share multicultural values. Due to being less dependent on teachers, students depend on each other for learning and there is an increase in cooperation with each other. Though teachers want to teach smaller classes, not all researchers consider large classes to be a problem. The ideas of Ur (1996) have parallels with my teaching context where learners come from diverse backgrounds and share different values and sets of beliefs with each other. Diversity can be seen in the form of rural and urban, and rich and humble groups of the population that come from different parts of the country/province (see chapter three).

Large classes generate an attitude of self-reliant and independent learners. Students take responsibility for their own learning and work independently in large classes (Allwright, 1984; Li, 2008). It is mainly due to the teacher giving students less time for interaction during the class that the students, especially university students, depend on self-study more (William, et al*.,* 1985). It will also be wrong to assume that students do not enjoy being in large classes. More than 75% of students enjoy working in pair and group work. However, some students (16%) do consider it as a waste of time according to the data based on the responses of one hundred students at Xinjiang Normal University, China (Li, 2008, p. 18). Nevertheless, cooperation is needed both, from teachers and students for interaction to take place in the class and interaction with each other and with the teacher is considered to be an advantage in large classes (Hess, 2001).

The heterogeneous background of students also causes tendency of more proficient students to help the lower ones. Moreover, teachers do not get bored in large classes due to the interaction taking place at some level in the class, and through time and experience the teacher instinctively gains expertise to use the interaction positively for meaningful learning. Ur (1996) also argues that large classes foster collaboration, cooperation and peer-

teaching as teacher cannot individually attend to all the students. Such teachers would argue that good teaching is good teaching: what holds true for small classes also holds true for large ones. Felder (1997, p. 1) states that 'there are ways to make large classes almost as effective as their smaller counterparts.'

Hence, it is not very uncommon for some teachers to enjoy teaching in large classes. They feel that if proper strategies are adopted and the classes are well-organised, they may have a greater sense of achievement despite the large number of students in a class. Despite this, it is necessary to make proper logistical arrangements 'far enough in advance' and by involving enough of the active learning experience instead of just relying on lecturing. Hattie (2005, p. 399) also believes in the importance of effective teaching regardless of the size of the class:

> Teachers are able to promote students' learning equally well regardless of class size. In other words, they are capable enough to teach well in large classes. Less capable teachers, however, while perhaps doing reasonably well when faced with smaller classes, do not seem to be up to the job of teaching large classes.

Lack of attention towards the classroom process as influenced by class size on students' attainment is an important factor in the learning outcomes, which reflects the efficiency of the teacher (Blatchford and Mortimore, 1994).

Since there are advantages of large classes also, they require ways to teach effectively through the skilful handling of instructions and teaching methods. In the following pages, I will further present the literature review that suggests solutions to the problem of large classes as this will help addressing the issue of large classes at UoSJP.

2.5   Solutions to the problems of large classes

In the previous section, I focused on the advantages of large classes. In this section, I will review the literature that suggests methods to maximize these advantages to make learning active, constructive and meaningful. When speaking of the solution to the problem of large classes, Class Size Reduction (CSR) seems an immediate solution to the problem. However, CSR is improbable especially in many developing countries due to the lack of funds. Moreover CSR is debatable issue as for as its contribution towards learning is

concerned. Small classes can help to reduce anonymity, increase engagement and enhance active learning (MacGregor et al*., 2000*). Hence, it is believed that active learning can only be achieved in the small classes. Therefore, before discussing the solution, I will present the literature in order to review the arguments for reducing the class size.

2.5.1 Class Size Reduction (CSR): A solution to the problem

Research claims that reducing class size enables teachers to give individual attention, better instructions, more opportunity for innovative approach, a student–centred approach, less interruption, less behaviour problem, an increase in interaction, and engages students (Bosker, 1998). However, Hanushek (1999, p. 36) asserts that there is an assumption that student performance will increase if only class size can be reduced, a proposition shown to be erroneous. Hattie (2005, p. 388) claims that there are 'small' or even 'tiny' effects of reducing class size. She drew such results through meta-analysis of studies by various writers on CSR. The main reason for this is that the teacher adopts the same teaching method for a small class as they do for a large class; they do not use the opportunity to fully exploit large class size for more effective results. Glass and Smith (1979) carried a research study to see the effects of CSR. The findings suggest that there are zero effects of reducing the class size from forty to twenty. They claim that the achievements were apparent in the attitude and the morale of the teacher and student when the number was reduced from ten to fifteen students in a class. However, there was not much gain in achievement when the class was reduced from forty to twenty. The effects were more at secondary school level than at primary school level.

The Student Teacher Achievement Ratio (STAR) is perhaps one of the most important and most cited projects with regards to the achievement of large classes. The Tennessee Star Project started in 1984 and was completed in 1990. According to this project, students at kindergarten were assigned to small classes (thirteen to seventeen) and large classes (twenty two to twenty five) for the duration of four years. Researchers were to assess the performances of students in the smaller class and larger class by comparing the performance of the average pupil. Findings of the research have been interpreted differently by the researchers. Some researchers claim that the achievement of the pupil is in proportion to the reduced class size (Nye et al., 2004). However, there is a lack of clarity as

to why smaller classes achieve higher effects (Nye et al., 2004). The hypothesis is that small classes may have fewer interruptions and people get personalized instruction. However, the researchers do not see a dramatic effect on academic achievement for minority and poor students (Hattie, 2005).

The Students Achievement Guarantee in Education (SAGE) was considered a second large experimental study, which commenced in 1996-1997 at Wisconsin. The programme was designed as a five year project which was aimed at low income students. It involved a range of intervention for bringing professional development and reducing class size from twenty-five to fifteen students per class. It included various areas: family/school components, curriculum reform. The result of the project shows that students in SAGE classroom performed better in comparison in reading, language, arts, and maths at the 3rd Grade. The changes included opening schools early morning till late evening, changing the class size from twenty-five to between twelve and fifteen, and developing staff.

Blatchford (2003) conducted a study over a three-year period on students from Grade four to seven on various class sizes, ranging from ten to thirty-five. It was found that decreasing the class size gave better results; however, there was no significant difference in the sizes between eighteen and twenty-five. It was also found that small classes were important at the early school level, and that twenty-five was the appropriate number of pupils in a class.

Although the debate on CSR is relevant when dealing with improving learning, it hardly seems related to the context of developing countries. CSR research had been done by Western writers to see the relation between reducing class size and its effect of learning out comes. Moreover, the main research was done on young learners through State projects as the stakeholders were under pressure to reduce classes due to the general consensus on the negative effects of large classes. However due to the 'economic compulsion' reducing class size is not possible; therefore, researchers' help is sought by key stakeholders including politicians to research for '…significant determinants of the effectiveness of teaching and learning' (Pedder, 2006, p. 214).

Thus, research on CSR also shows that the achievements of students do not change drastically as it is more important to change methods of teaching than just reducing the

number of students. Moreover, in the context of Pakistan, reducing the size of the class is almost impossible due to financial constraints. Thus the debate on the effects of class reduction brings us to the debate as to how to achieve better learning outcomes without reducing the size of a class. In the following section, I will discuss literature that suggests managing large classes which can also help in research for teaching large classes at UoSJP.

2.5.2 Techniques to cope with large classes

On the one hand, the number of students is increasing in each class; on the other hand, teachers are expected to give better results to raise the standard of education at the higher level, which is a challenging task. Despite the adverse situation for teachers teaching large classes there are ways to teach effectively as 'the basic principles of teaching English are the same for either a small group or a large one' (Li 2008, p. 17). Therefore, teachers need to work more on how they teach in the class to improve learning.

Constructivism is favoured as a modern teaching method where students actively participate in learning. In contrast, the traditional teaching methods involve teachers distributing handouts and delivering lectures (Carpenter, 2006). Carpenter (2006, p. 13) has done a study to identify the teaching methods for large class enrolments with the focus on finding effective methods for teaching them; he has also studied the perception of students for such teaching methods. The study explores the positive relationship between an effective teaching method and learning outcomes by using 'commonly-used teaching methods (lecture/discussion combination)'.

Todd (2006) has listed writers who have suggested ways of handling the problem of large classes. Some of them are listed as follows:

- Using student leaders to manage activities (Harmer, 1998)
- Running groups (Hubbard et al., 1983)
- Using techniques like name cards for learning names (Carbone, 1996; Nunan and Lamb, 1996)
- Eliciting choral responses (Long, 1977; Harmer, 1998)
- Using pair and group work (Coleman, 1989e; Harmer, 1998)
- Using peer monitoring and student-student consultations (Ur, 1996)

- Self-assessment (Dudley-Evans and St. John, 1998)

Alternatively, Benbow (et al., 2007) suggest the following ways to handle large classes:

- Use of small groups

- Pupil-to-pupil support and mentoring

- Effective use of existing space (i.e. largest classes in the largest rooms)

- Using the most effective teachers in larger classes

- Use of volunteers and teachers' aides

- Team teaching

- Shift instruction

These are some of the solutions to the problems of large classes. Through these methods, some of the issues such as managing activities, increasing interaction and giving feedback are addressed. Though methods can provide some help in handling large classes, there has yet to be more research done on the effectiveness of these methods by deriving results through practice. Also, some of the issues still need to be addressed as practical and physical problem.

In order to teach effectively, a positive attitude is required among teachers and an effort to use wisely the approaches available for language teaching (Li, 2008). Hence, teachers could work on motivation. Both the teachers and students require motivation to cope with large classes. Teachers can discuss his/her teaching method with mature students and address the issues that arise accordingly.

Apart from these, lecture methods cannot be rooted out as an ineffective way of language teaching. In the following section, I will discuss what the literature suggests for using the lecture method for teaching in large classes.

2.5.3 Lecturing

Lecturing is the form of teaching that is most often adopted for teaching in large classes. There are many arguments for and against the lecture teaching method. Lecturing becomes less effective where the information is already available in notes, handouts, books and it is easily comprehensible (Cuseo, 1998). Learning can be improved through lectures if training

is provided to teachers in the use of whole class instruction, which includes a teacher-centred approach through which the teacher explains the material in a lecture style (Stevenson and Lee, 1995; Benbow et al., 2007).

Studies suggest that the lecture method is effective in delivering factual information, in the appropriate use of reading material, in clarifying complex ideas, seeing the issue from a personal perspective, providing information from multiple sources. However, researchers agree that this method does not engage students in the class, which is an essential part of learning. Carpenter, (2006) studied the effectiveness of teaching methods which suggests that a 'moderately-active' learning method produces better results than the lecture method. Researchers consider group work to be more effective for language teaching than lecture methods, which will be discussed in the following section.

2.5.4   Group work

Cooper and Robinson (2000) suggest a small group approach to make large classes engaging and productive for teachers and students. Through this, students teach each other which help them retain knowledge for a longer time and is helpful for learning. It also enhances critical thinking and students learn better from each other (Cooper and Robinson, 2000). It also helps students building a network for learning from each other, which increases critical thinking (Brookfield, 1987). The work also promotes social and emotional development, encourages diversity and reduces students' attrition (Cooper and Robinson, 2000).

Pasigna (1997) also suggests the strategic grouping of students by dividing them into groups of 15-20; the teacher asks them to do exercises in the group with controlled instructions. To familiarize students with group work they should be divided into 5 -7 and each student should be given a chance to lead the group. Pasigna gives practical suggestions for managing a large group. For example, she suggests establishing rules for group behaviour, for example how to speak in a group, how to leave or come into class, and how to distribute materials and handouts. This can help save time for teachers to spend on instruction. Pasigna suggests taking remedial and enrichment activities that can suit the diverse students by arranging them in similar ability groups as there are always mixed-

ability students in large classes. She also suggests using retired teachers, students of higher grades, and community volunteers for the remediation and enrichment of weaker students.

Apart from managing large classes through CSR, using innovative teaching, the lecture method and group work, researchers also suggest self and peer assessment of managing large classes for effective teaching and managing learner's feedback. In the following section, I will discuss how self and peer assessment can help in teaching large classes as assessment and feedback are one of the neglected aspects of teaching large classes.

2.5.5 Self and peer assessment

Due to the student and staff ratio, one of the challenging tasks for a teacher is to maintain the quality of feedback and assessment (Billington, 1997; Davies, 2000; Ballantyne, 2002). Due to fewer tutorials, less feedback is given on an assessment task than it requires (Gibbs et al., 1997). Peer assessment is one of the suggestions to handle large class assessment (Davies, 2000).

Peer assessment has long lasting effects on the learning of students due to the active involvement of students in the assessment experience (Ballantyne, 2002). It requires students to have skills to assess the work of each other, which requires the active engagement of students (Topping et al., 2000). This has many advantages, for example, if students are given chance to peer assessment they get used to assessment and they become critical, independent learners as they become more familiar with the publication of the assessment criteria and develop a clear concept of the topic being reviewed (Falchikov, 1995 in Ballantyne, 2002). It also encourages students to understand the objectives and the purpose of self-assessment and gives in depth understanding of the work, in qualities and deficiencies (Topping et al., 2000). It clarifies students about marking procedure (Brindly and Scoffield, 1998). It enables students to reflect on their own work (Dochy et al., 1999). However, there is an assumption that students will not be fair and accurate when they will assess their peers (Ballantyne, Hughes, and Mylonas, 2002). Therefore self-assessment requires careful monitoring and perhaps rechecking so that students feel motivated to perform well and assess actively according to the standards set by the teachers. Peer assessment not only improves written communication, it can also improve verbal

communication, and it enables them to receive and give criticism, it also improves negotiation skills (Topping et al*.,* 2000).

Ballantyne, Hughes, and Maylones, (2002) have done an action research project on developing a procedure for implementing peer assessment in large classes. The project was done in three phases and changes were made in all phases after taking responses from the teacher and the students. However, students did not prefer the active learning method as it consumed lots of class time and hindered in covering course material (Carpenter, 2006); it also created anxiety among students for changing from the traditional language learning method to a modern teaching method.

Where there are benefits of peer assessment, there are some short comings of peer assessment too. Students lack experience in formal assessment (Ballantyne, Hughes, and Mylonas, 2002). They feel that assessment is a task to be carried out by teachers only (Davies, 2000). Therefore, they might feel less motivated to conduct assessment in the class themselves. Students are also found as having a 'lack of confidence in their own and their peer's ability as assessors' (Ballantyne, Hughes, and Maylonas, 2002, p. 429). Students feel that they lack qualification and that they feel uncomfortable to assess others' work (Orsmond and Merry, 1996). Students may also not be honest in assessing each other. They can either favour each other or can deliberately disfavour each other in giving feedback. A student may not give their peer a low mark even if they deserve (Falchikov, 1995). Therefore, students can generally distrust each other too.

These issues can be addressed with mutual cooperation from student and teachers' side. Peer assessment requires training to be able to do the task (Topping, 1998). This can be done by dedicating one or two classes to train students for assessing each other. There can be better results if anonymity is maintained in the class for assessment purposes (Hanrahan and Isaac, 2001). Anonymous assessment can develop a positive attitude for peer assessment among students.

The focus of the above suggestions has been managing large classes for better learning outcomes. They also emphasize an increase in interaction among the learners. In the

following section, I will present literature that suggests ways for increasing interaction in large classes.

2.5.6   Increasing interaction

In contrast to the traditional method, modern language methods speak in favour of communicative language teaching (CLT). As Savignon (1991, p. 261) remarks, 'Today, listeners and readers are no longer regarded as passive. They are seen as active participants in the negotiation of meaning'. However, CLT requires an ideal number of students in a class for interaction and active participation of students for learning a language. Large numbers of students pose a great problem for teachers to teach according to modern teaching methods.

The role of interaction is found to be better in learning achievements. It enables students to engage in discussion for clearing their concepts (Boyle and Nicol, 2003). Some of the ways of increasing interaction in class are discussion, debate, questioning explaining, and activities (Cohen, 1994; Boyle and Nicol, 2003).

Shamim (et al., 2007) has written from the data collected from a workshop at Hornby School in Ethiopia in 2006 giving practical advice on how to teach in large classes to increase students' interaction and maximising learning. The book contains activities generated by the trainers and the participants of the workshop. It mainly serves three purposes:

- It helps teachers to analyse and understand the issues relating to large classes
- It helps teachers develop strategies to cope with large classes

- It provide sets of activities to carry out in the classroom

It contains useful and creative tools that can help teachers cope with large classes. There are two parts to the book. Part one discusses the issues involved in teaching large classes; the second part provides classroom activities. However implementing a new methodology

would require training, which is an essential part of improving educational standard and it is essential for language teachers teaching in difficult situation such as large classes.

I hope to incorporate the finding on large classes teaching to help me in working for the educational development of UoSJP. Before concluding this chapter, in the following section, I will discuss the learning habits of students in relation to their sociocultural background. This section will help in locating the contextual need of the present research and provide useful suggestions to manage large classes at UoSJP.

2.6   Learning habits of students

While considering a classroom situation, it is important to consider the nature and culture of that class and the learning habits of its students. Littlewood (1999) classifies students of English Language in Southeast Asia into two categories: collectivism and individualism. His research shows that 'people in East Asian countries have emerged as showing a much stronger collectivist orientation than people in Western countries.' Therefore, Littlewood (1999, p. 71-74) concludes that:

- East Asian students will have a strong inclination to form in groups, which work towards common goals.
- In the open classroom, East Asian students will be reluctant to 'stand out' by expressing their views or raising questions.

- East Asian students will perceive the teacher as an authority figure whose superior knowledge and control over classroom learning events should not be questioned.

- East Asian students will see knowledge as something to be transmitted by the teacher rather than discovered by the learners. They will therefore find it normal to engage in modes of learning which are teacher-centred and in which they receive knowledge rather than interpret it.

The above findings of Littlewood (1999) can be very helpful while planning to improve teaching at UoSJP.

2.7 Summary

In this chapter, I have reviewed literature on different aspects of the teaching of large classes. I have discussed the problems and challenges that large classes pose for teachers. Various ways of handling large classes have also been discussed in order to explore ways of conducting research in the context of UoSJP. Also, the purpose of reviewing the literature was to establish a framework in which present research will be conducted.

Most of the literature produced on large classes pertains to primary education and it is mainly written by Western writers in a Western context. Therefore, the lack of sufficient literature on language teaching in large classes in Pakistan needs attention from the researcher and teachers in Pakistan. The lack of literature on pedagogy in Pakistan also indicates the general lack of interest of researchers and teachers in the field of teaching methods.

The review of literature also shows that the issue of large classes is complex and controversial in many ways. The definition of large classes, debate over advantages and disadvantages of large classes and the techniques of coping with large classes are issues, which are hard to be resolved unless practice-based research is conducted. It also shows the need for teacher training to cope with large classes.

Literature review establishes the need to approach the issues of large classes through effective intervention. It also establishes the need to observe and understand the teaching practice in socio-political and sociocultural context, which will be important as UoSJP presents unique learning and teaching conditions. Therefore, attempts to improve teaching and learning will be subject to taking account of contextual issues to form intervention. Hence, as this study focuses on a public sector university in a developing country, it will hopefully generate a discussion on the teacher's role in pedagogy by involving the sociocultural aspect of education.

Chapter Three: Context of the study

3.1   Introduction

In this chapter, I present the context of the study that may justify the need of studying for improving language teaching at UoSJP. The chapter is divided into two sections. In Section One, I discuss the wider context which is based on the broader aspects of the study like language policy and teaching, and learning conditions in the country. In Section Two, I talk about where the research is going to take place.

Section One starts with a discussion on the status of the English language in Pakistan. Next, I present a brief review of English language policies as a medium of instruction at educational institutes. I also discuss how far they have been successful in achieving educational and developmental objectives and how far these policies were implemented to attain targeted objectives. Then I discuss the structure of the educational system in Pakistan and present the classification of educational institutes from an English language teaching point of view. Then, I present a brief overview of the research on language teaching in Pakistan followed by the need for teacher training. Then, I discuss the controversies over the national language and the medium of instruction that has left important footprints on the educational policy in the country. Lastly, I discuss the Sindhi language movement which has left an important mark on the history of UoSJP.

In *Section Two* I present the immediate context of the study where I introduce the site of the study and present the background to ELT at UoSJP. Lastly, I discuss the politics of students that affect education at the university.

Section 1: The wider context

3.2   Status of the English language in Pakistan

English language has played a vital role in almost all spheres of life in Pakistan. It is a *lingua franca*—a common language of communication in affluent classes of society, civil and military bureaucracy, official correspondence, and it is the language of courts and the constitution. It is the medium of instruction in many institutes including elitist schools, cadet colleges, and higher educational institutes, including UoSJP. It has immense importance in the development of the country and that of the individual. It is the official language of the country and therefore it guarantees lucrative jobs and bright future. However, the English language has faced resistance from the indigenous languages at various stages during the brief and violent political history of the country. There are various ethnic groups where there are mainly seven languages spoken in five provinces namely: Sindhi, Punjabi, Balochi, Pashto, Shina, Siraiki, and Urdu. Controversies over the dominance of one language over the other have been an integral part of Pakistani politics. Apart from the Urdu-English and Urdu-Bengali controversies, the Urdu-Sindhi controversies have been violent parts of Pakistani society. The linguistic dispute has cost many lives in the struggle to establish their respective language identities. It continues to pose problems mainly in the Sindh province due to the Urdu-Sindhi controversy. In this scenario, the English language also suffered resistance; however, English is seen as neutral in language violence as compared to other major ethnic languages in the country (Mahboob, 2009).

English was the official language of Pakistan - then part of colonized sub-continent - before independence; it continued to be English after independence also. Since independence, 'English has been associated with the ruling elite in the urban centres and has consequently been identified as the language of power and dominance' (Shamim, 2008, p. 253). It is the medium of instruction in elite private schools and the cadet colleges, which are indirectly run by the State through the administration of the Armed Forces' retired or serving personnel.

The education system in Pakistan is a legacy of British colonial power (Shamim, 2008). The British started two streams of education—English-medium and vernacular-medium- to serve their own political ends (Rahman, 1996). English-medium produces bureaucratic staff whereas vernacular-medium produced clerical staff for the bureaucrats. After the independence, these education systems continued to be the same, that is, separate educational institutes for the ruling classes and for the masses. Students of an elite class get an education in the elitist school system, whereas the children of the masses get education in vernacular language schools, private schools for middle classes or in public sector schools. English is taught as a compulsory subject from secondary education (Grade Six; age 11 years) to Bachelor and MA levels in the State-controlled schools where the majority of students come from the lower and lower middle class. It is also taught to few students in Islamic seminaries, known as *Madrasah* (Rahman, 2001).

There is general consensus in the country that English is very important language for the future of the country. The Society of Pakistani English Language Teachers (SPELT) carried out a survey on a sample of teachers of English in 1985 to know when English should be taught: 73% of teachers suggested that it should be taught from class 1, whereas 23% preferred class 3 (SPELT, 1986, p. 23). However, there are some factors in Pakistani society, including majority of religious extremist class, which resent the importance of English. Though the resentment played main role in reducing the importance a few decades back, at present English is widely considered to be important for the better future of the country.

The English language has been resented due to many reasons such as, 'anti-colonial sentiment; feeling that the quest for English is servile and hence against national prestige; or because they (religious scholars) do not know it, cannot afford to buy it and feel cheated' (Rahman, 2001, p. 243). Religious scholars also see English as a modern form of colonization- 'a linguistic colonization' (Mahboob, 2009, p. 179). However, due to the changing scenario of the world and due to the war against *Jihadi* groups, opposition against the English language does not receive much importance these days. Moreover, there is no neutral language that can replace English. Religious parties have never formed a government in Pakistan with a majority power - they have only become part of a coalition

government during Musharraf regime in 2002. Therefore, their influence is not widespread in reducing the importance of English.

English has great importance in the job market, and therefore its importance in educational institutes is growing along with such institutes, which provide or claim to provide an 'education in English'. There is a growth of private schools these days from small towns to big cities, which claim to be English-medium schools to attract students. Rahman (2001) believes that exposure to English counteract the growing religious extremism and culture of intolerance in Pakistan. Good communication skills bring a person in contact with the outside world and help him or her inculcate liberal-humanist and democratic values. People from commerce, business, and politics also consider English to be more important for the development of the country than local languages (Mahboob, 2009).

3.3   Educational policies in Pakistan: a brief overview

Since the inception of Pakistan in 1947, the State has addressed the issue of educational reforms from the very beginning with the National Educational Conference in 1947, and then in 1951, 1959, 1966, 1969, 1970, 1972, 1979, 1992, 1998, 2005, and 2009. There have been around 22 major reports on education that have been issued by the government of Pakistan from time to time. The two main concerns behind all educational reform policy are the following: first, to bring religious ideology as Pakistan was created in the name of religion and on the basis of two nation theory. According to this theory Hindu and Muslims were two separate nations therefore could not live together; second, to bring national cohesion through successive changes of educational policy. Apart from these two underlying themes, there have also been a 'dominant political paradigm and compulsions of the day' behind changing educational policies (Aly, 2007, p. 2). Due to the continuous political turmoil and successive changes in government offices at the highest levels, reform ordinances were hastily produced, which did not have clear and well-researched policy and implementation plans. Therefore, none of the ordinances had completed its desired period to bring the anticipated results (Aly, 2007).

The educational policy of Pakistan has also been suffering due to the lack of formal institutional management and monitoring policy. Some of the institutes were directly

affected by the State educational policies, some were partially affected, and some remained to be completely unaffected at one time or the other. As a result, there is a wide disparity and gap between the educational institutions in Pakistan. The overall scenario of education in Pakistan is aptly described by Kaiser (1999 in Rahman, 2004, p. 308): '…setting targets, bemoaning the failure to achieve the same, and setting new targets with unqualified optimism has been continuing game policy makers have played *ad nauseam* and at the great public expense over the last 50 years'. In spite of continuous government efforts to bring a uniform policy of education, there has been no uniformity in the implementation of the policies. Rahman (2004, p. 309) sums up the educational scenario of Pakistan in the following words:

> All educational policy documents emphasize the ideological role of education in Pakistan. Nation-building is to be encouraged by suppressing ethnicity, and this is to be achieved by ignoring the multi-lingual and multi-cultural aspects of Pakistani society. Islam is to be used as a unifying factor both against ethnicity and against India, the permanent 'other'. Indeed, the security paradigm is paramount, and the country's armed forces and wars are glorified and sanctified in the name of Islam and nationalism.

Historically, the educational scenario in Pakistan presents a very complex structure, which is very difficult to define in any specific terms. The educational structure, among other divisions, is class based, religion based and politically ideological based. There are State-run schools, *deni Madrasahs* (religious schools of various sects), old missionary schools (established during British colonial times), semi-autonomous schools (for upper class), elitist private schools, army garrison schools, private schools (for middle and upper class), Urdu and Sindhi medium schools, and recently there are NGO-established schools in various parts of the country. The classification of these institutes from an English language point of view will be discussed at a later part of this chapter (see 3.4).

At present, mainly the educational policy of Pervez Musharraf's regime (1999-2008) is being followed as he formed the educational policy in accordance with the changing circumstances around the world after 9/11 and due to the events affecting Pakistan due to the 'War on Terror'. In 2005, Musharraf's regime reviewed its educational policy with the view of setting priorities in education in accordance with the needs of the time. The main focus of the policy was to build a knowledge-based economy and to give a chance to every

individual to explore and use his/her potential fully in serving the nation. Unlike previous polices, this policy was made with long deliberations and consultation with all key stakeholders and with a clear plan of implementation. However, ideologically this policy was also inspired from the historical context provided by Islam, which has been considered as 'the principal source of values' and it is considered to be a source of 'ethical conduct'; it is also considered to be an 'essential precondition for social development' (Aly, 2007, p. 3).

3.4 Educational structure in Pakistan

The standard national system of education in Pakistan is mainly inspired from the British Educational system. Below is the chart which shows the Pakistani Education system.

Table 2. Educational structure in Pakistan

Division	Average age of student at the time of admission	Number of years required for completion
Primary	5	5
Middle	11	3
High school/Matriculation	14	2
Higher Secondary School /Intermediate	16	2
University	18	four years for Bachelor Studies (BS) and one to two years for Masters

Only sixty-three per cent of Pakistani children complete primary education. Public sector schools follow the syllabus prescribed by the government whereas private schools follow their own choice for the selection of curriculum within the prescribed subjects. The eight common subjects covered in primary and middle schools are as follows: Urdu, English, Mathematics, Science, Arts, Social Studies, Islamic Studies, and sometimes Computer Courses. After the completion of eighth , students study two years to appear in the exam set by the regional board – the Board of Intermediate and Secondary Education (BISE); the exam is locally known as the 'matriculation examination'. After the completion of secondary school, the students study for two years (Grade 11 and 12) to appear in exam set by BISE commonly known as the 'intermediate exam'. After the intermediate examination,

students go to a university or a university-affiliated college for higher education usually around the age of eighteen. In 2003-04 only 2.9% Pakistanis were enrolled in higher education. This number increased in 2008 to 4.0 % in 2008 and to 4.7 per cent in 2009. Pakistan plans to increase this figure to 10% in 2015 and to 15% in 2020 (British Pakistan Foundation, n.d).

3.5   English language institutes in Pakistan

With regards to English Language Teaching (ELT), Rahman (2001) divides the degree awarding institutes into four categories, I have included a fifth category of an institute, which is not a degree-awarding institute like the first four, but have great importance and influence over education.

1. English-medium schools
2. Vernacular-medium schools;
3. Madrasah;
4. English language teaching institutes; and
5. Other English Language Teaching Institutes.

3.5.1   English-medium Schools

'English-medium school' is the term commonly used for private schools of various kinds. There are a large number of such institutes in the country from small towns to big cities. Private schools advertise themselves as schools to attract students from all classes of society. In fact there are private institutes for all classes as far as their fee-structure is concerned. There are private institutes that charge less fees (200 Rupees per month - affordable to lower middle class) to more than 10,000 Rupees per month - affordable to only upper class. Only the elite private schools give education in English; that is, all subjects are taught in English and Urdu is taught as a foreign language (Shamim and Allen, 2000). In contrast, English-medium schools for lower and middle class teach subjects more in a vernacular than in the English language. There is a chain of elite schools all over the country such as Beaconhouse School System, City Schools, and Foundation Public Schools. Some State-run public schools charge low fees but provide an education similar to the elite schools. Such colleges are partly controlled by the military and the fee in these institutes is less for children of the armed forces and more for the children of civilians. Both

the private-run elite schools and the State-run elite schools have contributed greatly deal in providing quality education. Discussing the importance of the students from an English-medium school in the job-sector, Rahman (2001, p. 148) writes on the basis of several reports of the Federal Public Service Commission, Islamabad, Pakistan:

> Products of English schools either go abroad to join multinational corporations and the international bureaucracy or drift back home in fashionable NGOs and foreign banks. Those who do appear in the armed forces and civil service competitive examinations do better than their vernacular-educated counterparts.

The product of elitist private schools is clearly different from those of other schools. This also shows that a quality education in English in Pakistan is a privilege and only the rich and/or powerful can afford it, whereas it is not easily accessible to common people.

3.5.2   Non-elitist private schools

Apart from the elite private schools, there are private schools in Pakistan spreading all over the country claiming to be 'English-medium schools.' Many of these English-medium schools are only such in name. Although the subjects taught in these schools are prescribed in English, teachers teach there are 'neither from English schools nor otherwise qualified to teach anything but English of a rudimentary kind through rote-learning and spoon feeding method' (Rahman, 2001, p. 248).

The expansion of private schools is due to a growing population in the country and due to governments that spend very little on education due to financial constraints. These schools ensure better education than public (state run) schools because parents of students keep accountability by remaining in contact with school administration. There has been an unprecedented expansion of private schools that cater not only for the elite but also the poor (Aslam, 2009). It is assumed that these schools help in reducing gender gaps as most of these schools are co-educational where parents are willing to send their daughters to study with male children (Andrabi, Das and Khwaja 2002; Aslam, 2009).

3.5.3   English in vernacular-medium schools

In almost all government schools in Sindh, education is given in Sindhi and/or Urdu. Musharraf's government made the subject of English language compulsory from Grade one upwards in 2006. Prior to that, English was taught as a compulsory subject from secondary school (Grade six - age around 11 years). Students studying in these schools use very little English in their class and hardly any outside the classroom. English is taught as a rote-learning process (Shamim, 2008). Students are asked to read out the text in front of the class by turn. The teacher solves exercises for the lessons on the black board and students copy them in their journals to memorize for exam. It has been generally observed that students passing from these institutes have a poor background in English. The majority of these students join public sector universities where they have to struggle with their English language in order to cope with the studies which are predominantly conducted in the English language.

3.5.4   Madrasah

There are around 12,000 *madrasahs* in Pakistan and around 1.5 million students are enrolled in them (Ministry of Education, 2008). *Madrasahs* teach and present to students the traditional Islamic view of the world. The teaching of English has always been resisted in them. However, Musharraf's government made the teaching of English an alternative medium of instruction along with Arabic. Nonetheless, English in these schools is seen as the language of non-Muslims and is symbolized with both a non-Islamic and anti-Islamic identity. Thus *Ulema* (religious scholars) have always resisted any efforts by the government to impose English in the *madrasahs*. However, no more than 3.5 per cent of the student population study in the *madrasahs* (Rahman, 2001).

Madrasah degrees are equal to the other degrees awarded by the educational board provided that students pass some papers including English. Since the time of President General Zia-ul-Haq's dictatorial regime in 1980s, *Madrasahs* have issued certificates equivalent to a Bachelor's and Master's degree. 'A Madrasah system's higher religious education is called a *Darul Uloom* (house of knowledge). The products of the system are *huffaz-i-Quran* (those who memorize the holy book in full), *qaris* (those who can recite it

aloud with proper Arabic pronunciation) and *ulema* (religious scholars and teachers of one school of thought or the other)' (ICG Asia Report, 2002).

3.5.5 Other English language teaching institutes

Under the category of 'other English language teaching institutes' come the coaching and tuition centres of teaching English to students of all levels and age groups. These centres are privately run institutes, which run short courses for improving English to students who want to increase their proficiency in the English language. With the increasing importance of English in the job market the importance and the number of these centres are also increasing. They ensure the ideal number of students in a class, which is around fifteen to twenty. Most of these institutes do not have a fixed syllabus design but it is generally the teachers' responsibility making their own syllabus, which is normally a mixture of the most popular English teaching books available in the market. Some teachers also teach by translating books locally published in Pakistan. (The researcher has also been teaching in various language couching centres for last twelve years in Hyderabad, Pakistan)

The British Council was among the first of its kind to raise the standard of English in Pakistan since 1948 (British Council Pakistan). It has been promoting the English language for fifty years. The Pakistan American Cultural Centre (PACC) is another organization that promotes English in Pakistan.

Having presented the classification of English language institutes in Pakistan, I will present an overview of how the English language is taught in Pakistan.

3.6 English language teaching in Pakistan

There is scarcity of literature on language teaching in Pakistan especially on its pedagogical aspects. There is an unpublished PhD thesis by Shamim (1993) on teacher-learner behaviour and the classroom process in large ESL classes in Pakistan, which gives a good insight into the issue of large classes in Pakistan. Rahman (2001) has categorized English language institutes from an historical perspective and he has also discussed the current trends in teaching the English language. There are a few articles by Shamim, (1993; 2006; 2008; and Shamim and Allen 2000), which discuss the scenario of language teaching in

Pakistan. Apart from these there are online articles available, which deal with language teaching issues.

English in government schools in Pakistan is taught by the translation method in vernacular medium schools (Rahman, 2001). Teachers explain grammatical rules rather than encouraging oral use of the language. As a result, students depend on rote-learning rather than using language creatively or contextually. Teaching is teacher centred and only two skills are taught in the class: reading and writing. Listening skills are completely ignored in the classes and there is little attention paid to speaking skills. Vocabulary is taught by writing the meaning of words in vernacular (Shamim, 2008). Shamim (2008, p. 240) describes a classroom scenario in a government school in the following words.

> The teacher tells the students to open their textbooks on page 64 and take out their copies [notebooks] to write 'words meanings'. She writes the title of the lesson (a fairly long reading passage in the textbook followed by comprehension questions and unrelated grammar exercises) on the blackboard. First, a few students are nominated to read parts of the text aloud. Then the teacher reads it out loud, stopping occasionally to explain and/or write the meaning of a 'difficult' word on the blackboard in Urdu.

She further elaborates that this continues till the end of the class hour and that 'students sit passively, with their heads down, apparently listening to the teacher and copying mechanically from the blackboard.' The same procedure is followed in the next class, the only difference being that the teacher reads out the text herself. The third class is devoted to doing the exercises following the text. The teacher reads out the questions, often translating them into Urdu. If the selected students cannot answer a question correctly, the teacher provides the answer herself, which the students mark in their textbooks. The students are told to copy down the 'question-answers' in their 'fair copies' for homework (Shamim, 1993, p. 187).

She explains how grammar is taught in these schools through an interview from a teacher in a government and non-elite private secondary school in Pakistan:

> If I want to teach articles, I make a table to explain different kinds of articles. I also use a table to teach tenses. In this way they understand better. It's like math. For example, I teach present tense through brackets. I make them [students] draw these even in their copies . . . Then they do exercises –

10 to 12 sentences in class; then more sentences are given to do at home (Shamim, 2008, p. 240).

Shamim and Allen (2000) studied the pattern of interaction in English and Urdu at primary/secondary, rural/urban, public/private schools in Pakistan by using an observation scheme, which was developed in Canada. The data revealed that teaching takes place in almost a similar pattern in different settings. All classes were teacher-centred. Only the formal language was taught in classes. The teacher would consume much of the time by talking in the class or writing on the black board. In elitist schools, teachers use English, whereas in Urdu medium schools and private, non-Elitist school, there was code switching throughout the classes.

As discussed above, in a typical language classroom, the teacher reads the lessons, which are a collection of essays on various personalities and ideas. Then, students repeat after the teacher in chorus. The students are asked to read the lesson turn by turn and translate the same as they read. After the lesson is over, students do the exercise given at the end of each unit. The exercise is based on questions of comprehension and grammatical items. Teachers write the answer to the question on the black board. Students copy them in their notebook. They memorize the answer to those questions to reproduce them in the examination. Even the long essays are memorized verbatim and reproduced in the examination. Most of the students remain reluctant to read in the class as they fear making mistakes in reading a foreign language. Moreover, teachers do not feel confident in involving students in interaction and discussion due to the fear of losing control of the class. Hence, teaching in Pakistan largely remains teacher centred where reproduction of lessons is encouraged through rote-learning.

In private schools, classes also remain to be teacher-centred. The teacher consumes most of the time in the class by giving lectures and explaining lessons rather than allowing students to engage in discussions. Teachers generally think that student-talking time hinders learning, students also consider teachers to be an authority; therefore, they prefer to listen to them rather than to listen to their peers. This passive learning and isolation among learners does not allow students to grow academically. Therefore in learning a foreign language through a classroom learning atmosphere, students develop their cramming skills and

hardly learn to communicate in English. They cannot create any composition as that is also taught through rote-learning rather than allowing them to create on their own (Shamim, 2008).

While correcting composition, teachers follow either the model produced by himself/herself or of any other writer in the text books. Students are supposed to confirm the rules of grammar from those sources given by the teacher. Any deviation from that is deemed an error. Teachers do not allow students to experiment with their own learning; they consider themselves to be the only source of correcting errors (Shamim, 2008).

Teachers follow the traditional method of teaching English due to their lack of training in language teaching. Literature shows that even at the university level, teachers do not have formal qualifications in language teaching. Their appointment as language teacher is due to an MA in English Literature, and any training or degree in language teaching is not a prerequisite for the job of lectureship. Mostly n private school of masses, teachers are hired on an intermediate basis (12th standard education) only, which also does not require any formal training in language teaching. However since 2007, language teaching reforms have been introduced by the Higher Education Commission (HEC) in Pakistan through workshop, training courses and diploma courses. These courses are not only free, but teachers are paid to get training in language teaching. Due to these steps, there is hope that language teaching will improve in Pakistan. However, there is a need for long term and sustainable planning for ELT reforms in Pakistan to ensure better results. There is also a need for research into ELT pedagogy, which may serve as the basis for teacher training courses. I will discuss this in the following section.

3.7   Teacher training in Pakistan

Teacher education is important for raising the standard of education. There are around 203 teacher training institutes in Pakistan. The Government of Pakistan has also set up an Education Sector Programme, which has established 300 Teacher Resource Centres. There are private teacher training centres, which also train teachers and award certificates for teacher training courses. Around 40,000 teachers are trained through these institutes a year in various fields (Aly, 2007). However the National Educational Policy 1998-2010 has

reviewed that teacher education programmes do not receive enough quality attention. Therefore, despite a large number of teachers trained through various programmes, there is a lack of understanding of the content and methodology of education (Government of Pakistan, 1998)

Teacher training programmes are criticized for a number of reasons. Firstly, training programmes have been too theoretical and not practical enough. Secondly, trainees have to pass an exam to qualify for certification of the course, which makes them pay attention on passing an exam rather than learning. Consequently they find short-cuts like cramming to pass the exam. Thirdly, there is no additional qualification required to be a teacher trainer. Anyone can be chosen from teaching institutes from a school, college or university to be appointed as a teacher trainer (Davies and Iqbal, 2006; Khan, 2011). I have attended a few workshops for training teachers organized by the HEC in collaboration with UoSJP, and Mehran University of science and technology, Jamshoro Pakistan. The teacher trainers generally possess a Masters Degree in English Literature rather than ELT due to lack of qualified teacher trainers and professionals.

Teacher training in Pakistan is the responsibility of the provincial government. However, the HEC, which is federal institute, also organizes training courses for various subjects. The HEC has initiated English Language Teaching Reform programmes to train English language teachers all over the country with a view to raising the standard of English language learning and teaching (National Curriculum Document, 2002; National Education Policy, 2009).

Having presented the scenario of language teaching and teacher training, I will now discuss various controversies over the medium of instructions, which are important in understanding English language and teaching conditions in Pakistan.

3.8   Medium of instruction controversy in Pakistan

Pakistan is a complex country from language point of view. There are mainly seven languages spoken in five provinces of Pakistan: Sindhi in Sindh Province; Punjabi and Siraiki in Punjab province; Pashto in Baluchistan and in Khyber Pakhtunkhwa; Balochi in Baluchistan; Siraiki mainly in Southern parts of Punjab Province; and Urdu mainly in the

two big cities of Sindh province, Karachi and Hyderabad, and in Shina in the new province of Gilgit-Baltistan. The current percentage of languages spoken in Pakistan in the provinces and Federal Administered Tribal Area (FATA) is given in Table 3 (Ministry of education, 2008). Urdu is the national language and the language of communication among different ethnic groups of Pakistan, whereas English is the official language, and the language of power of the elite classes of society. Although there is a general consensus over the importance of English in the society, the English language has come to the present status after facing resistance and controversy from the people of the sub-continent before the creation of Pakistan and the traces of its controversies can still be found in the present time.

Table 3. Population by Mother Tongue through Census Data 1998

Administrative Unit	Urdu	Punjabi	Sindhi	Pushto	Balochi	Saraiki	(In percent) Others
Pakistan	7.57	44.15	14.1	15.42	3.57	10.53	4.66
N W F P	0.78	0.97	0.04	73.9	0.01	3.86	20.43
F A T A	0.18	0.23	0.01	99.1	0.04	-	0.45
Punjab	4.51	75.23	0.13	1.16	0.66	17.36	0.95
Sindh	21.05	6.99	59.73	4.19	2.11	1.00	4.93
Balochistan	0.97	2.52	5.58	29.64	54.76	2.42	4.11
Islamabad	10.11	71.66	0.56	9.52	0.06	1.11	6.98

NWFP is presently called Khyber Pakhtunkhwa

Before the creation of Pakistan, the English language was used by the British Empire as an instrument to establish supremacy of colonial rule in the sub-continent (Rahman, 1997). Schools were established for the elite class to produce supporting bureaucrats to administer the British Raj. Along with English schools, vernacular schools were established where education was given in Urdu and Sindhi in the Sindh province to provide clerical workers and subordinates to help officers in governing British India (Rahman, 1997). English-medium schools and vernacular-medium schools still serve the same purpose in Pakistan. This policy created controversies from the Urdu speaking elite and Urdu speaking educated people who wanted the supremacy of the Urdu language over the English language to be part of civil bureaucracy which requires high qualification in English and which was a

hindrance for the indigenous people. Therefore, there have been efforts to replace English with the Urdu language.

During the Martial law of Ayub Khan (1958-1969), efforts were made to establish English as a medium of instruction in elite schools by giving special patronage to elitist schools like Aitchison, Burn Hall, Lawrence College, Karachi Grammar School, and many Convent Schools throughout Pakistan, which produced the Elite Civil bureaucracy of Pakistan. Cadet colleges were also opened with the aim of producing military leadership for Pakistan, whereas Urdu remained the language of instruction at government schools, which were mainly meant for the children of middle and lower middle classes. Ayub Khan selected the Commission on National Education in 1959, known as Sharif Commission, which recommended Urdu and Bangla to be the medium of instruction from Class Six onwards. It was also recommended that within fifteen years, Urdu will develop to the level that it would replace English. Thus, the British policy of two streams of education, English-medium and Urdu-medium, remained the same as it served the purpose of creating two classes of people: the ruling Elite and the masses (Shamim, 2008). Till then, English would have to continue to be the medium of instruction at Higher Education and for research as it was considered to be the language of 'efficiency, and modernization' (Rahman, 1997, p. 148).

After the fall of Ayub Khan's government in 1969, General Yahya took power. He formed a committee, under the supervision of Air Marshal Nur Khan, to examine the Education policy and bring radical changes for improvement. The committee recommended that, instead of English, Urdu and Bengali should be used as the medium of instruction in Pakistan. This caused protests in the country from regional languages and from the supporters of the English language. In 1972, Bhutto's popular government saw strong opposition from Urdu lobbyists mainly consisting of religious parties. Therefore, Bhutto's government did not promote Urdu as that would have meant giving power to the opposing political parties (Rahman, 1997).

After the rule of Bhutto, General Zia enacted a military coup in 1977, which saw a revival of the Urdu language with the idea of a unified symbol of the 'Pakistan movement'. This reiterated, the stand of Muhammad Ali Jinnah, the founder leader and first governor general

of Pakistan, on the Urdu Language by categorically supporting the Urdu language in his famous speech at the University of Dhaka, on March 24, 1948. He called Urdu the 'State language of Pakistan.' Apart from other comments on the importance of Urdu language in both East and West Pakistan, Jinnah said: 'Make no mistake about it. There can be only one State Language, if the component parts of the State are to march forward in unison and that language, in my opinion, can only be Urdu' (Jaferi, 1967 in Jabeen et al., 2010, pp. 107-108).

General Zia started changing Pakistan from egalitarian social state to an 'Islamaized' State by making Urdu to be the only important language in nation building; and 'Urduization' was an important tool for 'Islamaization' for the country (Rahman, 1996). All institutes were instructed to teach Urdu from Grade One (except Cadet Schools). The school leaving board exam was to be conducted in Urdu from 1989; this allowed Urdu to replace English or any other language including Sindhi. Urdu was used in official meetings, public gatherings, and political meetings. The National Language Authority (*Muqtadira Urdu Zaban*) was established in 1979 for the development and expansion of the Urdu language. It started working for the promotion of Urdu language, and it still works to develop Urdu language. However, General Zia faced strong opposition from parents of Elitist schools and changed his mind to allow English as a medium of instruction in some schools. Since then the medium of instruction in elitist schools has been English (Rahman, 1996).

Due to the association and support from religious parties, Urdu has been seen as a language used by conservatives, whereas English is getting support from 'liberal-humanists and even left-leaning members of the intelligentsia' (Rahman, 1997, p. 149). As in the rule of Benazir Bhutto (1988-1990 and 1993-1996), which came to power with liberal and socialist agendas, English language was supported and promoted. In 1989 English language was given importance by making it a compulsory subject from Grade One in the regime of Prime Minister Benazir Bhutto. It was previously taught from Grade Six in public sector schools. However, no plan was made as to how this policy would reach the masses; the training of teachers was hardly mentioned in this policy. As a result, English was adopted as fulfilling a formality mainly complying with government orders (Shamim, 2008). After 1989, a mushroom of private schools grew, which claimed to be English-medium schools.

General Pervez Musharraf's seizing of power in Pakistan through a coup in 1999 is known because of its pro-American policy in support of anti-terrorist activities and an anti-extremist 'Islamized' version of Pakistan. General Musharraf replaced Zia's right-winged fundamentalist policy with modernization and 'enlightened moderation'. Musharraf's regime recognized the importance of the English language and considered it as 'an urgent public requirement' while emphasizing the teaching of English from Grade One 'where teachers are available' (Shamim, 2008, p. 239).

3.9 Urdu and indigenous language controversy

Apart from the Urdu-English controversy, Pakistan has passed through an 'ethno-nationalist opposition' to Urdu language (Rahman, 1997, p. 149). The supporters of regional languages have opposed the dominancy of Urdu openly and clearly due to the demand of establishing and progressing with their own linguistic identity. Bengali language supporters from East Pakistan resisted the imposition of Urdu as a national language from 'Punjabi-Mohajir dominated Pakistani' (Jabeen, et al., 2010, p. 105). The Urdu-Bengali controversy became strong during the early period of the creation of Pakistan and it continued till 1962. The movement for the rights of the Bengali language became violent when police opened fire on supporters on 21st February 1952. The United Nations has recognized this day as an 'International Mother Tongue Day' 'to promote linguistic and cultural diversity and multilingualism' (United Nation, n.d). On this day, Bengali students were shot and killed because of demonstrating in Dhaka for the recognition of their language to be one of the national languages of Pakistan. After years of struggle and mass movement, Bengali was recognized as one of the State languages of Pakistan on 1956. This marked the reviving spirit for Bengali nationalism which eventually led to the demand of a separate State and culminated in a separate country—Bangladesh.

In the other provinces of Pakistan, Urdu was mainly used as a vernacular language. However, Pashtun wanted the Pashto language to be used as a medium of instruction in Khyber Pakhtunkhwa and some parts of Baluchistan. They were allowed to use Pashtu in 1984 as a medium of instruction. However due to the lack of trained teachers to teach Pashtu, and the overwhelming importance given to Urdu, Pashtu was not adopted in many of the schools in Khayber Pakhtunkhwa. There were also less schools opening with the

medium of Pashtu rather than Urdu. Therefore, the medium of Pashtu schools remained Urdu (Rahman, 1997).

In the province of Baluchistan, Urdu is used as a medium of instruction as there is no standardization of the Balochi language and the largest population of the biggest city of Baluchistan are Pashtu speakers not Balochi. In the Punjab province, Urdu is the medium of instruction all over the province as the movement of the Punjabi language was weak even in Lahore - the capital of the Punjab province (Shackle, 1970). Siraiki speakers have also tried for their language to be used as a medium of instruction in academic institutes, but the main struggle of Siraiki speakers is aimed at achieving a separate province in the southern part of Punjab where this language is spoken. The struggle still continues. Recently, the bill for a separate province in southern Punjab is under discussion in the National Assembly of Pakistan.

In the Sindh province, the Sindhi-Urdu controversy has also left a violent chapter in the history of political struggle for language identity which still continues to bring political upheaval in the province. The issue of the Sindhi-Urdu controversy needs to be treated separately as it has played an important role in the present research due to its impact on UoSJP. Therefore, I will discuss it in more depth in the following section.

3.10   Sindhi language movement

The present research is associated with the UoSJP where speakers of the Sindhi language are in majority. Therefore, the movement of Sindhi language with regards to medium of instruction needs separate treatment as it was a dominant language before Pakistan was created and it continued to be the medium of instruction along with Urdu in the Sindh province. The context of the research is also English language teaching at UoSJP therefore it is important to understand the scenario, which has created a separate linguistic identity in the UoSJP. This university has played an important part in the language controversies throughout the history of Pakistan by responding to all the actions taken against Sindhi language and it has established its identity as a voice of Sindhi speakers.

Making Urdu as the medium of instruction and official language created an upheaval in the Sindh province where the Sindhi language was already a medium of instruction in schools

since 1936. Sindhis who had welcomed migrants (knows as *Mohajir*) from India in Sindh started seeing the dominancy of the Urdu language over Sindhi as a threat to their culture and identity – the same as what the Bengalis were experiencing. Moving the UoSJP from Karachi to Hyderabad, which was a less developed city at that time in 1947, was seen as driving the Sindhis out of Karachi. Establishing the University of Karachi in 1952 was also in the wake of developing the Urdu language rather than Sindhi Language (Rahman, 1995). In 1957-58, a movement for the Sindhi Language started when the University of Karachi forbade students from attempting an examination in the Sindhi Language. This was seen as a decree to Sindhi students to leave Karachi and go to Hyderabad as expressed in a pamphlet by the President of Sindh Hari (farmer) Committee (Jatoi 1957, in Rahman, 1995, pp. 1009-1010):

> It is obvious to anyone that a Sindhi-knowing student cannot answer paper in Urdu as ably and efficiently (other consideration being equal), as an Urdu-knowing student. The disadvantage to the Sindhi-knowing student is at least 20% of marks…This order of Karachi University amounts to a call to the Sindhi Students: 'Leave Karachi, go to Sind if you want to retain Sindhi, Karachi is none of yours.

Thus Sindhis saw the domination of Urdu over the Sindhi language as a systematic way of depriving them of their culture, education, politics, and their due share of importance in their own province. In 1954, Sindhi Adabi Sangat demanded that Sindhi should be made one of the national languages in Pakistan taking an example from India where there were fourteen national languages. During Ayub's regime, Urdu was made the medium of instruction from Class One to Five through a Report on National Education in 1959. Sindhi protested against it and submitted a memorandum to Ayub khan to point out the importance of the Sindhi language, which was the medium of instruction till matriculation and a medium of examination up to graduation (Rahman, 1995). Over the period of Ayub Khan's presidency, Sindhi medium schools were reduced, and the numbers of Urdu speaking schools were increased, which slowly started discouraging the Sindhi language in Karachi, where *Mohajirs* were developing to be an ethnic majority. The State started replacing official documents from Sindhi to Urdu; railway boards were written in Urdu, and Sindhi publications were discouraged by the policy of West Pakistan not only in Karachi, but also in the other main cities of Sindh (Rahman, 1995).

In 1969, after the change of regime by General Yahya Khan, Urdu was given the status of the sole medium of instruction and official language through a new education policy. Sindhi students saw this policy as a great harm to the Sindhi culture and identity. During 1971 and 1972, riots started in Karachi between the supporters of the Sindhi Language and the supporters of the Urdu language. In 1970, the UoSJP syndicate passed a resolution that Sindhi should be used for official correspondence; Sindhi writers demanded the Sindhi language to be the dominant language of the Sindh province. In 1970, Sindhi was made compulsory for non-Sindhi speakers in Sindh by the order of the Board of Intermediate and Secondary Education Hyderabad. This order created a crisis in the main cities of Sindh, which grew violent day by day. Violent protests started in big cities like, Hyderabad, Larkana, Mirpurkhas, Sukkar and Karachi, which were the 'bloodiest language riots Pakistan had ever seen' (Rahman, 1995, p. 1014). The Government could not adequately deal with the riots. However, the active tour of Zulfikar Ali Bhutto in Sindh brought reconciliation in Sindh (Rahman, 1995).

During the 1980s the *Mohajirs* grew to be a mature ethnic identity, which still continues to have power in the Sindh province especially in Hyderabad and Karachi, and with the president Zia-ul-Haq's Islamization and Urduization in 1980s, the Urdu language grew in importance throughout the country. During Benazir Bhutto's rule in 1989, it was ensured that both the Sindhi and Urdu languages should be used for official and educational purposes. Though there has not been a direct confrontation of Sindhi-Mohajir riots on language, and no direct threat has been posed to the Urdu language ever since, 'Sindhis Nationalist have never given up their effort' (Rahman, 1995, p. 1016). Sindhi political parties, writers, students, teachers keep the importance of Sindhi language as their important tool of identity. The effects of all these movements have left footprints on UoSJP that continues to confront any Bill that nationalists find against the Sindhi language, culture, and identity. I will trace these footprints later in this chapter under the heading 'Student Politics' (see 3.12).

In the above sections, I have discussed the background to the study by focusing on the issues, which may help understand the context of the study from an English language point of view. In the following sections, I will discuss the site of the study and its various

dimensions which can further focus on the context of the study and establish its background.

Section 2: Immediate context

3.11 Site of the study: Background

The UoSJP is the oldest University in the country established in 1947 in Karachi - the year Pakistan was created as a separate country. In the beginning, from 1947 to 1951, it functioned only as an examination body and after it was shifted to Hyderabad, it started functioning as a teaching university. The first department that received the status of 'faculty' was the Education department with the view of providing teacher training due to the lack of trained teachers in the country. Other departments, like basic science, were added in the mid-fifties. The present main campus of the university is located at Jamshoro city, which is fifteen kilometres from Hyderabad on the right bank of the River Indus. The main campus has been named after its Vice-Chancellor Allam I.I. Kazi.

There are around four Law colleges and seventy-four degree and postgraduate colleges affiliated to the UoSJP. There are forty-three full-fledged teaching institutes/departments/centres functioning under various academic faculties. In the main campus of the university, there are eight faculties. The number of students in the university in the year 2008 is shown below:

Table 4. Number of students at UoSJP in 2008

S No.	NAME OF FACULTY	M	F	Total
1	Faculty of Natural Sciences	5621	2231	7852
2	Faculty of Arts	845	555	1400
3	Faculty of Islamic Studies	217	88	305
4	Faculty of Social Sciences	3740	727	4467
5	Faculty of Law	32	7	39
6	Faculty of Commerce and Business Administration	2143	439	2582
7	Faculty of Pharmacy	640	247	887
8	Faculty of Education	701	653	1354
TOTAL		13939	4947	18886

Table 4 shows the number of students in various faculties. The majority of students opt for science as the job market in science is high in Pakistan. The next highest number of students is in the Arts faculty, but it's mainly due to the Institute of English Language and Literature that has the highest number of students in it - around eight hundred. This again is due to job opportunities for the students of English department are high. The number of students is also high in the faculty of Commerce and Business Administration, which is also due to their demand in the job market. The Faculty of Islamic education and the faculty of Education do not attract many students due to fewer opportunities of these disciplines in the job sector.

Students at UoSJP come from various educational institutes to the university, their background in education and capabilities are different. In order to gain admission to the university, students have to pass a written test and departments are allocated because of merit and the choice of their field of study. Thirty per cent of the test contains questions on the English language which means students going to popular departments, for example, Computer Science, Business Administration, IT, Chemistry, English, generally require good communication skills in English.

The Institute of English Language and Literature (IELL) is a service department, which provides the services of teaching English as a compulsory subject in all forty-three departments/institutes. There are around twenty-seven permanent teachers. UoSJP also hires teachers on an ad hoc basis for teaching subject of Remedial English.

Having presented this brief introduction to the UoSJP, I will present an introduction to English as a compulsory subject.

3.12 English language teaching at the UoSJP

In the following sections, I will discuss how the English language is taught at the UoSJP. Next, I will discuss how politics affects learning.

Like many other universities in Pakistan, UoSJP offers English language as a compulsory subject for four semesters at Bachelor level to students of all disciplines. Before the course was revised in 2005, Wren and Martin's *High School English Grammar and Composition*,

published in 1945 in New Delhi, was taught in the first semester. Most of the teachers teaching in Pakistan have been taught Wren and Martin while they were students at University level. Therefore, I include here a brief introduction to this book. It will help to understand the standard of language teaching in Pakistan and especially at UoSJP in connection to the scenario already discussed in the section 2.5.

Wren and Martin wrote a series of English grammar textbooks for children of British officials posted in India before partition in 1947. Later these books were also prescribed for Indian schools. They were published in 1935. Material on composition was added much later. The result is a series of textbooks still in use at most Indian and Pakistani institutes. The material in the books is largely based on *The Manual of English Grammar and Composition* (Nesfield, 1904). The books became a classic and generations of students and teachers swore by it. The grammatical concepts are explained well followed by exercises to test understanding. These books are outdated in content as new advances have been made in theoretical linguistics and many usages for words have changed. The books were and still are revised by Prasada Rao and published by S. Chand and Company, New Delhi. The latest version of the book was published in 2008. Many of the passages of this book, for illustration of language use, are dated and these happen to be extracts from English literature dating from Chaucer's age to early twentieth century writers. I have observed that many teachers teaching English still recommend this book for learning due to their lack of knowledge about current books on English language teaching. I was also taught English through this book in a compulsory English course during my Bachelor degree at the UoSJP (1997-98). It was a prescribed book at UoSJP till 2004 as a core textbook for compulsory English for all first year Bachelor students of the university and its affiliated colleges.

In the second semester, collections of literary essays were taught along with a selection from the poems of classical English poets from Robert Herrick (1591-1674) to T.S. Eliot (1888-1965). In the third semester three one-act plays were taught, namely: *Women at War* by Henry Percy, *Mr. Sampson* (1927) by Charles Lee, and *The Great Globe Itself* by H. Walker. In the fourth semester, Shakespeare's play *Richard II* was taught along with Ernest Hemingway's (1899 –1961) *Old Man and the Sea*.

The previous course was completely literature-oriented. After the course was revised, the syllabus was made more language-oriented than literature-oriented in 2004. The title of the course was changed from 'English Compulsory' to 'Remedial English'. The following are books taught presently at bachelor level for Remedial English and English Compulsory subjects:

1. Eastwood, John, *Oxford Practice Grammar*, Karachi, Oxford University Press,2005
2. Howe, D.H, Kirkpatrick, T.A. and Kirkpatrick, D.L. *English for Undergraduates*, Karachi, O.U.P. 2006

Teachers from the English department initially resisted replacing English literature with English language contents as the teachers teaching English compulsory only had a Masters Degree in English Literature. However, they accepted the new books by adding a selection from English translations of contemporary Sindhi Literary works.

Realizing the need to improve the learning of English, UoSJP started the subject of 'Remedial English for Masters' students for two semesters to increase students' proficiency in the English language. Marks of Remedial English for Master students are not included in the grade point average (GPA). However, passing this subject is a prerequisite for the award of the degree.

Before concluding this chapter, in the following section I present student politics at the UoSJP, which has come to be perhaps the most important factor for it. Understanding the teaching and learning conditions at the UoSJP will be difficult without understanding this.

3.13 Student politics at the UoSJP

It is difficult to understand the educational atmosphere of public sector universities in Pakistan without understanding the political conditions, which affect them. Politics in universities in Pakistan is filled with tumultuous violence since the very inception of the country. Universities have suffered due to criminal gangs of students and student wings of political parties. Much of the problem in campus life of Pakistan is the result of banning student unions from government and supporting selected groups to grow and operate. In 1984, student unions were banned during the dictatorship of Zia-ul-Haq. Previously, student unions were given representation to voice their demands through annually elected

representatives. Their main concerns used to be the expansion of educational, cultural and political activities. In March 2008, Prime Minister Yousuf Raza Gilani announced lifting the ban over the student unions. However, the ban has not been lifted due to the on-going 'War on Terror' in the country, which makes managing students' elections difficult.

UoSJP has earned a bad reputation in the country due to its violent political history causing frequent calls for boycotts of classes; it has been in an academic crisis as a result since the 1970s. In 1974, during the prime ministership of Zulfiqar Ali Bhutto, the university remained closed for eight months due to students' demand of removing the then Vice-Chancellor, a poet and lawyer Shaikh Ayaz. Despite no classes, an examination was arranged in the scheduled time. Due to non-attendance of classes, students resorted to copying during exams. This trend still continues in public sector institutes at high school, intermediate school level and affiliated degree colleges. However, the main campus has managed to control 'copy-culture'.

Generally, the Vice-Chancellor at the UoSJP faces a tough situation due to internal politics of the university. Vice-Chancellors, after completing their first tenure, face stronger opposition from the students, teachers and administration staff when they are given a second tenure. It is generally believed that Vice-Chancellors at the university are appointed due to their political affiliations rather than merit.

Parents are often scared of sending their children to public sector universities especially at UoSJP due to its history of violence and bloodshed. News items such as violence, frequent boycott of academic activities, strikes, murders, abduction of student-leaders, and clashes among student organizations often make headlines in the media. It is also due to these headlines that the Government remains reluctant to lift the ban on student unions. There are many who argue that the Student's Union should be allowed to counter violence. The Sindh University Teachers Association (SUTA) has been demanding a lift on the ban on the Student's Union as it will encourage students to build democratic values and increase tolerance, which will help in countering violence. However, many also fear that lifting the ban will further increase the violence.

Recently, the problem has become aggravated after a murder of an in-service Professor, Bashir Channar, on 6th January, 2012 at the campus, which caused disruption in academic activities due to boycott calls from various organisations including SUTA and Sindh University Employees' Welfare Association (SUEWA). The murder followed a boycott of academic activities for fifty-two consecutive days. Opening the university followed two more murders of students through gun fire and three injured, which further prolonged the boycotts to seventy-two days. SUTA, SUEWA and students-organizations made a four-point demand and supported boycotting classes till these demands were fulfilled. One of the four points was lifting the ban on the Student Union; the other three being the resignation of the Vice-Chancellor, a judicial inquiry into the murder of the deceased Professor, and replacing the Rangers' Security Service (section of Pakistan army) with the hiring of a private security company. However, some of the student organizations like the Sindh Peoples Student Federation (SPSF) - a political wing of Pakistan People's Party (PPP, a major coalition partner in the country's government since 2008), and later on SUEWA, resisted the boycotting of academic activities and supported their continuation.

Issues like these are not new in UoSJP; there have also been killings before. One of the most prominent incidents has been in October 1984, when five student-leaders were killed during the dictatorship of Zia-ul-Haq by security officers when they were on their way to Larkana to attend a rally for the Movement for Restoration of Democracy (MRD). Overall, there have been twenty-two murders of students on the campus and none of the killers have been prosecuted so far.

Student leaders in political parties are generally looked down upon by common students due to the criminal activities that many of student leaders are alleged to have been involved. However, they used to play a positive role for example arranging lecture series, annual celebrations, and bringing awareness among students for social issues. This trend has long disappeared from student politics. Student organizations are often seen fighting with each other with sophisticated weapons. They fire bullets – allegedly even on the smallest of issues such as not getting enough meat in curry in the University canteen. Student organizations are believed to be reflection of the existing violence in society. Due to these factors, education continues to suffer in the province as this is one of the biggest

universities in the country, which has earned a bad name due to the boycott-culture and copy-culture.

Almost all the major parties in the country have student-wings at the campus; however, it is considered to be the hub of nationalist parties. The prominent and perhaps one of the most active political organizations is JSSF which is a political wing of the separatist nationalist party Jeay Sindh Quomi Mahaz (JSQM) since 1972. However, SPSF also gained power when there was the government of PPP in the country. Students organizations in UoSJP have played an important role in protecting the rights of Sindh, strongly resisted the anti-Sindh projects such as Kala Bagh Dam (on Indus River) and Sindhi-Urdu controversies.

There are some who think politics itself is not bad. It is generally believed that the political organizations in UoSJP have played an important role in combating religious extremism. However many argue that political organizations have fought extremism through extremist actions like beating, kidnapping and killing other parties' political workers. Due to restlessness and violence at the campus, mainly those who cannot afford private education in expensive universities opt of UoSJP. In this scenario, private affiliated colleges are expanding and those who can afford prefer going to these colleges.

Due to boycotts, duration of the semester becomes very short and teachers cannot complete the syllabus, which causes many problems for graduates of the university. They are often denied jobs mainly in the private sectors. During the 1990s, job specifications clearly mentioned in the advertisements that 'graduate from Sindh University need not apply' due to its infamous reputation of making headlines in the media because of violence and boycotts on the campus.

3.14   Summary

Languages in Pakistan have been a defining factor in the political survival of the country. Despite all the controversies surrounding language dominancy, the dominancy of English cannot be adequately undermined. Historically, the English language has established itself as the language of power in the country and the language of educational and social development. It is a line of demarcation among classes and social status. Even after a huge struggle for dominance between the languages of Urdu and Sindh, English continued to

play a key role in the social life of Pakistan. It connects the people of academics with each other and it is also the source of connecting the people of Pakistan with the outside world.

There is a consensus on the key role of English in the development of the country. Therefore, there is a need to promote the English language in educational institutes especially at public sector institutes where the quality of education is low. Great responsibility in this regard lies with the key stakeholders in ELT —English language teachers and researchers. There is a need to expand English language through effective means and there is also need to do more research on the effectiveness of the language teaching.

One reason that Pakistan has not developed, is its poor and unsustainable educational policy. Drastic measures need to be taken for the quality of education and in this regard improving ELT is very important, which has been rightly realized by the stake holders in the field of Education in Pakistan. Present research is also an attempt in this regard. The context of the study shows the importance of doing research on pedagogical issues that may maximise learning to improve education. It is also important to study due to the different classifications of educational institutes, which generate different educational standards according to the social standings. Use of English as a medium of instruction at various academic levels has generated different level of proficiency among students. Therefore, at the university level, students of different social and educational backgrounds come to study.

Chapter Four: Methodology

4.1   Introduction

In this chapter, I present the methodological issues of the study and the choice of research methodology. The chapter is divided into two sections. Section one is mainly framed around various dimensions of action research methodology as propounded by action research theorists. In the first section, I discuss the issues concerned with action research in the light of its relevance to this study; in the second section, I present the research design.

Section One starts with the background to the aims of the research, followed by the discussion on the difference between traditional research and action research. Then, I give the rationale for the choice of action research for this study by defining various aspects of the action research framework. Next, I discuss theories and approaches to it which have influenced the study. Then, I discuss action research paradigms that have guided the process of this research where I also present the argument for the choice of an appropriate model to carry out the investigation and action. Next, I discuss how validation is carried out in action research. Lastly, I conclude section one by giving an overview of the use and importance of action research in Pakistan.

In *Section Two*, I discuss research design where I discuss two phases of data collection separately. Then, I discuss the participants of the study, tools of data collection, the process of evaluating research findings, and data analysis. In this section, I also present the ethical and validation issues for the study within action research framework.

Section1: Action research methodology

4.2   Aims of the study

The main aim of this study is to develop effective ways of language teaching for better learning outcomes by increasing students' participation in the learning and teaching process. It requires understanding of the pedagogical issues involved in language teaching at UoSJP. There are aspects of classroom teaching, which I want to observe and analyse for in-depth understanding of the existing pedagogy and then strategically plan to improve it through innovative teaching methods. The initial plan is to make classes interactive and learner-oriented. The study also aims at suggesting ways to teachers to take responsibility for improving their teaching methods through personal research projects.

In following these research aims, the choice of methodology becomes critical. Traditional methodologies do not encompass all the requirements for this research, whereas action research provides the framework for this study and helps in achieving what I wish to achieve. It guides through the research process to suggest ways for coming to know through reconnaissance and to bring positive change in the practice and practitioner's skills to address the problems in their context through a strategy of intervention. In the following section, I will discuss the difference between traditional research and action research to elaborate and justify the choice of an appropriate research methodology for this research.

4.3   Traditional research and action research

The function and purpose of action research and traditional research is different from each other. One of the major differences is the position of the researcher in relation to the objects of research. In traditional research, a researcher with limited knowledge of the object explores or investigates for the benefit of other people. In action research, practitioners investigate the issue which is related to their practice and closely work with colleagues to solve the problems of immediate concern. The essence of action research is, therefore, practical improvement with the intention of continuing these improvements through research and process of action.

The treatment of theory is also different in action and traditional research. Action research recognises the importance of generating theory from immediate action, as Somekh (1994, p. 367) argues that theories regarding this research are intertwined into action and research:

> The epistemology which underpins action research methodology is distinctive in that it rejects the notion that knowledge can be decontextualized from its context of practice.

In contrast, there is objectivity in traditional research, as there is no relation between the researcher and the object of research; therefore, the researcher is hardly affected by the things s/he is researching. On the other hand, professional development and positive change are the main purposes of action research. McNiff (2002, p. 19) describes the role of traditional research, 'In traditional epistemologies, practice tends to be seen as something separate from practitioners. In action research, the practitioner generates theories by reflecting on his practice.'

A practitioner-researcher, as called in action research, addresses the issues of immediate concern and solves them in the light of action-informed-theories, whereas traditional research is not suitable for context based research as it does not support living theory as a way forward to solve immediate issues. Schön (1983, p. 42) discusses the traditional research and its inability to address the important issues of research:

> We can readily understand, therefore, not only why uncertainty, uniqueness, instability, and value conflict are so troublesome to the positivist epistemology of practice, but also why practitioners bound by this epistemology find themselves caught in a dilemma. Their definition of rigorous professional knowledge excludes phenomena they have learned to see as central to their practice. And artistic ways of coping with these phenomena do not qualify, for them, as rigorous professional knowledge.

On the other hand, uncertainty, uniqueness, instability, and value-conflict are the factors which action research addresses as he further elaborates:

> Let us search, instead, for an epistemology of practice implicit in the artistic, intuitive process which some practitioners do bring to situations of uncertainty, instability, uniqueness, and value conflict...Often we cannot say what it is that we know… our knowing is ordinarily tacit, implicit in our patterns of action and in our feel for the stuff with which we are dealing. It seems right to say that our knowing is *in* our action. (Schön, 1983, p. 40)

Freire also emphasises local knowledge, which is generated through the experience of people (Freire, 1972, p. 68)

> It is not our role to speak to the people about our own view on them, but rather to dialogue with the people about their view and ours. We must realize that their view of the world, manifested variously in their action, reflects their *situation* in the world (original emphasis).

Valuing the practitioner's knowledge is seen as important for educational development which is reflected in Freire's concept of praxis:

> …men's [sic] activity consists of action and reflection: it is praxis; it is transformation of the world. And as praxis, it requires theory to illuminate it. Men's [sic] activity is theory and practice; it is reflection and action (Freire, 1972, p. 96).

Hence, the action research approach helps in reducing the gap between theory and practice because it requires investigating and facilitating teacher *praxis*.

Action research can bring change and improvement in three ways: it brings improvement in practice, understanding of that practice, and the improvement of a situation where the practice takes place (Carr and Kemmis, 1986). Traditional research has limited scope for positive change through action. It relies on existing theories for its application whereas in action research, theories are drawn through action and reflection on the action. Moreover, action research gives an opportunity to plan and act in a flexible way to suit the commitment to change, whereas traditional research has a limited role for adopting change.

Having presented the comparison of the two research approaches, I hereby choose action research. In the following section, I further elaborate the rationale for its choice by illustrating it in the light of the aims of the study.

4.3.1   Rationale behind the choice of suitable methodology

The study aims at the practical improvement in language teaching and learning at large Remedial classes at UoSJP. It also involves understanding of the pedagogical issues at UoSJP and to form an intervention strategy for better learning outcomes. To achieve these objects, I have divided the research objectives into three main stages:

- To understand the teaching practice at UoSJP through empirical and qualitative analysis (Reconnaissance);
- To form an intervention strategy in the light of the reconnaissance and implement it in collaboration with the colleagues;

- To evaluate implementation through an interpretative and qualitative approach, and to unfold the events through a narrative on action and reflection.

Approaching these objectives will require implementing and managing change through the research process. The change, due to teacher's practice, can include many things like teaching practice, self-awareness, knowledge, beliefs, attitudes, and understanding (Bailey, 1992; Jackson 1992). Therefore, the choice of research method has to be based on a framework that can fulfil these requirements. Moreover, the research is based on the educational context, which includes the analyses of existing educational practice and forming an action that can transform and improve pedagogies. Therefore action research is an appropriate methodology for this kind of research as Corey's (1953) definition of action research supports my choice of it in the present research:

> …that is undertaken by educational practitioners because they believe that by so doing they can make better decisions and engage in better action (in Noffke 1997, p. 316-317).

McNiff (2002, p. 56) also describes action research as the process of transformation, which offers flexibility and adaptability along with helping a systematic enquiry and implementation of action. She describes action research as 'a systematic process to observe, describe, plan, act, reflect, evaluate, modify.' Thus, keeping the fluidity of action research methods, I hope to plan to form an intervention strategy that may accommodate changes in the pedagogical approaches through the informative process of the action research cycle.

According to McNiff (2002) many researchers consider action research as educational research due to its role in its development of learning and growth of education; unlike traditional research, action research deals 'within the real-life experience of real people' (McNiff, 2002, p. 16). Carr and Kemmis also (1986, p. 99) believe in the 'practical value-

laden' approach of educational research, which 'must be able to confront questions about practical educational values and goals'.

By adopting the methodology of action research, I hope to develop theories based on practice and provide evidence for their reliability following a process of validation. The study is guided by 'critical pedagogy' (Freire, 1972, p. 150-151) where I look at all sides of the situation from a critical perspective by adopting dialectic processes to reveal and apprehend reality. For Freire (1972), problematisation is not only inseparable from the act of knowing but also inseparable from concrete situations. The approach to problematizing can lead to developing as a critical thinker by looking at the situation as a living process rather than static entity.

Hence, I hope to develop theories as I investigate, act and reflect on the action with the intention of influencing learning and teaching through the process of action research. Action research provides a practical framework to address the problematic situation systematically, which traditional research cannot adequately provide. Thus, action research is a suitable methodology for this study in empowering the researcher for practical improvement and professional growth. My claim of original knowledge will also come from the practice and reflection on the fieldwork and from the preparation of the intervention strategy for the fieldwork.

After establishing the need and choice of research methodology, I define action research in the following section to further elaborate its various dimensions which are relevant to the present study.

4.4   What is action research?

I have already discussed some of the features of action research to show its suitability for the present research. Here, I present in detail various definitions which further explain its appropriateness for the study. There are many definitions of action research. However, I have selected four of them and added a few of the definitions presented in the International Symposium on action research to illustrate its appropriateness for the present study:

1. The combination of action and research renders that action a form of discipline inquiry, in which a personal attempt is made to understand, improve and reform practice. (Hopkins 1985, p. 32).

2. To do action research is to plan, act, observe, and reflect more carefully, more systematically, and more rigorously than one usually does in everyday life (Kemmis and McTaggart 1992, p. 10)

3. Action research is a form of self-reflective inquiry carried out by practitioners, aimed at solving problems, improving practice, or enhancing understanding (Nunan, 1997, p. 229).

4. The aims of any action research project or programme are to bring about practical improvement of social practice, and the practitioner's better understanding of their practices (Zuber-Skerritt 1996, p. 83).

These definitions contain useful insights in relation to the present study. Hopkins's (1985) definition is significant for the three different purposes of action research it identifies. The definition by Kemmis and McTaggart (1992) is of value for suggesting the process to carry out the action research. Similarly the focus of Nunan (1997) is on the reflective and professional aspects of the researcher's practice-based improvement and understanding of his/her profession. Lastly Zuber-Skerritt (1996) highlights the values of action research in bringing practical changes in the practice. These definitions fall under the realm of the present study, which I will elaborate after the following definitions presented in International Symposium on Action Research (2002).

Table 5. Working definition of action research

If yours is a situation in which:
- People reflect and improve (or develop) their own work and their own situations
- By tightly interlinking their reflection and action
- and also making their experience public not only to other participants but also to other persons interested in and concerned about the work and the situation, i.e. their (public) theories and practices of the work and the situation
and if your situation is in which there is increasingly:
- Data-gathering by participants themselves (or with the help of others) in relation to their own questions
- Participation (in problem-posing and in answering questions) in decision-making
- Collaboration among members of the group as a 'critical community'
- Self-reflection, self-evaluation and self-management by autonomous and responsible persons and groups

> - Learning progressively (and publicly) by doing and by making mistakes in a 'self-reflective spiral' of planning, acting, observing, reflecting, re-planning, etc.
>
> - Reflection which supports the idea of the '(self-) reflective practitioner' then Yours is a situation in which ACTION RESEARCH is occurring.

(Inclusive working definition drawn up collaboratively at the International Symposium on Action Research, Brisbane, March 1989; Altricher et al.1991; McNiff, 2002, p. 25 emphasis in original)

I will discuss the present research aims with reference to the above working definitions and in the light of the enquiry and investigation that I carry out for practical improvements in pedagogies for large ELT classes.

- I want to reflect and improve the learning and teaching conditions through a systematic process of action and reflection collaboratively at the UoSJP where I work. I hope the research will increase the practitioner's ability to solve the teaching and learning issues caused by various affecting factors - mainly large number of students in a class.

- Action and reflection will be an on-going process throughout the intervention phase that will be formed and implemented through series of lesson plans for ELT. I will reflect on the data which will be generated through action and which will help to improve subsequent actions.

- Research findings will be made public in the form of doctoral thesis for the concerned people to read. A dissemination plan will also be worked out for continuous improvement and the implications for others will also be suggested in the last chapter of the thesis (see 8.6).

- As a research-practitioner, I will collect the data with the help of other participants in the research by using various data collection tools (see 4.11).

- I will analyse the situation to take decision for problem solving through the process of reflection (chapter six and seven).

- Each participant will be equally important in power-sharing. I will try to suspend hierarchical ways of working by engaging with students in dialogues.

- There will be collaboration among research participants at various levels of the research.

- Research will progress from identifying problems to solving them at all stages of the research. The research involves the process of planning, acting, observing, reflecting, and re-planning as a way of moving forward for improvement.

The above definitions followed by the elaboration from the present research aims to show the suitability for this study for improving language teaching in large classes at UoSJP. In the following section, I discuss the history of action research in order to further explain how it has become suitable for educational research.

4.4.1   A brief history of action research

The history of Action Research can be traced to the work of Kurt Lewin and to his work in the 1950s. He was a social psychologist and educationist, who addressed the issues of social and educational development through scientific methods on group dynamics in America (Elliot, 1991; Kemmis, McTarggart, and Retallick, 2004). He is credited with the action research spiral method composed of planning, action, and fact-finding from the results of action. Lewin applied the theory of Social Science and analysis results based on their practice.

Corey used this kind of research in 1960s at the Teachers' College at Columbia University in the context of education. He believed in the effective use of educators in bringing change as an Educator would perform both functions - the research and application of the research (Ferrance, 2008). Corey describes this form of study as follows:

> We are convinced that the disposition to study…the sequence of our own teaching is more likely to change and improve our practices than is reading about what someone else has discovered of his teaching. (Corey, 1953, in Ferrance, 2008, p. 7)

However, American social scientists objected to action research due to its lack of conformity to the positivist approach. After Lewin, action research was used in the 1970s and since then it has been one of the leading approaches for the researchers, investigating immediate problem and solving it through practical changes.

Stenhouse's educational work in the 1980s was based on curriculum development, which he considered as a key factor in the learning of students in school. He incorporated curriculum with pedagogy for which he is credited with the creation of the 'process curriculum' also called as the 'enacted curriculum' (in Somekh and Zeichner, 2009, p. 7). He stressed teacher-student interaction for developing the curriculum through a teacher as a researcher and considered the teacher's work as critical in educational reform (Stenhouse, 1985). He also believed in teachers' role to be important in educational policy and practice on the basis of their classroom research (Somekh and Zeichner, 2009).

Action research came to prominence in the UK in the 1970s, and by the 1980s it was making 'a significant impact in many professional contexts, particularly in teacher professional education' (McNiff 2002, p. 4). During the 1970s, Lewin's version of action research was used in the educational section in the UK (Kemmis, and McTaggart, 1988; Elliott, 1991). During this time, action research became a part of the Teacher-Researcher Movement which emphasised curriculum and teaching development.

Modern version of action research emphasises the participatory approach for interpreting action with a specific situation. It has been effectively used in education as ethically informed action to pursue educational values and to form personal theory through action (Elliott, 1991). In modern terms, it is an action which generates theory through a meaningful participatory approach and practice is seen as applied theory.

After presenting the rationale and history of action research, I present some of the prominent theories of action research that may influence the present study.

4.4.2 Theories in action research

Theories explain the purpose and process of action research therefore they have important value in the present study. Understanding of the theories can help in guiding through the

process to improve the research and practice. My study may be influenced by three main theories of action research:

1. Critical emancipatory theory
2. Generative transformational theory
3. Living educational theory

I will also discuss two important aspects of action research:

4. Practitioner's research
5. Reflective Practice

1. Critical emancipatory theory

Emancipatory action research aims at developing participants' awareness of the illegitimate structure and interpersonal constraints, which prevent them from using their autonomy and freedom (Grundy, 1987). Emancipatory theory empowers both, students and teachers in the context of education as McKernan (1996, p.53) believes 'The goal is not only to emancipate practitioners but to allow such a strategy to empower students so that they are emancipated as learners'.

Participants also define their own identity through action research process and work to liberate themselves to work in new ways, as Leitch and Day (2000, p. 184) define

> …it also has as its purpose the emancipation of participants in the action from the dictates of compulsions of tradition, precedent, habit, coercion as well as from self-deception.

Emancipatory theory suggests for giving power to individual and breaks the ideologies that maintain the status quo. Carr and Kemmis (1986, p. 196) define the emancipatory approach of action research as:

> Action research not only creates conditions under which practitioners can identify aspects of institutional life which frustrate rational change; it also offers a theoretical account of why these constraints on rational change should be overcome, by offering *and enacting* an emancipatory theory in the form of the theory by which action research itself is justified.

Freire's (1972) works also suggest an emancipatory and participatory research practice for educational development. He asserts that the educational procedure causes oppression of

certain groups by others through socio-political structure including education. He has outlined how education facilitates socio-economic imbalance through ideological domination. He calls for pedagogical reforms which 'makes oppression and its causes objects of reflection by the oppressed, and from that reflection will come their necessary engagement in the struggle for their liberation' (Freire, 1972, p. 25).

One of the concerns of my research is to bring awareness of students' repression and emancipate them from the status quo by changing their passive role to an active role by engaging them through the dialectical process. Freire (1972, p. 77) considers the practice of freedom to be necessary for education by engaging the participants in dialogues.

> Dialogue is an existential necessity. Dialogue cannot be reduced to the act of one person's 'depositing' ideas in another, nor can it become the simple exchange of ideas to be 'consumed' by the discussants. Because dialogue is an encounter between men [sic] who name their world, it must not be a situation where some men name it on behalf of others. It is an act of creation; it must not serve as a crafty instrument for the domination of one man [sic] by another.

I plan to incorporate the elements of critical emancipatory form of action research to empower students to take control and responsibility for their learning. My attempt to empower students may help in redefining their identity as against the identity ascribed to them. I also aim to create a learning atmosphere based on social justice and equality.

2. Generative transformational approach

The study is influenced from McNiff and Whitehead's (2005) view of the generative transformational approach of action research investigation. McNiff (2002) suggests for the need of generating theory in education. She draws metaphor from life to explain generative transformational approach as: 'all things are in a constant state of self-renewal and change; this is the nature of life itself. So is the approach in educational development' (p. 55).

Walker (1996, p. 157) defines the merits of this process as in its contribution to make societies, 'less unequal and less unjust' and help in building 'the structure and procedure of justice'. Freire's theory of research, according to Kincheloe (2003, p. 136) also

> …provides critical educational action researchers with a sense of direction, an orientation which transforms our idea of research from mere data gathering into a consciousness-raising, transformative pedagogical technique.

The Generative Transformational approach will be useful for generating new knowledge through investigation and action to help in reducing injustice and repression in the class by engaging the participants in the decision making process. Similarly, I hope to transform the learning habits of students by engaging with them in dialogues, which I hope will transform their role in class and in society at large.

3. Living educational theory

McNiff (2002, p. 55) supports the idea of people's producing description and explanation of their own work and generate their own living theory.

> Educational enquiries (I-systems of knowledge) lead to knowledge of self within a world which the researcher co-creates with others who are similarly occupied (and develop I-theories of practice). The reflective practice which characterizes these efforts is a form of practical theorising which can lead to the evolution of good social orders.

Therefore, instead of applying predetermined theories, I hope to develop theories in collaboration with the participants through the process of action and reflection. I have started with the question, 'How do I improve practice? How should I translate my values in my practice? I will answer these questions through action and reflection.

Having discussed the key theories of action research, I will further discuss how action research accommodates the practitioner's role in the research in the following section.

4. Practitioner's research

Action research is regarded as a practitioner's research, which has great importance in educational and social work. There are several arguments in favour of it. It is a research which generates knowledge and brings improvement to the object of the research through critical reflection and self-evaluation by drawing on the skills of research and practice. Zuber-Skerritt (1996, p. 83) describes the purpose of the practitioner's research as 'development of social practice, and the practitioners' better understanding of their

practices.' McNiff (1999, p. 49) suggests the practitioner's role is not only to improve the situation but by doing so, the researcher also aims for 'improving the quality of life for themselves and others, and that their research will inevitably involve others in a variety of ways: as participants in the research, as validators of its findings, as new researchers who will carry the research forward, and so on.'

Hence, practitioners have a central role in the action research. Carr and Kemmis (1986) are also concerned with the practitioner's problems in the classroom. According to them, the questions that the practitioner poses for his situation are: What is happening now? What is problematic about it? What can I do to solve the problem? I try to answer these questions through collaborative practice and reflection as this study involves my practice and investigation of the context where I work, unlike the positivist or empiricist approach where the researcher is an external observer and carries out research on other people.

The action research process involves the reflection of the practitioner as an essential component for improving and moving forward. In the following section, therefore, I discuss the aspects of reflection in action research.

5. Reflective practice

Zuber-Skerritt (1996, p. 5) suggests that action research is a, 'critical (and self-critical) collaborative inquiry by reflective practitioners' (in Cohen, Manion, and Morrison, 2000, p. 228). 'Critical reflection is also action,' according to Freire (1972 p.99) which is helpful in modifying action and assessing results of the action (Elliot, 1991). Carr and Kemmis (1986, p. 162) also define the role of reflection in action research as a form of 'self-reflective enquiry' that helps them to understand the situation where their practice inculcates rationality for looking at their own practice through fair judgement.

Thus, action research is seen as a series of reflective actions, which not only improve the practice but also improves the researchers' fairness of judgement for validation. Carr and Kemmis (1986) see it as a reflective cyclic, spiral in which a general plan, action, observation of action, and reflection on action is developed then repeated with a revised plan for further action, observation and reflection.

I have discussed the approaches and theories that are relevant to the context of the present research, which will be effective in carrying out the research. After the choice of relevant theories, the choice of paradigm for research has been challenging as there are many approaches suggested for carrying out action research. In the following section, I discuss my choice of action research framework in the light of research aims and objectives.

4.5   Action research paradigm

There are various paradigms suggested to conduct action research, which reflect the forms of theory; the concept behind the model is abstract and unchanging (McNiff and Whitehead, 2005). Models themselves represent the fluid and dialectical nature of the theory, which is generated through the action of the practitioner (McNiff and Whitehead, 2005). Since action research is an independent and context based research, therefore finding one model to exactly replicate another context is difficult. However, some models have the flexibility of action research, which makes them easier to be adopted and modified according to personalised research. I will discuss my choice of paradigm by drawing on some of the most talked about action research models.

Lewin describes action research as a spiral cyclic procedure of steps that include (see figure 1) 'planning, action and the evaluation of the result of action' (Kemmis, McTaggart and Retallick, 2004, p. 3). The process begins with the general idea of the need for improvement. After finding the field of improvement, the process of reconnaissance starts which includes 'fact-finding' for the action. Subsequently, an achievable plan of action is formed which comprises a series of activities. Prior to implementing action, the researcher plans a monitoring strategy for measuring the effects of action. Implementation gives rise to new data which is then evaluated through reflection to plan for the next action and then the next cycle follows with similar steps.

Figure 1. Action-Reflection cycle
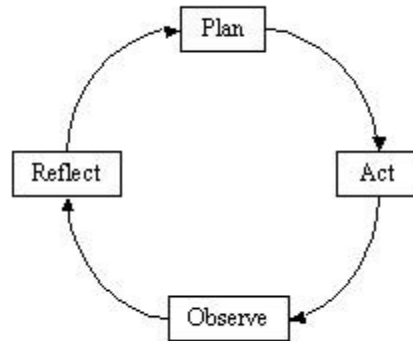
Although Lewin developed the model for action research for industrial work, it was later adopted in educational research. Lewin's model is useful for those whose initial general idea is fixed and that reconnaissance merely is a process of fact-finding and that implementation is a straightforward process (Elliot 1991).

Elliot (1991) suggests the following steps for action research model to carry out the study.

- The general idea should be allowed to shift.
- Reconnaissance should involve analysis as well as fact-finding and should constantly recur in the spiral of activities, rather than occur only at the beginning.

- Implementation of an action step is not always easy, and one should not proceed to evaluate the effects of an action until one has monitored the extent to which it has been implemented.

Drawing on Elliot's argument of Lewin's action research model, my reconnaissance will be more than just a 'fact-finding' process. It is aimed at providing the source of intervention. Moreover, my action will not be merely implementation of a straightforward plan. It develops through action and reflection therefore Elliot's model offers better framework for my research than that of Lewin's.

Kemmis, McTaggart and Retallick (2004) criticize the Lewinian cyclic model as not flexible enough to accommodate the changes in the plan. Therefore, they have suggested a different model based on the original concept of Lewin's action research. Their action research model (see figure 2) is useful in the socially and politically constructed context of educational research. Their action research model shows the self-reflective spiral of planning, acting, observing, reflecting which follows the re-planning of the steps for educational improvement.

Figure 2. Action Research protocol adapted from Kemmis, McTaggart and Retallick's (2004)
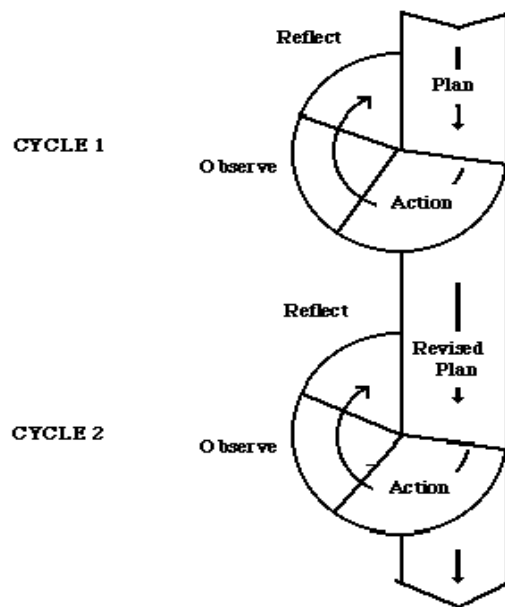
Apart from Kemmis and McTaggart, many others have elaborated their action research process through the same process of cycle or spiral approach to action research (see, Ebbutt, 1985; Elliot, 1991). McNiff (2002, p. 71) suggests following the process for conducting action research:

    • We review our current practice,

    • Identify an aspect we want to improve,

    • Imagine a way forward,

- Try it out, and

- Take stock of what happens.

- We modify our plan in the light of what we have found and continue with the 'action',

- Evaluate the modified action,

- And so on until we are satisfied with that aspect of our work.

McNiff suggests that these processes should not be considered as rigid prescriptions for the process. Things often do not go as predicted. Therefore, change of plan and modification of the plan within the suggested frame is also accommodated in the action research process. She asserts that action research models may look 'unproblematic' when they can 'be highly problematic'. To begin with even the idea of what 'we want to improve' can also be complex and can involve a 'complex process'. We remain uncertain on what to improve and why we should improve that (McNiff, 2002, p. 71). Therefore, adopting one model which can be exactly suitable for another context is difficult due to the unpredictable nature of action. Therefore my study has been influenced from various models presented in this section. However, research is guided more with the steps and plans of Kemmis, McTaggart, and Retallick's (2004) model for the study as it is flexible and recognises the need for action and reflection. They also provide a step-by-step guide through the independent process of action research in educational context.

The choice of action research brings us to the concept of validation in action research. As the process of this kind of research is different therefore the process of validating is also different from the traditional research. In the following section, I discuss validation in action research.

4.6   Validation

McNiff (2002, p. 102) defines, 'Validating is to do with people agreeing that you say is believable'. Unlike traditional research, validation in action research is a continuous process which goes along with the action. It is done through a dialogical process and through professional knowledge of the practitioner and collaborators as well as the

concerned literature. Thus, researchers do not use the normative criteria for judging the success of the study, as Somekh and Zeichner (2009, p.5) suggest:

> In generating research knowledge and improving social action at the same time, action research challenges the normative values of two distinct ways of being – that of the scholar and the activist.

The normative way of validating the research is to apply the rules on it established by others by observing whether the results can be generalized or the research can be replicated. Lomax (1994, p. 118) considers the question of generalization as an 'old hat', and further claims:

> Generalisation in the sense that an experiment replicated in exactly the same controlled conditions will have the same results a second time round seems a nonsensical construct in the hurly burly of social interaction. However, I do believe it important that action research projects have an application elsewhere, and that action researchers are able to communicate their insights to others with a useful result.

Thus validation in action research is an on-going process not to be seen just at the end of research. Since my research is based on language teaching where teaching and learning conditions are more or less the same for all teachers, they may be replicated only in a similar context. I will be drawing my own judgment on the results of the study through collaborative input regarding the success of the action by receiving critical feedback from the participants (see more details on evaluation criteria in 4.12).

Having discussed the validation process in action research, I will now conclude Section One. Before moving to research design, I will discuss the methodology of action research in Pakistan to further clarify the contextual importance of not only, the field I propose to improve but also to clarify what is the research culture of the area where research is located.

4.7   Action research in Pakistan

This is the concluding section of Section One of this chapter where I want to give an overview of action research in Pakistan to further reinforce the contextual importance of the study before moving to the research design in Section Two. In the previous sections, I have discussed that action research is proving to be effective in an educational context. It has

contributed in community change for the public interest. It helps in providing participation for developing social justice and general well-being through Participatory Action Research (PAR). In education, due to a lack of resources, building the capability of teachers to address classroom issues is effective for teachers to solve their immediate problems. Teacher trainers from the country or abroad train teachers to help them understand the practitioners' research; they are trained by taking classroom-based projects (Halai, 2011).

Trained teachers across the globe help students take up action research projects (Retallick and Mithani, 2003; Ashraf and Rarieya, 2008; in Halai, 2011). In Pakistan, for the last fifteen years, private teacher training institutes have introduced action research at the MA level degree programmes for students, for example, at Agha Khan University (AKU). AKU has published an action research planner (Kemmis, McTaggart, and Retallick, 2004) to help guide students take up step by step action research projects. Examples and illustrations have been included from the local context in this guide to elaborate action research.

Research by teachers in Pakistan is new, and teaching and research are considered as two separate areas (Rasul, 2009, p. 1):

> …it is assumed that all this would come from the world outside the classroom - as a matter of fact from the administration, syllabus/book designers, policy makers etc. The teacher is a powerless practitioner of the plans laid by others, a feeble follower of the path carved by others.

Research is something that teachers view as distant from them and it is considered to be something that professionals do and teachers only use it instead of discovering it for themselves (Halai, 2011). Likewise, research based programmes have not been adequately included in Pakistani degree awarding institutes (Halai, 2011). Dean (2009) sees improvement in the scope of action research in Pakistan if the structural and procedural changes are brought in the educational institutes in Pakistan. Mohammad and Kumari (2009) also believe in the need for sustainable and maintainable professional development for the teachers to do action research (in Halai, 2011).

Agreeing with Rasul (2009) in her views regarding action research in Pakistan, I believe that there is need for systematic and long term planning to introduce and inculcate the culture of research. She believes that universities can prove to be change agents to support

the environments of teaching and research. This study is also an attempt to bring a change through PAR.

Having concluded Section One, I will now present Section Two where the design of the research is laid out.

Section 2: Research design

4.7 Introduction

This section presents the way in which the research process for investigation and action are organised. The section also offers the narrative of what I propose to do during the fieldwork to unfold the events which will develop my doctoral thesis. The purpose of the study is not just to narrate the action, but it also explains the reasons and the purpose of the action in the light of action research methodology. This chapter also shows how data is derived from the practice and reflection using appropriate data collection tools.

The research questions that I pursue in the research are as follows: How can I improve learning and teaching conditions? I pursue this question throughout the study. To answer this question, I undertook two field visits to collect data for two separate phases of action research: the first visit for the initial reconnaissance and the second for the implementation of action developed on the basis of the reconnaissance. Implementation consists of a series of lesson plans taught at the UoSJP during the second phase. Implementation process of the action generated more data which became source of modification in the action plan as a result of careful 'self-reflective enquiry' (Carr and Kemmis, 1986, p. 162) by using the spiral model of action research for planning, acting, observing and reflecting. The implementation was carefully monitored using various appropriate monitoring tools. The first phase of the field-work lasted two months and the second phase lasted three months. It took six months for interpreting the data of the first phase and forming intervention.

Site of the study: The study took place at the Remedial English classes of Bachelor Studies at the UoSJP. In the first phase, various classes from various departments were observed. In the second phase, the focus of intervention was two separate classes at the English Department and Biochemistry Department. These classes will be referred to as Groups A and B respectively (for population of study see 4.10).

4.8   Phase One of data collection: Reconnaissance

The process of action research 'begins with a *general idea* that some kind of change or improvement is desirable'. After deciding the field of action, the next step in action

research is to decide what improvement is needed. 'The general idea gives impetus to 'reconnaissance' of the circumstances of the field, and fact-finding about them' (Kemmis and McTaggar 1981, p. 2, italics original). I decided on a 'preliminary reconnaissance' to decide an action plan for improvement. The overall object of reconnaissance was to gain an in-depth knowledge of teaching and learning patterns by engaging in discussion with teachers and students and observing classroom teaching in real time. I used various relevant data collection tools for the reconnaissance phase given in the following tables.

Table 6. Data collection Phase One

S. No	Types of Data	Nos.	Aims and objectives
1	Observation	Five classes	To understand the process of ELT and to form intervention on the bases of ELT pedagogical issues
2	Interviews	Seven From teachers	To comprehend pedagogical issues at UoSJP and to assess teachers willingness to address ELT issues
3	Questionnaires	50	Quantify the ELT problems of students and to set priority for intervention
4	Group Interview of students	One	To obtain Shamim et. al. 's (2007) students' perspectives about ELT and to form need based intervention
5	Video tape	5 Classes (approx. 50 minutes each class)	To preserve factual record of teaching and to record authentic data to compare with new teaching in the second phase

The first phase of the research consisted of an ethnographic research approach, which included observing classes and interviews with the teacher and students concerned with English compulsory subject. The interviews are mainly concerned with the pedagogical and motivational issues. I also collected the data through questionnaires regarding the students' learning experience in large classes. The questions are related to the feedback, assessment, and interaction pattern in the class. The purpose of the ethnographic style of research in the initial phase is to achieve overall understanding of teaching patterns of teachers and theorisation on the basis of the data collected in the first phase of the research. The analysis of the data set aims at increasing my understanding of the complexities in teaching large classes which may inform the intervention strategy.

Preparing intervention on the basis of data collected in Phase One

Preparing intervention was the most critical part of my research and study. After analysing the initial data collected from the first phase for reconnaissance, I discussed the results with the PhD supervisors to form an action plan. We also watched the video recordings of the classes recorded to understand the rationale behind forming an action plan. I prepared the intervention strategy under the guidance of the supervisors by developing a series of teaching plans for ELT.

The main idea behind forming intervention was making language classes interactive rather than as a traditionally-oriented language teaching method. The flexibility of the plan was considered while planning intervention so as to accommodate changes and improvisation in the action. As an important feature of action research, it directs intervention that accommodates changes as the action takes place.

Intervention was planned for the first semester in Remedial English in two separate classes. Initially eighteen lessons were planned (nine for each class) in Groups A and B. The lessons were adopted from the textbooks of Remedial English course. Each lesson consisted of fifty minutes of classroom teaching time. The lessons were mainly planned with my own judgment and understanding of CLT and with the consultation of my doctoral supervisors. Literature on large classes also helped in planning classes especially Shamim et. al.'s (2007) work was a great help in designing lesson plans.

4.9   Phase Two of data collection

After the data collection of Phase Two, I revisited the design and included the steps of the second phase as they occurred. Some of the changes that occurred during the second phase of data collection will continue to be part of the data exposition and will be discussed in the subsequent chapters.

The second phase was planned for the semester starting from January to April in 2011. Sixteen classes were planned for two different departments by two separate teachers-practitioners: one by me (group A) and the other (group B) by a colleague. The intervention plan was carefully made on the basis of data collected in the first phase. However, each

class brought the data from monitoring strategy and the changes were incorporated for the next class. Hence, each class was seen as part of a spiral cycle which included planning, action, observing, and reflection.

At the beginning of the research, I was apprehensive as to how my research would develop due to the unpredictable nature of the action phase. However, the research process unfolded the events as the action was taking place and through reflection on the action, improvements were adjusted in the teaching plans (See appendix 4 for a detailed lesson plan).

The colleague (I will refer to as Teacher C) participated in the discussion regarding her teaching after some of the classes, which brought the data for the planning of successive classes in Group B. Although the plan was to replicate teaching of Group A for Group B, Group B teaching became itself an independent part of the action research cycle. Similarly, the action plan was changed for Group A on the basis of reflection on each lesson. Both the classes were observed through a volunteer student who had recently passed their MA in linguistics. Some of the classes were recorded as well for the purpose of comparison with the classes video-recorded during the first phase. During the action, students' feedback was also taken through a group discussion in both the classes. I tried to take their feedback through an interview after each class. However, that couldn't be possible especially for the students of Group B as I couldn't have access to them directly due to their busy schedule with other classes. The second phase of the data collection ended with students' interviews from both the departments, distribution of questionnaires, and Teacher C' s interview regarding her overall reaction to the action plan and new way of teaching.

Table 7. Data collection Phase Two

S. No	Types of Data	Nos.	Aim and objectives
1	Teaching Group A	Eight classes 50 (approx.) min each	To introduce new pattern ELT in large classes to practice interactive classes through action researcher process
2	Teaching Group B	Seven, (approx.) 50 min each	Replicate intervention for adopting new teaching for/through colleagues
3	Interviews	four from the colleague C in Group B	To get feedback of her teaching and to modify action plan for subsequent class
4	Group interview	Six from Group A. Four from Group B	To get student's point of view for action and to evaluate the success of new teaching
5	Reflection	Throughout the action phase	To monitor intervention and to evaluate action and modify action for subsequent class
6	Video tape	Eight Classes (50 min each class)	To record the effectiveness of new teaching and to compare new teaching with old one
7	Observation	Thirteen classes	to record the class room activities and to evaluate effectiveness of new teaching

Action phase of the research lasted three months, which was implemented under the action research cycle of thinking, acting, reflecting, and re-thinking (Kemmis and McTaggart, 1988; Wallace, 2000; McNiff, 2002; Kemmis, McTarggart, and Retallick, 2004; Allwright, 2005). The initial plan of teaching was for one complete semester starting from the first week of January to the third week of April. However, due to the delay in the start of classes as a result of strikes, boycotts of academic activities and self-granted leaves, the intervention started in the second week of February 2011 and continued till the last week of April. The classes were frequently interrupted due to these unavoidable circumstances (see 3.12).

Although the lessons were carefully planned before the teaching started, they were subject to modification and changes as a result of reflection and evaluation. Observation and reflection served as the catalyst for adjusting changes and modified for the next classes. The success criteria (see 4.12) also provided important knowledge for the proceeding action and change in the teaching methods.

The time -table was arranged with the help of the Director of the Institute. On the basis of an interview in the first phase, I selected a teacher who could teach by replicating the lesson plans. Each class was taught as a separate spiral cycle on the model of Kemmis, McTaggart, and Retallick (2004) for planning, acting, observing and reflecting. All these classes combined became part of a bigger cycle.

Having presented the action research procedure, I present the participants of the research and their role in it in the following section.

4.10 Participants

The participants of the research belong to language teaching and learning in the English Department at the UoSJP. The choice of participants was made through a discussion with the Doctoral Supervisor on the basis of my research proposal for doctoral study. In this section, I discuss the role and importance of the following with regards to participation in the research:

1. My role in the research
2. The role of teacher-collaborator
3. The role of observer
4. Targeted students
5. Teachers involved in the research
6. Language of the study
7. Support from the head of the institute

4.10.1 My role in the research

Throughout the project, I was working as a researcher, practitioner and manager. My role as a teacher-researcher enhanced my action research practice and developed my teaching practice as well. I also gained an in-depth knowledge of the complexities involved in ELT in large classes. As a practitioner, I also acquired skills to address those complexities and helped collaborator (teachers C) to cope with large classes. Therefore my role was also a teacher trainer by helping the teacher in planning and teaching effectively on the basis of discussion and reflection. Thus my role was multifaceted in both phases: research,

practitioner, teacher trainer, and motivator. As a teacher I taught eight lessons during action phase of the research.

4.10.2 The role of teacher-collaborator

The role of collaborator (Teacher C) was to follow my lesson plan in her class (group B). The purpose of following lesson plan was to evaluate how other teachers can practice change of teaching method in their classes from my intervention strategy. However, teaching in group B developed into an independent action research cycle in itself and it also became part of the overall action and reflection process of entire research project.

One colleague volunteered to collaborate in the research for adopting my action plan for her teaching. I chose the collaborator on the basis of her strong commitment to practice change and motivation to work as a volunteer to learn to teach and practice teaching in new methods. She had one year language teaching experience at the UoSJP. She was also a graduate from the same university; therefore she was aware of the contextual issues affecting her teaching. Her qualification, like the majority of the teachers teaching language, was MA in English Literature. She was also aware of the traditional language teaching method, which was commonly used in the university.

Lesson plans that teachers C was teaching kept improving through reflection through her feedback on her practice, and the students' feedback through interviews. I also made changes in the lessons through the observer's feedback. A total of nine lessons were planned for her teaching. However, she could teach only seven classes, each class consisting of approximately fifty minutes.

I arranged a meeting with the teacher of Group B to explain the purpose and the process of the research and her role in it. I also gave her lesson plans and discussed in detail the process of new teaching method. After some of the lessons were conducted, we arranged a discussion to get her perception through feedback on her experience of teaching. The process proved to be a learning experience for her in developing a reflective approach for her teaching. In the light of the feedback, the successive lesson plan kept improving and brought improvement to her skills of teaching. She also gave her reaction to the new

teaching experience through written notes, which forms part of the discussion on her teaching.

4.10.3 The role of observer

The role of observer was very important in the second phase of the research in providing the account of classroom practice, which was significant for reflection on the action. I selected two observers to observe classroom teachings in Groups A and B. Both were recent graduate students in MA Linguistics from the UoSJP. I sent the request to the passing out students. Two of them volunteered for the observation of classes. The initial plan in the doctoral proposal was to ask in-service colleagues for observation, which could not be possible due to their busy teaching schedule. Only two lessons in Group A were observed by an in-service teacher.

I explained to them their role as an observer. I also provided them observational criteria for each class (Appendix 2). They observed the class and handed to me the account of their observation, which was an important source of planning subsequent classes. I also took their feedback through interviews, which were recorded for analysis.

4.10.4 Targeted students

The participants of the study were students in their third semester of a Bachelor degree from two separate departments: English and Biochemistry. Group A included students from the English Department where I taught, and Group B included the students from the Biochemistry department where Teacher C replicated the teaching. There were 125 students in Group A, and 85 students in Group B.

The students differed from each other in their English language abilities depending on what school or college they attended before coming to the university. During the initial activities, students with higher abilities were selected to work as facilitators. However, groups were restructured in subsequent classes based on their performance in the class.

Students of group A and B also participated in discussions during the intervention after each class. Discussion helped to re-evaluate action, to reflect and modify the pedagogy

accordingly. At the end of the action phase, students were also asked for their responses through questionnaires and interviewed for their point of view of the overall learning experience in the new teaching. Their participation in the discussion and questionnaires brought rich data that is an important part of the thesis development.

4.10.5 Targeted teachers

Teachers participated in interviews during the first phase of data collection. Seven teachers were interviewed. Six of them had an MA in English Literature, whereas one had an additional degree in MA in Linguistics. Their experience of language teaching varied, ranging from one to fourteen years. Their names have been coded alphabetically against an interview number and their teaching experience, which are given below:

Table 8. Teachers' Interviews

Interview No	Teacher's name	Teaching Experience
1	A	One year
2	B	Fourteen years
3	C	One year
4	D	Five years
5	E	One year
6	F	Four years
7	G	Five years

The initial plan of the research was to involve two to three teachers to collaborate in the research to replicate the action in their respective classes. However, due to the busy schedule of teachers, only one could participate in the teaching practice on my lesson plans - Teacher C.

4.10.6 Language of the interviews

The interviews were conducted in three languages: Urdu, Sindhi, and English according to the comfort of the interviewee. Sindhi, Urdu, and English are official languages in the Sindh Province, whereas Urdu has an additional status of being a national language (see Chapters 3.8 and 3.9). All those who have Sindhi as their mother tongue could understand all three languages, whereas if there was a student who was an Urdu speaker, I avoided

using Sindhi. Normally Urdu speakers understand little Sindhi but they can hardly speak it. The language within the classroom was predominantly English.

4.10.7 Support from the Head of the Institute

I had complete support from the head of the Institute of English Language and Literature (IELL) for my data collection. He was also interviewed during the first phase of the data collection and his teaching was also observed. He extended complete cooperation during the entire process of the fieldwork. He provided me a sitting space during the fieldwork to conduct interviews and discussions during both the phases. He helped in arranging the time-table for the collaborator and me to teach in the targeted departments.

As I am working as a permanent faculty member at UoSJP where the field-work has taken place, other administrative staff also helped me when I needed their support in arranging classes, fixing a wall clock on the wall, or getting markers or other accessories for the class. The attitude of the staff and the teacher was very friendly and obliging.

After the discussion of the participants, I will now present the data collection tools in the following section.

4.11 Data collection tools

I used the following data collecting tools for the qualitative analysis of the pedagogical issues during the first and second phase of data collection.

1. Interview
2. Audio-recording interviews
3. Group interview
4. Field notes
5. Video recording of classes
6. Classroom observation
7. Questionnaires

4.11.1 Interview:

> Interviews enable participants—be they interviewers or interviewee—to discuss their interpretation of the world in which they live, and express how they regard situation from their own point of view.
>
> <div align="right">(Cohen, Manion, and Morrison, 2000, p 267)</div>

Interview is helpful in understanding people's point of view regarding any situation as the above quote suggests. It requires skill to dig out information from the interviewee, and probe responses by following the lead that a questionnaire cannot do (Wragg, 1980, p. 177). Keeping the demand of data collection in mind, I decided to conduct in-depth interviews by carefully working out a schedule of questions but allowing teachers and students to deliberate on issues that could arise from interview questions. It allowed the teachers to exchange in-depth views and their perception regarding ELT in their context. I interviewed teachers to understand their point of view regarding their motivation for language teaching as they are the people who I expect will adopt the pedagogical findings of this research in their own classes.

I followed the codes of practice for conducting interviews by informing the interviewee about the purpose of the research. The interview was also designed to know the teacher's point of view on class management, feedback, assessment, interaction, and students and teachers' motivation for learning and teaching English. Each interview generated questions for successive interview. However, after three interviews there were more or less repeated responses from the teachers mainly due to the similar context of teaching and similar institute of graduation. Teachers' perspective helped in forming intervention too considering what they thought is possible to do regarding the problems of large classes. I took notes of interviews and tape-recorded for the use of analyses. In the second phase, only Teacher C and one colleague who observed my lessons were also interviewed.

4.11.2 Audio-recording of interviews

Tape-recording interviews helped me to focus on note taking, and to maintain eye contact with the interviewee for complete concentration on the interview. Tape-recording interviews was very helpful for record-keeping too, and for referring again and again for

'identifying categories,' and it helped me to 'summarize and to note particular comments without having to try to write them down' (Bell, 2006, p. 164).

4.11.3 Group interview

Group interviews are useful where 'in-depth information is needed' to know how respondents think (Bell, 2006, p. 162). Watts and Ebutt (1987) explain the advantages of group interviews as:

> …such interviews are useful…where a group of people have been working together for some time or common purpose, or where it is seen as important that everyone concerned is aware of what others in the group are saying.

> (In Cohen, Manion, and Morrison, 2000, p. 286)

I planned group interviews with students with the idea that they will give confidence to discuss the issue concerning large classes. There was one group interview based on the information coming from the questionnaire for further understanding the perspective of students in addition to their responses in the questionnaire during the first phase.

During the second phase, group interviews of students were also arranged from both groups A and B. The interviews in the second phase helped in modifying the lesson plans and teaching methods; they were also a source of giving a voice to students to reflect their needs and they were also helpful in involving students in the decision making process regarding their learning.

4.11.4 Video recording of classes

Video recording gives rich data for fact-finding and analysing. Classes were recorded in both the phases, which helped in focusing on various aspects of classes such as teachers' interaction with students, giving feedback to students' performance, and other aspects of teaching style. Video recording also helped me to discuss classroom teaching with my PhD supervisor for planning an intervention strategy for the action phase.

I sought the permission of teachers and students in advance and placed the camera at the back of the class while also making notes on my observation. A total of five classes (fifty

minutes each approx.) were recorded during the first phase and eight classes during the second phase.

4.11.5 Classroom observation

I conducted a series of five classroom observations of different teachers during the first phase of data collection. The purpose of observing classes was to understand teaching practice in a natural condition. The main focus of the observation was to analyse interaction in the class at all levels (student-students, student-teacher, and teacher-students), and students' participation in classroom activities. I also observed the teacher's method of instruction, physical condition of a class, teacher's verbal and nonverbal communication, and use of teaching resources. All the data that came through classroom observation was evaluated to form intervention. During the discussion on the first phase of data collection classroom observation will be referred to as follows:

Table 9. Classroom observations

Observation No.	Teacher's Name
1	D
2	B
3	C
4	H
5	I

Classes were observed during the second phase also through recently graduated students, who volunteered to take part in the research by giving their input through observation and discussion. Observation of classes, like the interview, was a source of reflection and subsequent modification for improvement in teaching for both Groups A and B.

4.11.6 Field notes

I kept field notes throughout the research period. They helped when I recorded my impressions at various stages of data collection. They were also a source of reflection on the action.

4.11.7 Questionnaires

I distributed fifty questionnaires in each class - Groups A and B. Questionnaires focused on the following aspects of ELT in classroom:

- Importance of Remedial English in relation to major subjects
- Assignments in English
- Quantity and timing of feedback
- Quality of feedback
- Effects of learning on examination marks

Like the other data collection instruments, questionnaires were qualitatively analysed. The results of the questionnaires also helped in planning group interviews. The data coming out of questionnaires was not used very frequently as it was redundant. Responses from interviews were more helpful: they formed an important part of the discussion on the data collection, whereas questionnaires became part of the archives.

Having discussed the data collection tools, in the following section I present how the process of evaluation will be carried out for research findings.

4.12 Evaluating outcomes of the study

As discussed in Section One (see 4.5), validation of action research is not based on general theory but through context. The data was evaluated on the basis of group interviews at the end of the action, observers' written account of classroom observation, and the interview from the Teachers C and other monitoring tools were used to assess the criteria for the success of intervention.

The success criteria was established through my understanding of better classroom teaching as well as my judgement on better teaching methods for teaching in large classes. I also sought the help of literature, however, my own understanding of the people and the situation where I was working guided me to establish the success criteria. The following criteria were developed to achieve success of the intervention.

- Generating meaningful interaction in the class

- Enabling teachers manage CLT by teaching methods such as self–assessment, group work, role play, presentation

- Making learning more effective than it is in tradition classes

- Understanding teacher's role in CLT in large classes

- Making classes learner-oriented

- Finding motivational and innovative teaching techniques

- Letting students develop their own identity

- Making research outcomes practice-oriented

- Power-sharing in large classes

- Generating responsibility for self and peer tutoring

The above list shows the general criteria that my research has tried to achieve. In the following section, I will further discuss what will be the criteria against which the findings have been assessed.

Criteria for assessing each action

The criteria for the success of each class were formed separately through monitoring the action and getting participants' feedback in the effectiveness of the new language teaching. The perspective of the participants and my own reflection informed the success of intervention. The intervention was monitored through monitoring tools which were the same as the ones given in the data collection section (see 4.11) used to trace the progress and success of the new teaching. Apart from that, the students' sample work also helped in assessing the outcomes of the teaching.

The monitoring tools helped me in evaluating the outcomes of the research. After careful analysis of the data gathered through monitoring action, a generalization could be made for the learning pattern of students of large classes and theories could be developed for future use. Therefore, at the end of the action research phase two, the overall evaluation was done by analysing the data collected.

The overall success of the action was based on increasing meaningful interaction in the class by liberating students from oppression and suppression of the classroom atmosphere, and achieving above objectives.

4.13 Data analysis

There was an on-going process for data analysis during the action phase. However, the overall analyses of the project started when I came back to the UK after the fieldwork in May 2011. I analysed the data by revising the field notes, and reflected on my observations, questionnaires, interviews, and discussion. The emerging themes were identified – see below. The discourse analysis method was used to identify patterns and themes from the data. Discussion and interviews were analysed using the 'interpretive' approach. Finally, the themes and theories emerging from the data were drawn, developed and interpreted. The data analysis has enhanced my understanding of teaching at large classes at the UoSJP. The sharing of data will be helpful for teachers, students and researchers working in a similar context. Therefore I have presented an implementation plan of the research in Chapter Eight.

After the overall analysis of the data, the following themes emerged for discussion and reflection in Chapters, Seven and Eight (after the data presentation in Chapters, Five and Six).

1. Understanding teaching and learning conditions of the UoSJP
2. Generating Students' responsibility for self-learning
3. Generating responsibility for peer-learning
4. Increasing meaningful interaction and participation in a class
5. Enabling self and peer assessment
6. Using innovative teaching techniques
7. Generating knowledge dialectically
8. Managing teamwork
9. Considering external factors which affect learning
10. Understanding and addressing gender issues
11. Developing collaborator's professional skills
12. Developing my professional skills through the process of action research

Apart from these, I also discuss implications under the following headings for teachers, students and researchers who may work in a similar context.

1. Planning a lesson
2. Introducing group work in the class.
3. Selecting group leaders
4. Giving instructions
5. Monitoring students' performance
6. Giving feedback
7. Giving equal attention
8. Increasing interaction in the class
9. Managing time
10. Addressing behavioural issues

The above themes will be discussed and developed in the subsequent chapters. In the following section, I will present how validity and reliability are achieved for the research findings.

4.14 Validity and reliability:

Validity and reliability are very important in research. Data collected through various sources have been used to maintain the validity and reliability of the data as the use of more than one approach to data collection has increased the validity of the data.

4.15 Ethical issues

I have complied with the ethical standards given by the University of Sussex. The participants of the research were all adults; therefore, there was no risk involved. They were fully informed of the purpose of the study in advance. I explained to all participants - teachers and students - that the data collected from them will serve research purposes only. Written consent was obtained for the questionnaire (Appendix 1). Proper channels were followed to access the classes for teaching, and permission was sought in advance from the Head of the Institute of English Language and Literature for using classroom facilities for research. Anonymity has been maintained in the data discussion by coding the names of the respondents into alphabetical letters that can only be deciphered by the researcher.

Filling the consent form for the questionnaire was problematic during both phases of data collection, as students were not used to filling them and revealing their perception in written form. Therefore, they could not understand its use. They were explained the purpose of the questionnaire and their use in the study. Moreover, I always attempted to explain the purpose of the research at every stage when their response was required through interview, discussion or in a written form.

Prior to the video recording during first phase, teachers introduced me and explained the purpose of the video recording. Students always gave their consent to the video recording mainly due to the hierarchical power of the teacher. However, late-comers were not informed about the purpose of the recording until after the class was over. No one expressed any objection over the recording of the classes. Students were told that the focus of the recording was the teacher and that the camera would be placed at the back of the class.

During the second phase of the data collection, students were also informed about the purpose of the video recording of the teaching. Students were already prepared to expect classes to be recorded as they were aware that a new teaching method was going to be adopted for the class. Unlike the recording in the first section, the focus of the recording was not just to observe the teacher's activities during the class, but also to observe the students' engagement in the task. Therefore, they were told the purpose of the recording in the research prior to the recording.

Teachers were shared the interviews transcripts that become the part of the thesis. I also sought their permission to include their conversation in the thesis also. I maintained and reconciled with the ethical values for the research with practical concerns throughout.

4.16 Summary

I have tried to show the methodological issues connected to this research. I have also shown the need to choose action research for the present research as a process of methodology. I have also discussed the educational theories for action research, which are relevant to the study. In the second section of the chapter, I discussed research design and presented various data collection tools used to establish the validity of the results. The research field

was my home department; therefore, I was given help and support from all sides to conduct the research. I will present the critique of my own practice through video recording, observation, and other data collection tools in the later part of the thesis. My commitment to improve language teaching helped in finding creative solutions to the problems that I encountered during the fieldwork.

The advancement in research was guided through reflective practice which is informed through the choice of methodology. The study has not only helped in developing pedagogical solutions for ELT in large classes, but it has also contributed to my professional development. My epistemological stance has not been static, but has developed through action and reflection. It has also strengthened my belief that pedagogical development is an on-going issue, which can be improved through a practice-based approach.

The context of study has great importance in understanding the research, therefore my teaching plan was affected with the social settings of the institute and the unpredictable nature of the timetable. Hence, I went into the field with a flexible plan open to changes. I used the criteria for success of action research on the basis of my commitment to improve language teaching in large classes guided by the critical feedback of the participants through various data collection tools. Thus, my work can be judged based on my own criteria established for the success of the work along with the research participants. In the next sections, I will narrate some aspects of research by providing a discussion on the data as evidence for the claim of knowledge and developing my own theories of educational practice.

Chapter Five: Reconnaissance

5.1. Introduction

This chapter contains the narrative of the first phase of the field work. The chapter starts by discussing how I started the fieldwork, where I explain how I was offered help during the fieldwork. Next, I discuss the data exposition where I present an account of my coming to know about language teaching through the teachers' and students' perception of the classroom through interviews and my observation of classes. I also discuss the teacher's role in enhancing education, their beliefs about education and their motivation to bring improvements in teaching. I have categorised their responses into various themes: socio-culture influence, group work, peer assessment and willingness to change. Then, I discuss the contextual issues, which influence the teacher's ability to teach effectively. This contains two important aspects: physical setting and student politics. The next section contains a detailed description of some of the most important aspects teaching method like how teachers teach and give feedback to students. It also depicts students' learning patterns, participation in the class, treatment of gender segregation, and examination. Overall, this chapter gives an insight into the language teaching pattern at the UoSJP.

Also, in this chapter, I present how I came to know about the teachers' practice and students' learning process at the UoSJP through action research reconnaissance. My understanding of the education process was based on various factors affecting learning: interviews and discussions with groups of students, classroom observations, and the teachers' view-point which was articulated through interviews regarding their understanding of teaching patterns and affecting factors involved in teaching and learning. It also increased my understanding of the sociocultural conditions surrounding the UoSJP. My own experience as a teacher in the same context also added in revealing the complexities involved in language teaching at the UoSJP. Teachers discussed their beliefs and general principles about teaching; they also discussed students' learning patterns from a subjective point of view based on their experience. They discussed their beliefs about the community and the context for teaching which justified the choice of their teaching style.

Classroom observation helped in comparing a teacher's point of view with their teaching practice. Students' discussion and analysis of the questionnaire also helped in comparing the classroom observation, and the teacher's point of view with theirs for understanding the scenario better. The study also explores the sociocultural aspects, which affect the teaching and learning conditions. Understanding of the learning process also involved in studying factors such as the physical setting of the classroom, and the factors involved outside the classroom, for example, student politics, which has played a prominent impact on education in general in Pakistan, and in public sector institutes in particular. It also involved reviewing the curriculum.

The emerging factors through the initial data collection problematize the situation, which otherwise looks simple and taken-for-granted. Along with understanding the process of language teaching through multi-process data collection, assumptions of reforms were also discussed with the teachers and students. The suggestions motivated action to improve language teaching, which was developed in the light of the analysis of the initial data collection. On the basis of discussion, reflection and exposition of the complexities, action research intervention was conducted to address teaching and learning issues.

5.1.1. Starting the field

I started my journey of understanding language teaching by discussing the phenomenon of language teaching with colleagues who are here in the UK doing PhDs at various universities under the same scholarship programme as mine. We share a common background of language teaching at the UoSJP. The discussion was aimed at understanding the reasons and logic of teaching patterns being adopted at UoSJP. The issue of large classes remains dominant as the most affecting factor in teaching. Secondly, the lack of teachers' training is an important issue and thirdly, poor infrastructure is identified as the affecting factor for teaching. Despite their will to teach effectively, teachers confess their inability to make learning more effective as factors influencing teaching are beyond the control of teachers.

After an initial discussion with the teachers about ELT, I proceeded to attain in-depth understanding of teaching practice at UoSJP. Since I have been working as a teacher in the

English Department, now known as the Institute of English Language and Literature (IELL), I found colleagues and staff members supportive in the process of data collection. The Director of the Department provided all the required facilities needed for my data collection such as access to teachers, classes, and sitting space to conduct interviews and discussion. Some of the colleagues had been my teachers when I was a student, and most of the newly appointed teachers were my students or juniors in the University. These factors made the process of data collection relatively easy.

It was perhaps the first time that anyone formally discussed their teaching practice with them; therefore, it was a daunting experience for many of them to reveal and reflect about their teaching. Therefore, some of the teachers avoided talking to me about their teaching practice. Probably they wanted to avoid sharing their teaching methods, as it is not customary in my teaching context to reflect on each other's teaching practice in meetings and discussions. They, therefore, found my questions about their teaching as something new. Although there were frequent meetings arranged for administrative work and to discuss arranging university co-curriculum activities, there was a lack of collaborative and institutional effort for engaging in discussion on teaching methods and the learning outcomes of students. However, this does not imply that teachers didn't reflect on their own teaching.

5.1.2. Hierarchical system

The most dominant factor of Pakistani society is that 'we have in place an hierarchical system, which operates at every level of the society-at the home, school, college, university and workplace' (Memon, Joubish and Khurram, 2010, p. 677). Due to the effects of culture, a teacher is seen as an authority and is given respect due to his/her post, age, and seniority. The distribution of the department/s for teaching Remedial English is also given on the basis of seniority. Young teachers go outside the English department to teach English in other departments which are within walking distance of ten to thirty minutes from the English department. Senior teachers avoid the hassle of going outside the department whereas young teachers accept this without any resistance.

5.2. Data exposition

In the data exposition section, I discuss what I have come to know about language teaching through action research reconnaissance. The section starts with the review of classroom observation where I discuss teaching methods of the colleagues, which reveal a predominantly teacher-centred approach. Next, the medium of instruction and code switching is discussed. Then, I discuss some of the other important aspects of teaching: the teachers' treatment of latecomers and mixed ability groups, and their way of giving feedback. Then, I discuss the learning pattern of the students, and their participation. Lastly, I discuss the issue of gender segregation and examination system in the classes.

5.2.1. Teaching methods

I observed five classroom lessons to understand the teaching style of the teachers and learning patterns of students. Each class consisted of approximately 50 minutes, however one class was interrupted and stopped before the time due to the students' call for a boycott of classes (see 3.12). The maximum number of students observed was 140 and the minimum was 35. Observation provided an opportunity for teachers to explain and elaborate teaching practice through discussions. The teaching method of all the teachers was predominantly the same—that is, the traditional lecture method. However, each teaching manner was influenced by the teacher's personal nature, for example, how they conducted the classroom atmosphere, and if they were strict, active, engaging, or activity-oriented according to their understanding and belief of 'good teaching'.

Teachers teach in a traditional lecture method mainly due to their background, which is literature-oriented. Teachers spend time on 'explaining' a lesson or language items, which increases the teacher's talking time. Although teachers try to give more chance to students to participate, they prefer getting fewer responses to save time to complete the syllabus. Students also prefer listening to teachers as they are considered the overall authority in the class. Contrary to the teachers' belief that they teach in a traditional style due to the large number of students in the class, the teaching method remains the same regardless of the number of students in the class.

Teachers did not come with any formal lesson plan or any planning for the class except that they had already read the unit to be taught in the class. Although teachers differed in their individual teaching styles, there was a similar format in their delivery of a lesson. A typical teaching pattern in the classroom was as follows:

1. The class started with the Arabic greetings, *Asalam-o-Alaikum*

2. Revision of the previous lesson: teachers ask students what they did in previous class

3. Presentation of the new lesson (a unit or chapter in the book) by the new teacher and an explanation of lesson items: reading of the text by teacher or students

4. Explaining and giving examples of vocabulary which is new in the lesson

5. Solving exercise through individual or pair work

6. Checking exercise for errors through students' sample work.

7. Finishing class by telling unit number for the next class.

As described before, although there was no written pattern as outlined above, classes typically ran with the above teaching pattern and varied within the same frame according to the units in the textbook. In addition, there was no culture of planning a lesson except reading the text before entering the class. Therefore, teachers were aware of what to teach but no prior work was done on how to teach. The following pictures also reflect the classroom scenario as to show how a class is arranged which I will refer in the discussion to elaborate their teaching style in this section.

Picture 1. Teacher reading from the textbook while students listen to her

Picture 2.Teacher asks student to read in front of the class to solve exercise for error correction.

Picture 3.Teacher stands in front of the class most of the time.

Picture 4.How class looks like after the five minutes of the start of the class.

Picture 5.The number of students keeps increasing during the class; by the end of the class it looks like this.

Picture 6.Teacher monitors students' work and checks errors while they are doing a written task.

Teachers stand in front of the class to read aloud the unit and explain by interpreting it through paraphrasing (Picture 1). They write the difficult words on the board and explain their meaning with the usage for illustration. Students copy the word and write their meaning in the notebook. After the reading is over, they ask students to solve the exercises given in the textbooks. While the student solves the exercise, the teacher monitors to check if everyone is '*involved in doing the class-work*' (Picture 6). Teachers give individual

activities mostly and sometimes pair work too but rarely any group work is given in the class. After the activities are over they check the answers by calling one, two or more students, depending on time (Picture 2). The teacher also reads the exercise aloud in front of the class for error correction. Students check their responses and make corrections. Teachers also encourage choral responses particularly in the pronunciation section; however, pronunciation is given the least attention in the language class unless the word is completely mispronounced in a manner that the majority of students notice it. A similar class pattern is followed after checking mistakes is completed.

5.2.2. Class within a class

Classes are mainly dominated by frontbenchers who actively participate in the class. Backbenchers (the term referred to slow-learners and students with low language ability) remain silent most of the time. Teachers try to get their attention by making eye contact with them, encouraging responses from them only. However, most of the time eye contact is meant to stop them from talking to each other, which distracts the teacher's attention and the flow of the lecture during lesson. There are students in the middle of the class too who respond to the teacher's questions frequently, but teachers do not wait too long to get the responses from the backbenchers, and carry on teaching after getting quick responses from the 'intelligent' students. Sometimes, teachers do wait for the backbenchers, but it often results in a futile attempt to get their participation. Therefore, teachers, either give up asking their responses or they themselves give the answer on their behalf to save time and continue the class in order to complete the syllabus, which is considered to be the primary aim of the lesson.

The teachers' interactional style shows that there is a small class existing within a class as the same students participate throughout the lesson and the majority remains silent. During the teacher-student interaction, students with mostly better learning abilities dominate the class, whereas slow learners remain silent spectators. Since the centre of attention is not the entire class but the students who dominate the class with their participation, teachers remain unaffected with the lack of participation of other students. Teachers continue teaching selectively by encouraging some with their participation, and ignoring others without consciously being aware. There is also hardly any conscious and systematic effort of

engaging the entire class in the learning process. However, the senior teachers through interviews and discussions on their teaching style later affirmed this.

Teachers try to reach out to the students with the volume of their voice by making it audible to everyone to make sure they listen to what is going on in the class without making an effort to involve them in the class activities. Some of the classes have a microphone installed too. Otherwise, teachers struggle to make themselves audible where there are no microphones installed. It becomes more difficult in summer due to the noise of the ceiling fans to make his/her lessons audible to every student.

The teachers' standing position also defines the manner of their teaching, which supports the idea of a 'class within a class' (Picture 3). Teachers remain at the front of the class most of the time. Therefore, students prefer to sit in front of the class to listen to them clearly. Though students do not have fixed seating positions - as they are at colleges and school level (see Shamim, 1996) - students prefer sitting in the same rows regularly, in case they cannot find space in the morning when they arrive at the class. Teachers, however, move to the students when they are engaged in doing a writing activity, point out errors, and make sure everyone is engaged in the work (see Picture 6).

The ability of a student is determined on the basis their participation in the class in the beginning of the semester. As a result, intelligent students keep gaining more opportunities for learning whereas a slow learner's deprivation of equal participation keeps increasing through the traditional teaching methods. One student during the group interview said that, '*Whosoever speaks responds in the class, teacher keeps asking him question throughout the semester.*' Another student said, '*teachers only focus on three front rows in the class and rest of the class remains away from teachers' attention*' (Group interview One). Teachers also said that in large classes it is not possible to give attention to all students due to lack of time and the pressure of completing the syllabus. Overall teachers' mobility and attention remains to be limited to the front of the class and on a limited few selected students. Continuing focus of attention to the front of the class reinforces the idea that teaching is going on within 'a class within a class' by giving attention to pre-selected and familiar students.

5.2.3. Code-switching

There is frequent code switching during the class. Most of the students use Urdu or Sindhi during the activity when the teacher is away or when talking to each other in the class. Teachers also use Sindhi, and occasionally Urdu in the class especially when telling a joke or an adage, which has cultural connotations. However, teachers discourage the use of any language other than English in the class unless students completely fail to express or understand it.

5.2.4. Late comers

Remedial English is normally the first class in the morning, therefore students keep coming during the class due to different timing of university buses arriving at the campus (Pictures 4 and 5). Most of the teachers ignore their coming late but some of them scold them for it. It is a constant problem where students do not have any control. Students who come late, struggle with the topic being taught; however, teachers continue with the flow of their teaching/lecture unaffected by their coming. It is one of the common problems of all the classes and students blame their bus timetables for arriving late as the university is located away from the main cities therefore they depend on the university buses come to university. However, coming late is not so frequent among students residing on campus at university-managed accommodation.

5.2.5. Mixed ability and absenteeism

The class size varies from department to department and so does the ability of the students. Teachers often complain about absenteeism. This problem is more acute with teachers teaching in a class where the number of enrolment is already low. Teacher G complained in Interview seven that,

> *My class always has one problem. Looks like I always teach to new students in the class. One day one group of students attend the class the other day the other group comes which make it difficult to assign them any work.* (Interview 7)

She further explained the reason of getting upset with absentees, *'Students mostly come blank in classes with no connectivity with previous class even after telling them what the topic is going to be in the next class'*. (Interview 7).

There is a lack of seriousness in implementing policy on absenteeism from the university administration side. Although teachers are told that only those who attend more than 75% of classes will be allowed to appear in exam, the percentage comes down due to pressure from students' organizations. Administration cannot resist adequately in front of the pressure of students' political organization, and students even with zero attendance in the class are eventually allowed to appear in the exam. I have often observed during my teaching and during data collection that students who attend classes regularly feel frustrated and annoyed to see such students taking the exams. I have also observed that no uniform policy is followed for eligibility to appear in examinations as far as attendance is concerned.

Not only students, but teachers have also shown disappointment with the lack of implementation of the attendance policy of the university. University administration is very casual about the regularity and punctuality of the students, and even if there is no pressure from students' organizations, they allow all students on 'humanitarian grounds' to appear in exam without sufficient attendance of classes. As a result, teachers do not feel responsible to motivate or even force students to come to classes regularly. Thus, teachers cannot correctly identify the ability of the students' level due to their frequent absenteeism.

Mixed ability

Students' ability varies from department to department as well as within a class depending on their previous education. Teachers believe that Science students' communicative abilities are better than those of Arts students. Teachers could involve science students actively in the class whereas Arts students depend more on listening to the teacher rather than participating actively in the class. Some of the students do not even understand English. Therefore, teachers use Urdu or Sindhi frequently in departments of Arts. The use of Urdu and Sindh is comparatively lower in the Science departments.

The number of female students also varies from department to department. Departments such as Chemistry, Biochemistry, English, have a female majority of enrolments whereas Engineering, Electronics, and Software Engineering has a lower ratio of female students. The classroom observation revealed that classes where the ratio of female was low, their class participation in classroom activities was very low as well, whereas classes where the number of females was higher, their class participation was high too.

5.2.6. Feedback

Students are given oral feedback and encouragement for their participation with the words like *ok, fine, good,* and *very good.* Teachers do not give individual feedback except by chance or when monitoring students' activities (Picture 6). Teacher D (Interview 4) said about evaluating students' performance in the class, *'We don't evaluate our students, except by chance. Evaluating students is not part of the process of teaching.'* Students are given feedback orally or by giving them marks on the basis of their performance. Although written assignments were taken, they are not returned and there is hardly any written feedback given to students during the class. Students evaluate their performance on the basis of their semester marks and they are not given their exam copies back to assess their own performance.

Students who participate more in the class are considered more confident and intelligent and are, in turn, encouraged more as they get more attention from teacher. Some of the students may be asked to read aloud either in front of the class or from their seats; the teacher would correct their mistakes after they finish reading. They also ask students to point out the mistakes they make. The aim of the feedback is to point out mistakes. Therefore only intelligent and confident students feel encouraged to read aloud in front of the class because it is difficult for students to come in front of the class and read aloud.

Giving feedback to students is often considered to be telling them their mistakes. In Observation Number One, Teacher D asked students to give a presentation in front of the class. While the presentation was going on, the teacher asked the students to, *'listen carefully and notice the mistakes that he makes, I will also notice them.'* The student read out aloud from the paper, the teacher stood at the back of the class and listened to the

presentation. While she was reading, the rest of the students were listening but many appeared to be practicing their own essay to present in the class. One after the other, students gave their presentations. After each presentation, the teacher wrote marks out of ten on white board based on the students' performance. There were seven presentations taken in twenty-four minutes. After the presentations, the teacher asked for a role-play from the students.

During the role-plays and presentations, students reproduced the conversation given in the textbook. Presentations are perhaps the most common form of giving participation to students where students are given a topic to prepare from home and then speak about it in front of the class. They had memorized a conversation, which they repeated in front of the class. The teacher again asked students '*to listen carefully, and see how many mistakes students are making'*. The award of marks depended on the closeness to the text and rote-learning of the textbook material. This kind of habit may generate a student's lack of trust in his/her own knowledge and the sharing of their own experience of learning.

5.2.7. Learning pattern

The student's learning style depends on his/ her educational background (see 3.4). Students from private institutes learn through practice as they are already good at English, whereas students from public sector institutes with low language capability depend on the rote-learning method for giving presentations and passing exams. Students also rote-learn the topic to present in front of the class to avoid mistakes as mistakes often result in receiving negative feedback from teachers and peers which is embarrassing for them. Similarly, students memorise vocabulary by finding its equivalent in L1. However, teachers advise them to use an authentic dictionary like *Oxford Advance Learners*, which is very popular among the teachers at the University. Apart from the dictionary, mainly prescribed textbooks are used for learning language. Some of the teachers also use handouts but their use is rare as managing them is costly and it is also difficult to distribute them in the class.

Students write notes in the textbooks and in their note-books when teachers also write anything on the black/white board otherwise the majority of them only listen to them. Teachers also talk most of the time in the class and prefer reading the text themselves for

the sake of pronunciation because the teacher is considered to be the model for correct pronunciation.

No audio and video class facility is available for teaching listening skills in any of the classes, therefore listening skills are hardly taught in the class. As a result, students depend on teachers mainly for correct pronunciation or they depend on their peers. Mostly their sources for learning pronunciation are from textbooks and the dictionary. Generally listening skills and pronunciation are given little attention in the class.

5.2.8. Students' participation

The student's educational background contributes to the quality of their participation in the classes. First, students from elitist private institutes (see 3.4.1) are more confident and fluent in English than the rest of the students. However, their number is very low in the UoSJP because they prefer going to Medical or Engineering Universities or other Universities for professional degrees. Secondly, students who are from private institutes for masses (see 3.4.2) participate more in the class, and their language communication skills are also better than the students of vernacular government schools. Students from government schools, whose enrolment number makes the majority of students at the university, suffer because of their poor communication skills and lack of initiatives from teachers for their participation.

Students also lack confidence to participate in the class, and feel shy to speak in front of the class. They are the ones who need more help in English language but they are ignored in the class. Teachers struggle to encourage students' participation in the class by giving various tasks. However, they often take control of the class themselves through lectures to explain the language items due to students' lack of sufficient initiatives for participation. Firstly, presentations are tasks most frequently given for student participation in the class. Secondly, pair and individual work is undertaken to participate in the class. Some of the teachers also use role-play but its use is very little. Students participate more by answering the teachers' questions than by doing any task.

Classroom observation shows that apart from the classes, which teachers dedicate for presentations, teachers' talking time is always more than the students' talking time. They read out in the class, present and explain the topics, and give lectures on the textual items. In Observation Number Four, Teacher H consumed much of the class time in explaining science fiction from a unit 'Probot.' Next, he showed some pictures illustrating the effects of science and explained the merits and demerits of science. In the fifth Observation, the teachers explained the term, 'clauses and phrases', which also consumed most of the class time. She wrote the examples on the board and explained them. Although she asked the examples from students, she did not wait longer enough for students to respond. Therefore, she wrote all the examples herself and explained them.

Teachers consider constraints of time, completion of the syllabus, and the students' lack of interest as the reasons for their lack of active participation in the class.

5.2.9. Gender segregation

Gender segregation emerged in the classroom observation as a prominent aspect of university education. Female and male students sit on separate sides of the class. If there is any group work, or role play students engage in group work with the same gender. I have observed during my teaching that Urdu speaking female students can mix with male students in the beginning of the semester due to their urban background. However, the gap between the genders widens with the subsequent classes due to the influence of the Sindhi culture, which does not encourage the mixing of genders.

Evidence shows that Urdu-speaking girls feel comfortable with the mixed-group due to their urban background and studies in the co-education institutes, which are in the majority at the urban areas, before entering the university. In contrast, the majority of Sindhi male and female students belong to rural areas where there is hardly any interaction with the opposite gender outside their families; therefore, there are separate educational institutes for male and female students in rural areas. The difference in gender also generates competition between male and female students, which can be seen in the debating competitions and presentations.

5.2.10. Examination

The examination is the main focus of the students and teachers. There is hardly a class where teachers do not mention exams and students do not feel anxious about its format. Regardless of interruptions due to boycotts or other factors, exams mostly take place as scheduled. The teaching style and learning pattern reflect that the aim of a language class is in passing an exam paper rather than learning language skills; therefore, the majority of students depend on rote-learning for examinations - especially the composition section - is memorised to be re-produced verbatim in the exams. Teacher G said, '*Learning is less necessary here, the paper called degree is important'*. Therefore, teaching takes place constantly keeping in mind the end product which is '*degree rather than learning'* (interview 7). Teacher E also said that, '*Cramming is common method of passing exam. Students don't care about learning. They care about passing exam'* (Interview 5)*. Therefore, the examination was perhaps the most common area that worried students.

Marking examination copies is stressful for teachers. It is a huge burden as the number of students is high and a teacher has to teach Remedial English at least in two different classes in a Semester as well as teaching other major subjects. Extra compulsory classes are also given to teachers who volunteer for them as they are paid separately for these classes. They are also given examination copies of affiliated colleges to check. The number of answer-sheets exceeds four hundred per semester. Teachers are always overburdened with marking exam copies and teaching classes.

5.3.   Teachers' beliefs about classroom teaching:

> It has become an accepted idea that teachers' ways of thinking and understanding are vital components of their practice. This has spurred a considerable amount of research on teacher decision-making and information processing (Nespor, 1987, p. 318).

In the section on belief of teachers, I have included the emerging themes from teachers' interviews. I have tried to present teachers' quotes directly from their conversation during the interview which I have organized under various topics that include, motivation, students' participation, traditional language teaching and CLT, sociocultural influences,

group work, peer and self-assessment, and teachers' willingness to change teaching methods and implement change for improvement.

I engaged in a discussion with seven teachers to explore their beliefs about teaching after observing their classes. The junior teachers had one year teaching experience, and the senior most had fourteen years of experience. One teacher had an MA in Linguistics from Karachi University as well as an MA in English Literature. All the other teachers had an MA in English Literature from UoSJP. Only one senior teacher interviewed had done a three months diploma course in ELT under the Higher Education Commission teacher training programmes at Islamabad, whereas three teachers had done short courses of one week in language teaching once or twice under the same HEC programmes. Three teachers had no training in language teaching. In fact, there is no requirement or training to get a position for language teaching at University except an MA in English. Teachers' names were kept anonymous and given pseudonyms during the course of the interviews through alphabetical letters: A, B, C, D, E, F and G.

Teachers' understanding of 'good teaching' comes from their personal experience and belief about teaching. They have set some ideals regarding 'good teaching' on the basis of their personal experience, which they aspire to achieve for effective teaching. They try to achieve them but confess to failing to achieve those ideals. There also seems to be a contrast between what they do and what they want to do as their teaching is subject to their subjective understanding of their surrounding and assumptions about effective teaching. One common aspiration they all want to achieve is to give more participation to students, but classes continue to display less active participation of students in the class. They often consider the large number of students as the reason for their lack of willingness to give enough participation to students. Teachers model their teaching method on the basis of their experience as a student; they are hardly asked to reflect on their teaching critically. Although they have different approaches towards teaching based on their personal experience and ideals of 'good teaching', they share some common assumptions about learning patterns and students behaviour. These beliefs give good insight into learning and teaching at the UoSJP.

5.3.1. Motivation for changing teaching methods

I have already described that the motivation level among the young faculty is high for learning methods for effective teaching. They are willing to accept any new method for effective language teaching but it needs the support of relevant courses and teacher training, which could improve their teaching. However, they have mixed responses regarding students' motivation to learn. Some of them think that students lack motivation to learn English as they give attention to their major subject and attend English classes only to pass the examination paper for the degree, whereas others think that *'students are already motivated; it's the teachers who need motivation'* (Teacher G Interview 7). Thus, some teachers questioned the teachers' motivation to teach whereas others questioned the students' motivation to learn. Teachers had the following point of view regarding motivation, which they expressed through interview:

- *Teachers are not motivated to teach as no proper training is given to teachers.* (Teacher A, Interview 1)
- *Teachers are not willing to change but students are willing to change.* (Teacher A, Interview 1)
- *Seminars and workshops are needed to motivate teachers.* (Teacher B, Interview 2)
- *Teachers should be given platform to think and evaluate their own teaching practice. Teachers need motivation.* (Teacher C, Interview 3)
- *Product and process are not given importance, and nobody cares about the quality, there is no quality.'* (Teacher A and D, Interview 1 and 4)
- *Every student needs to be motivated through teachers.* (Teacher G Interview 7)

Newly appointed teachers are more motivated to learn to teach new methods, whereas senior teachers doubt anything can change the scenario. Junior teachers want training and workshops, and a platform to interact regarding teaching methods, but there is no sufficient opportunity provided to them for professional training. Senior faculty members appear less motivated in teaching language classes, and prefer teaching only literature in the English department. Only one senior faculty member teaches compulsory English outside the department. His motivation to teach comes from the language course and training workshops, which he has done through the HEC training programmes.

5.3.2. Students' participation in the class

Teachers were convinced that language teaching requires active participation to learn language. However, they think practically it is difficult due to the large number of students in the classes. They believe all students may participate only when their number is low. The reaction of Teacher D to students' participation in Interview 4 was:

- *Teachers don't like asking everyone to participate in the class. They get discouraged when students don't reply to them. Student resists participating in the class especially female students do not participate in activities.*
- *All students may participate only when number is low.*

Teachers are aware of their inability to involve all students in the class. They also try to increase students' participation but due to restraints of time, lack of innovative ideas, and their lack of initiative students' participation remains low. Active participation causes classes to get noisy and messy therefore teachers do not continue with it. However, students who participated in classroom activities enjoyed those classes more than the ones they could not actively take part in.

5.3.3. Traditional language teaching style and communicative language teaching

As teachers are given teaching jobs to teach without any prior training, therefore they adopt the teaching style already existing in the educational institutes. A newly appointed Teacher E described the justification for her teaching method, '*when I first started teaching, I found it difficult to teach as there was no training given for teaching, so I adopted traditional method of teaching*'(Interview 5). The other teachers said:

- *As there is lack of training system around, therefore traditional method is adopted. So even the talk about new method is mainly due to the training that researcher* (pointing out to me) *has got from abroad through scholarships.* (Teacher B, Interview 2)
- *Students come with traditional mind-set. Where they like listening to teachers therefore it is more helpful to them teaching them in traditional style.* (Teacher G, Interview 7)

5.3.4. Sociocultural influence

The language-learning pattern cannot be isolated from social, cultural factors existing in the institutional context. Therefore, learning strategies are influenced by the prevailing learning style in the culture. The teachers' style of teaching therefore can be defined from a

sociocultural perspective. 'From a sociocultural perspective, learner strategies are defined as a social activity that develops through the mediation of the specific classroom setting, including artefacts, practices, interactions, and relationships among people' (Jang and Jiménez, 2011, p. 145). Teachers see the teaching method in the classroom context as part of a broader social context. Therefore, the influence of culture is seen to play an important role in the methods of teaching

- *We have different culture, we don't have culture of learning still, and adopting change, though the teaching community is assumed to be learned but practically they are not.* (Teacher B, Interview 2)

5.3.5. Group work

Group work and pair work is regarded in CLT as an effective way to cope with large classes. I was interested to know how teachers feel about doing it in the classroom. There was hardly any group work done in the classes during the observation. However, teachers consider it to be important for students' participation. There are various reasons for lack of group activities. First, teachers consider the physical settings of the class as main hindrance for group activities; secondly, shortage of time does not allow them to arrange group task in the class; thirdly, completing the syllabus is a priority for the teachers. Therefore, they do not arrange group activities as they are mainly time consuming. I assume the lack of training for managing group work is also the cause for not arranging it in the classes. Teacher A (Interview 1) responded to group activities in the class:

- *Teachers have lack of resource, lack of space to arrange group activities as the number of students is high and classes are not big enough to arrange group activities. And shortage of timing is also another problem to complete the activity.*

- *In lectures, students get bored but in group activity students take part actively.* (Teacher E Interview 5)

Teachers are aware of the importance of students' participation for learning in theory but practically no effort is made to engage them in active learning.

Classroom infrastructure is also a hindrance to group work. The chairs in many classes are fixed, which cannot be moved. The high number of students in the class also makes it

difficult for teachers to manage group activities. There is also a lack of opportunities to train students to form groups in the class though some teachers have tried group tasks in the class, but the classes become messy, and noisy - therefore they avoid doing them again.

5.3.6. Peer assessment:

Assessment and evaluation have considerable influence on the behaviour and learning style of students (Boud, 1990; Ramsden, 1992; Black and William 1998). Therefore, assessment in education is given importance in formal education. The role of assessment is not just to measure students' achievement for awarding grades and certification, but it plays a crucial role in widening students' learning as it is seen as 'a tool for learning' (Dochy and McDowell, 1997). The new culture of learning emphasizes that instruction and assessment need to be integrated for effective learning outcomes.

Keeping the importance of assessment in mind, I asked teachers how 'peer assessment' can be a tool to help teachers evaluate students' achievement. I also investigated to what extent the environment is conducive to peer assessment and how feasible it can be if it is assimilated in the teaching methods. Since there is not sufficient attention given to formative assessment, the idea of peer assessment was new to the teachers. They found it as 'a very good as an idea but impractical for the students.'

- *Peer assessment would encourage jealousy among students; they will not trust each other.* (Teacher A, Interview 1)

- *It's good idea to give responsibility to evaluate each other; it's helpful. Students may be capable enough to correct mistakes but students are not clever enough to handle students. But the teacher's guidance will be required all the time. A teacher needs more vigilance and alertness in these kinds of classes. Role of teacher has to be more active.* (Teacher B, Interview 2)

- *The idea of peer and self-assessment is wonderful, effective, and sounds impressive. But Culture is not ready for this change; people may be but not the culture. In peer assessment adverse comments will not be accepted and they might bring hostility, revenge.* (Teacher B, Interview 2)

- *Teacher is seen as authority for correcting* (Teacher B, Interview 2).

- *Students can feel motivated if illustration is shown about the better performance of students by the teachers. Teacher has to convince that he is not* [sic] *authority and that students can check the work of each other* (Teacher G Interview 7).

- *They won't like any student to be their superior by assuming role of a teacher* (Teacher D, Interview 4).

From teachers' discussion on peer assessment, I concluded that they considered the 'culture of learning' to be the hindrance in introducing peer assessment in the class. As Teachers F, G, and E said respectively:

- *We don't have culture to give responsibility to students* (Interview 6)

- *The power relation that exists in the class is not congenial for peer assessment* (Interview 7).

- *Students can be biased in assessing each other because only the teacher is respected and considered to be authority* (Interview 5).

Teachers questioned the use of peer assessment for their classes as Teacher D (Interview 4) said, '*this idea of depending on students for checking is not good. Therefore only the teachers should assess the students.*' Teachers enjoy the respect in the class due to the power and authority. Although respect of a teacher comes from sociocultural conditions, they also maintain their respect by possessing the authority to assess students. By giving students their task, they would share the power with students which would pose a threat to their authority as can be seen from the teachers in the interview excerpts resisting giving responsibility to students despite realizing the importance of feedback. They consider the students' inability to assess each other as a reason to find it impractical for classes.

The discussion on peer assessment shows how far the teachers' lack of willingness to share or to adopt a new teaching methodology continues to give less power to students to learn on their own. Their misgivings for peer assessment can also be seen in the perspective of their misgivings for change. However, I also asked for the teachers' perspectives about changing teaching methods specifically, which are presented in the following section.

5.3.7. Teachers' willingness to change

One of the common problems that educators, policymakers and researchers face is to encourage teachers to adapt to a change. Teachers resort to the lecture method, and assign individual assignments to avoid the hard work required to change. They also resist it as they lack confidence and skill to move away from the transmission model of teaching to which they have become used to after sixteen or so years of schooling (Rodriques and Kitchen, 2004). I investigated teachers' motivation to change in the light of making learning more effective. I found out that it will be very challenging to implement change and to motivate teachers for a change. Some of the reactions of teachers about change are given below.

- *Teachers are not willing to bring change but students are willing to bring change.* (Teacher A, Interview 1)
- *Students like innovations, and change.* (Teacher A, Interview 1)
- *Students are more willing to accept the change. Implementation can be difficult as teacher need* (Teacher A, Interview 1)

- *Culture is not ready for this change, people may be but not the culture.* (Teacher B, Interview 2)

- *Teachers should follow your research, and I will adopt the change. There should be meeting to discuss the research, and arrange seminars and workshops.* (Teacher B, Interview 2)
- *Teachers avoid teaching in different method as it requires more effort on the part of teacher.* (Teacher F, Interview 6)

- *There has to be change but the change is not there.* (Teacher G, Interview 7)
- *All students may participate only when number is low. Teacher methodology won't really change if the number is low or high.* (Teacher D, Interview 4)

- *Implementation can be difficult as teachers need to be motivated to teach.* (Teacher G, Interview 7)

- *Teachers like to do what is already being done, because that is easy and less troublesome. Change requires efforts and teachers are not willing to do that.* (Teacher G, Interview 7)

- *Students don't like new method, they laugh over it.* (Teacher G, Interview 7)
- *We teachers don't work hard, and we don't adopt change as we remain scared whether that will be adopted.* (Teacher G, Interview 7)

However, one teacher appreciated the idea of introducing peer assessment as a teaching technique as Teacher B elaborated the use of peer assessment.

- *This (peer assessment) will involve them in the class. They will not be just passive learners but very much active in doing things not only for themselves but for others also and this is a kind of behaviours and attitude that won't help their class-mates only to learn from, but it is beneficial for overall their lives. When you do things not only for yourself but for others too, you will learn to be useful for others too* (Teacher B, Interview 2)

The senior teacher was convinced of teachers' lack of interest in adopting change. He even said that whosoever talks about change and comes with lots of training for the CLT method would adopt the traditional teaching method, as the local culture does not encourage change. On the other hand, junior teachers were willing to accept change if it came with proper guidance and professional training.

After presenting the teachers' perception of ELT, in the following section, I present the analysis of the teacher's role in language teaching.

5.4. Understanding the teachers' role:

Since the majority of teachers of the English Department had an MA in English Literature, their understanding of language teaching was influenced by the lecture method of teaching. Teachers who passed their MA before 2004 were taught English literature in their compulsory subject when they were students. They do not have any formal degree in any teaching at all. Their understanding of teaching comes from their observation of their teachers. However, some of the teachers had attended workshops and seminars on language teaching too, but they also followed the traditional teaching style regardless of their training in language teaching.

The image of the teachers is taken as someone who knows everything therefore students prefer listening to them than listening to their peers. Teachers transfer knowledge rather than sharing it with students. They are also seen as an authority on the language. To

illustrate teachers' authoritarian role, I present the analysis of one of the observation through video recording description.

In Observation Five, the teacher displays authority in her way of conducting lesson. She started the class by asking students to '*hurry up open the books.*' When she found that some of the students do not have books, she got angry and said '*is it good to come in the class without book and pen?'* She asked them not to come to classes next time if they did not have books with them. With the high pitch of voice and angry tone, she established her authority. Then she scolded the entire class for not being able to tell '*particular definition of phrase and clause.*' Although one of the students tried telling the definition that '*clause is not a complete sentence'* in response she said angrily, '*then what is the phrase and the difference between phrase and clause.* After a few attempts of telling the definition, students gave up trying to tell and then she explained herself the definition. She expected students to repeat the verbatim bookish phrases for defining the language items. She also wanted students to repeat what she said about the phrases and clauses right after she uttered it. Students tried to repeat to get chorus-responses but it was not possible for them to understand her and repeat in exact phrases. As a result, she complained, '*you have come to university you still don't know the definition of clause and phrase'*. Then she asked what is meant by the 'subject'. Before students could reply she said, '*don't you know what is subject?* Meanwhile, she also scolded the late comers for being late. Throughout the class, students remained under pressure due to scolding and admonitions from her, and therefore they avoided participating probably due to the fear of the teacher's harsh reaction and getting insulted for being incorrect.

The teacher as a model and authority can also be the reason why students' success in examinations depends on repeating teachers' lecture notes, using the examples and illustrations exactly as the teachers have already used in the class. They confirm the rules of grammar as illustrated by the teacher and produce exactly the same sentences as given in the textbooks.

As discussed earlier (see 5.1.2), the classes display a hierarchical system with teachers being the ultimate authority, and followed by the students sitting in the front row and the weakest sitting at the back. Although there has been a change in the syllabus from

literature-oriented to language oriented (see 3.11), which expects teachers to change their teaching method by encouraging student participation in the class, the role of teachers remains to be that of an traditional. The structure of power is also visible in meetings where seniority is valued and it is something that is respected; allocation of certain classes is one of the examples already discussed.

One important aspect of understanding the teaching and learning scenario in UoSJP is through the interaction among colleagues. There are no open discussions on the teaching style. Teaching style is something that is kept private and personal.

Having presented the beliefs and perception of teachers regarding various aspects their teaching, I present the contextual factors in the following section, which affect teaching and learning.

5.5. Affecting factors

I have already referred to many affecting factors in the preceding sections. I will discuss in more detail as they have an important contextual value in understanding the teaching scenario. The following are two main factors outside the teachers' control, which affect the learning and teaching.

1. Physical setting of the class
2. Student politics

1. Physical setting of the class

Remedial English course (previously named as English Compulsory) is taught throughout the university by English teachers to different departments (see 3.11). The seating arrangements of the institutes are designed with specification of the respective subject requirements where chairs are fixed in a slope, whereas in the Arts faculty the seats are arranged in flat rows. However, students from the Arts faculty also attend classes in lecture theatres to accommodate more students as classes are small due to a lack of sufficient teachers for each department. Therefore, teachers are required to combine more than two or three departments to take the class in big lecture halls. Teachers cannot reach students even if they want to in the lecture theatre, as the seats are fixed and rows are long and congested.

Seating arrangements are not ideal for group activities and group tasks as students cannot move their chairs.

2. Student politics

Student politics is perhaps the most dominant and affecting factor of education that everyone mentioned in the interviews (see 3.12). Hardly any teacher or student does not feel upset due to the political activities of the students, which are often violent and hostile to learning. Due to student-organizations' frequent call to boycott classes, learning remains affected; the scenario is termed as *boycott-culture*. This also poses a threat to the security of the students as well as the teachers; the students' political activity is often violent due to clashes between student organizations, which are affiliated to the main political parties in the country. One class interrupted Classroom Observation Four in the middle due to boycott calls from the students' organisations. Newly appointed Teachers E and F said, *'Teaching at university is very unpleasant due to university politics'* (Interview 5). The other teacher said, *'Boycott culture is a problem in the university. Due to student's violent political activities environment becomes embarrassing'* (Interview 6). Student-leaders/workers belonging to different political organisations often enter the classes and call the classes off to pressurize the University administration to fulfil their political demands. Learning and teaching at university is very unpleasant for many students and teachers due to university politics. Boycotts have a negative impact on teaching and learning.

After presenting the contextual factors that affect teaching and learning at the UoSJP, in the following section, I present the students' perception of ELT in general, and the subject of Remedial English specifically.

5.6.   Students' perception of compulsory English

I began the data collection with the questionnaires for students that focused on the students' point of view and motivation for language learning. Questionnaires were followed by a discussion with a group of students of Remedial English at various departments. Students were excited to share their learning experience. Group discussion was arranged in a friendly manner where they could freely speak about language learning without any pressure. The

responses from students reflect the gap between students' behaviour and teachers' perception about them.

Having analysed the questionnaire and group interview with students, it revealed that the students consider the English language classes very important for developing their language skills. Interviews reveal that those who could understand English well enjoy the class, whereas those who do not understand the language class feel bored in the class.

The majority of students depend only on classroom teaching for English language learning. Therefore, they consider it very important in order to understand better their respective major subjects. However, they do not adequately learn English through the subject of Remedial English as they get little opportunity to practice English in the class. On the other hand, boycott-culture interrupts the regularity of classes. Therefore, those who are worried about their language learning join private language learning centres as they find them more helpful in learning language than learning at university. However, not many students can afford to go to private language learning institutes, as they are expensive for the poorer students and the majority of students at UoSJP come from a humble background. Moreover, the language centres are located away from university at Hyderabad, which cost money and time to travel from the university.

Students are well aware of the importance of English not only for academic success but also for getting jobs after graduating from university. Students gave various comments to show the importance of English in their lives. For example, they said, '*it has big scope in jobs*.' '*We can't survive in society without English*.' '*English is a basic need in education*.' '*Without English in University student is like fish out of water*.' '*It is global language therefore essential for communication all over the world*.' '*English is everything these days*'. '*It's important for all the subjects*.' '*It is a key to success*.' Generally, everyone asserts the importance of the English language.

Students were motivated to learn English and enjoy classes when given more participation. However, those who cannot communicate in English due to a lack proficiency in it find the class intimidating. It also affects their overall confidence in academic performance. Those

who could speak English dominate the classes with their active participation not only in Remedial English class but also in other major subjects taught in English.

Teachers are aware that students feel excited with any different teaching methods, and they become ready to mould themselves according to the teaching style of the teacher. They also volunteer for more academic work as a result of the disruption to classes.

Students saw the interview process as a means to discuss and solve their problem of learning a language, therefore they were motivated to be part of the discussion with the hope of learning English. They saw this as an opportunity for getting individual attention, which is completely ignored from the teachers. They also felt important for getting the opportunity to participate in the discussion on language learning. This shows their high motivation to learn English and to participate actively in academic activities. However, classroom conditions and teaching styles reduce their motivation due to the lack of equal opportunity for learning; therefore, passing examinations becomes the main priority for everyone instead of learning the language through the Remedial English course.

5.7. Summary

The analyses of the initial data show that language learning takes place at the UoSJP in a complex phenomenon, which is common to developing countries. On the one hand, there is a lack of infrastructure; on the other hand, teachers are poorly trained in language teaching. There is a lack of resources, a lack of suitable furniture for language teaching, and an absence of visual aids. Although there is a change in the syllabus from being literature-oriented to language-oriented, the implementation of this syllabus is still a problem as teachers are less motivated to change their teaching methods due to a lack of required training. Therefore, teaching continues to be in the traditional way regardless of any changes in the syllabus. Reluctance to introduce any change is also due to the sociocultural influences on the teaching. Teachers transfer knowledge rather than sharing it. Therefore, teachers consider that changing teaching methods are difficult because of the learners' traditional orientation and behaviour for classroom learning. It also shows that learning cannot be seen in isolation, but needs to be seen in a broader social, cultural, and educational environment.

Teachers as well as students feel comfortable in large classes contrary to their belief about large classes being difficult. However, the teaching method remains unchanged regardless of the number of students in the class. Both students and teachers feel bored in small classes due to fewer students' participating in them, which results in less interaction in the class. Students also feel more comfortable in large classes as there is always interaction taking place in them, and interaction is less in small classes. In small classes, teachers have to speak most of the time not only to cover the syllabus but also to maintain the interest of students.

The issue of mixed ability is reinforced with the teachers' pattern of attention. No pedagogical measures are taken to raise the abilities of the 'back-benchers'. Although teachers were aware that the current education system reinforces the importance of getting a certificate rather than learning, there was hardly any effort to mitigate this condition. There is hardly any effort from the teachers' side to introduce equality among the students in giving attention. Classes represent a social microcosm where students of different social backgrounds come together; their learning patterns also strengthen their differences.

Despite the adverse conditions for change, teachers also show aspirations to change and a willingness to improve the teaching conditions. However, they are aware that due to the prevailing de-motivating conditions a change will be slow as is the case with other public sector institutes. They are also aware of the need for teacher training programmes for improving professional skills.

Reconnaissance into language teaching at the UoSJP has also shown that language teaching is affected not only because of physical conditions, but it is also affected by the teachers' beliefs about teaching in large classes. Some of the assumptions of the teachers contrast with the students' perception of their learning pattern. For example, students enjoy doing group work, they can peer-assess and are also motivated to accept any change. However, teachers resist change and resist power-sharing with students, whereas, students feel privileged to take more responsibility that can benefit their learning. Therefore, students seem more willing and flexible to adopt different roles and patterns of learning as compared to teachers.

Reconnaissance informs that there is a need to find out ways in making learning more effective, by increasing the students' participation in class, and motivating teachers to take responsibility for improving their professional skills. It requires change, which is difficult to adopt, not only in the developing countries, but also in the developed countries. However, resistance to change in public sector institutes in developing countries is more (Brown, 2000). The changes have to emerge from the current practice keeping in mind the sociocultural conditions that affect learning.

Chapter Six: Report on Action Phase

6.1   Introduction

In this chapter, I narrate the events of the second phase of data collection, which are based on a series of lessons with lesson plans to bring improvements in teaching and learning in large ELT classes at the UoSJP. The chapter starts by presenting a framework through McNiff et al.'s (1996) eight questions to illustrate the relevance of the study with the process of action research. Then, I elaborate various sections of the lesson plans prepared for intervention. Then, I discuss how the intervention was formed through a series of lesson plans based on reconnaissance (Chapter Five). Next, I narrate the initial events of action by introducing the research purpose and the role of the participants in it which include: selecting group leaders, meeting group leaders and discussion with the collaborator-teacher. Next, I discuss the events around pilot classes, which helped in developing lesson plans for subsequent teachings. Then, the section discusses the main part of the chapter, which is how the teaching practice was carried out in two separate classes. First, I discuss the teaching in the English department (Group A) that I have conducted. Then, I discussed the teaching in the Biochemistry department (Group B) which was carried out by the collaborator-teacher (Teacher C). Lastly, a brief summary and evaluation of the chapter is given.

Each lesson is followed by data analysis based on the students' group interviews, observation, teachers' interviews and reflection on the entire lesson plan and teaching. I have also included in this section the video description of selected classes to show the flow of the events. I have also included students' accumulated responses for lessons in the English department and Biochemistry department. I have recorded the main events, feelings and perceptions about the intervention, in both classes throughout the research period in a journal; this forms part of the narration. The chapter also narrates the action research process of identifying the issues, which need improvement and then subsequent action on the basis of that. I also present the analytical description of some of the classroom teachings based on video recordings to show the readers the flow of the event in the class in new teaching. I also present the reaction of the participants through various themes, which are

important not only to evaluate intervention strategy but also to measure the success of the teaching methods for subsequent improvement. I have tried to present most of the reaction of the participants through direct conversation in the interviews and written notes (written in *italics*). I also present my commentary on them; however, chapter seven and eight form a detailed discussion on the events of this and previous chapters.

There were two teachers involved in the implementation phase of the research: Teacher C who taught in the Biochemistry department (Group B) and me at the English Department (group A). I taught from the original plan prepared in the light of reconnaissance, whereas Teacher C replicated the same in her classes. The rationale of replicating the teaching was to judge its validity and practicability through the teaching of a collaborator, and to show how far it may be introduced to other teachers to improve teaching and learning for the Remedial English course. However, like teaching in Group A, replicating in Group B developed itself as a separate action research cycle, which involved, planning, acting, observing, and reflecting on its own. Together, they became part of a bigger cycle, which is evaluated at the end for the success or failure of implementing intervention through a carefully worked out monitoring strategy. It is hoped that the outcomes of the teaching will play a vital role in the educational development in the context of the UoSJP, which may also be adopted in another similar learning atmosphere by taking into account the process and the findings of this research.

I narrate the process of action research which allowed me to act, reflect and evaluate in a series of cycles. The evidence given in the following sections suggests that the action appears to be successful in achieving the main targets such as making teaching learner-oriented by maximising the students' participation in the class. There were some failures like managing a class, time management, and discipline issue during the processes, which were taken into account to improve subsequent lessons. I was able to improve some of these issues whereas failed at others. The reasons for the failures were due to some of the factors being outside the control of the researcher. The setting of the classroom is one such factor that contributed in the failure of the action at certain level (see 8.3 for contextual issues). The feedback on the action has been carefully monitored through the students' interview, observers' comments and my own reflection of the events.

6.2   Rationale of action research methodology: a reinforcement

I have already built the rationale for the choice of action research methodology in Chapter Four. I would reiterate my preference for this methodology by discussing some important aspects of it before discussing and narrating the intervention phase of the action research. This will help in understanding how far I have been able to work according to the action research framework to my commitment to improvement.

The investigation for this research has taken place in the real world for practical improvement, which has generated living educational theory. The following questions will further clarify the research framework. I carried out my research, bearing in mind the eight questions set by McNiff, et al. (1996, p. 36):

1. What is your research focus?
2. Why have you chosen this issue as a focus?
3. What kind of evidence can you produce to show what is happening? (Evidence 1)
4. What can you do about what you find?
5. What kind of evidence can you produce to show that what you are doing is having an impact? (Evidence 2)
6. How do you evaluate that impact?
7. How will you ensure that any judgements you might make are reasonably fair and accurate?
8. What will you do then?

I will briefly reply to these questions with reference to my research before moving to the data presentation of the second phase of action research. The answers will show my approach and understanding of action research steps, and my commitment for practical improvements. Following these answers, there is a detailed account of what happened during the second phase.

6.2.1   What is your research focus?

The primary focus of the study is to improve the language learning patterns of students through innovative teaching methods with a participatory action research process; it also aims at improving my own teaching skills and of those participating, including Teacher C.

I have kept a record of my journal to track the progress of teaching and learning, which highlights the events that contributed to the achievement or failure of my study. I have also kept records of the teaching from both the classes (English Department and Biochemistry Departments) through an observation inventory and feedback of an observer through interview, which provided critical assessment on the effectiveness of the action. Subsequent lessons were planned according to the critical feedback from the observer, my own reflection, the feedback of the practitioner, and the students' interviews.

6.2.2 Why have you chosen this issue as a focus?

There are personal reasons for taking up the issue of educational improvement for equal opportunity of the participants inside the class for all learners in a public sector university where I am working as a teacher. First, my commitment to improving learning conditions in a public sector institute is in response to affecting factors for education including, the large number of students, lack of teacher training and poor infrastructure. Secondly, I have also chosen this issue due to my values of social justice and democracy for providing equal participation and opportunity to every student in the class. Thirdly, my focus is to improve my own teaching skills and that of the collaborator to cope with complex educational phenomenon and help bring improvement in learning conditions where the students from humble backgrounds took part in the study. I endeavour to achieve these goals, by improving the teaching method from traditional language teaching to CLT, which is widely considered to be more effective in language learning (Brown, 1994). Fourthly, the aim of the study is to introduce the culture of taking responsibility for one's own learning and teaching.

6.2.3 What kind of evidence can I produce to show what is happening (Evidence 1)?

I have the following set of data to show what is happening:
- Critical reflection on class
- A journal entry
- The observer's notes
- Teaching description (through video recording)
- The participants' work, including written assignments, and projects

- Record of conversation with students, colleagues, participants and observers
- Photos of classroom while teaching
- Video recording of teaching

6.2.4 What can I do about what I find?

I use the findings to reflect and improve the teaching to make learning more effective in subsequent classes. The final plan is to share the results of the research with my colleagues for improving learning in their classes. I hope that my findings will bring about a radical impact in changing the approach towards teaching in large classes.

6.2.5 What kind of evidence can I produce to show that what I am doing is having an impact?

I have developed a monitoring strategy for the action process to show its impact. I have frequently asked for feedback after each class from students, colleagues and the observer through questions which provide students' reaction on teaching in both group A and B. The response to this gives the answers to the question of providing evidence to show the impact of what was happening. At the end of the intervention, I have also conducted interviews of the participants to evaluate the usefulness of the new teaching. I present my interpretation of their interviews and a verbatim account of their perception under various relevant themes to show the impact of intervention.

6.2.6 How will I evaluate that impact?

I will evaluate the impact of the teaching by comparing the conclusions drawn from the reconnaissance phase (Chapter 5), and on the basis of the evaluation criteria set for this research (see 4.5 and 4.11). The comparison will help in assessing how far the new teaching has been able to bring an impact on learning for the students. The students' interviews at the end of the action, the critical commentary from observers and Teacher C comments will also help in evaluating the impact of the intervention. I will also discuss what the participants learnt from the new teaching method, and what their choice of teaching method is for future. All these factors and my own reflection will help in evaluating the impact.

6.2.7 How will I ensure that any judgments that I might make are reasonably fair and accurate?

My experience as a teacher at the UoSJP, and my research skills learned through the Research Method Modules, enable me to make a fair judgement about the impact of learning in the light of the evidence. My judgement comes through a discussion with the participants of the research and an analysis of the video recordings of the class. Multi-data collection processes will also establish the validity and fairness of my judgement.

6.2.8 What will I do then?

I have worked out a dissemination plan for the finding of the study. I will implement the new ways of teaching for large classes into practice for language teaching through my own teaching in future. I will help others adapt to research about their own teaching by encouraging a culture of dialogue with the colleagues. I will continue to write the results to share the process of how I brought the improvements. I also hope to build on this study and improve it with a continuous trail of new teaching. I will also provide objective evidence of what went right, and what went wrong. I will also give an account of how the process in practice can be improved. I hope this will have a positive contribution towards the practical improvement of teaching and learning.

After presenting the framework of action research, I move to the main sections of the chapter, which are based on the second phase of data collection which is mainly based on the action phase. First phase is already presented in chapter five.

6.3 Preparing action plan

I have already discussed the complex nature of teaching at the UoSJP due to its contextual sociocultural factors and traditional teaching approach (see Chapter 5). It is, therefore, a challenging task to whoever works for an improvement regardless of the curriculum. The reconnaissance in Chapter Five shows that there are concerns and reservations regarding teaching effectively. I have addressed those concerns through a participatory action research approach of bringing practical improvements.

After the careful understanding of reconnaissance of teaching large classes in August-December 2010, I planned the intervention strategy to improve the teaching and learning of English. The outline for the lesson plans was prepared in consultation with both the doctoral supervisors. The intervention was based on a series of lesson plans for Remedial English to be conducted in the first semester at two separate departments. The lesson plans were prepared and included various classroom activities mainly group work, and pair work to achieve better learning outcomes (Appendix 4). To facilitate group work in large classes, the role of a group leader was considered to be important; therefore, their selection on the basis of their language abilities was planned through a written composition task before teaching.

The reasonable expectation from the programme was that the students' learning method will improve. There will be an increase in the cooperation in learning language. They will acquire a better chance to learn and use language in classroom. The teachers involved will also improve their professional skills through practice, discussion and collaboration. The aspirations of the programmes were to improve the overall learning and teaching pattern in large ELT classes at the UoSJP by providing everyone in the class an equal opportunity of learning. In consultation with the supervisors, the following list of the skills was targeted for students to acquire by the end of the action phase:

1. Take responsibility of one's own learning
2. Take responsibility of other's learning
3. Improve oral and written communication
4. Build team working and group work
5. Increase meaningful interaction in the class
6. Increase students' participation
7. Build their confidence in communication
8. Give and take feedback on their performance

The learning outcomes for the teachers were predicted as follows:

1. Identifying problems and solving them
2. Applying theoretical knowledge into practice
3. Improving teaching skills, like classroom management and giving instructions.

In the following section, I discuss how lessons were planned through a series of meetings and consultation on the basis of initial reconnaissance.

Lesson plans

The lessons were planned from the results drawn from the reconnaissance (Chapter Five). The reconnaissance shows that there is a lack of participation of students in the class; teacher-oriented methods are adopted, which are driven by pressure of completing the syllabus rather than driven by learning-oriented methods by the students' needs and learning improvement. It also shows that teachers' methods of teaching do not fulfil the requirements of the Remedial English course, which is to increase communication skills. Keeping reconnaissance into account, the lessons were planned to increase the students' active participation in a class by bringing pedagogical changes from being teacher-oriented to learning oriented. I prepared the outline of the planned nine classes by considering the needs of the students for increasing equal learning opportunities. Each lesson plan contained the details of the following:

- The aims of the lesson
- Resources used
- Language focus (targeted skill)
- Procedure
- Variation
- Practical tips

The main theme of each lesson is given below. The full lesson plans contained how the targeted skill was achieved.

1. Selecting group leaders/facilitators through writing a paragraph.
2. Teaching to group leaders to familiarize them with their role in new teaching, through a pilot study on them and to see how the new teaching takes place on a focus group.
3. Developing assessment criteria for speaking skills.
4. Developing criteria for writing assessment.
5. Collaborative writing

6. Collaborative writing and peer assessment session two

7. Student feedback and peer assessment.

8. Peer assessment

9. Self-assessments for writing task

The details of how these themes were targeted through the teaching process can be seen in the detailed lesson plans given in Appendix 4. They are also narrated and discussed in the video description in this chapter in the following sections.

6.4   Starting the action phase

I went to the UoSJP for the fieldwork in January 2011 to conduct the research during the first semester, which lasted from February to April. The fieldwork contained the teaching through lesson plans already prepared with new pedagogies. I discussed the research plan with the Director of the Institute of English Language and Literature from the UoSJP, and asked him to allow me to engage two classes where I could practice the new teaching. He assigned two classes from the second year (first semester) in two separate departments: Biochemistry and English department - Group A and B respectively. I spoke to the concerned teachers of these departments to plan the timetable and to discuss the course contents to develop the detailed lesson plans. I decided to teach at the English department as the number of students was high (around 125), whereas, I decided to replicate the new teaching in Biochemistry through another teacher where there were around sixty-five in the class.

I discussed with the teacher who was already teaching compulsory English in the English Department to get her consent to replace her temporarily. Then I spoke to the Biochemistry teacher (Teacher C) to ask and discuss with her for collaborating for teaching on the new pattern. She had joined the department one year earlier. I had already interviewed her and recorded a class during the first phase of the data collection. She had been a student in the third year before I left for the UK for my Doctoral studies, therefore she knew me as a teacher at the department. As a student, she had been outstanding in academic and curriculum activities like debates and had secured a first class honours degree. She was also a popular teacher. She was teaching three more courses as well as Remedial English.

Apart from teaching around four subjects, she also had lots of administrative responsibilities from the department. She was a secretary for the publication of a research journal. Despite her busy schedule, she agreed to be part of the research and helped me in teaching by using the lesson plans that I provided her. However, due to her busy schedule, she agreed to teach only and not to prepare any lesson plans for her class. We also agreed to discuss her teaching experience so that I could prepare lesson plans accordingly by incorporating the changes that might come from her feedback. This first meeting with her lasted for thirteen to fifteen minutes.

After discussing the timetable of both the classes with the teacher responsible for timetabling and getting consent from the subject teachers, I proceeded for the detailed planning of the first lesson. After the preparation of the lesson, the next step was to select group leaders for the first teaching in both classes respectively.

6.4.1   Selecting group leaders

The new teaching aimed at increasing students' participation therefore the role of group leader was important to facilitate the class work. I needed to select group leaders who could facilitate in managing groups and carry out activities. The initial criteria for selecting a group leader were their language abilities. I gave three topics to the students of second year (first semester) Biochemistry and English departments in separate classes. I also explained the purpose of my taking classes and asked them to write a paragraph on any one of the following topics.

- Importance of English
- What I enjoy most in the language class
- What I enjoy least in the language class

I checked the paragraphs and on the basis of their writing skills twenty students from the English department and eight students from Biochemistry were short listed to be group leaders in the first class. The checking criteria focused on the correct use of grammar and clarity of thought. Their role and purpose was discussed with them in two separate meetings for each department.

6.4.2   Meeting the group leaders

After checking the paragraph, I arranged meeting with the short-listed group leaders from both departments separately. First, I arranged a meeting with the students of Biochemistry. There were seven female students and only one male student selected as group leaders. During the meeting, I told them the purpose of the new teaching and their role in it. In the beginning, they were not willing to be group leaders and one of the female students left the meeting because she was not willing to be part of the group. Other students also wanted to leave as they were confused about their role and were concerned that it might waste their time or it might give them an extra workload. Therefore, they looked confused and unwilling to be part of the meeting. I persuaded them to stay and listen about their role in the meeting and ask any concern about it and that they could leave if they still did not want to be part of the group leaders. Some of the questions they asked were: *Why should they be part of the group? What will be the purpose of my research?* I explained all their queries. My explanations did not seem to be convincing for them. However, I persuaded them to attend a pilot class to understand their role and if they still did not wish to be group leaders, I would not persuade them anymore.

Contrary to the group leaders of Biochemistry, the English department students were excited to be group leaders and were quite familiar with me as they know that I was working there. I discussed with them their role and responsibilities in the class based on the new teaching. They were supposed to encourage their group members to take part in the activity, and help in giving them positive feedback about their oral and written work. I also asked them to attend a pilot class so that they could get familiar with the teaching and their role in it. After the discussion with the group leaders, I arranged a meeting with Teacher C to discuss her role and responsibilities for the new teaching.

6.4.3   Discussion with the Biochemistry teacher (Teacher C)

I discussed the entire plan of the research with Teacher C, which also included the following points in detail:

1. Teaching method
2. Lesson plans

3. Role of student leader
4. Observation

I discussed with her that the teaching will take place according to the lesson plans, which I will be handing over to her for each lesson. The lesson plan will contain the language items to be taught and the procedures to teach. She was concerned how the mid-term and final term exam will be conducted. I told her that I will take the mid-term and she will take the final term from the syllabus that I will be providing her. I also told her that an observer would be observing her teaching through an observation inventory. After the feedback of the observer, the classroom teaching had to be discussed and reflected to help in planning for the subsequent class.

She understood her role to be different from a traditional teacher. She was to teach as a facilitator providing an opportunity to students for meaningful interaction during the teaching rather than lecturing as a traditional teacher. During the initial meeting, she accepted to collaborate in the research through her teaching and reflection on the new method. She also assured cooperation in giving critical feedback through interview and her written notes on her experience.

After these initial meetings with the group leaders and Teacher C, a pilot class was arranged to further familiarise their role in the new teaching.

6.5   Pilot class 8-2-2011

After a few days of discussion with the group leaders, I asked Teacher C to teach class so that students and she would get familiar with the procedure of the new teaching. We discussed the lesson plan, and the procedure of teaching in detail before asking her to teach. I preferred not to be part of that class so that she would not feel intimidated by my presence. Twenty group leaders from both classes participated in the pilot class. Teaching was based on the first lesson plan which was to be carried out in the first class in real teaching. After the class, I interviewed her and a few group members separately to know their reaction to the teaching.

The focus of the first lesson for the pilot class was to build a peer assessment criteria for assessing speaking skills. It was conducted through group activities by engaging all the students. It was a class of fifty minutes. The evidence from the students' interview suggested that they enjoyed the class. After the class, I interviewed five group leaders to take their feedback on the pilot class. They found the activities useful for learning and they were willing to participate in these kinds of classes as group leaders (group interview below in this section). They were excited about the new ways of teaching and their role as facilitators. They also found it useful to play an active part in the class by interacting with each other while doing activities. Group leaders said that the feedback was very important for them and they felt special when they got comments on their work either, from a teacher or a group leader. One of the group leaders said, '*If a teacher made them correct at one thing, they would never repeat that mistake and would never be wrong at the same place* (Group Interview 2)*. Learning in group methods provided the opportunity where they could assess each other.

In the following section, I present interview excerpts of the group leaders. The responses are given here in direct conversation in the order of their occurrence to show their exact reaction to the class. The comments of individual students are separated through bullet points. The responses are transcribed from audio recordings. Next, follows Teacher C's note on her teaching. Students' interview excerpts (Group Interview) and the teacher's note illustrate that the pilot class was useful and that new methods could bring better learning opportunities.

How do you feel about today's class?

- *I appreciate today's activity. You should conduct such activities. It encourages students to participate in discussion within small groups.*
- *These kinds of classes should have taken place in first year first semester so that students should feel familiar with this style and they will get used to it.*
- *It's easy to speak in small groups and get opportunity.*
- *We heard students for the first time speaking and all the students were involved in the class.*
- *Everyone is given opportunity.*
- *In other classes familiar (to teacher) students speak. Only smart students are given chance to participate*
- *There was equal opportunity given.*

How did you feel correcting each other?

- *We feel good.*
- *Students feel good when they are assessed. They come to know about their mistakes. I uttered the words, and then other student corrected me, it's good for improvement.*

How were the group activities?

- *This was different, new exposure.*
- *We should have regularly these kinds of activities, but not every day.*

What will be the disadvantaged of peer assessment?

- *There can be biases among students.*

How will other students feel about these classes?

- *All the students will appreciate it, because of getting participation.*
- *Half of the class should be taught in traditional way and half of it should be activity based…because a teacher has to cover the syllabus also.*
- *If we become part of the groups of back-benchers, it will benefit them and to us as well.*

How do you see your role as group leaders?

- *We can encourage them to talk to the teacher.*
- *It is convenient for students to speak to us in the class rather than a teacher.*
- *All the students would appreciate because of getting participation.*

Their reaction to teacher's role was:

- *Teacher was encouraging participation in the class. But in other classes, teachers only speak to the same students who always participate in the class.*
- *Teacher was friendly.*

Their reaction to Traditional classes was:

- *Students feel depressed, teachers have discouraging attitude in the class.*
- *In other classes (traditional) teacher comes and goes back, we hardly get chance to speak. But we were participating in the class all the time.*

(Excerpts from students' Group Interview No. 2. on 5-2-2011)

Students were excited being part of the group learning. I also wrote notes on interviews. When the class was over two of the students from the Biochemistry department commented that they felt lucky to have been selected as group leaders. The student who had left the first meeting from Biochemistry class (see 6.3.2), attended this class, she liked the activities as

well. The class brought a hope that if teaching takes place like this, more students will gain confidence.

6.4.1 Teacher's note on pilot class:

> [On Saturday when I took pilot class all the students participated actively in the class. The activity done was for the speaking skills and the topic chosen was the same as that we have to do in the actual class. Only group leaders were asked to attend the class because we wanted them to know their respective role in the activities. When the class was over, two of the students from the Biochemistry department commented that they felt lucky to have been selected as group leaders and other students were saying that they liked the activity and it will help in increasing their confidence.] Teachers C' Note number 1, 5-2-2011

We can see that the students felt important by being group leaders. They found it useful to get feedback on their classroom task from their peers and liked assessing their peers. However, they were not very hopeful if others felt good if a group leader assessed their task due to the lack of trust in their capabilities. Group leaders were also concerned about the lack of participation of other students in traditional classes. They gave ideas on how they could encourage them to participate by being part of their group, or by speaking to them outside the class to get to know the reason for their lack of participation, and then to discuss them with me to address their problems. They suggested that students should be allowed to be part of the group of their choice and that we should change group leaders as well in the subsequent classes so that more students could be facilitators. Teacher C's note above also shows that her class went very good. She felt excited also about the students' active engagement in the class.

6.4.2 The outcomes of the pilot class

The purpose of the pilot class was to get familiar with the new kind of teaching based on group work. Looking at the student and the teacher's reaction to the class, we can say that pilot class seems to have been successful in introducing new teaching for both the group leader and the teacher. It also shows that the students seemingly felt more satisfied in group learning than the lecture methods. I have drawn the following suggestions for the next class from the analysis of the interview of group leaders and the teacher's note.

1. Group leaders should be given handouts before the start of the class which will save time.

2. The lesson plan should be made flexible to accommodate changes during the class.

3. Group leaders need to become familiar with their role

After the pilot class, I started conducting classes in compulsory English, whereas Teacher C continued teaching in the Biochemistry department with the lesson plans. The lesson plan for the first class had already been practiced. After each class, I discussed the outcomes of the class with the students and observers through in-depth interview that focused on the learning outcomes and impact of each lesson.

In the following section, I present the analysis of the teaching in both the classes starting with my own teaching in the English department. I taught a total of nine lessons. Some of the lessons were video recorded. I also present a video description of some of the classes from each group. Some of the lesson descriptions are part of the Appendices (Appendix 5) I also present the analysis of the selected lessons. Following the lessons of Group A (Class One), I will discuss the lessons of Group B (Class Two). Both sets of lessons were analysed and presented critically on the basis of monitoring and data collection tools that include, feedback of students through group interview, teachers' and observers' notes, and interview. I also present my judgement on them in the light of reflection. Each lesson will be followed by an evaluation through the participants' reaction given on them.

6.6   Lessons in the English department (Group A, Class One)

Teaching classes was a long and rigorous task, which required teaching and planning for my own lessons, and doing the same for the Biochemistry class. Practice and research went hand in hand for experimenting the new teaching and analysing it through the data collected after each class. All the lessons were conducted on a carefully worked out lesson plan which was developed in the light of the analysis of the preceding class. The changes to the lesson plans were the result of feedback from students through interview, observation and my own reflection. Initially, there were many problems in managing classes but the process developed momentum as a result of the students' satisfaction with the new teaching which

was motivating for me as a practitioner-researcher. My skills to improve the quality of lessons kept developing from one class to another.

In this section, I present my reflection on the classes and then I discuss how the observer's critical analysis of the class added to the improvement of effective teaching. In most cases, the students' responses were similar for all classes; therefore, I have included only a selection from the interview excerpts to show a variety of responses coming from the students and observer. The classes discussed here are placed in chronological order, however not all the classes are discussed here. The following are some of the photos taken from a video recording which show various classroom activities while teaching:

Picture 7. Students forming groups

Picture 8. Students engaged in class work.

Picture 9.Students engaged in writing task.

Picture 10. Giving instructions from the middle of the class.

Picture 11. (A) Monitoring while students are doing classwork

Picture 12. (B) Monitoring while students are doing classwork

Picture 13. (A) I am helping students while they are doing group work.

Picture 14. (B) I am helping students while they are doing group work.

6.6.1   Class One, Lesson 1 (Lesson Plan One) 7-2-2011

I took the first lesson as an introduction to the new methods of teaching, and to familiarize students with the nature of teaching in subsequent classes. The focus of the lesson was developing speaking assessment criteria through group discussion. It was taught through various task-based classroom works, including following four main activity-oriented stages.

1. Introduction to the activities
2. Brainstorming activity
3. Dividing students into group
4. Performing the writing task and speaking task
5. Assessing each other's speaking skills

Since it was the first class, I faced many problems in managing the class. Although students were engaged in the activities during the latter half of the class, it was difficult to control the class due to spending time on seating arrangements. Students were not used to sitting in groups, nor was I used to arranging them in groups. Therefore lifting chairs and forming groups created lots of noise and mess in the class. I had to struggle to get their attention at the beginning of the class. It was very frustrating to keep them in control and helping them in arranging groups. It took almost thirteen minutes before all students could sit in their

seats to pay attention to the instructions. Though group leaders helped in managing and maintaining the decorum of the class, they were helpless as well in such a big noise created with the rattling of chairs, and students' continuously speaking while forming groups. Some of the group leaders, while organizing seats, looked into my eyes as if questioning if I could really manage group work! My attempt to get their attention during seating arrangements was futile. I found myself helpless in the mess during the first half of the class.

Somehow, with the help of group leaders, when the seats were arranged in groups, peace was restored and students were ready to listen to me. However, I was still struggling to get attention of all the students to make the instructions clear to them even after they were in groups; therefore, many of them were not listening to me properly. Group leaders explained to them the procedure of activities as they had already attended these activities in the pilot study. After the formation of groups and understanding of the instructions, students participated in the discussion on the assessment criteria for the speaking skill. Starting the class was messy, but they enjoyed interacting with each other when they understood the instructions properly. At the end of the first activity, we developed the criteria for assessing the speaking skill. Then, the group leader assessed their group members on the basis of their participation in the activities.

After the class, I left the class in a mess with disorganized chairs as the next teacher entered the class. It was rather embarrassing for me for not being able to leave the class organized. I saw students arranging chairs while I was going out and the other teacher was already inside. The noise for arranging chairs was irritating and embarrassing. It is deemed offensive if the next teacher does not find the classroom organized. I could see him being upset when I was leaving the class.

As group leaders had already attended the pilot class where they were shown what I was supposed to do in the class, they picked upon my instructions quickly whereas the other students could not follow me unless the group leaders helped them in explaining each activity. With their help I was able to complete the activities as planned, though I did not expect the class to be such a big mess due to arranging activities.

My role in the class was challenging and physically exerting. I had to manage and control the class and continue the class activities as well. I was struggling with getting instructions across and time-management as well. It was not a very good class from the beginning to the end as I would have expected it to be. However, the students' interviews sketched a different picture. Despite poor time-management, they not only enjoyed the class, but also preferred the next classes to be conducted in the same pattern of engagement in learning.

Students' interview:

I present excerpts from the student's group interviews Number Two, which were taken after the first class. I present their exact reaction through conversation to illustrate the impact of the first class. It is important to remember, however, due to the general status and authority of teachers generally, it is hard to deduce fair and frank responses from students. However, I encouraged students to speak honestly about their classes.

How was today's class?

- *It was very good, every student was participating.*
- *They participated who never participated in the class before.*
- *In the beginning, we felt that sir cannot control the class. Strict teachers should have managed, but then now we feel no one could have done in the beginning, but you managed it ok at the end.*

- *It is responsibility of every teacher to provide chance to all the students to participate in the class. No matter intelligent or not. He should be given chance (in other classes.) Only a few students participate in the class and other sit silent.*

How was it different from other classes?

- *In other classes, students wait for teachers to give them chance to speak. We made groups and everybody spoke something in the class. Few students spoke properly and others spoke in improper English but at least everyone got the chance to speak.*
- *Main thing is that students feel shy to speak in large classes in front of everyone in other classes.*

- Group leader*: there were students in my group, whom I have never seen speaking. They spoke in the class, and they were quite good.*

How about my classroom management?

- *It consumes lots of time. But it was our first class taken like that. So it's ok as a first class.*
- *Tomorrow the result will be better.*

Do student find it useful?

- *Yes sir, we can gain confidence.*
- *This has never been the trend.*
- *They will be happy with these classes.*
- *There is no fear.*
- *They feel motivated.*

How was the teacher's role?

- *He was facilitator*
- *Manager*

What were the problems in the class?

- *Time management*
- *Arranging groups*
- *It was first day today therefore students were not mentally ready what is to be done.*

Despite lots of problems in the managing class, students found it useful mainly because they were given an opportunity for playing an active part in the classroom activities. The lesson lacked time-management and class control, yet they enjoyed learning in the class through group activities. They pointed out that the seating arrangement was a problem because students were not used to it. Next time, they would be mentally prepared for it. Students discussed that the next time they would encourage more people to be group leaders which will encourage more participation.

Observation of Class One, Lesson 1

The observer had prepared notes on various aspects of the class which included looking at the teacher's activities, students' involvement in class work and the quality of interaction. After the interview with the observer, the following points came from her:

1. Too much time is wasted in seating arrangement (ten to thirteen minutes).
2. Group formation was noisy.

3. Classroom echoed a lot therefore students looked confused at the teacher's instructions.

4. Students were engaged in class activities at the end of the class.

5. The use of L1 was there but they were speaking on the topic.

6. The role of the teacher was facilitator.

7. In the beginning of the class, the focus of attention was one group of people but then the attention was on all the groups.

8. The role of the teacher was completely different from the traditional teacher as he was working as a monitor more than as a teacher.

Improvements needed for the next lesson:

After reflecting on my teaching, and analysing the observer's comments and students' interview, the following changes were considered to improve the teaching for the next lesson:

1. Arranging seats for the class before the class takes place, and leaving them in order after class is over.

2. Making new group leaders to give an opportunity to others.

3. More motivation for the class participation by reaching out to all groups

4. Students should be allowed to sit in the group of their own choice.

5. Making instructions more clear.

6.6.2   Class One, Lesson 2 (14.02.2011)

The second class was planned with the focus on preparing criteria for assessing a writing activity. Students were given the task to prepare the criteria through mutual discussion. They were also given the task of composing a paragraph and assessing each other before the end of the class. In order to manage the activities well, I planned to improve classroom management and to control the noise and the mess in the class by making sure that I gave clear instructions and by engaging group leaders to facilitate learning. In the following section, I present the events of the lesson followed by the participants' reaction to it through interview and observation.

Descriptive analysis of the lesson from video recording

I present a descriptive analysis of the class by writing the commentary of the lesson as I saw it through video recording and interpreting what happened. I have numbered the events as they occurred in the class.

Flow of the events of the second lesson taught on 14.02.2011

1. I arranged the class into groups of five.
2. Instructed the students not to talk while forming groups, and while I explained the assignment.

3. I returned the previous papers/assignments to the students after checking.

4. Students were coming late but I did nothing to involve them in the class activities.

5. After five minutes, when papers were returned, I introduced the activity, which was based on a writing task.

6. After explaining, I asked the students to repeat the instructions. The students did not understand, therefore, I explained the activity again.

7. There was too much noise in the class. I was trying to get their attention but the students did not respond.

8. I asked them to be silent. I answered a question by the student regarding the activity while others were still talking to each other.

9. I realized that the students were not clear about the activity therefore I repeated the task again.

10. Then, I wrote the topic of the writing-activity on the board, 'A trip to an ideal place'. Meanwhile the students were still talking and not paying attention to me.

11. I wrote five sub-topics of the activity on the board i.e. official, entertainment, cooking, place, and trip to home.

12. The activity was taken from a unit in the textbook, *London roads*.

13. I asked the students to start doing their activity.

14. I was moving in the class to help and answer the queries of the students.

15. The students were discussing the topics within their respective groups.

16. I distributed the blank sheets among the students so that they could write the drafts on those sheets.

17. Most of the students asked for my assistance. I approached almost every group in the class.

18. The students did not understand the activity, therefore, many of them asked to explain the activity in individual groups. I went to the groups that asked for my help and explained the exercise.

19. Few of the students were joking instead of doing their task, whereas, others were busy in doing their task.

20. I was continuously moving in the class and approaching students to help them.

21. The first step of the activity was discussion. Most of the students had finished the first step and started the second step of writing a paragraph on any one of the given sub-topics.

22. I instructed the students to complete the paragraph in class and asked the group leaders to meet me when they were free.

23. I asked them to arrange the chairs before class ends.

24. I again started approaching the students to help them while they were doing writing task.

25. I asked the group leader to submit their drafts after getting it checked by any other group leader and also submit the draft of their group members after checking them and bring them in the next class.

26. The next teacher walked in the class as I was leaving the class.

Analysis of Class One, Lesson 2

It was difficult to give clear instructions for the writing task due to noise in the class and students' lack of complete attention. However, after the instructions became clear, and when the students explained the instructions to each other, they were actively involved in concentrating on doing the task. I managed the activities by walking around the groups in order to monitor their work and to clarify any confusion regarding the task. I kept on repeating the instructions for the activities to make them clearer. My role was very active throughout the class in managing and facilitating students.

Students' participation became very active and engaging when they understood the instructions clearly. The class started with 'teacher-student' interaction for warm-up activities and making the students aware of the focus of the class. 'Student-student' interaction during the activity was very common as well. During the activities, students asked questions related to the activity, and I answered by going around the individual groups. It helped me to monitor their work and to encourage participation on the task. The 'student-student' interaction was vigorous during both the tasks. Students were helping each other while discussing the topic.

My standing position was not limited to any one part of the class but extended to the entire class. My mobility was meaningful. I approached almost every group of the class and answered their queries. Those who were not performing their task actively became serious on the task after my interaction with their individual groups.

Time management was still not so good. I could not finish the second activity in time, which was to check the paragraphs in the class. Therefore, I gave them this as homework. Much of the time was spent on clarifying the instructions. Forming of groups was time consuming and noisy also. The students were still not aware how to arrange the chairs in order to form groups. The students did not pay attention to my instructions while they were forming groups, which took around ten minutes. However, they were attentive when the groups were formed. They also asked each other about the task, which showed they were concerned to complete the task as instructed. Their interest in completing task was growing by interacting with each other.

Students' feedback on Class One, Lesson 2 through Group Discussion Number Three.

Despite my difficulty at managing the class, the students considered this kind of teaching more helpful in improving their writing skills and speaking skills than traditional teaching. While talking about the new teaching with the students, the discussion often generated a comparison between the new way of teaching and traditional teaching. They also believe it required more hard work from a teacher therefore other teachers might not teach in this way and that other teachers do not have that much time to conduct classes like this, as they are time consuming and the syllabus cannot be covered through this way of teaching. They thought I was teaching in a different way by paying attention to individual students because it was part of my research. Students were more interested in this way of teaching because they were getting a chance to participate in the activities. In response to my question whether they prefer this way of teaching or the old one, one student replied (Group Interview No. 4):

- *As far as completing syllabus is concerned, that way is better; otherwise this is better for learning.*

I present more excerpts of their responses to the interview questions to show students' perception about the impact of the new teaching method.

How do you feel about these classes?

- *They are helpful for building confidence. We get chance to participate.*
- *Writing power improves, and speaking power improves as well.*

What is it that you don't like about these classes?

- *They are time consuming. Other teachers might not do it because they don't have that much time to conduct classes like this. You are doing it because it is part of your research. Other teachers can't do it but others should do it. And teachers lack interest too.*

How do you find teacher's role in these classes?

- *Teacher's involvement is high.*
- *Teachers talk more in those classes. In these classes teacher is just a guide. Students do realize the right way is this one.*

Do you think other students like this way of teaching?

- *Students may be more interested in this way.*
- *Students are cooperative with each other in doing activities.*
- *Back benchers, need more time to adopt the changing methods. They are used to listening to a teacher.*

You prefer being taught this way or the old was is better?

- *As far as completing syllabus is concerned, that way is better; otherwise this is better for learning.*
- *Marks issue is not clear but learning is definitely more in this method. For students marks are more important.*

Interview responses show that the students consider taking active participation in the class activities better for their learning. Although they find that the syllabus cannot be adequately covered through giving more participation to students, they prefer the new way of teaching over the traditional teaching for their learning.

Observation of Class One, Lesson 2

The focus of the observation for the second class was classroom management, and the teacher's position and mobility in the class and their impact on learning. The observation notes and interview analyses show the following aspects of the teaching.

1. Forming group was noisy.

2. Seating arrangements consumes lots of time.

3. Late comers were ignored.

4. Classroom was echoing.

5. Teacher had to struggle to get attention from students.

6. Teacher was involved in monitoring students when students were doing writing activity.

7. Students were very serious and involved in writing task.

Improvements needed for the next class

On the basis of the data analysis of the second lesson, I planned the following improvements for the next one.

1. Making seating arrangements quicker with the help of group leaders

2. Involving late comers in the class activities through the group leaders

3. Giving instructions carefully

4. Monitoring students when they do any task

6.6.3 Class One, Lesson 3

The third lesson was based on a collaborative writing task. It was aimed at encouraging students to write an essay by mutual discussion. The activity was based on the unit in the text book, *London Road*. I was able to manage the time properly. Seating arrangements took less time than previous lessons and students looked used to this kind of activity-based class. The number of students who attended classes increased as compared to previous classes; apparently, they started enjoying the classes. I was able to create a less threatening atmosphere where meaningful interaction was taking place at all levels. Student's feedback and observer's comments through interviews show that the activity-based teaching was having a good impact on students' in increasing their participation in the lesson.

Students' group interview excerpts after Class One, Lesson 3: (Group Interview No. 5)

Students consider this class as helpful for their learning and confidence building.

- *Group discussion helps in getting different point of views.*

- *Every student is given attention. You keep an eye on every student of all the levels.*
- *We don't have confidence to speak in the class, but with this method we can speak. We also learn language skill through this method. Whereas other teachers have to give input therefore students only like to listen to them.*
- *Students don't feel bored in these kind classes but they feel bored in other classes. They often start talking to each other if teacher's voice is not reachable*
- *They were focused on class work in these classes.*

One student expressed his desire for presentation in classes:

- *Sir, we are from college side there is no system of activities there.*
- *In University, Teachers' ask questions and only confident-students reply her. Students who come from private college might attend classes actively, and people in cities might be studying, but in colleges there is no education.*

- *We can correct mistakes which is helpful.*
- *Students were willing to be group leaders.*
- *If teacher pays attention even dull students will participate.*

Observation notes and the analysis of the observer's interview after the third lesson (Class One, Lesson 3) brought the following points.

1. Physical atmosphere is off putting, the classroom echoes a lot therefore teacher's instructions were not clear.

2. Students were actively involved in the activities.

3. Time management was better than previous classes. The activities were completed on time.

4. Students were talking in their mother tongue in groups but it was to get clear on the task.

5. Teacher attended to all the students who asked for help

Reflection on Class One, Lesson 3

Lesson Three gave me confidence as a teacher in group learning and the new teaching. It was good to see students' active participation and interest in the class growing and better interaction with each other. They showed their assignments and shared each other's work, which increased their understanding and improved their learning patterns. Forming groups have also been easier than earlier classes. Students form groups and arrange chairs without much effort and instructions from my side. However, students take time in understanding

instructions, which required me to go to each group and explain again. I need to make my instructions clearer to save time in next classes.

6.5.4   Class 1, Lesson 4

I started the class by discussing the common mistakes in writing that students had made in previous class. Lesson Four was based on speaking skills and creative writing activity on three topics: education, confidence, and hardworking. Students formed groups and started discussing. After discussing the topic for ten minutes, they started writing short essays individually. I gave students input for ten minutes by explaining the different parts of a paragraph.

Both discussion and writing activities were done and completed in this class and both the activities were managed enthusiastically within proper time management. The students understood the instructions clearly. I did not instruct the students to form groups of five members yet the students did so. I also did not wait too long for the students to arrange the chairs into groups at the end of the class.

The number of students attending class was low because of mid-term exams taking place for the minor subjects. The 'student-student' participation was very active during the first activity. During the second activity, the 'teacher-student' interaction was little. There was little participation from students during the input section. (See Appendix 5 for video description of class one, lesson 4.)

My role in the class was very active. I managed the time well for the activities. Students found it helpful knowing the common errors they make in their writing. The selection of error was made from their written paragraph which they had written in previous classes. I used the board to illustrate the mistakes. The instructions were also clearly understood and followed throughout the class. I also helped the students by approaching them when they were engaged in doing the task. Two activities were done in this class. I managed both activities on time. The students understood the instructions clearly. They also looked more comfortable to group work and they had grown more interested in this way of teaching. However, they were not paying complete attention due to two reasons in this lesson. First,

they were preoccupied with mid-term exams and secondly, they were not used to creative writing. Due to mid-term exams, they could also not come for the group interview after the class. As writing composition is mainly based on rote learning and reproducing during exams, it took quite a long to explain the different parts of paragraphs and how to write one in the class.

Observation notes and interview analysis of Class One, Lesson 4

1. Instruction improved therefore students were picking them quickly.
2. There were a few groups not paying complete attention to the class. They were busy in mid-assignments.
3. Late comers were accommodated in the groups with the help of group leaders.
4. Group division took two to three minutes; students went into groups themselves without the teacher asking them repeatedly unlike previous classes.

In Lesson Four, I was able to establish more rapport in the class than the previous classes. Group members started taking responsibility for their learning and became serious in completing the task. Group leaders were taking responsibility for their members by helping them in activities. They also accommodated the late comers to take part in the activities by facilitating them to start the task. Seating arrangement was not a problem by the fourth lesson. It took less than five minutes to arrange the seats for group work, and to arrange them back to straight rows. Students' interaction increased at all levels. There was no threatening atmosphere during their participation and involvement in the class. Time was managed well with the help of the students,

6.5.5   Class One, Lesson 5 (28.02.2011)

Lesson Five was based on teaching composition: paragraph writing. After the input on how to write a paragraph, students formed groups. They then sat in their groups, brainstormed the topic, and developed the topic. I monitored them while they were writing. After the paragraph writing was over, students exchanged them to check each other's written work. (See Appendix 5 for video description of class one, lesson 5)

I was able to manage the class well. I gave a clear explanation about the topic. I also tried to elicit the answers from the students regarding paragraph writing and brainstorming in order to encourage student participation. The explanation of the activity was clear. I encourage students who completed their drafts on time. During the activity, I instructed few groups individually to brainstorm on paper. 'Teacher-student' interaction was active. Students were enthusiastic throughout the class, and they especially enjoyed the activity drill for pronunciation.

The role of group leaders was active as well. They accommodated the late comers, assisted me in distributing the blank sheets, and motivated their classmates for active participation in the class.

Observation notes and interview analysis outcomes for Class One, Lesson 5

1. Instructions were clear.
2. 'Teacher-student' interaction was active.
3. The late comers kept joining the class and became part of the class work.
4. The group leaders were instructing their members to do their tasks.
5. The teacher helped and monitored the students.

Apart from the lessons discussed here, I took four more classes. After all the lessons were done, I interviewed a group of five students to know the overall impact of the new teaching over their learning. In the following section, I present their responses - organized thematically - and my interpretation of their responses. The responses help in understanding the impact of the new teaching.

Table 10. The interview comments of students from the English department

Difference between these classes and traditional classes:
Getting more opportunity to participate in activities than in traditional classes.
Role of group leader:
Cooperative
Motivating
Helping in maintaining discipline
Giving feedback and assessing written and speaking task
Impact on learning behaviour:
Student's frankness (interaction with each other) increased.

Cooperation increased.
Students became creative
Learning becomes more important than cramming
Sense of competition developed
Improvement in communication skills
Peer assessment and self-assessment:
Peer assessment is better than self-assessment.
Students come to know about their weaknesses
Student may mark but teacher should double check the assignments.
Summative assignments should not be assessed by peers.
Students get continuous feedback on their performance. They come to know about their level of language proficiency).
Teacher's role:
Facilitator
Encouraging.
Giving attention to every student.
Friendly
Interactive
Cooperative
Advantages of group learning:
Students do not get bored.
Builds confidence of students
Reduces shyness
Decreases fear of speaking
Increases attention on the work
Increases interaction among the classmates
Interest in learning increases
Learn discipline organization, and team work
Disadvantages of group learning method:
Syllabus is covered slowly
Students speak in L1 frequently
Digression from the topic
Lack of contribution from some students in group assignments
Complaints of non-cooperation from group members
Biasness and lack of trust for peer assessment
Time consuming in arranging groups and seating arrangements
Noise in the class
Over-demanding from slow learners

Students' responses show that the new teaching had contributed in giving opportunity to them for improving not only language skills, but it also improved their learning behaviour. It was not possible to measure the improvement in their learning of language skills for individual students as their number was high. It was also not possible due to the focus of

the study which was on their learning behaviour rather than achievement; however, it was observed that their interest in the classroom activities increased and it improved through the process of dialogues with each other and with me. They also learnt to cooperate with each other. It also generated an environment of healthy competition. The new teaching also helped them in taking active part in learning by discussing teaching methods with me outside the class. I believe that everyone should be given equal opportunity of learning regardless of one's learning abilities, and I feel that I have been successful in doing so. There is a lot room for improvement still. Like the traditional classes, the new teaching was also dominated by the 'intelligent students'; however, backbenchers were also given the equal opportunity to share the learning process. It will take more time before all students learn to share learning and participating equally well. As improvement is an on-going process, it requires more lessons of this kind for continuous improvement.

The comments of observer on her experience in English department

> [Students of English Department were given feedback frequently. Students were not only willing to participate but they improved a lot and they were happy and comfortable with the idea of self and peer- assessment because teacher rechecked their copies (assignments) as well. The changes in the teaching were made to suit the demands of students.
>
> Overall the results were positive and at last students did peer- assessment and self- assessment in a better way and they also focused on the positive points. They became clear about the idea of positive feedback.] Dated: 4-26-2011

I will discuss the new teaching in more detail in the succeeding chapters. In the next section, I present teaching in Biochemistry class.

6.7 Lessons in Biochemistry department (Group B, Class 2)

The first lesson plan for Biochemistry was the same as that of English, which included speaking skills and developing criteria for assessing speaking skills through group discussion. It was already taught in the pilot class to demonstrate the role of group leaders. After the first class, the lesson plans were developed separately for both classes due to the different needs of the students in the Biochemistry and English departments. Students from the English department were interested in both writing and speaking skills, whereas

students of Biochemistry wanted more classes for speaking skills rather than for writing skills.

The initial plan was to get feedback from Teacher C on a regular basis after each class. However, I could not speak to her regularly due to her busy schedule with other classes and due to frequent boycotts of classes because of strikes from political parties inside the campus and outside the campus. In the meeting with her before she started teaching for this research, we discussed the first lesson plan and the process to carry it out. Warm up activity, group arrangements, group discussion, filling of evaluation forms by students, follow up were set as the main components of the lesson. I could interview students to give feedback only three times during her teaching, whereas all the classes were observed; four lessons were also recorded. These were an important source of understanding when teaching Group B. At the end of her lessons, Teacher C also wrote an overall impression about her part in the teaching and sent me an e-mail, which I present here at the end of this section.

In this section, I present my assessment and interpretation of teaching Group B in the light of the teacher's interview and written comments, students' feedback, comments from the observer and a video recording description. I also present an analytical description of Teacher C's classes based on video recordings. The number of students from Biochemistry was around sixty-five. Here are some of the pictures of the Biochemistry class taken from a video recording. They show various students' classroom activities.

Picture 15. Students sitting in rows in the beginning of the class.

Picture 16. Students are forming groups

Picture 17. Students are working as a group.

Picture 18. (A) Teacher helping students during activity

Picture 19. (B) Teacher helping students during activity

6.7.1   Class Two, Lesson 1:

Video description and analysis of Lesson One

Lesson One; Date: 28th February 2011

1. She started the class with *Salam* to all and then told the students about the activity.

2. She asked them questions for brainstorming activity.

3. Students participated actively in the brain storming activity.

4. Two to three times teacher used Urdu language with two of the male students because one of the students asked questions in Urdu and later on he answered the question asked by the teacher in Urdu.

5. After that, she started explaining the activity and also explained the criteria to be set for assessing speaking skills.

6. After explaining, she asked two of the male students to be group leaders and also told them that if they would not be the group leader than one of the female students will be the leader of their group.

7. One male student refused to be the group leader and the other one agreed.

8. She divided the students into seven groups by giving the number to the group leaders.

9. She gave the numbers to the remaining students and instructed them to join the group members with the respective numbers.

10. Students started making groups, which took five to seven minutes.

11. Later on teacher distributed the handouts to set peer and self-assessment criteria.

12. The group leaders were given handouts for each of their members to use for self-assessment and peer assessment.

13. They started discussing the topic in groups.

14. The teacher was moving around the class, approaching every student and helping them to do the task and use the criteria.

15. During the discussion, students were asking about the criteria and how they could use it.

16. The teacher explained the meaning of the terms, which they struggled to understand.

17. Most of the students had completed their work

18. Teacher asked group leaders to assess students' written work.

19. After the activity was over, she collected the handouts.

20. Then in the last five minutes, she received feedback from the students about the activity for making and using the criteria for peer assessment.

21. The group leaders answered the question and some of the group members participated.

22. Most of the students commented that the activity was good and that they liked it.

23. She then thanked students for their active participation and left the class.

Observer's comments

[I noticed that the class that the teacher has taken was different from the traditional classes which are usually conducted at University of Sindh. It was because the teachers' role in the activity was active and at the same time, the students' role was very active as well. They were practicing in language through active participation. Students' participation show their willingness and happiness to be part of this class. The teacher was also motivated and willing to do the teaching because of the active participation of students. She was getting positive feedback from the students.]
Observation date: 28-02-2011

Analysis

- Lesson presentation:

When the teacher was introducing the activity some of the students were not willing to do the task and become group leaders. Male students looked more unwilling to be group leaders than female students. Therefore, the start of the class looked dull and inactive. Later on, students found the activity very interesting. They actively discussed the topics.

The teacher clearly presented the instructions for the activity. Group leaders understood the instructions more easily as they had already attended the pilot class. Group leaders were motivating their group members to speak in English and participate actively during the lesson. Some of the students felt it difficult to use and understand the criteria, then the group leaders and the teacher helped them and explained the criteria.

- Dividing students into small groups:

Her way of dividing students into small groups was very effective. She called each group member out and allowed others to form groups. Each group leader then joined separate group. The seating arrangement also facilitated learning because the students were instructed to sit in a circle so they could easily interact with each other. There was enough space in the class for the teacher to move in the class and interact with each group in order to discuss, motivate the students and facilitate learning.

- Classroom management and time management:

The time for activities was managed well. She kept track of time by reminding students how much they needed to finish the activity. Students followed her instruction properly therefore she could manage all the activities in time; she also managed to receive feedback from students at the end of the class. During feedback, student responses show that they liked the activity, because the activity had given them the chance to practice the language. The time assigned to activities was appropriate because all the students had finished their work on time as instructed by the teacher. Students talking time was more than teacher

talking time as she spoke only to give instructions, and to explain the issues, which students wanted to understand.

- The Role of the teacher:

The teacher was monitoring, motivating and managing the lesson and she was a facilitator to the students. She used the target language in the classroom while giving instruction. She also used Urdu to make the instructions more clear and understandable. Students' participation and their comments show that it was a learner-centred class and was different from the traditional classes where the teacher just delivers a lecture.

6.7.2 Class Two, Lesson 2. Dated March03, 2011

(See Appendix 5 for video description)

Second Observation.
- Controlling class is difficult.
- Rapport with students is good, group leaders are cooperative.
- Male students were not willing to join girls' group, and boys were not willing to be group leaders, but then groups were made and male students unwillingly joined the girl's groups.

Analysis

- Teacher's way of giving instructions:

Her way of giving instructions was effective because students were clear about what they had to do. During group work, they just asked about the meaning of the words given and about grammar.

- Group arrangement:

Students in this class showed reluctance to join any group, especially male students because all the group leaders were female, but once when they joined the groups most of them started participating actively in the task. The method of dividing students into groups was

good, which took less time than before and mostly all the groups had equal group members around six.

- Students' performance during pair work:

Students were actively participating in the activities. They were engaged in doing the task and the teacher was motivating and facilitating learning. Before dividing the students into groups, one of the male students said that they did not feel comfortable with the group, they wanted to have a separate group and they refused to join the group with female students. The teacher replied that he could do this in the next class; in this class, they are supposed to join the same group for which the teacher instructed.

- Monitoring Students' Time on Task:

She was moving in the class, interacting with all the groups, and motivating students. She also monitored the time and the students' discussion of the topic. She managed time properly by giving students targets and reminding them time to complete the task. At the end of the class, she received feedback from the students about her teaching: students considered these classes more helpful in learning than the traditional classes.

Compared to traditional classrooms, in this class the interaction between teacher and student was more and teacher's role was different (see Chapter Five for traditional classes). She gave equal attention to all students and interacted with each group, which is absent from traditional classes. Teacher was acting as a mediator and facilitator in the class. Based on the feedback received from students, it can be said that the students found the activity not only interesting, but useful too. One of the female group leaders said that the male group members were feeling shy to discuss the topic, and were not willing to share their ideas. Collaborative writing was difficult for them and that their male group members wanted to write individually instead of engaging in discussion. Most of the students found collaborative writing difficult.

6.7.3   Class Two, Lesson 3. Date: 11 April 2011

(See Appendix 5 for video description)

- Teacher's way of giving instructions:

Her way of giving instructions was effective because students were clear about what they had to do. During group work, they just asked about the meaning of the words when they were not clear. Male students showed reluctance to join any group in the beginning but once they joined the groups, most of them started participating actively in the task. Forming groups took little time as compared to previous classes.

- Students' performance during pair work:

Students' interest on the task was growing with participation in groups. They were engaged in doing the task, and teacher was motivating by encouraging and facilitating learning. The students from the Biochemistry department were more reluctant to do the writing activities; they preferred more speaking activities.

- Monitoring of students time on task:

She was moving in the class to interact with all groups, and motivating the students by helping them in doing the task. She was also monitoring the time and when the students were discussing the topic, therefore, students were able to complete the task before the class was over.

- Teacher's feedback:

She gave feedback to students during the class by checking their drafts and she also answered the questions regarding grammar and vocabulary to help students write correctly. The class was interactive and lively. She gave equal attention to all the students and interacting with each group.

Meeting with the Teacher of Group B after her teaching

I have already discussed my first meeting with Teacher C. Here I present my second and third meeting with her. The second meeting took place after she had taught two lessons, whereas the third one took place when she completed the teaching. In the second interview, she informed me that students were not happy with the writing task, but more interested in the speaking task. Therefore, she wanted the activity to be based on speaking tasks rather than writing, and they needed more motivation to learn writing skills. She was teaching grammar when I asked her to teach language skills in the class according to the lesson plan I provided her. Her classes went well and she was excited about the active participation of students in the class.

Managing the class was a problem at the beginning, but both the students and the teacher became accustomed to group learning and teaching. The seating arrangement was especially a problem in the beginning, but then it improved with each successive class. Group leaders helped to manage groups, increased interaction in the class and motivated others as they had already attended the pilot class. She also appeared motivated to teach using the new teaching method and enjoyed teaching from the beginning. However, her interest faded as it demanded more energy and involvement from her side. Her role in the class was different from that of traditional teaching; she did not transfer knowledge but shared it as a facilitator of it. In her first lesson, the male students were not willing to be group leaders, therefore only female students were group leaders in her class, but later on the male students were also motivated to become group leaders.

After teaching a few classes, the teacher observed that the new teaching through the group method was more helpful for students' learning than traditional teaching. However, if someone plans the lessons only then it would be possible for her to teach on new method, otherwise teachers would find it easier to teach in the traditional method. Therefore, in real situation it is a difficult task to implement this process in regular classes.

In the third interview, which took place after she had taught all lessons, she informed me that students do not like the idea of peer or self-assessment: *They found it not so useful,*

they wanted someone else should do it. They have become used to group work and they are active in participating in the class.

The teacher looked less excited about teaching through a lesson plan prepared by a colleague. I asked her if others will follow the new teaching. She replied that:

- *Teachers are willing to experiment change, two of the teachers have taken lesson plan to experiment in their own classes.*
- *It is not possible for the regular teacher as they have other classes too, but if someone hands over lesson plan then it might be easy to do.*
- *If other teachers are trained to teach like this then remedial teaching will serve its purpose too. We send them (teachers) without any preparation in the classes.*
- *We have poetry section in the language class without teachers' knowing how to use them in the class for language learning. The old method bores students as well teachers.*
- *Teaching this way serves the purpose of the Remedial English course but teachers won't work hard for planning a lesson.*

Biochemistry students' feedback one after a few classes

The comments from the Biochemistry students regarding their learning through the new method were interesting; I present here some of the comments of the students here. Same as the students from the English department, their reaction to the teaching should also be seen in the context of the teacher's position and status where she is considered to be an authority and it is disrespectful to point out the mistakes of a teacher. However, group interviews often led students to talk about their previous learning experience. Moreover, as I stated earlier, Teacher C was already a popular teacher; with the change in teaching style, there were more positive comments. She already had an image of being a friendly teacher.

Since the students of Biochemistry did not meet to discuss their learning experience regularly. Their responses in discussion and interview may be helpful in understanding what impact teaching had on students when their participation increased during the learning process.

How was your experience of learning through new method?

- *Better than ordinary classes.*
- *Learnt collaborative writing, presentation skills.*
- *It helps in increasing speaking skills.*

In the beginning, when I arranged the first meeting with the group leaders, one student had left the group and joined again later. She replied, *I feel lucky to be part of these classes.*

What is different about these classes?

- *Traditional classes are all about favour. If teacher asks only those students participate who are good, others just listen. In these classes everyone gets the chance.*
- *We are involved in these classes. Everybody is involved in doing activities, unlike other classes.*

- *Students feel hesitant in other classes but now they have got used to participate in the class. Everyone gets active. Previously teacher came talked and went back without involving us in the class.*

- *Student's won't prefer the old way of teaching. The course might be covered slowly but it's more about learning English. In the old way, the course becomes burden. But we study this for enjoyment and learning.*

What will be the effect on this kind of learning on exam?

- *Students identify their mistakes and the fear of exam is reduced because we know our weaknesses before our exams so we get chance to improve them.*

How group members feel about these classes?

- *We feel good and find it better for improving our language. We are building confidence; presentation skills also improving through this.*
- *In other subjects teachers speak and we listen.*

How do you see teacher's role in these classes?
- *It is helpful.*
- *She gives attention where needed*

What is the role of a group leader?

- *We interact and others interact with us too. There are students who don't understand teachers, they get chance to understand the topics by talking with us.*

Second interview with the students of Biochemistry after a few classes

What is the advantage of these classes?

- *We gain confidence, writing power, speaking improves.*
- *There is lots of improvement because of these classes.*
- *In other classes students were dependent on teachers.*
- *Teacher has started giving attention.*
- *Students used to feel shy, but now confidence has increased*
- *Teacher gets to know who are interested in the class study, and what are their difficulties, and she has started getting to know every student which was not the case before.*

- *Students used to miss classes as considering it as unimportant, but now they come to attend it.*

- *Everyone gets chance to speak.*

Third interview at the end of the classes with biochemistry students

How do you feel about the classes on new pattern?

- We enjoyed a lot.

What is different?

- *Students felt like sleeping in old classes. People who used to feel shy, now speak in the class.*
- *Before we used to leave things to language centre but now we don't feel any need to go to any language centre. As we get sufficient material in these classes. This is what happens in language classes: we have to communicate on any topic to improve speaking. Now we do that in our classes.*

- *In other classes we didn't use our mind, we used to cram topics, but in these classes we use our own mind. English improves in this way of teaching. We get to know about writing skills. We want this way to be followed in all semester.*

- *We get topic then that means a target is given which means we have to achieve within given time.*

- *Assignments are made quicker in groups then individually at home.*

Bunking classes

- *We used to bunk classes before because we knew what will be taught and we could study that at home. But now we enjoy classes, we come to classes thinking it will be refreshing to be part of the class.*

How do you see the teacher's role in these classes?

- *Teacher keeps giving attention. To different group, and at the end would take feedback from all.*
- *In the beginning we know what unit we have to study; someone will read it. There was no communication with the teacher. We have become friendly with the teachers, and the rapport has increased too.*

- *Teacher is like a friend, and a guide.*

How was the role of a group leader?

- *They were cooperative, friendly. We talk to understand a topic. Group leaders were bridge between students and teachers.*

How do you feel about peer assessment and self-assessment?

- *We checked our material; group leader has also checked them. But we want teacher to assess the papers. We need to know the mistakes, when we write and check it we come to our mistakes.*

Biochemistry students' interview chart

I have presented the students' reaction to the new teaching in the Biochemistry class by providing interview excerpts. In the following chart, I present my interpretations from their interviews to show the thematic aspect of the teaching as understood from the students' responses.

Table 11. The interview comments of students from the Biochemistry department

Advantages of Group methods
It increases confidence
Language skills improve because of practice
Students overcome shyness
Fear of speaking reduces
Students enjoy learning
Equal opportunity is given for participation
Teaching is learner-oriented
Role of a teacher
A friendly guide
More attentive
Interactive
Peer and self-assessment
Students improve through peer and self-assessment but peer assessment helps more than self-assessment.

Group work
Assignments are made easily through groups
It increases meaningful interaction
Role of a group leader
Cooperative
Facilitator
Interactive
Impact of the group learning methods
Learning has become more important than exams.
Students do not bunk classes
They enjoy learning
Group members can be group leaders
Disadvantages of new teaching methods
Syllabus is difficult to be covered
Peer assessment is not very reliable
Self-assessment is not very helpful
Time consuming

Teacher C's comments about her teaching experience of new teaching method in large classes

[Overall impressions…
The classes started up pretty well, students were energetic, excited to get away from the traditional system but after a few classes it was getting monotonous, strenuous also to some extent. I found it difficult to follow someone else's lesson plan in my class and it was getting laborious, the students were of science they were not much interested in writing skills but then after a few boycotts the energy was revived and students excitement and enthusiasm revived my interest as well.
If I were to talk about the feasibility and practicality of the research I would say that keeping in mind the resources and the work load it does not seem doable by every teacher of language.
If given the choice I would use it but only bits and pieces here and there mingled with my own teaching style. There are plenty of things that I learned here which would be useful in teaching of language now on. Self-assessment at some time, peer at the other, and group work in one class while feedback in some other. Using all of them together is great but is not manageable in larger classes.] E-mail dated 4-14-2011

Analytic review of Teacher C's classes in Biochemistry department

As a teacher and manager of the teaching in group B, I have attempted to understand the colleague's teaching through the reviews and data collected. The data was based on the

video analysis of her teaching, interview of the observer, the teacher, and the students. Her written notes were also helpful in understanding the impact of group learning methods.

She has been an outstanding student as well as an outstanding teacher. She was willing to adopt the different method of teaching in the interest of students and to help my research. I have observed the features of her study and informed her through discussion to improve her own teaching. Consultation with her students and the observer has also been an important source of data collection on her teaching. Their reviews and input added to the quality of the teaching plan and to the success of the new teaching method. They have provided validity and importance to the data collection also. This collaborative approach was an integral part of the success of the teaching. It has helped students in learning language by a new method and it has instructed the teacher to teach in a different method in order to have more impact on the students' learning pattern.

Discussing the teaching has been a learning experience for both of us. Learning and sharing were key factors in the process of research and teaching. She always enjoyed talking about her teaching experience whenever she had time from her busy schedule of teaching. Her involvement and contribution in the research had been very helpful to understand how group learning method can be used in large classes.

Despite taking complete care for the success of the teaching or better learning outcomes, it will be wrong to assume that everything went smoothly as far her teaching was concerned. There were occasions where she lost her enthusiasm and started getting bored with the new teaching, considering it monotonous. However, students grew more enthusiastic about her teaching gradually, and were always satisfied with her teaching. I will discuss in detail the impact of the new teaching methodology on her teaching in the next chapter.

6.8   Summary of action phase

I recorded the interviews to reflect on later and to compare them with the teaching already recorded during the reconnaissance phase. Secondly, they were a great help in analysing the teaching for justifying my claims for introducing new teaching methods in large classes. They also helped me to compare the data collection from observation and student's interviews with what was actually happening in the class and to show what makes 'good

teaching.' I was interested to see the teachers' way of interacting with the students and students' interaction with each other.

Video recording also showed the external factors such as students arriving late, echoes in the classroom, and the noise of fans that affect the classes. I also wanted to show the learning outcomes for the new teaching method. The effectiveness of the teacher is shown in recognising and managing these factors. The visual data can have lasting effects and can also be shown to other colleagues later on who want to adopt new teaching method for better learning outcomes. Using a visual medium can allow colleagues to reflect on their own teaching strategies and use the video as a learning aid.

Learning from the teaching in a new way has great value for both Teacher C and me for our professional development. It has helped us in understanding the complex phenomenon of teaching where our methodologies play an important role in the student's learning. My role in the research and assisting her in improving learning and teaching, has given me an in-depth understanding of learner behaviour and the teacher's role in it.

I have learnt through the analysis of the data that students are willing to change their patterns of learning. They have shown flexibility and willingness to get used to any new learning pattern introduced by the teacher. The students' learning and the impact of the new teaching has been clearly articulated through their interviews.

The focus of the study was to improve learning by implementing innovative methods for practical outcomes. It has given students the opportunity to learn in a different environment from the one that they were used to. It gave them the opportunity and confidence to discuss their problems and solve them through their own initiatives supported by the learning methods created by the new teaching methods. It helped them to assess their abilities and work towards improving them. It also brought them closer to the teacher where they could ask and get responses to their queries. Their voice became important, which was heard at every level of the class either by the teacher or by the peers. It also raised their academic potential for learning for the sake of learning. Although it was hard to predict about grades and the improvement in language skills, the new learning style should have positive effects on their grades and language skills, as their learning method has improved through this

study. They were happy that they were learning something, which will help them to attempt exams with more confidence.

It is not possible to change the complete scenario of learning through one teacher, but one teacher can contribute to the learning patterns of students a great deal. Teacher C and I have contributed significantly in raising the interest of students in attending classes, increasing their participation in the learning process and raising their learning outcomes. I have shown the analysis of data collected to show the true picture teaching in two separate classes. I have worked closely with the participants in an attempt to change the culture of learning. The classroom teaching and their analysis, participants' interviews, and my own reflection on the data show that I have been successful in achieving many of the targets, which were set at the beginning of the research, such as increasing students' participation and creating a classroom atmosphere of the class based on social justice and equality. I have also shown my own development as a teacher through the process of action research. In the following chapters, I will discuss in more detail the outcomes of the action research phases presented in chapter five and six.

Chapter Seven: Findings and Reflection

7.1. Introduction

This chapter unfolds the events to make sense of the data collected during the action research phase one and two, which are presented in Chapters Five and Six respectively. The chapter starts with a brief overview of the dialectical approaches for the present study. Next, I discuss the approaches to monitoring and evaluation of the findings where two kinds of evaluation are elaborated. Firstly, I discuss how evaluation was carried out during the individual lessons in order to measure the success of implementation of each lesson plan in Groups A and B. Secondly, an overall evaluation of the action phase was carried out through various monitoring and data collection tools to assess the success and/or failure of the intervention phase. This section will also present an assessment of how far I was able to achieve research aims through evaluation criteria by discussing and reflecting on the findings of the study through the following emerging themes from the fieldwork during both phases:

1. Understanding teaching and learning conditions at the UoSJP
2. Generating Students' responsibility for self-learning
3. Generating responsibility for peer learning
4. Increasing meaningful interaction and participation in class
5. Enabling self and peer assessment
6. Using innovative teaching techniques
7. Generating knowledge dialectically
8. Managing teamwork
9. Considering external factors which affect learning
10. Understanding and addressing gender issues
11. Developing collaborator's professional skills
12. Developing my professional skills through action research process

The above themes represent various aspects of managing the phenomenon of large classes and my personal journey of commitment to making a difference to improve education. These themes are discussed in the frame of action research process, relevant literature and

my own reflection on them. At the end of the chapter, a summary and conclusion of the research findings are presented.

The main aim of this study was to develop effective ways of language teaching for better learning outcomes by increasing the students' participation in the learning and teaching process. Therefore, action research methodology was adopted to bring practical improvement to the participants and that of the practice. The success of the study not only depends on meeting its research aims but it is also determined on completing the action research cycle, which brings impact on overall learning of all the participants, as Leitch and Day (2000, p. 183) suggest:

> Practical Action Research aims to improve practice through the application of practical judgement and the accumulated personal wisdom of the teacher. Models of Action Research falling within this frame are as concerned with process as the end product of the inquiry. They rely not only on the exercise of moral and practical judgement by teachers, but also their capacities to identify issues or problems that are salient to this in these professional contexts.

The process of action research cycle - plan, act, review, evaluate, and improve and move forward - sums up the outcomes of the study. Through the action research process, I engaged with teachers and students for understanding language teaching at the UoSJP (see Chapter five). I have attempted to understand how teachers and students operate in a complex situation, which is common to many developing countries: namely, a lack of resources, poor infrastructure and lack of teacher training.

Taking contextual factors into account and using my judgement to address the problems, the lessons planned were aimed at improving students' performance in the class which have left positive impacts on their behaviour of learning. The research has met the aims of practical improvement by generating effective measures to improve participants' learning methods. Hence the study has focused on a neglected area of pedagogy and makes a useful contribution to the domain of teaching in large classes. In collaboration with students and teachers, we have explored ways to manage learning in a complex situation filled with sociocultural influences that affect learning.

The data collected through interviews and observation show that large classes are manageable to enhance learning through innovative teachings and by involving students' active participation in the learning process. The study also shows the importance of modelling appropriate teaching behaviour through the teacher, and the importance of training students to acquire skills to create knowledge using each other's learning experience.

The study systematically embodied the values of social justice and social equality and democracy by giving every one equal opportunity of participation for learning in the class. The classroom teaching was aimed for everyone regardless of their learning capabilities, background education, and sitting-positions. These factors generally affect learning and create an undemocratic and unjust environment in the class whereas through the new teaching, the students' style of learning became different and congenial to acquire education. The value of the students' contribution, knowledge and experience were acknowledged and enhanced, which enabled them to take up the responsibility for their learning and those of the peers.

Having presented the introduction to this chapter, in the following section I discuss the dialectical approach that helped achieve my research aims.

7.2. Dialectical approach

Action research methodology of the project was based on dialectical approach, which generated knowledge about new teaching and improved its quality. This approach helped participants to share their insight regarding their learning process and gave them confidence to reflect on their perception about their choice of teaching. It also gave them freedom to reshape their role from being passive learners to active learners. It resulted in changing the power structure existing in the classes by recognising students' individual needs and providing ways to address them accordingly. They started valuing their contribution in the class for the learning of each other. It also generated empathy and respect for every individual learner through teachers' modelling their own behaviour of valuing equality.

Engaging in dialogues with the participants helped in getting an in-depth knowledge of their perception about the whole process of action that affected them. Dialogues and

practice were going side by side throughout the intervention phase. Inside the class, students could interact with each other to learn on their own with the teacher being a facilitator. Outside the class, they reflected their learning experience through interviews and discussion. This mode of learning helped in reducing the gap between the teacher and students. Therefore, students saw the teacher's role to be different than they were used to in traditional classes. They saw the teacher as a friendly facilitator who was also learning to improve his ways of teaching by creating environment of equal participation. The students' input and dialogues were valued in forming and modifying lesson plans and teaching methods.

After presenting the dialectical approach, I discuss the approaches to monitor and evaluate the success of the study especially with regards to the impact of new teaching methods.

7.3. Monitoring and evaluation

The experimental teaching needed monitoring and evaluation of the innovative process to determine its progress at two levels: Firstly, during the teaching of two separate classes (Groups A and B); secondly, at the end of the entire implementation phase. Therefore, the entire process was carefully monitored through various data collection tools. Mainly, feedback from the observer through observation notes and students' interviews assisted in assessing the impact of the new teaching. Feedback from the students not only improved the lessons but also helped in building rapport with them. Talking to students gave them an opportunity to build a critique about their learning experience and value their contribution in making a difference. Reflection on the teachings from my side and Teacher C s' notes and reflection through interview, also helped in evaluating and improving the quality of intervention strategy.

Interviews with students often allowed them to speak about their teachers in other classes and compare them with new teaching methods. They showed discontentment with the ways teachers were teaching them. It was difficult to stop them from speaking about other teachers. This was mainly due to their marginalised role in traditional classes where front rows or 'intelligent students' dominate the class participation whereas the majority remains passive.

The data gathering and its management was difficult as it was diverse and too big but it gained momentum after sometime. The data was collected from each class using various data collection tools. However, due to the frequent boycott of classes, I just had enough time to organise the transferring data on computer and plan subsequent lessons in the light of their interpretation. Not all the data has been used in this thesis; much of the data has been archived. There are audio recordings of teachers, students and observers, students' written assignments, and video recordings of lessons and questionnaires. I have only used the data in the thesis that is directly related to the theme of the study.

Video recording has been a great help in monitoring and evaluating the impact of the new teaching. I recorded the lesson in both phases of the research. The comparison between both the video recordings of both phases shows that the new teaching was completely different from the traditional teaching.

In the following section, I present the evaluation criteria, which will help understand the impact of the new teaching.

7.3.1 Evaluation criteria

The evaluation of the success criteria in action research is not based on general theory but based on living theories generated through practice as discussed in Chapter Four (see 4.5 and 4.11). Evaluation in action research is an on-going process, which takes place through reflection in practice and by getting critical feedback from the participants. In Chapter Four, I have laid out the success criteria of the research, which is based on achieving aims of the study (4.14). I now discuss those criteria in light of the research outcomes to evaluate and justify my claims of success of the study. Using various data collection tools show my commitment to research and to provide the validation for it.

Critical feedback from the participants validates the theories generated through action. The critique regarding teaching came from the students as 'insiders' as they were directly affected by the study, and through an observer as 'outsiders' who gave a dispassionate account of the teaching. My teaching beliefs are displayed in action, which is to maximise learning by providing optimum opportunities to students to practice language in the class and to engage them in meaningful interaction. The finding show that the feedback from the

participants helped in improving the quality of teaching through the cyclic process of action research. Due to my role as a practitioner-researcher, self-monitoring through reflection also assisted in evaluating the change and progress.

The validation of the claims made for the study has been a collaborative process. The data has been evaluated on the basis of the students' interviews, observer's comments, video evidence, reflective notes, interview of Teacher C and my own reflection on them. All the respondents' comments were valuable as they were familiar of the context of my teaching, therefore their judgement about teaching was reliable in helping to maintain impartial judgement for the entire research process.

Having presented a brief overview of the approaches to monitoring and the evaluation criteria, I proceed to the main body of the chapter in the following section where I discuss in detail the key emerging themes.

7.4. Reflection on the themes and findings that emerged from the study

In the follow section, I discuss and reflect on the key findings of the research starting with my understanding of ELT conditions at the UoSJP. The findings are divided into twelve main themes and some of them also contain sub themes. The evidence for the claims that I make in the following sections are mainly presented in Chapters Five and Six of this thesis. However, I will also refer to the specific units where necessary.

7.4.1. Understanding teaching and learning conditions at the UoSJP

The scenario of understanding existing practice is sketched by Akyeampong, Pryor and Ampiah (2006, p. 159).

> Unless we can interrogate teachers' understanding of instructional practices from instances within their own context, and gain their viewpoint as to how these accomplish desirable learning, we may only draw superficial conclusions about their competence and understand little about how to improve the less effective teachers. Gaining a deeper understanding of teachers' pedagogical conceptions and how these are shaped requires analysis based on reflections of specific encounters with pupils in teaching and learning scenarios.

Understanding context has key importance in the study. When planning the research proposal for this study, the research question that I pursue in the research was, 'How can I improve learning and teaching conditions at the UoSJP?' The answer to this was in the participatory action research methodology which resulted in the first phase of the research of coming to know through reconnaissance (chapter five). I came to know how teachers operate in a complex environment of overburdened workload, boycott of classes, large number of students, exceeding the number of a hundred in a class, and the lack of professional training to teach. The reconnaissance increased my understanding of the rationale behind the traditional teaching at the UoSJP. This phase became the base for intervention strategy.

The process of coming to know was not aimed at fact finding, but getting an in-depth knowledge of the participants' perception about their working conditions. Direct encounter with the teachers, student and observation of their working practice of teaching increased the understanding of the contextual factors involved in the teaching methods. Teacher and students' concept of the transmission model of teaching was revealed as the dominant factor of education. Moreover, interviews with teachers revealed the need for teacher training as the most desirable feature to improve education. I also came to know that teachers' loyalty to transferring textbook-knowledge through lecture methods generated exam-oriented classes, which created a lack of active involvement for students and the marginalization of slow learners. It also generated a fear of exams and discouraged students contributing for knowledge creation in class.

There was also a lack of initiative from both, teacher and institute for professional training. Therefore, large classes created problems in managing them. Teachers' rationale for their teaching methods was embedded in the sociocultural influences of the classroom setting. Classroom interactions were teacher driven and teacher initiated where participation was limited to only 'familiar faces'. Those who were not given an opportunity to participate in the discussion felt neglected, which generated demotivation for learning. Reconnaissance also revealed that teachers' 'focus of attention was on favourable few' and 'interaction took place with front rows only'. Teachers' responses to this reveal that due to lack of continuity in classes and lack of sufficient time, they 'couldn't pay attention to everybody'. The

analysis also revealed that the gap widened between students' abilities, which was further reinforced and increased through the transmission model of teaching. There was also a lack of initiatives from teachers and students to bridge the gap. Moreover, there was hardly any attempt made to understand students' learning needs either individually or collectively.

Understanding students' learning needs

A commitment to bring improvement in learning requires a better understanding of the students' problems at UoSJP and needs to be addressed accordingly. The first phase of the data collection empirically explored the perception of the students' major problems that they encountered during their study. Apart from many other factors aimed at improving education, their response also helped in forming the intervention strategy for the second phase of the action research. The process of understanding their needs through interviews and addressing them through lessons continued throughout the second phase also.

The data revealed that students wanted more participation in the class to be able to practice language skills and build confidence for speaking in the class. They showed dissatisfaction with the learning conditions due to lack of equal opportunities for participation. Students lacked confidence to speak in the class and the teaching did not sufficiently encourage their participation to overcome it. As a result, they bunked classes and their focus was on passing an examination rather than learning anything for practical use, whereas the new teaching addressed their concern by increasing their participation in the class and generated responsibility for their own and peer learning. Addressing their learning needs was an on-going process through discussions outside the class and interaction inside the class also. Listening to them and voicing their needs generated a sense of responsibility among them for self and peer learning.

7.4.2. Generating students' responsibility for self-learning

Taking responsibility for one's own learning is an essential quality of academic skills (Zimmerman and Kitsantas, 1999). Enabling students to take responsibility for their learning came to be perhaps the most significant outcome of the research. Students were used to the traditional transmission model of teaching; therefore in the beginning, they

could not adjust themselves to the process of new teaching methods. Later on, they became the centre of attention as a result of pedagogical changes. As the research progressed, they started getting used to the new ways of learning. They were encouraged to actively participate and were encouraged to take responsibility for their own learning and the learning of their peers through group learning methods, which was also motivating for students to engage in meaningful interaction.

Task distribution and allowing students to organize their groups were also motivating for their active participation. They were given the opportunity to learn how to learn. They could work independently with the teacher being a facilitator; as a result, they grew less dependent on the teacher to transfer knowledge when given a chance to learn through practical use of it. They learnt the skills of self-questioning and problem solving which enabled them to overcome many difficulties, and built their own learning style; they were not left in confusion for long periods of time, which could have demotivated them. Therefore, the group leaders and the teacher provided support to solve their problems. They received help from the peers quicker than the help from teachers, as it was in the case of giving instructions.

Teachers in Group A and B worked, as Higgs (1988, p. 41) suggests, as 'managers of the learning programme and as resource person'. In this way they could improve and explore their own ways of learning and acquire skills to solve the problems for their future study also.

Students felt motivated when they were allowed to take decisions on their own. They took the responsibility of their learning when they were given an opportunity to do the task through their own active involvement. Frequent feedback and asking how they felt about the task also gave them an opportunity to reflect on their role, which helped create a habit of critical analysis of their own role. As a result, they started reflecting and evaluating their performance, which would contribute to self-improvement.

Consistency of modelling teacher's behaviour increased students' participation and skills required for learners' autonomy and their being independent learning. Little (1991, p. 4) considers giving autonomy to learners to build the skills for 'detachment, critical reflection,

decision-making and independent action.' They were given support through various action research cycles to develop their confidence in their ability to generate knowledge. This was done through reducing teacher talking time, and giving responsibility of managing group work to the group leaders.

The pilot class was a way to train and prepare students for managing group work through various activities (6.4). When the same activities were conducted in the real class, group leaders already had an idea of how to proceed. Therefore, they could take the initiative in organizing the task in groups. For other lessons also, group leaders were informed already about their role or responsibility either before the teaching or during the lesson. Hence, students acquired the skills of self-learning through carefully sequenced lessons. Initially, students were confused about the process of the new classes but they quickly started getting used to it. As students of Biochemistry in the last group interview, at the end of teaching, said:

> *It was problem in the beginning as we were not familiar (with the process); joining group was problem as there were only girls as group leaders.* (Group Interview No. 9)

Teachers' trained group leaders through carefully and sequentially modelling their role. Learning in group methods was a way to explore and use individual abilities for finding one's own ways of learning to use cognitive skills. They got a chance to assess their own abilities through various tasks for example self-assessment, and improve them through opportunities that the classroom environment provided. It involved taking decisions on the selection of group leaders, choosing topic for discussions, sharing of knowledge through discussion, and evaluating their own learning. This kind of teaching involved metacognition and personal knowledge, which they constructed through a social forum that the classroom provided.

Group work valued their learning and capability of helping each other. Through group work, unlike learning in a traditional style where they listen to the teachers, students became active agents of their own learning. They discussed with each other to reach targeted goals set for the specific activities. Group work also involved decision-making, debates, agreements and discussion to reach understanding and knowledge. The activities

also brought the awareness of their own language skills and the skills of their peers. The activities were designed at self-directed and self-regulated learning.

Giving autonomy to students was effective when managing large classes. Due to the traditional teaching oriented academic background of students, where they consider teachers to be the authority, monitoring and addressing students' problems were important. Increasing autonomy needed increasing trust and confidence among students in themselves and others. Creating a less threatening and more relaxing environment led them to be independent as learners.

7.4.3. Generating responsibility for peer learning

Managing teaching in large classes depends on how all students are engaged in meaningful learning through the teaching process. Generating a sense of responsibility of self-learning is very important for this as discussed in the previous section. However, it also depends on the teacher's role in inculcating responsibility among students for peer learning. This study has contributed in generating responsibility. It was done through the skilful use of students with better learning abilities to help others to increase theirs. Teachers needed to carefully observe that students help each other and provided support where it was needed. I have discussed some aspects of generating reasonability for self learning in the previous section under the heading of, 'Generating responsibly for self-learning.' Here, I focus more in details on generating responsibility for peer-learning.

Since large classes were mixed-ability groups, valuing students' learning abilities and background knowledge increased the learning of each other. Based on their learning abilities, group leaders were formed to facilitate the learning of others and to motivate them to participate in the activities.

Through initial interviews, it was realized that group leaders were concerned for their peers' learning. Therefore, through new teaching methods the need for shared responsibility was reinforced regardless of the learning abilities of students. By doing this, new teaching also established that students have an opportunity to learn from more than one teacher by being tutored through peers. When I did not establish the need for shared responsibility, it

caused discipline problems, boredom, overburdening of students, and failure of lessons as it happened during the first few lessons in the beginning. In contrast, through dialogues with students and the environment of individual attention, the importance of every individual in the class was recognised. This led students, as well as teachers, to acknowledge the diversity of learning habits and capabilities of each other. However, it will take a separate study to observe how the students' differences in their learning habits grew during the period of the study.

Students were trained through systematic lesson plans to help each other for sharing learning. Motivation and encouragement helped them in sharing the responsibility. This learning habit also influenced their relation not only inside the class but also outside the class. For example, some of the assignments like collaborative writing were given as homework, which students managed during their hours on the campus. They cooperated with each other to learn by sharing knowledge; they discussed and assessed each other's written and oral assignments. Sharing responsibility also increased students' sense of socialization.

Cooperation and learning could inculcate long-term benefits of developing sense of community. Working collaboratively engaged their cognitive and metacognitive skills at all levels where students previously struggled on their own to solve their problems. Students who showed concern and empathy for the learning of each other when given any task either in the class or outside the class, created a motivating environment for their learning. Group leaders especially showed great care towards the backbenchers. It was motivating for me as a teacher also in reaffirming my commitment to make a difference when I see them helping each other. However, they often felt frustrated with the fact that other teachers do not encourage enough participation for all students.

7.4.4. Increasing meaningful interaction and participation in a class

Allwright (1984, p. 156) suggests that 'communicative language teaching relies heavily on the value of interaction'. He further emphasises the importance of interaction as,

> …in order for lessons to take place at all, classroom interaction has to be managed, and by all present, not just the teacher. This in turn leads to the

central point that it is through this joint management of interaction in the classroom that language learning itself is jointly managed. The importance of interaction in classroom learning is precisely that it entails this joint management of learning.

Sociocultural theorists such as Vygotsky (1978) also believe that interaction is important for language learning and they also highlight a situated, learner-centred approach is important in learning language. There have been a number of writers in recent years who have emphasised the importance of interaction in language learning (see, Firth and Wagner, 1997, Norton and Kamal, 2003 Vygotsky, 1978). Increasing interaction, therefore, was a central issue for the present study, which occurs very seldom in traditional classes where the main interaction taking place was 'unilaterally' from teachers' side. The present study shifted the mode of teaching by increasing interaction by involving all students in the learning process (see Appendix 4).

Classroom atmosphere was made possible as Pica (1987, p. 4) says to, 'engage in a two-way flow of communication in which each possesses something that the other wants or needs and has a right to request and responsibility to share'. Lesson plans were made to ensure that interaction was meaningful and genuine participants were 'themselves as having equivalent status with regard to meeting their needs and fulfilling their obligation as conversational participants'. Formation of groups, and including one group leader in each, was to recognize diversity, different learning capabilities and 'their unequal linguistic proficiencies.'

Interaction in large classes needed skilful qualities to manage and to ensure that learning is taking place. It was necessary on the teachers' part to monitor that interaction, which enables students to understand the target language. Otherwise, interaction allowed students to shirk their work and pass their time. For example in one of the classes, students were engaged in doing their mid-term assignments where it was not possible to ensure that everyone is involved in learning by standing in front of a rostrum. Therefore, I had to manage interaction through physically moving to the groups, and ensuring that the group leaders were engaging everyone in meaningful discussion. Monitoring class through group leaders helped manage the lesson. Therefore, The classroom interaction was made dynamic, which could increase the students' involvement and output.

1. **Increasing students' participation**

I have already discussed increasing participation in various sections above. Here I will discuss it in detail for further clarity on how it has contributed in teaching in large classes. Increasing participation has been helpful for students in socialization with each other. Participation also increased ownership of understanding and increased the students' sense of satisfaction for being in the class as against traditional classes where students felt discontented when they were not given the chance to engage in classroom activities. A sociocultural framework gives importance to studying through active participation in everyday activities with the context of community (Vygotsky, 1978). There was emphasis on intent participation and learning by observing unlike formal traditional practice of classroom setting. It was also considered an essential purpose of teaching to help students to acquire, use, manage and discover knowledge.

Increasing participation required decreasing teachers' talking time and creating a socially just and equal model of teaching. Emphasising on the value and importance of everyone was important to create equal participation. It also required lesson plans to be designed which helped to motivate students for participation by making them part of the process. Collaborative writing, peer assessment, and group discussions were arranged to increase student's participation which inculcated reflective learning. Students felt highly motivated in an environment of working among their peers, where the sense of their achievement was immediate and visible. They were encouraged to use their capabilities in completing a given task. Their passive role was challenged and it was transformed into active learning.

Chapter Six shows that, despite all the difficulties that large classes have, providing equal and just opportunity is possible in large classes. Teachers need to engage students in task-based classroom activities ensuring that everybody is included in them. They should be encouraged to share their knowledge with each other. Teachers ensured that group leaders should rotate this ensured equality and balance, and that more group leaders helped in better classroom management.

2. Building confidence in communication and participation in a class

Before the new teaching started in Biochemistry, students were worried and concerned about the usefulness of the research and its relevance to their learning. One of the group leaders left the meeting and others anxiously whispered to show their discontentment. One reason for their surprise was that I was not their teacher, therefore my authority did not discourage them from leaving. The other reason was the sense of unfamiliarity and lack of confidence to talk to teachers, especially new teachers, which demotivated them to be part of anything that was not directly concerned with their course. Therefore, they felt surprise, distrust and a lack of confidence to talk on a one-to-one basis with me. However, as the research advanced, students gained confidence to open up and shared their feelings about the teaching. After the pilot class, they grew excited to know that they were going to learn in a different way, which was going to be useful for their confidence building and for improving language skills.

Confidence was perhaps one of the biggest concerns of students when they were asked what they needed in language classes. It was perhaps the biggest achievement of the new teaching also. Students spoke about the new teaching's contribution in building their confidence in almost all the interviews. Group work increased students' skills as learners and facilitators, which helped in confidence building through frequent interaction with each other in a friendly atmosphere in the class.

The study enabled students to increase their capability and confidence because of using, managing, and generating knowledge for doing group activities. Positive feedback and frequent interaction with students also built confidence in them. Presentations were also helpful for increasing students' confidence. Although it was not possible to give presentation to all the students in large classes, the study reveals that it uplifts the confidence of entire group if any one member of the group is asked to give presentation. If positive feedback is given to one member in the group, it builds morale and confidence of all members. Therefore, positive feedback played an important role in raisings students' confidence especially where there was a lack of opportunity for participation.

7.4.5. Enabling self and peer assessment

Reconnaissance in the first phase of the fieldwork (Chapter Five) reveals that there was hardly any feedback given to students on the written task. The feedback on oral skills was also little or too general to help all students. Therefore, students could not evaluate their performance. The new teaching focused on providing feedback on students' performance through self and peer assessment assignments in class. They were not only helpful for evaluating progress and improving in the light of it, but they were also helpful for motivating them as research also claims (see Freeman and McKenzie 2002, Hanrahan and Isaacs, 2001). Peer assessment leads to autonomy, responsibility for their own learning and they develop their capabilities of self-correcting and peer correcting.

The first few classes were focused on helping them to make assessment criteria for speaking and writing skills. They were also given assessment criteria for assessing speaking activities like interview taking, and discussion on other topics. Sometimes, group leaders were also given criteria before the classes so that they had time to read and get familiar before the class.

Peer assessment did not look useful to students initially as classes had problems with managing them, but they developed the habit of getting their task double checked focusing on specific errors. This developed in them a process of looking at their own performance objectively. Self and peer assessment serve both the purposes of engaging students in the activities and saving time. However, students needed time to develop the skills required for self and peer assessment.

Students were given assignments of writing an essay after discussion. They were asked to get it checked from three different students and submit it after improving in the light of peer checking. This assignment helped them to improve the essay by incorporating changes suggested through peer feedback. It was hectic to manage the task due to its complexities and time required for it, but students could complete it when they became used to interacting with each other for meaningful learning through various classroom tasks. This activity also created a sense of community as they had to consult and cooperate with each other to complete this assignment. These kinds of assignments were kept for the end of the

semester as it allowed them time to interact with each other during free time. Therefore, students needed to be allowed to develop their learning habits by being provided opportunities.

Self and peer assessment also increased interaction, which developed the student's interpersonal skills. They were exposed to their merits and demerits and generated tolerance for each other, which was essential while working in large classes.

There were discipline problems in managing peer and self-assessment; however, they were overcome due to the frequent interaction and patience on the teachers' part to listen to students and assist them in completing the tasks. For example, peer assessment of the writing composition was done outside the class. Initially students showed a lack of trust for peer assessment, but frequent interaction and discussion on feedback helped to develop trust between each other. It also increased their understanding of their work and the understanding of assessment pattern. Written assignments were returned to them; this was hardly done in traditional classes.

Reliability and validity was perhaps the most frequently discussed concerns of students for self and peer assessment. It also took time to build trust among them. However, even towards the last interviews, some of the students still showed a lack of trust in their peers' capability of assessing assignments and giving feedback. However, a lack of trust was more apparent at the start of lessons as compared to later lessons. Self-assessment was perhaps not helping them in getting feedback. If there were more classes and opportunities, their concerns could be addressed to increase and improve their learning.

After discussing students' achievements through new teaching methods, I now turn to talking about teaching techniques and their impact on learning. In the following section, I discuss how this was managed in a culture where innovations are hard to implement.

7.4.6. Using innovative teaching techniques to cope with the problems of large classes

Action research assisted in understanding the institutional culture to accommodate the innovations in teaching. Innovative practices were used to suit the diversity of students by involving all students. Practical ways of motivating students to learn language were

developed which aimed at the process of learning rather than product-based learning. Life-long learning was encouraged rather than just passing exams.

Teachers generally consider large classes as an impediment to innovative teaching. However, this study is the result of using innovative and creative teaching techniques of involving students for self-learning and peer-learning which negates this idea. Collaboration increased the quality of teaching instead of following a textbook, which are followed slavishly in traditional teaching. However, where teachers are already overburdened with the workload, it requires commitment to acquire skills to manage and implement change.

Contrary to the majority of the teachers' perception about change and innovations, introducing new methods of teaching proved motivating for students' learning. Innovations assisted in addressing marginalized students. In Chapter Five, I have discussed how the class was dominated by front row students and how back benchers were neglected; this caused isolation and apathy among students for Remedial English. This was the reason that students frequently bunked classes as one of the students from the Biochemistry department stated:

> *Students used to bunk classes because students didn't understand what teachers was doing, she used to speak merely regardless of this that students follow her or not. We used to follow exam only in classes, like whole concern was to pass exam.*(Group Interview 9)

Another student from the same department also said about old and new classes:

> *We used to bunk classes before because we knew what will be taught and we could study that at home. Now we enjoy classes, we come to classes thinking it is refreshing and learning experience to be part of it.* (Group Interview 9)

Innovations in teaching helped to encourage students to attend class through their growing interest in learning rather than just in passing exams. Teaching method was seen as fluid and complex which could not be managed through preconceived fixed methods of teaching. The role of the teacher and students were negotiated and their relation was reshaped.

Managing large classes

Managing large classes means the following: making sure that there is an opportunity for everyone to learn, that there is discipline in the class according to the established code of conduct and where students can be engaged in meaningful interaction. This requires a teacher's ability and skill in managing and coping with instructional challenges. Challenges such as noise, remembering students' names, managing behaviour, and getting students to listen are some of the problems that large classes posed during the start of new teaching.

The use of group leaders, group work, and motivating students for learning has helped in overcoming the problems of large classes. It also required extra-time to discuss with students their problems of learning to establish trust among the teacher and students, which became imperative for managing large classes. I started experimenting innovatively with the understanding that managing them to teach in large classes can be easy with adult learners if the teacher is committed. By acknowledging students' previous learning and using it to benefit each other, teachers can overcome the problems of a large class.

Consistency was required for modelling change to increase the students' competence to work on a different model of teaching. After a few classes, students of Biochemistry started to enjoy the learning, whereas Teacher C became bored as it required more energy and effort to teach according to the lesson plans than teaching in traditional way. Although she was excited to teach at the beginning and showed great interest and excitement in her first class, after a few classes she found it monotonous as it required more effort than traditional teaching; the students, however, continued enjoying the classes from the beginning till the end as is evident from their interview excerpts in chapter six. On the other hand, students at the English department were already familiar with me as a teacher, and were not concerned about being group leaders. I also had enough time, to plan classes, reflect on them, and discuss with students to improve teaching, whereas Teacher C had other responsibilities too.

Managing large classes can be a rigorous job, which requires teachers' commitment to innovations and implementing different teaching techniques to cope with them. Using students' capabilities to help each other can reduce lots of management issues. However,

students need constant reminders of their responsibilities and motivation to be serious for learning.

7.4.7. Generating knowledge dialectically

Unlike traditional teaching, the knowledge was not transferred but it was generated through mutual participation of students and the teacher. Participants' feelings and perceptions were the source of lesson planning and pedagogical improvement. Both students and the teachers practicing in the new teaching were actively finding effective ways to maximise learning in large classes. Therefore, the teaching was not taking place just to complete the syllabus as 'one way traffic' but as a two-way path, where knowledge and understanding was generated by participating in practice.

The Teacher worked as a facilitator and manager by reducing input time and increasing time for students' interaction. There were times in the teaching where students' participation was dull in the class; I went to the groups to help and stimulate their active participation by explaining how they could complete the task. For example, during the collaborative writing task, some of the groups were unable to divide task for themselves even after I had explained a number of times how they could do it. I went to individual groups and helped them distribute the sub-topics of collaborative writing and help them initiate the writing. When I saw that some of the students understood the task well, I asked them to go around the groups and help others to understand it too. Whenever students found difficulty in understanding the topic, they did not have to look for the teacher's help all the time; peers also helped them in overcoming difficulties. Instead of spoon-feeding, I was creating an opportunity for self-correcting and self-learning. Cook Sather (2006, p. 345) discusses the phenomenon of empowering students as,

> Teaching and learning together defines education and challenges participants to enact the educational process not as the one-way transfer of knowledge from teacher to students in preparation for performance on a standardized test but rather as a mutually informing, dynamic, human relationship within which knowledge and understanding are co-produced by teachers and students, where teachers . . . and students learn to resist the imposition of oppressive, disempowering, and commonly accepted educational practices.

Cook-Sather defines this as a reflective and informed process on a teacher's part, which I have followed in the new pedagogy. I also refer to Sen (1999, p xii) who believes,

> It is important to give simultaneous recognition to the centrality of individual freedom and to the force of social influences on the extent and reach of individual freedom. To counter the difficulties that we face, we have to see individual freedom as a social commitment. Development consists of the removal of various types of unfreedoms that leave people with little choice and little opportunity of exercising their reasoned agency.

The purpose of changing pedagogy was to allow maximum use of language and to give freedom to students to express their views freely by using their capabilities for self and peer improvement.

1. Increasing students' power over their own learning

In traditional classes, teachers have the power to initiate and lead the conversation as well as to transfer knowledge. Through participatory action research authority and domination of a teacher over the class was reduced and students were given importance in power sharing. The teacher's role changed from a knowledge-giver to knowledge-sharer through the pedagogical change of being a teacher-centred to learner-centred approach. By changing the power structure, the teacher was not made to be the only authority and central figure for correcting student errors.

7.4.8. Managing teamwork

Teamwork is a very important component for managing large classes. The success of the lesson depends on teachers managing and using teamwork; usually this is easier when dealing with adult learners. I had managed the group task and group work without students' prior experience of this kind of learning. Teamwork required acknowledging importance of every member in the team. It involved problem identifying, decision-making and problem solving collaboratively.

Group leaders were given input to manage teamwork and to monitor inside the group, whereas the teacher managed the overall teamwork of the entire class. Group leaders gave sufficient opportunities to everyone to participate by dividing the tasks such as reading, making notes, reformulating, answers, giving presentations etc. They were helpful in

providing suggestions to manage the discipline of the class. The idea of arranging chairs with the help of group leaders came from the students. Group leaders also suggested that they should sit in different groups so that they could encourage participation of different students. They also suggested that the group members should be changed for each subsequent class so that more students could have the responsibility of being a group leader. This had a very positive impact as many students became group leaders by the end of the teaching. Incorporating their suggestions was good for learning and motivating for them; when suggestions came from the students, they felt committed to follow them.

Improving students' relations with each other and with teacher

The quality of students' relations with each other has left positive effects on learning in accomplishing class work. Better relations generate better trust, generosity, helpfulness, and cooperation among students and teacher. Students were joining each other in groups regardless of their learning capabilities. The success of an activity was dependent upon the group leaders' leadership structure. Leaders often surrendered their leadership for other students to encourage them for more participation, which also encouraged every group member to contribute to the class for the learning. The great shift of power came by allowing them to assess each other (self-assessment and peer assessment), which allowed them to explore their own capabilities of making decisions about the performance of self and peers.

7.4.9. Understanding and addressing the gender issues

The issue of gender difference is prominent when talking about coeducation in public sector institutes in Pakistan. Whether mixed gender can enhance learning and overcome gender discrimination remains a controversial issue (Nguyen, Terlouw and Pilot, 2006). Therefore it is yet to be explored. Understanding mixed group learning differences was beyond the scope of this present study.

Pakistani society strictly observes the segregation of gender especially in public sector institutes. Therefore, it affected forming groups especially in the Biochemistry class where female students were the only group leaders at the beginning. Male students hesitated in joining them as no such opportunity was given to them in traditional classes. Teacher C

also could not arrange mixed-gender groups unless they were convinced due to the unavailability of alternate options of making balanced groups.

The study did not reveal any substantial difference between male and female performances in the class. This cannot be generalized as this understanding is not based on empirical research but on mere impressions of the way students reacted to the new teaching. However, it was observed that classrooms do not display patriarchal society's deep-rooted norms which may affect female education. No gender gap was seen in holding power and participation in the class. However, no attempts were also made to generate mixed gender group discussions, and except for a few students showing interest for it, many of them were reluctant.

7.4.10. Developing collaborator's professional skills

The study was replicated through a colleague that involved working with her collaboratively to practice and manage new teaching. Collaboration helped us in analysing how far innovative teachings can be useful if practiced by other teachers. It also helped in increasing Teacher C's professional skills. She learnt to manage large classes through group work. I have provided excerpts from her notes in Chapter Six (see 6.6) where she appreciates her learning of new teaching by being part of this research. We had purposeful discussions which helped in increasing our understanding of the teaching and helped both of us in improving our teaching skills. She came to know how she could make decisions about her teaching method in the class and use her understanding to improve learning. Students' interviews are evidence of her improvement in her teaching skills.

Collaboration revealed that pedagogical changes can be managed if teacher is provided sufficient training to reflect and improve her practice. However, due to the workload, it is difficult for a teacher to plan lessons as she admitted which is a common feature of teaching at UoSJP (see 5.2.1). She also suggested that if lesson plans are provided changing pedagogy to improve learning would be possible.

Generally speaking, teachers at university have the liberty to implement new teaching methods and bring changes in syllabus, which may be suitable for their students. However,

it requires motivation and commitment to teach for the purpose of improvement rather than just fulfilling it as a formality. Motivation and improvement can come through training and effective dialogues from colleagues. Improvement in teaching at the Biochemistry department is the result of commitment through dialogues.

7.4.11. Developing my professional skills through action research process

Action research process helped me in developing my professional skills. It increased my understanding about students' needs, and provided a basis to achieve those needs. Through reconnaissance, I have learnt how sociocultural factors affect learning. I have learnt how teachers and students were dissatisfied with the learning conditions.

The first phase of the data collection introduced me to the process of interviewing, observation, and analysis. It took me longer to learn to focus on the interview to deduce knowledge. Learning the art of interviewing helped me a lot in the second phase of data collection during the action phase, which involved frequent interviews with the participants. Through reconnaissance, I learnt about the students' learning patterns, and came up with issues, which affected their learning. Collaboratively, we addressed the issues of learning, as they were informed through interaction with the participants' inside and outside the classes.

Action research values learning and development of the practitioner whose professional skills play important role in reforms and improvement. As a practitioner-researcher, I have worked with the teacher and students whose collaboration helped me in planning lessons and to improve teaching methodology. We generated knowledge, which was context based through structural dialogues and professional linkages (Burbank and Kauchak, 2003). Research provided the chance to reflect on my action, which helped in developing my teaching skills.

I have transformed my practice of teaching continuously throughout the teaching. I started perceiving a teacher to be someone who shares and helps generate knowledge rather than transferring it. Before this research, giving more input was the idea of a good teacher for me. My whole concept of teaching changed through this research experience. I have learnt

that involving students in group work, self and peer assessment, collaborative assignments and other task-based activities bring more useful learning than through my transference of knowledge by the lecture method. As a result, my talking time reduced and student talking time increased.

As an 'insider' researcher, I integrated the reflexive process into the research design to become an analytical researcher. I shared the context with colleagues as a teacher and a student, which gave me an advantage in getting access to the classes, getting support of teachers, students, and staff members. As I was involved in research and practice, I developed a rapport with the students and colleagues to develop a professional relationship with them. The relationship helped both, the student and the researcher to improve learning and teaching experience.

There was no model of the teaching available in front of me. My exposure to teaching and discussion modelled my teaching mainly. Teacher C and I experimented the new ways of teaching in the class and modified it in the light of data, collected from each class. Detailed plans were made as the lessons started and each lesson plan was prepared considering the outcomes of preceding lessons.

After presenting the main themes of study, I present the contextual issues which affected the study. These issues are also covered in details in chapter eight.

7.4.12. Considering external factors which affect learning

There are various factors identified, which affect learning in the four domains of teaching where a teacher and student has little or no control over: classroom setting, teachers' lack of required training, political conditions of the university, and exam schedule and workload of a teacher.

Firstly, classroom infrastructure creates problems like echoing, steel chairs rattle when arranging them in groups, and rearranging them in rows. Noise affects instructions, and it creates an unpleasant feeling for the learner and teachers. It also indicates a teacher's lack of capability of controlling a class. The problem is aggravated during the summer due to the noise of the fans. Giving instructions was a problem that I encountered frequently during

the beginning of the lessons. I managed the problem of echoing by changing positions in the class while giving instructions so that I could be audible to everyone. I also repeated the instructions through students sitting at distance positions.

Secondly, lack of training and willingness generate a lack of change in innovation and experiment. Although Teacher C and I tried to overcome this impediment through our commitment, this was a problem for other teachers; I will discuss this in more detail in chapter eight. *Thirdly,* there were frequent boycotts due to student politics, which affect continuity of lesson. It caused more problems in replicating teaching in Biochemistry due to Teacher C's lack of sufficient collaboration because of her busy schedule and burden of completing the syllabus. *Fourthly*, administration's decision especially in arranging mid-term exams affected the overall teaching in the institute. Lastly, teachers were overburdened with teaching and administrative work as in the case of Teacher C. The scenario reinforces how critical it is to impart education. Despite all these factors affecting learning, an attempt was made to increase learning through a commitment to research.

Due to the vital importance of the contextual factors, I have also discussed these factors in the next chapter to help further clarify the need to understand them to improve teaching and learning at the UoSJP. In the following section, I present a summary and conclusion to this chapter.

7.5.   Summary and conclusion

I have offered a new way to teach within a challenging context, which I hope will contribute greatly in the field of education. I began by showing how education is imparted and how teachers, as well as students, were dissatisfied with the learning process. The students and I understood that the new relationship was not between one being all-knowing and the other all-receiving. We tried to share knowledge and learn ways of improving learning. The relationship grew during the course of teaching. Our conversation developed the dialogical form which emerged spontaneously from a discussion on the ideas of teaching. I have shown how large classes could be turned into positive teaching and learning experiences, instead of considering them an impediment to learning. Through the teachers' commitment and skilful management of lessons, students can build their

confidence and interact with each other in meaningful communication in order to gain and produce knowledge about English and how to use it.

Learning from the new way of teaching has great value for both Teacher C and me for our professional and personal development. It is not possible to change the complete situation of learning and teaching through one teacher, but one teacher can contribute to the learning patterns of students a great deal if he/she is committed. I have shown the analysis of data collected to show the true picture of teaching in two separate classes. The data shows that I have been successful with regards to many of the aims, which were set at the beginning of the research.

Chapter Eight: Conclusion and Discussion

8.1. Introduction

In this chapter, I mainly look into the future of the research for its broader significance and implications for other teachers, students and researchers. I discuss how the study could be available for further improvements as teaching and learning are always subject to improvement. This chapter is divided into two sections: discussion and conclusion. I start the chapter by presenting an overview of the research. Then, I discuss the implications and recommendations of the study for colleagues working at the UoSJP, and teachers in general working with the issues of large classes in the context of developing countries. This also includes a number of guidelines which have emerged from the fieldwork and while writing up this thesis. Then, I discuss the contextual issues, which have affected the present study and might affect future research in the similar context.

In the concluding section, I discuss the issues that may affect the implementation of the findings. In addition, I present two important aspects of the study: first, the significance of the study for its practical and theoretical importance for educational development; second, in order to show my continuous commitment, I discuss how the findings can be disseminated for improvement in the field of education by building on this study. At the end, I present the summary of the discussion and conclusion of the chapter.

8.2. Overview of the thesis

Teacher training is essential for educational development. The World Bank (1990) and UNESCO (1998) realized the need for teachers training especially in the developing countries and emphasized in-service teacher training. The quality of education depends on teachers' professional training and personal commitment for improving learning. Therefore, teacher training is a central concern for the teaching of UoSJP for educational reforms, which I have addressed through the practitioner's research approach. I have also replicated the intervention for improvement through a colleague, which involved training her to deal with large classes for better learning outcomes. This involved working closely with her to

discuss about her teaching and use her knowledge for implementing innovations in subsequent teaching.

I started with the hopes that research will be useful for understanding and rationalizing ELT methods adopted at UoSJP. In Chapter Five, I have shown how language teaching is conducted. I have also highlighted the oppressive practice where students were not given equal opportunities to participate in the classes. The classes reflected the division of attention on the favourable ones. I have also shown teachers' justification for opting for traditional teaching methods due to the lack of teacher training, lack of time to cover the syllabus due to frequent boycotts and self-granted-leave, and large number of students. I have also experienced some of these problems which affected my research and teaching practice.

I challenged the traditional oppressive teaching style through Freirean emancipatory methodology by crediting and valuing the knowledge that the participants acquired and used it for each other's learning benefits. I also made efficient use of the knowledge that I developed along the action. During research I also successfully implemented the concept Sen (1999) for giving opportunity to take them out from the state of 'unfreedom.' Students were provided the opportunity of interacting to engage in knowledge creation and to learn from each other. They were divided on the basis of capabilities measured through composition for a placement test in the beginning and then throughout their class performance. Students who had better learning abilities helped others in the beginning and at the later stage they learnt to help each other. Innovative teaching generated an atmosphere of helping and caring for each other's learning. The innovations were monitored carefully through observation and reflection to see their impact on meaningful interaction for raising students' learning capabilities.

The role of students changed significantly during the experimental teaching. They became active at all stages of the lesson, from preparation to delivery, by participating in decision-making within the activities in the class and outside the class in suggesting their preference for the teaching methods. Without their active help in managing the class, it was impossible to implement changes in pedagogies. They helped in forming groups, arranging seats, distributing handouts, collecting material from students, assessing each other's class work,

and encouraging each other for participation. Lessons were also planned and taught with a focus on enhancing the students' role for learning.

Students learned to express themselves in a better way through the new teaching methods. The role of teacher also changed significantly as a result of the new teaching. The teacher became facilitator, and classes became activity-based and task-oriented away from the transmission model. With each successive lesson, the students' confidence in the new method increased by improving the methods of learning and teaching. All classes provided better learning experiences to the students and the teachers also improved their professional skills by keeping new teaching on a continuous trial through feedback from the participants and reflection on their action. The change in the students' role from passive listeners to active participants generated a sense of responsibility through power-sharing which also increased their self-esteem.

In traditional classes, the students and teacher remained disconnected, and there was hardly any rapport between them. However, in experimental classes, the relationship grew friendlier, which increased students' confidence in communication and in taking active part in the learning process. Change in relation among teachers and students also increased social interaction and brought benefits for example increasing leadership qualities and sense of responsibility, and it also increased motivation for self and peer improvement. In the beginning of experimenting with the new teaching, students were uncomfortable to learn in a new environment but they quickly learnt the instructions in the succeeding classes to manage learning in a better way.

8.3. Implications and recommendations for teaching colleagues

There are two significant issues coming out of my research, which will be helpful for teachers working in large classes at higher education level: 1) change is possible with teachers' commitment to pedagogical improvements, and 2) capable students can be mediators between a teacher and slow learners in helping them make learning possible for all students in a class. In the following section, I present some of the guidelines for the teachers to cope with large classes. Although, they can be helpful for general teaching , I will frame them in the context of the UoSJP as they are the result of context based

participatory action research. These guidelines can be more helpful to new teachers yet senior teachers can also build their teaching skills on some of the guidelines given below by adding and improving them through their experience. I do not claim following them blindly will produce positive results for educational development but I recommend them only as guidelines to find ones' own way of coping with the challenges of large classes by following the action research cyclic process for improvement.

1. Planning a lesson
2. Introducing group work in the class.
3. Selecting group leaders
4. Giving instructions
5. Monitoring students' performance
6. Giving feedback
7. Giving equal attention
8. Increasing interaction in the class
9. Managing time
10. Addressing behavioural issues

Before moving discussing the above themes, I will briefly discuss how new teaching can affect examination system at UoSJP. Generally teachers at UoSJP have liberty to form examination paper from the syllabus that they cover during the lessons. Similarly, in order to assess students for final examination after teaching through group method, teachers will not face problem as they will be assessing them from the syllabus that they will have covered during their teaching. However, there can be problem in the change of a teacher. In that case lesson plans, can guide a new teacher to form examination paper.

8.3.1. Planning a lesson

I have already discussed that lessons are hardly planned that may focus on the process of teaching at the UoSJP mainly due to a lack of culture for it. The other reasons are as follows: first, teachers are not trained for planning a lesson; second, they cannot manage them due to lack of time; and third, they also lack willingness and motivation for it. Lots of classroom management problems can be solved by planning a lesson properly with the focus on not only what to teach but also how to teach. Lesson plans helped me in

developing reflective abilities to analyse teaching and learning outcomes by revisiting them to increase the quality of successive classes. Therefore, I recommend lesson planning as an essential tool for educational development, especially when teaching is carried out in a complex situation such as the one that I have been teaching.

While planning a lesson, it is important to consider the needs and requirement of the context instead of just focusing on the traditional lesson planning. It will help teachers to construct their own learning experience of teaching by building a habit of reflecting on their methods of delivering a lesson. A typical lesson plan may contain, aims of a lesson, learners' outcomes, and the teaching process (see Appendix 4). However, focus may be on how group work will be managed considering the use of group leaders, dividing work among members, rotating group leaders, and other aspects of instructions that may address the issue of large classes. It will also require efficient and skilful methodological and instructional changes given in the curriculum. Subsequent lesson plans may be developed from the learning experience of preceding lessons. It will also be helpful if teachers may reflect on students' learning habits which may help them in making efficient use for classroom management.

Lesson planning for busy teachers can be challenging but it can save them time if they get used to it. It will help in time management and improving the lesson outcomes. Commitment to implement changes and bringing success in it can be motivating for teachers. Therefore, lesson planning will be effective for contemplating what to teach and how to teach.

Starting with group work, in the following sections, I will discuss some aspects of teaching large classes, which can also help in planning a lesson.

8.3.2. Group work

Much has already been said about group work and its importance for teaching large classes in this thesis. Here, I will discuss its feasibility for lesson planning to implement change. Introducing and managing group work can be daunting for teachers in the beginning when dealing with more than one hundred students in a class. Therefore, it requires preparation

for it before delivering a lesson based on group work. Teachers may form groups, which are easy to manage. Groups of four to six can be easy to maintain and manage. Groups may be formed in such a way that there should be at least one group leader in each group.

Students may be allowed to build their capabilities and skills to work in groups by allowing frequent and consistent group tasks. It can be done by starting with simple tasks to more complex ones that require collaboration from every member of the group. In the beginning, managing group work and arranging seats can be time consuming and hectic but, through regularity and consistency, teachers as well as students can get used to it to increase efficiency to manage them. Group leaders can be very helpful in arranging them if instructed properly about how many may sit in a group. Chairs should be arranged in a circle so that all students may interact with each other easily. Teachers may reserve time at the end of the class for seats to be arranged back in straight rows before the next teacher to lecture/teach.

In order to manage group work, it is important to understand the role of group leaders and the ways to use them efficiently in a class. Therefore, in the following section, I will discuss how group leaders can be selected and engaged for improving learning in a large class.

8.3.3.   Group leaders: Selecting training and employing

I have already discussed how group work and group leaders have been helpful in managing teaching in large classes. Here, I will discuss how they can be selected, trained and employed for classes effectively.

Due to their important role in class management, selection of group leaders has critical importance. Group leaders should be the ones who may be able to help others to provide opportunities to learn in groups. Therefore, the criteria needed for them may be as follows: better learning abilities than the group members, and leadership skills to guide and facilitate them. Learning abilities can be determined among them by giving them a short piece of composition, which may be easy for teachers to check. Their previous marks can also be part of the selection criteria. However, considering the context of learning being

examination-oriented rather than learning-oriented, choosing them through composition may be preferable and suitable. After the students are short-listed through their language skills, it is good to speak to them to judge their interpersonal skills. At higher education level, due to mixed-ability students in a class, it will not be difficult to find students with potentially higher learning capabilities and having leadership qualities.

 It is hard to predict how long it might take to select group leaders, but giving time for it in the beginning of the semester will save lots of time for later classes. In subsequent classes, teacher can use his/her own judgment based on their performance in the classwork for selecting new group leaders. After sometime, when there has been enough activities on the group learning method, members can also be allowed to select their group leaders. It is good if there are more group leaders as it increases the sense of responsibility among them. If there are more people to bear the responsibility for their own and others' learning, it will be better for learning outcomes.

It is important to establish the role of group leaders clearly before allowing them to facilitate the learning in a group. Efficient use of the group leader will increase the efficiency in managing a lesson. Therefore, it is important to understand their role and to train them to acquire skills required for it. Group leaders can facilitate in managing classes by:

- Increasing interaction
- Monitoring participation of every member
- Facilitating learning
- Peer checking
- Encouraging and motivating group members
- Bridging the gap between group members and a teacher

Arranging dialogues with group leaders to negotiate their role in the class can be helpful. Since they are adult learners selected on the basis of their learning capabilities, it will be easier to engage in dialogues on their role. They may also be given input on how they can play their part in taking responsibility for others and their own learning.

The group leaders' role may cause jealousy and mistrust in the class due to their apparently superior role from other group members. Moreover, due to the students' learning model being shaped on a traditional transmission model, this might also display authority while working in a group, which might cause the issue of non-acceptance as group leaders. Therefore, it is important that they should be asked to be friendly and cooperative, to share knowledge collaboratively and to bring trust among each other..

With their skilful use, group leaders can change the power structure of the class by sharing equal power in the class and help bringing equality in the class. The teacher may help them in modelling his/her behaviour by inculcating the values of social justice, democracy and positivity. These values will raise confidence of the entire class by creating a fearless and non-authoritative environment.

Mixed gender groups can create an environment of healthy competition and motivation. However looking at the ground realities of gender segregation, it should be left on a voluntary basis otherwise it can cause lots of discipline problems inside and outside the class due to the sociocultural factors, which discourage the free and frequent mixing of opposite genders (see 8.3.3).

Managing group work through group members and group leaders requires the efficient use of classroom instructions also. Therefore, in the following section, I will discuss how giving instructions can be managed in large classes.

8.3.4. Giving instructions

ELT requires the frequent use of instructions for activities. Therefore, it is important that instructions should be clear for an activity to be effective to achieve desired goals. In large classes, giving clear instructions can be difficult to follow if they are not given carefully and cautiously bearing the infrastructure of the class and the different levels of students into consideration. Giving instructions can be affected due to the mess and disturbance caused by noise and echoing because of seating arrangements and group formation. Especially in the summer, the noise of fans also adds to the difficulty in making instructions clear and

audible. Therefore, a teacher needs to be very careful everyone understands and follows his/her. For example, teachers can adopt the following strategies for instructions:

• Repeating instructions from different positions.

• Repeating instructions through students sitting in different positions.

• Dictating the instructions when s/he is sure everyone is listening to him/her.

• Writing them on the board.

• Giving instruction through a hand-out can also be helpful but it will cost money and extra time to manage and distribute.

• Using textbook instructions can also be helpful by guiding students to read that and bring modifications if required using white board or through oral dictation.

• Giving instructions in L1 can also be helpful.

After discussing giving instructions, in the following section I will discuss the importance of monitoring students' task in the class.

8.3.5. Monitoring students' performance

Monitoring activities to ensure that students are engaged in meaningful and purposeful activities is important for classroom management, and to evaluate students' performance on the task. Monitoring students' work can also build trust among them by reflecting on the teachers' commitment to their learning, which can also be motivating for them. The purpose of monitoring may also be to address individual problems when they arise while students are engaged in doing the task. Teacher can monitor directly by physically going to each group during their activities. S/he can also monitor students through group leaders by getting feedback from them during or after the activity. S/he can also monitor students' performance by giving general feedback on students' work by selecting sample assignments from them.

Feedback will help students in assessing their progress and evaluate their performance. In the following section, I will further focus on how feedback can be managed in a large class.

8.3.6. Giving feedback

Giving feedback is perhaps the most neglected language teaching component at the UoSJP. Teachers avoid this due to the large number of students in each class to manage feedback. However, it can be managed through pedagogical changes, for example, by introducing peer and self-assessment (see 7.3.5). By feedback I mean formative assessment that aims at seeking to monitor learning outcomes to modify teaching and learning activities to improve students' learning. Feedback can help in assessing students' learning and improving it.

In order to use students' learning abilities for peer and self-feedback, it is essential that students are trained for this by building their capabilities to be able to assess themselves and each other. This can be done by building assessment criteria for each language skill separately, and discussing it with students and asking students to follow that while checking each other's work. Making a checklist for checking can also help. The teacher may give feedback by arranging tasks for self-assessment and peer assessment by making the guideline for assessment. Exchanging assessments and double-checking through each other can be helpful in identifying their mistakes. Teachers can illustrate checking by making notes of students' task as a sample to identify their common mistakes and discuss them in front of the class. The teacher may discuss the criteria of assessment clearly, so that students can focus on checking. Input for checking can also be clearer through illustration from students' work.

A task assessed by more than one student can also be helpful. However, it needs trust and confidence among students, which would require consistency and creating an atmosphere of trust by modelling students' behaviour on the teachers' own teaching style. The feedback should be aimed at everyone to improve instead of focusing on front rows or selected students only. In the following section, I will discuss giving equal attention to all students by involving all students in learning.

8.3.7. Giving equal attention

Equal attention is necessary to increase students' self-esteem and to increase their confidence in the learning process. It has positive effects on motivating students for

learning, therefore teacher may design lessons which can ensure this for better learning outcomes. Large classes usually have students with diverse learning abilities due to different educational backgrounds; encouraging someone and neglecting others will marginalise students and will generate a lack of trust in the learning process of the class. Therefore, the teacher should focus on instructions for the whole class rather than on a specific section.

There can be a number of ways to ensure equal attention is given to every student. For example, group work, monitoring all students, maintaining eye contact, and remembering as many names as possible. Teachers may also engage all students by getting responses from different students instead of focusing on the 'intelligent' students only.

Having discussed giving feedback, I will discuss how interaction can be increased in the class. I have already discussed the importance of increasing interaction in the class in Chapter Seven (see 7.3.4). Here, I will reinforce its importance and use, as one of the main aims of the study was to increase interaction in the class.

8.3.8. Increasing interaction in the class

Increasing meaningful interaction has many advantages for managing teaching in large classes such as increasing importance of students, generating socialization, increasing responsibility of learning from each other, and improving relationship within the class. Therefore, the teacher may provide opportunities to enable interaction and s/he should make sure that it serves the purpose of learning.

It is important to consider the traditional interacting habits of students to design lessons to improve them (see 2.5). First, students at the UoSJP feel hesitant to speak in front of the class mainly due to a lack of confidence. Second, they avoid speaking due to a lack of ideas. Third, due to background learning style, they consider speaking to be the bookish reproduction of another's idea. This is clearly observed when students are given a writing task or presentation in front of the class. They reproduce the theoretical material that they have already memorized. Therefore, students who have confidence, sufficient ideas, and sufficient memory power dominate the classroom interaction. The traditional classroom

environment hardly encourages and acknowledges students' power of knowledge construction from their own learning within the experience of real life. Students as well as teachers follow bookish-learning almost slavishly. Teachers can change their mood of learning by encouraging knowledge construction and appreciating their power of producing ideas from their own learning experience. Teachers may increase interaction by inculcating in them interest in their own learning and their ability to create knowledge.

Increasing interaction plays an important role in creating a feasible and friendly environment for learning. If there is more frequent interaction, it will be more helpful in bridging the gap between students and a teacher which can help improve students' confidence and trust in modifying pedagogies. Interaction can also be increased through activity-based tasks, like group discussion, collaborative writing, peer assessment, and group presentations. Topics may be selected considering the interest of students. Students generally enjoy controversial topics for writing and speaking activities, which may generate debate.

Increasing interaction and managing teaching in large classes require efficient use of time therefore I will discuss ways to manage time for teaching in the following section.

8.3.9. Managing time

Apparently, all the suggestions given above are time-consuming. Therefore, teachers might avoid implementing them due to having an already overburdened workload. Moreover, there is a lack of continuity of classes due to frequent boycotts and self-granted leave, which also increases the teachers' pressure for completing the syllabus. However, innovations in teaching can save time when teachers and students have learnt to work with better teaching methods, which can change the students' learning style from being examination-oriented to learner-oriented.

Teachers need to work not only inside the class but outside the class also for efficient classroom management and time management by discussing with students who can provide useful suggestions and practice to help teachers. Giving an overview to group leaders and/or group members about the lesson plan before the class can also help in preparing

them to what they might expect during the class activities and activate their thinking process for their efficient participation. It can also help them to pick up the instructions quickly in the class and to help others understand what the teacher may want them to do.

Apart from time management, managing discipline can be perhaps one of the daunting issues in large classes at the UoSJP especially for new teachers. I will address this issue in the following section.

8.3.10. Addressing discipline issues

Since university students are mature learners, there should be fewer discipline problems. However, if there are students from political organizations in a class, they can cause discipline problems (see 3.12). However due to teachers' traditional view of honour and respect they can be managed through dialogues. Teachers may discuss with them to establish rules of conduct in the class. Implementing change would require change in the behaviour of learning and teaching, students would need guidance and patience on the teacher's side to accommodate changes.

Managing discipline can be more daunting for a new teacher. A teacher may create a habit of dialogue with students so that the students consider themselves part of the learning process rather than isolating them, which can further alienate students from learning and might cause more discipline problems.

The above guides can help in managing learning in large classes and coping with many of the issues caused by them. However, teachers may also learn to teach well through putting their teaching practice on constant trial through reflective practice.

While giving the above guidelines, I have tried to take account of contextual factors as a point of reference. In the following section, I will discuss the contextual issues in detail, as a clear understanding of contextual issues will increase teachers' efficiency to improve learning.

8.4. Contextual issues

I have already discussed the context of the study in Chapter Two. I have also discussed the context in an attempt to know about teaching methods at UoSJP through action research reconnaissance in Chapter Five. I will discuss here some of the salient features that have affected the present research and can affect implementing change in the future.

1. Boycott of classes
2. Mid-term exams
3. Gender segregation
4. Students' lack of experience of group work
5. Duration of the study

8.4.1. Boycott of classes

Boycotts frequently interrupted classes during the data collection in both the phases. Therefore, it took longer to access teachers and students for interviews and to observe classes during reconnaissance and intervention phase. During the intervention phase continuity of classes was a big issue due to boycotts and self-granted leave. Boycotting classes on various issues from the students' side was very common. While I was there, apart from the political organisations of students, Sindh University Welfare Employees Association (SUEWA) also gave frequent calls to strike and the university remained closed for more than a week and then there were calls for boycotting academic activities with intermission at least twice in a week throughout the semester. Calls for boycott were also supported from student-political organizations, and teachers endorsed such calls. In return, when students and/or teachers called for strike, the SUEWA also supported them. It is common practice to support each other when striking and boycotting classes. Recently, a new wave of strike has been started by the Sindh University Teachers' Organization (SUTA).

Recently, classes have remained suspended for seventy-two days from the semester starting in January 2012, due to boycott calls from the SUTA for some demands, which includes removing the Vice-Chancellor on corruption charges. The continuous boycott has been supported by the SUEWA and from some of the political organizations. However, SUEWA

and many of the students' organizations have withdrawn their support for boycotting classes, whereas SUTA is also divided on boycotting academic activities. Due to the internal complex political scenario, education remains affected with the political and employee organizations.

Boycott factors not only affect the continuity of classes, but they also affect the morale of the teachers as most of the time the students calling for a strike become violent and aggressive during the class, resulting in bickering between teachers and students. By the time next classes took place, students almost forgot what they were studying before. Therefore, it was important to keep proper notes and records of previous classes to establish a connection between them.

8.4.2. Mid-term exams

Mid-term exams also interrupted the classes for more than a week during my teaching as student normally bunk classes during mid-term exams. There is no uniformed schedule followed for mid-term at the Institute of English Language and Literature. There are around five other subjects apart from Remedial English, whose mid-terms are taken during their respective class timings, which divert students' attention from other subjects. The flow of classes is disrupted because of fear of exam; students bunk classes, and those who come, remain preoccupied with exams and pay less attention in the classroom.

Arranging the examination in a proper schedule could save time for more classes by allocating a day for exams. For example, organizing one paper in a day and suspending classes can help students to concentrate on preparation, as is practised in some institutes such as the Institute of Business Administration and Institute of Pharmacy at the UoSJP. Teachers could also reduce fear of exams by making students familiar with testing pattern so that students may also pay attention to other classes.

8.4.3. Gender segregation

Sociocultural conditions restrict the mixing of opposite genders in Pakistan (see 7.3.9). This practice is more common in public sector institutes than in private institutes even if the institutes are co-education. Therefore, while forming groups, separate groups were formed

for male and female students. If the group formation required mixing genders, it was often resisted by students and very few students showed willingness to form mixed-groups. The majority of students in the Biochemistry class were female students therefore forming groups and choosing group leaders to maintain balanced groups was difficult. Students wanted to sit in separate groups. Teacher had to manage either small or big groups, or find students who were willing to join mixed-gender groups.

8.4.4. Students' lack of experience of group work

In the beginning, it was difficult to teach new methods in both classes (Group A and B) due to the time consumed on managing groups while arranging seats. Students were not used to studying through group-work methods. It also generated lots of noise and confusion among students. However, with each succeeding class, group forming improved. It took around thirteen minutes to form groups in the first lesson, whereas by the time I finished teaching, it improved and took around two to three minutes to arrange chairs and form groups. Therefore, with consistency of working in groups, it is possible to increase the efficiency of students to work on the group method. It also required lesson plans to accommodate the process of student learning in order to learn to become accustomed to the new methods. It also needs patience from the teachers' side to allow students sufficient time and guidance to adjust to the new learning methods.

8.4.5. Duration of the study

I was supposed to teach for one complete semester but due to frequent interruptions, I could not complete the classes. Though I had anticipated the boycotting of classes in advance, I never expected it would prolong for so long that they would affect the research study.

I could also not meet with Teacher C as often as I planned in order to get her feedback on the teaching for several reasons: she was committed to other classes, and the pressure of boycotts and completing the syllabus. She needed more time to better understand the new teaching process; students also needed more time to get adjusted with the new teaching methods. Students could not practice for long enough to get used to the new learning method - especially in Biochemistry classes. Therefore, lots of planning for their teaching

remained incomplete. This could be one of the reasons that both, students and Teacher C thought that as far as learning was concerned, the new teaching method was better, but for completing the syllabus, the traditional method was better. If there were less interruptions in the classes, students could appreciate the new teaching more, not only for its impact on learning but also on their grade achievements.

The above contextual factors are important while implementing change in teaching methods at the UoSJP. In the next section, I will discuss the research outcomes for its practical and theoretical contribution to the study.

8.5. Implementation of the research results

In this section, I discuss how far it is practical to bring changes in language teaching at the UoSJP, considering its socio-political and sociocultural conditions. I will also discuss what role individual teachers, institutes and the Higher Education Commission can play towards the implementation of changes in light of my research findings.

The essential idea of the research was to bring practical and lasting effects to the teaching of large classes. Therefore, it is important to look at how far the findings can be helpful for a lasting and permanent impact on the universities pedagogical issues. House (1974, p. 245) cautioned,

> Avoid the primary pursuit of transferable innovations. Distributed problems cannot be solved by a single innovation that will work in all local settings, for those settings are not only different and unpredictable in specifics, but they are also constantly changing… Different innovations will be more or less useful under widely different specific circumstance of their application. There is no Golden Fleece.

The above quote shows what I aim at when talking about implementing the findings. I do not believe that transferring my pedagogy may be fruitful if it is not combined with the teacher's own understanding and knowledge of teaching. Therefore, I do not claim generalization of my pedagogy that I suggest without contextual relevance for it.

The teachers' role in the improvement of education is vital as it is s/he who has to carry out the changes and implement them. Therefore, the professional training of teachers is essential. Teachers need in-service training programmes to enhance their professional skills

and to be able to manage change. Teacher training programmes are widely supported by the researchers (Farooq, 1995), but merely theoretical knowledge will not help in improving education. Farooq (1995) also realizes the difference between the theoretically remote nature of teaching training, which does not take into account the current and local knowledge about teachers' development. Allix (2003) also suggests the importance of direct involvement in methodological principles to seek solutions to problems by emphasizing the learning experience and by working collaboratively. In short, it requires commitment and motivation for experimenting change.

The Institute of English Language and Literature (IELL) can play an important role for teacher training organised by the Higher Education Commission (HEC). Since 2003, the HEC has been running programmes for improving professional skills of the language and literature teaching faculty all over Pakistan. I have attended a number of such workshops arranged under these programmes; they are useful in giving theoretical and practical knowledge about language teaching. From April 2010, the HEC started the English Language Teaching Reforms (ELTR) through long and short-term programmes. It aims at improving the quality of language teaching which 'will further trickle down its positive effect towards the quality of students in Higher Education Institutions.' UoSJP can take advantage of these programmes by sending teachers for professional training.

My learning experience can also be helpful for teacher training as I have acquired sufficient skills through this research process, which can benefit other teachers. I have also worked closely with Teacher C to train her to cope with large classes, which has added to my experience as a teacher trainer. Similarly, I can collaborate with other teachers to improve teaching and learning in their classes.

Improving professional skills are not sufficient for teachers to implement change. Institute administration should also create a balance between the academic and administrative responsibilities of a teacher. As I mentioned earlier, Teacher C was given administrative responsibilities and extra burden of classes, which affected her teaching and might affect her in implementing new teaching methods for other classes. Therefore, she said that she prefers teaching in the traditional teaching as it is less time-consuming. Likewise, other teachers are also overburdened with the workload. In order to improve the quality of a

teachers' performance there is a need to create a balance between their administrative duties and teaching, along with providing them ample opportunities for professional development.

The IELL may also provide sufficient opportunities to teachers to interact with each other in order to discuss their professional experiences. As Fullan (1999, p. 29) points out, 'Teaching… suffers from the lack of opportunity that teachers have as individuals, and particularly in interaction with other teachers, to reflect, to observe, to discuss, to plan.' Improvement is an on-going process; therefore, proper planning and reflection on the teaching can be effective. The IELL can arrange discussions and organise seminars to discuss pedagogical issues and challenges. Mutual discussion can also help to improve learning. Action research workshops can also be organised to encourage the culture of reflecting on pedagogies and promoting the culture of dialogues for improving teaching skills.

1. **Micro-politics of implementation**

I have already discussed, that there is no prior training or teaching experience required for the job of a lecturer at the IELL at the UoSJP. The only requirement for teaching language is an MA in English Literature. Teachers, therefore, adopt traditional methods for teaching as they have experienced in their student life. On the basis of their understanding through experience, they try to emulate what they have already seen. Teachers learn the culture of the institute by assimilation over a period of time, and newly appointed teachers become part of the culture which already exists. As I have also mentioned earlier, there is hardly a culture of talking about pedagogical issues, therefore the scope for adopting change is limited. It could require behavioural and cultural changes in the IELL.

The codes of behaviour can be favourable for innovative teaching if initiatives are taken by the Head of the Institute. Successful implementation requires behavioural changes (Mohammmed and Harlech-Jones 2008). When we study any institute, there are always codes of behaviour attached to them, as Foucault (1972, p. 20) states,

> The fundamental codes of a culture – those governing its language, its schemas of perception, its exchanges, its techniques, its values, the hierarchy of its practices – establish for every man [sic], from the very first,

the empirical orders with which he will be dealing and within which he will
be at home.

These codes inform an individual what to say and what not to say, which practice to follow and what not to follow, and what is acceptable and what is not acceptable. I have found the IELL to be cooperative with me in helping to give access to classes, teachers, and students for conducting my research. Teachers provided support in facilitating in the timetable, and giving their classes. I had complete cooperation from all sides of the Institute, which showed genuine concern for the research. This showed that there was a congenial atmosphere, which could be helpful for future research and experimental teaching as teachers have freedom in the classes. However, since it is a hierarchical system, new teachers bear more burden than the senior ones (see 5.1.2). Therefore, balance in junior teachers' duties and change in senior teachers' behaviour can be helpful to change the mood of teaching.

The initiatives to improve the culture and behaviour of learning and teaching can come from the Head of the IELL. However, it would require a commitment from the teachers also to improve teaching methods. Theory and experience suggest that the greater the degree of behavioural change that is required, the more time and attention should be given to securing the understanding and collaboration of the implementers (Mohammmed and Harlech-Jones 2008).

Despite the difficulties caused due to boycotts and poor infrastructure, I was able to make a difference through my teaching and replicating it through another teacher. This was also due to my commitment to improve teaching and Teacher C's commitment to help in the research by volunteering to collaborate. However, I was often told that my commitment to improve teaching was mainly due to my need of getting a doctoral degree. One of the senior teachers said: …*if I was talking about changing teaching methodology, it was due to my training abroad* (Teacher B, Interview 2). One of the students from the English department gave remarks about my teaching that I had come specifically for the research, therefore I could give more time to teaching and showing concern for their improvement. In contrast, he believed that other teachers had so many other classes to teach as well and

therefore they could not concentrate on just one class. Smith et al. (2010, p. 6) also remarks in this regard:

> ... university researchers have a notorious history of entering communities, implementing their research agendas, and leaving – having thereby contributed lines to their own curricula vitae but having made little, if any, contribution to the community.

The above quote sketches the scenario of how I was perceived as a teacher-researcher by many of the participants. However, my choice of research area, where I could bring practical improvement, is embedded in my commitment to improve education in the context of my own teaching and learning conditions. Therefore, research has brought practical changes to influence the learning of students. I hope to continue doing this in the future.

Based on my personal experience, I can say that the micro-politics of the IELL were favourable for my research and implementation of change. The majority of teachers are willing to implement any change that can be helpful to students for improving their learning. However, teachers need motivation to practice and implement changes that can come through discussions, teacher training, workshops and seminars. Although teachers blamed the culture to be adverse for any change, teachers leaned to traditional teaching as it was easy to learn; it is also because teachers were not exposed to the different styles of teaching and it needs reiteration that they have not been provided any relevant training and workshops which can help them to improve their teaching.

Muhammad and Harlech-Jones (2008) have identified some of the common features of developing countries as being authoritarian, transitive, syllabus-driven and textbook-centred, and exams as the yardstick of success. They identify a lack of contextual understanding for the failure of implementing changes, and therefore give importance to 'grasp of context'. These were the typical conditions when I was doing the research. However, I saw a commitment from the faculty to change and implement changes if training and workshops were provided to improve their professional skills. I saw a significant change in Teacher C's teaching with her implementing my teaching in her class. I hope it can be followed by other teachers in their classes too.

There is also a need to value learning rather than just completing the syllabus. This was commonly noted in interviews with teachers and students that the lack of innovative teaching is mainly due to the pressure of completing the syllabus. Teachers need support and encouragement from the Head of the IELL for bringing innovations in teaching methods. It would not be wise to expect them to perform better without been provided proper training required for their job, and without creating a culture where they could openly discuss their profession. It also needs commitment from teachers, otherwise the best training and best project for improvement may fail. As O'Sullivan (2002, p. 221) states, 'the failures are particularly tragic in developing countries that can ill afford the wasted time, resources and effort, and which urgently need reforms that successfully lead to significant much-needed improvements in their educational systems. '

8.6. Significance of the study for teaching and learning

The implications above are of major significance for this study. I will now further discuss the significance of the study for its practical and theoretical contribution. Its practical significance is in maximising learning outcomes of students in Groups A and B, and Teacher C's and my own professional learning. Its theoretical contribution is in remodelling and reshaping teachers and learners' identities.

8.6.1. Practical significance for learning

Students were a great help in classroom management through their shift in role from passive listeners to active participants. Student learning became important for the sake of improving knowledge rather than just transferring of syllabus and getting good marks. As a result, students started attending classes for the sake of improvement rather than just to pass an examination. They learnt to create knowledge through interacting with each other rather than rote-learning, which is considered to be a common habit of Asian learners and that it does not enhance their understanding (Wong, 2004).

The study has significance in understanding the traditional and innovative forms of teaching in a large class. It shows how traditional teaching approaches are used in large classes (see Chapter Five). It is also significant for developing innovative teachings for English language (Chapter Six) and its role for teacher training, which was the result of

working with Teacher C for replicating the lesson plans. Her learning to teach through innovative teaching methods has contributed significantly to the learning of students from the Biochemistry department. I hope it will also have positive effects in education for future.

The study is significant for developing countries where the standard of education is a great concern for educationalists. A large number of students in the class make learning difficult. The study has inculcated among the participants an interest in learning for longer benefits rather than making it exam-oriented. Unlike the belief that an Asian student considers that they learn better if information is given by the lecturer (Wong, 2004), students found learning in a community to be more helpful.

Research has implications not only in the context of education, but in a social context too. It could generate cooperation, care and understanding for each other. It could develop a sense of community by working together for mutual learning. Research can also help community by giving it a social sense of contributing to the development of society. Students learn their English language through interact with each other, which increases their social network.

The study will generally help in increasing the educational atmosphere where students will not depend on books alone to gain knowledge. It will not be just for passing an exam paper, but it will be used for self-improvement and to increase learning opportunities by learning through socialization.

8.6.2. Significance of this research is embedded in action research process

Freire (1972) attacks the *banking model* where teachers *deposit* knowledge into students. These kinds of practices existed to educate students at UoSJP in which, as Freire (1972, p. 58) states,

> Instead of communicating, the teacher issues communiques and makes deposits which the students patiently receive, memorize, and repeat. This is the "banking" concept of education, in which the scope of action allowed to students extends only as far as receiving, filing, and storing the deposits

I worked through a completely different model where participants were part of knowledge creation, and where students were treated as subjects rather than objects in the world. Knowledge was not considered to be external to people and laid out to them by teachers but it was generated through interpersonal connection.

I have referred to Freire (1972) as a theoretician and practitioner. The focus of the theory is in modelling a different style of learning as opposed to the *banking* model of *depositing knowledge* into learners. The research was, therefore, based on the ideas of emancipation through the acquisition of knowledge by the dialectical process, as Freire (1972) suggests,

> The teacher is no longer merely the-one-who-teaches, but one who is himself [sic] taught in dialogue with the students, who in turn while being taught also teach.

Students were given the responsibility of changing their previous practice and learn a new one through the process of self-teaching and self-learning. The study reveals that students do not need to be fed and have knowledge transferred; they can be part of the learning process by changing their role from a *receiver* of knowledge to a *sharer* of knowledge.

Students at the university level are mature enough to understand the teachers' methods and to adjust themselves to them. There are capable students in every class who can give support to teachers in (re)modelling their teachers' role for motivating students, assessing fellow students, and helping to organize group work. They can become a bridge between those who do not get an opportunity in the class and the teacher by being part 'in the process of liberation' which ' is essential for the oppressed to realize that when they accept the struggle for humanization they also accept, from that moment, total responsibility for that struggle' (Freire, 1972, p. 42).

This study shows the significance of the action research process in bringing practical improvement to education. I have understood that students feel concern for each other's learning, and therefore they can help each other in peer learning. I realized the capacity of students for helping each other and improving language skills. Hence, the study is also significant in realizing students' potential to self and peer learning and their capability of generating knowledge. They can feel confident with their learning by acquiring cognitive

skills for improving their language output and learning patterns. Group work can create a habit of exploring, and increasing their understanding towards a more socially just society.

The action research process helped me to recreate my identity as a teacher and a researcher. Through this study, I have come to know the importance of dialogue and giving voice to people to generate knowledge that can help in improving learning conditions. The action research process also brought the realization that knowledge is fluid and dynamic; it is not static. I also came to know that each teaching condition is different, therefore predefined theories of teaching may not completely help in all conditions. As a result, my ontological and epistemological values are based on practice.

Having presented the significance of the study, in the following section, I discuss how the study can be disseminated for the benefit of teachers, students, and researchers working in a similar context.

8.7. Dissemination of the finding

Researchers who use an action research framework have a responsibility and obligation to disseminate the findings for continuous improvement. I have already discussed how I have tried to construct context based knowledge to bring practical improvements to the context of my workplace. I have also given suggestion on how the findings can be used for implementation. In this section, I will focus on what has already been done for the dissemination of the findings in front of an academic audience and what more can be done to further disseminate them.

Before writing this thesis, I started discussing the findings with the relevant audience. The first presentation was in front of a group of PhD students at the English Department at Karachi University, Pakistan; the second one was in a workshop organized by the Higher Education Commission (HEC) at Tando Jam Agricultural University, Sindh, Pakistan.

8.7.1. Presentation in front of an academic audience

Before I started the second phase of the intervention strategy, I presented my research findings of the first phase of data collection in front of the PhD students of Karachi University at the Society of Pakistani English Language Teachers (SPELT) office. Dr

Fauzia Shamim, whose research works I have cited frequently in the context chapter, organized the presentation in the capacity of a research convenor and the Head of the English Department at Karachi University. It was my first presentation in front of an academic audience who gave critical feedback on the reconnaissance and discussed plans for intervention.

Feedback on the presentation increased my insight about the context and helped me to rethink the intervention strategy in order to refine it. I also changed my initial plan from experimenting research through other teachers to teaching through my own practice and replicating it through another teacher. Dr. Shamim's commented, *'why do you think they would help you? It is your research and teacher's here clearly know that you would get benefit out of it'.* Therefore, I changed my plan of depending on more than one teacher for replicating.

8.7.2. The HEC organised workshop

After the second phase of the fieldwork, I presented my research findings in a HEC organised workshop for teacher training on April 18th, 2011. This time the findings of both the phases were presented: reconnaissance and action phases. The workshop was divided into two sections. In Section One, I presented my research finding and in the second section, I arranged activities to practice how they could cope with large classes in their respective classes. There were twenty-two participants working as teachers in various degree awarding colleges. The workshop was one of a series of programmes started by the HEC for ELT reforms.

The workshop helped to encouraging the in-service teachers trainees to reflect on their practice, and to learn practical instructions to cope with large classes through group work and group leaders for arranging activities. It also gave me confidence in the validity of my findings. We collaboratively worked to conduct activities of peer and self-assessment. I recommended how teachers could increase meaningful interaction in the class through group learning and group leaders. This was an effective way of disseminating the research findings.

My greater responsibility is to continue to improve education by building on this research at the UoSJP where this research was based. McNiff (2002, p. 61) considers two steps important for community development with regards to action research:

> …first, the systematic production of case studies to show the development of communities of learners within organisational settings, and the kind of knowledge they are generating collectively for wider social benefit; second, efficient forms of dissemination so that these case studies cannot be overlooked and have to be acknowledged as a legitimate form of collective knowing.

She emphasizes the collective responsibility of improving practices in the workplace for social benefits by transforming the question from, 'How do **I** improve **my** practice?' to 'How do **we** improve **our** practice?'(my emphases). People have accepted the collective responsibility of improving their own workplace practices for social benefit.

I have already discussed in the previous sections how this research can help my colleagues and I have also suggested ways to implement the research findings. It is my responsibility to ensure that the study continues to be useful in the future by suggesting how to disseminate the research findings for continuous improvement.

This thesis will be an open document that can be accessible to anyone in order to improve their teaching practice, do further research following the action research process, and share their own findings. They can build their teaching methods on the basis of the findings, similarly research can also be done in a different context for further validation of the findings. I also plan to engage more participants from the UoSJP and other places to discuss the teaching of large classes through workshops, seminars, and in/formal meetings. My findings could be helpful or could even be discarded altogether. In any case, participants' reaction will help in expanding this research further. I have validated the research findings through the validation process of action research. However, it could further be evaluated in other contexts.

By working as a teacher at UoSJP, where this research is based, I will continue to build on the findings of the research by working closely with the colleagues and students. McNiff (2002, p. 26) suggested collective responsibility for improvements:

> While it is not too difficult to show influence within supportive communities,...it is more problematic when it is a question of influencing others who are indifferent or hostile, or whose interests are to do with careerism and profit-making rather than education.

However, the socio-political conditions in UoSJP allowed me to implement change, and it also gave freedom to design my own teaching strategy by using the curriculum. I wish to train teachers and students in changing their models of learning and creating the culture of discussion on pedagogies. Although there may be difficulties in disseminating the findings among a disinterested audience, I hope to find many people who are willing to listen and to engage in educational development. Therefore, I believe talking about educational improvement and taking practical steps for its development, will bring cultural change.

Research has opened a way to collaborate with colleagues and to have open dialogues with them to learn from each other. I also have a responsibility to continue to identify problems and address them through the action research process. This will also help in creating a culture of self and peer improvement. I will continue my commitment to improve learning and teaching with the genuine desire for educational development.

I also plan to disseminate the findings by building on the present study through conferences, publications, and research collaborations. I have already discussed that the Higher Education Commission has been working for the professional training of language teachers. In this regard, my professional learning can help in sharing the findings to improve the teaching of others through action research workshops and pedagogies concerning large classes.

I will try to bridge the gap between theory and practice by generating practice-based theories, and implementing theories for practical improvement as 'there remain very major gaps in many developing countries between theory and practice' (McGrath, 2008 p. 1).

8.8. Summary of the conclusion and discussion

This research has greatly contributed to increasing the learning of the researcher and students. Collaboration has brought the knowledge that large classes are not the problem but it is the teaching method, which is the problem. I have tried to generate a discussion

about teachers as agents of change, which could encourage some of colleagues to be researchers of their own teaching in order to bring pedagogical reforms. I have developed a critique of my own research. From my practice emerged new knowledge, including the use of curriculum to generate interactive teaching, the use of group work, and how peer assessment can be manageable with innovative teaching. There is a lot that can be done to improve this study to help in understanding the dynamics of university research.

I have pursued the values of freedom and democracy in education to give everyone an equal opportunity of participation in learning. I also encouraged innovative teaching to maximize learning in large classes. I also encouraged teachers to be researchers to generate practiced-based learning theories.

I have shown in previous chapters that doing research has been a source of both personal and professional improvement. It has taught me that knowledge is not something that exists only in books, but can be adapted to improve learning conditions. Knowledge can be generated through an action based practice, and as knowledge is fluid not static, it can be constructed and developed through the action research process. I hope my research findings can have implication for future researchers and teachers dealing with large classes in developing countries.

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Appendix

Appendix 1. A: Consent Forms

PROJECT TITLE:

Improving English Language Teaching in Large Classes at University Level in Pakistan

Project Approval Reference: **1011/12/06**

I agree to take part in the above University of Sussex research project. I have had the project explained to me and I have read and understood the Explanatory Statement. I understand that agreeing to take part means that I am willing to:

- Be interviewed by the researcher
- Make myself available for a further interview should that be required
- Fill out the questionnaires relevant to the study

I understand that I will be given a transcript of data concerning me for my approval before being included in the write up of the research.

I understand that my participation is voluntary, that I can choose not to participate in part or all of the project, and that I can withdraw at any stage of the project without being penalised or disadvantaged in any way.

Name:

Signature

Date:

US

University of Sussex

Re: Faraz Ali Bughio

Wednesday, 9 February 2011

To whom it may concern,

I have been supervising the doctoral studies of Faraz Ali Bughio for the last two academic years. While in Sind he was engaged in preparatory fieldwork in order to lay the necessary foundations for the core study. Since his return to Sussex he has successfully revised his proposal which has been accepted by the Director of Doctoral Studies for the School and has been approved by the Social Science Ethics Committee.

Most time has been devoted to preparation for the vital period of fieldwork that is to provide the critical data from which the thesis will be constructed. This has comprised working with his supervisors on analysis of the first batch of data and in devising a continuing research strategy. Also, time has been spent in essential reading around the key focus of the research and developing and testing research instruments for use in the field. Faraz Ali BUghio is now fully prepared and has been granted permission to proceed with the final phase of fieldwork. This is to centre on a series of approximately ten lessons to which he will need access.

As principal supervisor I am impressed with Faraz Ali BUghio's progress with his research project. The planned intervention which will be developed and tested in the fieldwork is likely to make a significant impact on the teaching of English to large groups and we would welcome your support and cooperation in this matter.

Yours faithfully,

Dr Paul Yates.

Appendix 2: Data Collection tools

Appendix 2 contains:
1. Interview questions for teachers
2. Interview questions for students
3. Observation criteria for second phase of data collection

1. Interview Questions for teachers

Introduction
1. What do you like about teaching at Sindh University?
2. What are the general problems that you face in teaching compulsory?
3. What are the problem of evaluating and giving feedback in language class at university?
4. How do u know who is weak and who is intelligent student?
5. Do we need to know it for better teaching?
6. How better can we understand the capabilities of students?

Peer assessment and self-assessment and its criteria
1. Do we need to have any assessment and evaluation criteria to know about students speaking writing, and reading skills?
2. How would students react on peer assessment?
3. How would teachers feel about peer assessment?
4. How frequently activity based classes should take place for self and peer assessment?
5. Will this affect their product/result/understanding of English
6. How do u see the role or teacher in these kind of classes?

Group leaders
7. How to select group leaders in class?
8. Is teacher's decision about intelligent student always right or we need take test
9. Advantages and disadvantage of group leaders

Implementation
10. Implementation of self and peer assessment possible or not?
11. What are constraints of doing group activities and peer and self-assessment?
12. Will teachers adopt a different kind of teaching methodology in the light of my study?
13. Why teachers haven't worked on different teaching methodology in our university so far?
14. How to change behavior of students towards language subject?
15. How to change the attitude of teachers towards language teaching?

Any further comment

2. **Interview questions for students**

1. **Amount of distribution of English in relation to major Subjects**
- How important English compulsory is for you?
- Do you really study English to learn English or just to pass exam?
- Do you think three days per week is more than enough for English subject?

2. **Quantity and quality of feedback**
- When you are given any feedback, does it help in improving your English?
- Do you need feedback and evaluation more than what you get? If yes how do you think it is going to be possible in large classes?

3. **Feedback from class mates**
- How would you feel if your class mate checks your mistakes?
- How would you feel about correcting mistakes of other people?
- How would you feel in you correct your own mistakes?
- How do you feel about group activities in language class?
- How should we select a group leader in a group?
- What can be advantages and disadvantages of group activities?

4. **Improvement after result**
- Do you know why you get less or more marks than others?
- Do you improve your English more by preparing for exam than by attending class
- Do you feel satisfied with your marks?

5. **Focus group Interview during and after the classes**
- How it's different from previous teaching method?
- What did u like about it?
- How did you complete the task and activities?
- How active were students during task?
- How did u find the role of teacher in the class
- How did teacher manage the groups?
- Were you using any other language apart from English?
- Did students enjoy the task?
- Do you want classes like this or like traditional classes? And why?
- Was it usefulness to learning?
- Compare your role in traditional classes and communicative .
- Will this make you less depended on teacher?

Please share any comments about language teaching experience.

3. Observation criteria for second phase of data collection

Classroom Observation Form**/Guideline**

Observer: Date and Time: Observed teacher: Class:
BS Part-2   Department: No. of Students:

1. Students' performance on tasks: the strategies, procedures, and interactions patterns employed by students in completing tasks.

2. Students' performance during pair/group-work activities.

3. Teacher's arrangement of students into small groups.

4. Monitoring of students' time-on-task during group work. Time management: allotment of time of different activities during the lesson.

5. Students' use of L1 and L2 during group work, and the kind of responses they make.

6. Classroom interaction: the way the teacher monitors both teacher-student and student-student interactions.

7. Teachers role in the class with regards to responding students queries.

8. Organization of the lesson: the opening, structuring, transitioning, and closure of the lesson.

9. Teacher's questions and students' responses: the types of questions the teacher asks during a lesson, the way students respond, and the way the responses are either reinforced or refuted.

10. Teacher's explanation: the way the teacher explains vocabulary, grammar, and/or syntactic items during the lesson.

11. Teachers' mobility in the class: the extent to which the teacher interacts with some students more frequently than others during the lesson.

12. Students' performance during pair/group-work activities: Teacher's arrangement of students into small groups, monitoring of students' time-on-task during group work.

13. Classroom interaction: the way the teacher monitors both teacher-student and student-student interactions.

14. Use of textbook: the extent to which the teacher resorts to the textbook during the lesson and the types of departure made from it.

15. The seating arrangement facilitated learning.

16. How far teacher divided his or her attention among students?

17. The amount of teacher talk and student talk was appropriate

Appendix 3: Interview transcript

This appendix contains:

1. Teacher F s interview mainly discussed in phase ONE chapter FIVE.

2. Students' interview from English Department mainly presented in Phase TWO chapter SIX.

First phase of data collection. Interview Number: 6. Teacher' s Name: F

Me: What do you enjoy about teaching at University?

F: First of all, there are different categories of students. Interacting with them is interesting as their mental level is different; especially handling their behaviour is something that I like.

Me: you enjoy that?

F: Yes some of the students are good, and some of them have insulting behaviour but I enjoy dealing with them.

Me: What is bad about teaching at Sindh University?

F: Bad thing--Boycotts. They are very frequent. They disturb a lot--Personally Boycotts are something that. I feel very m--means the situation gets embarrassing. Boycott culture is a problem in the university. Due to student's violent political activities environment becomes embarrassing. Like, teacher is standing in the class and some ruffian type of students get in all of a sudden and shout that its boycott and get out of the class. Means this is something that I personally feel very bad..

Me: Have you ever thought about it why it happens here?

F: May be it is a problem in management. Administration cannot control these things. They are just like ruffians. They interrupt classes. They don't even respect teachers. They don't value teachers' presence in the class. Well, they may allow us to complete the running class and boycott for the next one. There must be a way out of this.

Me: But they come right in the middle of the class and interrupt?

F: Yes in the middle of the class. Certain times they will enter in the class all of a sudden…One or two boys will come. Means they won't talk to me, they won't look at me. All of a sudden they would say to certain boys to come out we have to talk to you. Who are we what is our position [angry tone]. What is this? What kind of environment is that they come and take someone out of the class to put up fights. This has happened more in arts faculty.

Me: yes it happens

F: I feel helpless as a teacher. I feel like asking them what they do in my class…but.

Me: But?

F: But I can't.

Me: As female teacher, they may not say anything to you. But with male teachers they may even fight! We have to neglect them.

F: Exactly. I just neglect them. But we should not neglect as teachers but I do.

Me: There is no way out. We can't fight with them.

F: Yes, we cannot. Overall situation is upsetting due to boycotts.

Me: well, we will talk about it later. But when you enter in class-- I mean what problems do you face while teaching?

F: Normally, sir, the problem is, as I told earlier there are different categories of students. Some of them don't understand even single word of what I teach them.

Me: What department are you teaching?

F: I am teaching in Sindhi Department, Electronics, and Telecommunication.

Me: So all tough departments are with you?

F: Yes, they are. Especially Sindh. I teach to them English in Sindhi because. They are unable --or, I don'--or their background has been like that. I mean their learning background. They are not taught these things. Therefore, unfortunately, I have to explain each and everything, even small small things that we may not explain at university level. But I have to do that.

Me: Can you know from their responses whether they follow your teaching or not?

F: Yes, after three four lessons, I can have idea who is following me and who is not. And I get to know students who can quickly get my points and participate in the class.

Me: You must be feeling comfortable if you get responses? You can really rely on your judgement about their capabilities through participation?

F: hmm, yes. Well their participation in the class is not the criteria to know their capabilities. It is not necessary that those who don't participate--Like, last semester I was teaching in electronic department, some of the students who didn't even speak a single word in the class scored above eighty per cent marks in the exam paper. And would you

believe me that after looking at their results, I went back home to check their exam papers again to make sure if I have made any mistakes in them. But they answered as I asked them in the exam paper. They have got seventies marks and some of them in eighties also.

Me: So mere perception is not enough to know about their abilities?

F: Yes, it should not.

Me: Well, now evaluation—by evaluation I mean-- do we assess their language skills in classes at all? Do we set any criteria or assessing them?

F: We usually--I personally ignore checking for grammar mistakes. Whether one speaks right or wrong, I don't focus much on assessing them.

Me: How about assessing their writing task? Do we check them or tell them what we check in their writing task?

F: No. especially, I mean, especially when I give them essay for exam, I tell them in advance—a list.

Me: Tell them what? The topics or?

F: No--Yes, topics that we normally give them in advance, I mean fifteen or twenty days before exams. Telling them that these are the things going to come in exams. So I tell them the topics already.

Me: Do you tell them what you are going to check in those essays?

F: No, I don't tell them this thing.

Me: Please do not feel embarrassed by telling me anything.

F: I just give them topics, and give little introduction to the structure of the essay and tell them how to build it.

Me: So you tell them about the form of the essay.

F: I give them skeleton of the essays.

Me: OK.

Me: Do you think we need to build criteria for assessing their tasks?

F: We should—

Me: I am planning to teach through group methods where group leaders will manage each group. How far do you think group work can be helpful in managing classroom teaching and managing groups through group leaders?

F: It looks a good idea.

Me: Do you think it will be helpful for students?

F: I think it will. This should be practised in the class. And they themselves should select their leaders. I should not select group leaders for them because they are knowing much more about each other than I know about them. Like they should form groups where they feel comfortable. They should form leaders. I have done group activities in Electronic departments

Me: You have arranged group activities?

F: Yes, I haven't arranged in Sindhi department but I have arranged two times in Electronics department. I arranged them in groups and then they came forward for presentations.

Me: Do you think other teachers do it also?

F: I don't think that all the teachers would agree to do it. Teachers have their own bent of mind. They don't feel comfortable with this. Like, they consider it very tedious to organise groups. It is easier to go in classes simply to deliver lecture. That' it. That is the thing. Teachers avoid teaching in different method as it requires more effort on the part of teacher.

Me: I will come to this topic again. But often do you think they should take place if you think they are helpful in learning? Every class should be like that or?

F: If not every class at least once in a week we should arrange activity based classes. If there are three classes in a week then at least there should be one class activity based.

Me: How do you think students would feel about it? What is your assumption? If you go to classes and start selecting group leaders and from groups.

F: They will enjoy. That is what my experience has told me that when I deliver lecture, the all are just like sleeping. They don't take interest.

Me: So, why do you think teacher won't do it? I also think students enjoy group activities but they why teachers don't arrange them.

F: We don't have culture to give responsibility to. May be. There is one--Lecture method is the only method that we apply.

Me: We will talk about it the culture again. Well, do you think activity based classes will improve their language skills?

F: Certainly because they are themselves doing the task. When you do things by yourself, then we learn more than when somebody else does.

Me: Will this kind of teaching affect their marks?

F: Marks will definitely improve if they will be improving their English and reading skills and all that. Of course their marks will improve.

Me: How about constraints of completing syllabus? It might be covered slow through these classes?

F: But then we can divide work in classes in such a way that syllabus may be covered also. Groups may do separate units. It can be quicker though that. Instead of doing one unit we should do two units in the class with different groups. In one class we can even cover three units.

Me: You mean we should not do same unit with all students?

F: Yes.

Me: How should we—you told me they should select the group leaders. Do you have the criteria, Like they select what should be the criteria for selecting a group leaders?

F: First all someone who is confident, has got interest in studies. These two things should be there.

Me: And language skills also.

F: Plus good language skills should also be there. We can take small grammar test also to get an idea about them.

Me: What kind of problems can we encounter while arranging group activities.

F: The basic problem can be--Well, a teacher has to be strict because when they sit in groups they start talking with each other about some nonsense stuff.

Me: So the role of teacher becomes important.

F: It has to be there, exactly. He should…he or she should have very close watch and monitor the groups whether they are really discussing the topic or they are just beating about the bush or something like that.

Me: exactly. Well, I have observed almost all teachers teach in traditional way. Normally it's the same teaching method that everyone uses. Well there is variation also. Why do think they follow more or less same method of teaching here?

F: hmm. We teach almost in the same way.

Me: Why don't we change our teaching methods?

F: Because sir-- like we said before, there is a culture there. We saw our seniors teaching so we follow them. When we come as new teachers, we don't see senior teachers teaching in a different manner. We--our…We ourselves don't want to change. We don't want to change ourselves perhaps. That is the reason.

Me: Contrast is that students want change.

F: Yes. Students do want change. May be teachers don't want to do the hard work. Or the extra work you can call it! Whatever has been crammed has to be told to them.

Me: How to change this then? How to do it? Any suggestions.

F: Like the way you are talking to me. We have to talk to each and every teacher individually. You know, this is something that should be—would be in favour of students. Ultimately they will benefit from it. If I change my strategy, obviously students are going to benefit from it. And I will also develop as a teacher.

Me: Teachers may not like talking to us about it, then? Practically we cannot go to every teacher and talk to them about their teaching.

F: Hmm! One thing more for this improvement – The management has to play the role. For example, whatever the new teachers are coming—First of all there should be some kind of training workshops for them and secondly the classes should be observed from time to time.

Me: You mean peer observation?

F: Yes, and then director of the department should be reported about the teaching also. There should be check if teachers incorporate the things they learn through workshops or they continue teaching in a traditional style. There should be some check and balance. They don't need to discouraged but they should be realized that they are doing wrong. I think slowly and gradually this thing will improve.

Me: So, for this motivation we don't need to work with students. This is what you say? But teachers need to be motivated.

F: Yes, if once teacher would be changed then students will definitely change. [interruption. Someone entered the office and inquired about someone]

Me: So what were we talking. Yes. So what do you feel about the plan of group work. Overall?

F:I have arranged group works and their interest was maintained throughout the class. Therefore we should arrange them at least once in a week—group discussion or whatever activities we can, we should do.

Me: That is it from my side. Is there anything that you want to say or ask?

F: I also really enjoyed talking to you.

Group of students from English department= ENG-G:

Group Interview No . 2. on February2, 2011

Me: How was your experience your experience of learning with me?

ENG-G Students 1: This was completely different way of taking classes. I was made group leader for the first time in the university. I had a responsibility to take care of five or six group members because they were relying on me to perform the tasks. They say you are the one to guide us. It was new experience that I enjoyed—fully.

Me: You like it? Did you find them useful?

ENG-G Students 1: They were good—different from traditional classes. Students didn't get exhausted or tired of them as they feel in traditional classes especially in history classes they feel bored. It wasn't like that in your classes as there were so many activities to do.

Me: How was your experience?

ENG-G Students 2: It was good. Something new we have tried to do than what we do in traditional classes. We enjoyed in group discussions. We never get chance to come in front of others and speak. But then when we are in groups we can talk as we want to talk and can share the ideas in a way that we cannot share to others to allover the class.

Me: How about you? Did you find them any different?

ENG-G Students 4: Yes sir they were different. All the students were able to talk otherwise they can't.

Me: Were they useful?

ENG-G Students 4: yes sir, it was good for confidence building. Otherwise students feel shy everyone can speak in these classes. Some of the students whom we never heard speaking before were talking in these classes. They could talk also. It was good—something new. We liked group discussion where everyone was involved. It was something new. We were not feeling bored.

Me: You were able to involve actively?

ENG-G Students: Opportunities were given to everyone.

Me: you don't get that on other classes?

ENG-G Students: No. Mostly they are discouraged.

ENG-G Students: Everyone was getting chance.

Me: How did you find the teacher's role? Different from traditional classes? If yes how?

ENG-G Students: Yes, different. Teacher was encouraging students' participation. You were giving more chance to students to participate.

You were interacting with every student. In traditional classes each student interacts with the same students whom he knows well already. It wasn't like that in these classes. Means teacher was going to everyone and asking everyone to ask, 'how are you doing the task? Can you understand it or not?' Teacher was cooperative.

There was no favouritism.

Me: Did you feel that?

ENG-G Students: Yes you allowed everyone to take part, everyone was getting opportunity.

Me: In other classes also teachers must be trying to give equal attention?

ENG-G Students: Like, in your classes there were groups. You were interacting with every group leader in the class. But in traditional classes if I know you, I will give you answer. Next time you would look for an answer from me. Others won't every dare to speak anything. That is how it is, neither have you known me nor do I know you. We can't blame either students or teachers. Teacher will respond only to the ones who will speak, and to those whom he knows. As far as these classes are concerned, teachers himself was going to students to speak to them. So this is something which is good.

One thing that I have noticed that students are partly depressed because they think that we cannot surpass those who are coming in front of the class. They then make the mind

of their own that they cannot speak. So we cannot surpass. They are not even trying to. I have to the members who say something like that—that no, we cannot--only you come in front of the class and only you speak. We won't be able to do anything because. You are good and because you are group leaders.

Me: Did they change their opinion afterwards or it continued to be the same?

ENG-G Students: It was the same. They have become depressed so much that I really got tired of explaining to them. I asked them to avail the chance at least once. You will keep getting chances then. But they don't want to avail any chance. They say, 'why should we avail that?'

Me: How to deal with it then?

ENG-G Students: They are quite pessimistic. They are not optimistic.

Me: Means this teaching did not affect them at all.

ENG-G Students: Sir, it did affect them. It did make difference. They have at least learnt something new.

Me: like what?

ENG-G Students: They have learnt to discuss in groups. The ones who never spoke to us before because they believed their English was not good therefore they could not talk. Then they could talk. Even then they are scared of coming forward due to lack of confidence or discouragement from the teachers.

Me: You think teachers discourage them?

ENG-G Students: Yes because sometimes even if a student speaks correctly, teachers discredit that saying that they are wrong.

Me: Did you find me discouraging students from participation?

ENG-G Students: No, we get equal treatment.

Me: But even then it didn't make big difference?

ENG-G Students: Well, sir it did affect them. They saw a hope if Sir Faraz continues to take classes in the next semester also then they might be active.

Yes sir, it didn't really make that huge a difference.

Me: So it didn't make big difference then? [Laugh].

ENG-G Students: [laugh] Sir at least they have become hopeful. There is a ray of hope therefore they could speak in groups otherwise they could not speak with their class mates in English at all. So slow--

Sir they have gained confidence to speak with each other in groups.

Now at least we know each other.

Me: Did interaction with each improve with each other?

ENG-G Students: Yes there was interaction and they were in touch through phone to speak about next classes and that what we are going to study in that class?

Me: like, about my class or?

ENG-G Students: For others also. Well, History is boring.

Sir it won't be possible in other classes.

In other classes we were always silent.

Me: So why it became different in my classes? Why you were not feeling bored in my classes?

ENG-G Students: Because we were participating. They were busy in activities.

Me: Sometimes I also felt students were feeling bored in my class also.

ENG-G Students: Group forming was messy, that was irritating. Like arranging chairs

Me: it continued to be like that till the end?

ENG-G Students: No, not in the end. Like, all of a sudden we couldn't do it. Like in the beginning the class used to be at the end, so everyone was tired already.

Me: So could we form groups ok in the end?

ENG-G Students: Yes sir, everyone learnt the manner of group formation. They learnt how whether to drag chairs or lift them. [laugh]. [interruption]

Me: What about learning? Did it change or improve? Like there was any major change?

ENG-G Students: No, not as such a major change. If everyone starts teaching like this then there will be complete change. Like for other subjects group forming won't be possible. In other classes teachers have to give input. It is possible in language classes to arrange activities but won't be possible for other classes.

Me: Because the nature of subject is different?

ENG-G Students: Yes. If they try, but don't know how would they do it?

Me: Group changing was helpful or you preferred same groups.

ENG-G Students: I wanted different groups because I wanted to know more and more students.

Me: Did you people get your draft back after being checked? If yes how did you find them getting your assignments back?

ENG-G Students: Yes sir.

We got to know about our weakness and mistakes.

Me: What was better self-assessment or peer assessment?

ENG-G Students: Peer assessment was better. When we were checking our drafts, it didn't help much. Because we merely affirmed what was right.

Me: Do you think it should be continued? Others should check your writing task.

ENG-G Students: Yes sir, but they should not give marks. Students should not have authority to give marks.

Only teachers should have authority to check for marks.

Sir, even if students are giving marks it is not that bad. Like, we only do group discussion. If they want to give marks that is for our own improvement. It's good we will improve.

Me: Do you trust each other's checking?

ENG-G Students: Yes there is trust.

Like sir, they won't like to annoy each other by giving less marks. We still have to study with each other two or three more years.

Me: So, you want even if student give marks, teacher should double check them? Ok we will do like that. And How reliable was that? Did you check your drafts again when you were returned?

ENG-G Students: Well

Me: Is there someone present there who has checked your draft?

ENG-G Students: hmm. Yes sir, Like, it was ok. She could check according to her understanding.

Sir it was helpful.

Me: Would you like students to continue your drafts?

ENG-G Students: yes sir.

Me: How about discipline in the class?

ENG-G Students: You couldn't manage them in the beginning. But when we became engaged in group discussion then it was better. Everyone was busy in their work. In the

start we couldn't know what was happening. So there was a problem and there were late comers also managing them as problem.

Me: How about my role? Was it authoritarian?

ENG-G Students: No you were friendly. A few teachers are authority. You gave freedom to students to participate. Students where willingly coming to classes.

Like we felt that we avoid classes. But then we saw that group discussion was taking place.

So students were coming to avail chance of participation.

Me: How do you find my role to be different from others?

ENG-G Students: You gave relaxing atmosphere. Like in traditional classes teachers just speak one-sided. But in your classes you were interacting with everyone inside the class and you could also speak to them outside the class. It was relaxing atmosphere. Students were not upset because of classroom atmosphere.

In the beginning we felt that you cannot manage the class. May be any strict teacher could have managed them. But later on we felt that it was difficult to form groups. No one could manage them. Students are same. They will continue to be same no matter what you tell them.

Sir students were not scared in your classes are they are in other classes.

Me: Were you getting frequent feedback?

ENG-G Students: yes sir we were. Yes were able to assess our level and think about what to achieve. There was equal opportunity.

Me: How about assessment criteria.

ENG-G Students: It was helpful. We got to know what to check in the drafts.

Appendix 4: Lesson Plan

Appendix FOUR contains detailed lesson plans for the English Department.

It also contains hand-outs used for the lesson for assessing speaking skills

<u>Tutor's Name:</u> **Faraz Ali Bughio.** <u>Date:</u> **March 2011**

<u>Lesson Number:</u> **Unit 10; A Job Advertisement** <u>No. of Student Expected:</u> **100** <u>Level:</u> **BS-P-II**

<u>Length of Lesson:</u> **50 minutes** <u>Type of Lesson:</u> **Writing Activity (Self-Assessment)**

Main Aim:

➢ To help students to learn and use self- assessment and peer- assessment
➢ To train students in self- assessment skill based on model feedback from the teacher.

Sub Aims:

- To provide student the opportunity of real practice of target language
- To motivate student to participate effectively in the activity
- To help students use a mind map to structure their own written work
- To provide the student an opportunity for improving their speaking and writing skills

Learner Outcomes:

Students will be able to:

- Learn and use peer assessment and self assessment
- Discuss their mistakes on their own and able to correct the mistakes
- Enhance their vocabulary
- Use mind mapping to structure their own written work

Assumptions about Students' Prior Knowledge:

- Students are also familiar with the way of discussing topic in groups.

- Students are also familiar with self- assessment and peer- assessment.

- Group leaders and members know their respective role in the writing activity.

- They are also familiar with self and peer- assessment.

Anticipated Problems and Solutions:

Problem:

Student might feel not be willing to participate in the activity and they might take activity or assessment as a boring task.

Solution:

Teacher will motivate students by creating fun aspect in the activity.

Problem:

Students might not trust their classmates for assessment.

Solution: Teacher will also give his/her feedback on the work so that students can feel satisfaction on the comments given.

Materials Used:

Students' compositions, Board and Marker

Personal Aims:

I will be able to know:

- How to use group method, self and peer- assessment in large ESL classrooms effectively, with the effectiveness and outcomes of the method used
- The role of teacher in group method and peer and self- assessment.
- The factors those are helpful in motivating students to participate actively in the activity.

Lesson Plan

Stage	Time	Interact	Procedure
Introduction	05 Minutes	T>S>S	- Introduce the topic/activity (i.e. writing activity and self assessment) - Clearly explain the aims of activity and the procedure.
Brain Storming Activity	5 minutes	T>S>S	Ask students the following questions: - What are the contents of paragraph? - How a paragraph is different from an essay? - What are the characteristics of good paragraph? - What should consider during writing a

			paragraph?
Dividing Students Into Groups	5 minutes	T>S>S	• Ask students to sit in groups (not more than five in one group). • Group leader will monitor and motivate the group members.
Mind Mapping	20 Minutes	T>S>S	• Teach students about the contents/elements of paragraph (i.e. topic sentence and relate detail and pattern). • Give Students a writing assignment. • Write the topic in the center of the black board then, as a whole class activity, brainstorm main points of content to be included. • As students make suggestions, create a Mind Map on the board. • Students then write a paragraph using the main points from the board and additional ones if they wish. **Note:** Fix the maximum length for the paragraph so that students can finish the task on time without making it exaggerated one.
Self-Assessment	10 Minutes	T>S>S	• Remind them about the criteria for assessing writing skills and prepare with students a checklist for checking their work. • Ask them to check and assess their own writing skill. • Teacher will randomly select a paragraph and read it aloud in front of the whole class, so the whole class can check together how well it meets the various criteria.
Follow-up Activity	05	T>S>S	• Teacher will ask students: What they have learnt from the activity? In addition, How was the activity?

Topic for Writing:

This I Believe: Positivity Is the Key to Success:

Points for brainstorming activity:

I believe that staying positive is one of the keys to success and happiness. In life, you may experience many problems and bad situation. Nevertheless, you should always look at the brighter side of things. Some people choose to reflect on the negative instead of the positive, which causes things to look worse than they may seem. Your happiness based on how you look at situations. I believe that good out ways the bad and staying positive is one of the main keys to success and happiness…

Hand-outs

Activity: Class Conversation   Topic: "My Last Summer Vacations"

Discuss in groups the topic by using any five words (at least) from the words, given in the end, in your discussion. (The words have been selected from the course book's Unit 9; London Road)

During discussion when one member of the group will speak the others will assess his/her speaking on the criteria provided and note down the remarks on the hand out provided.

Shaft, Propelled, Lay, Gigantic, Obvious, Spend, Free, Steadily, Stepping away, Taunted

<u>**Note:**</u>   **No One is allowed to use any other language during discussion except English. Group leaders are suggested and requested for monitoring this during the activity.**

<u>**Assessment Criteria:**</u>

Assess the speaking skill on the following criteria and tick mark the remark you think is suitable.

Content Area	Good	Fair	Poor
Clarity Of Speech			
Fluency			
Accuracy			
Pronunciation			
Comprehensibility			
Choice of Vocabulary			
Use of appropriate gestures and body language			

Sense of audience			

Activity: Creative Paragraph Writing

Topic: "My Last Summer Vacations"

Ask students questions related to the activity. Q1. What is effective/good writing? Q2. Can you think of a good writer of English? Q3.Why do you consider him/her a good writer? Q4. How many writing forms/styles does u know and what difference does u feel in other writing forms and in language writing forms? (Text book, novel, science etc)

Discuss in groups the topic by using any five words (at least) from the words, given in the end, in your discussion and then use the ideas discussed in your writing. (The words have been selected from the course book's Unit 9; London Road)

During discussion when one member of the group will speak the others will assess his/her speaking on the criteria provided and note down the remarks on the hand out provided.

Persuasion, Appeal, Across, Closed, Forever, Vain- glorious, Fuss, Vigor, Echo, Corner.

Note: No One is allowed to use any other language during discussion except English. Group leaders are suggested and requested for monitoring this during the activity.

Assessment Criterion:

Assess the writing skill on the following criteria and tick mark the remark you think is suitable.

Content Area		Good	Fair	Poor
	Organization and Clarity Of Thought			
Mechanics	Punctuation			
	Spelling			
	Choice of vocabulary			
	Read able			

Grammar	Form and structure of sentences			
Syntax	Pattern of sentences			

Student's Name:_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ Name of Checker:- _ _ _ _ _ _ _ _ _ _
_ _ _ _ _ _ _ _ _ _

Appendix 5: Video Transcript

Appendix FIVE contains video transcripts of lesson mainly discussed in chapter Six.

Video Description of Class One, Lesson 4: Lesson taught on February 26, 2011. Group A. English Department

1. I started the lesson by greeting the students and telling them the topic to be discussed in the class.

2. I told the students that I would discuss common mistakes, which were committed by the students in their assignments.

3. I started explaining the mistakes and wrote them on the board.

4. Students were noting down the mistakes.

5. I wrote a sentence to illustrate that where one places the punctuation can change the meaning of a sentence.

6. I then introduced the activity and asked the students to form groups (did not mention the number)

7. The students started arranging the chairs to form groups. They formed groups of five students themselves.

8. I started explaining the activity while the students were still arranging groups.

9. I wrote the topics (i.e. education, confidence, and hardworking) on the board.

10. I instructed them to select a topic and discuss it within their group members. After discussing, I asked them to write a paragraph on the topic that they chose to discuss.

11. While they were discussing, I was moving in the class to groups to help and monitor their activities.

12. The students, after discussing the topic, started writing.

13. Ten to fifteen minutes were given to the students for writing.

14. I reminded the students the time and that they should finish writing within five minutes.

15. As five minutes passed, I collecting papers from the groups and exchanged those papers with other groups for peer checking.

16. I gave them ten minutes for peer checking and instructed them to give remarks on those papers.

17. The students returned back the checked papers to the respective group leaders.

18. I then wrote another topic (i.e. topic sentence) on the board and started eliciting responses from students about it.

19. There was no response from the students.

20. I asked them arrange the chairs from group to straight rows to face the white board. It took two minutes to arrange the seats.

21. I asked few questions regarding the topic sentence.

22. The participation from the students was very low, only two of the students answered the questions.

23. It took about ten minutes in explaining the topic sentence.

24. At the end of the class I reminded them about submitting their written assignment which was writing an essay and submitting it after getting it peer-checked.

Video description of Class One, Lesson 5 taught on March 28, 2011. Group A. English Department.

1. I started the class by greeting the class.

2. Introduced the topic to be discussed i.e. how to write a paragraph.

3. I explained the topic. I asked a few questions and elicited the answer from the students.

4. Students' participation was not active. Some of them were writing their midterm assignment.

5. I explained the contents of writing a paragraph and explained 'free writing.'

6. The participation was active and students were listening carefully.

7. I introduced an activity and instructed the students to form groups of five students in each.

8. Students took three to four minutes in arranging chairs and forming groups but they made a lot of noise while arranging them.

9. I illustrated what 'brainstorming' is by doing an activity with the students on the topic 'my mother'.

10. The words written on the board were not clear because the ink form the marker was very feint.

11. I did a pronunciation drill with students on the words written on the board.

12. I instructed them to start the task of brainstorming followed by writing a paragraph on 'positive attitude'. I gave them twelve minutes for this task.

13. I distributed blank sheets for writing the paragraph, and monitored them while students were writing.

14. I was checking whether the students were doing the brainstorming activity. I encouraged students to start writing.

15. I found that students were doing their mid-term assignments for their minor subject. They started doing class work when I pointed them out.

16. The students who needed my help raised their hands. I approached them to solve their queries regarding the task.

17. One of the groups seated at the back of the class was calling for my help but I could not hear them because I was at the front of the class. Therefore, one of the group members shouted to grab his attention. I then went to help them.

18. I asked late comers to form a separate group and explained them the activity.

19. I checked the drafts of the students who completed it.

20. I took one write-up from a student to show the errors in it to the class but could not complete it because the class time was over.

21. I instructed the students to complete their paragraphs, get it peer checked, and then submit it to me.

22. I repeated the instructions twice and left the class.

Class Two, Lesson 2: Video description taught on March 14, 2011. Group B. Biochemistry Biochemistry.

1. She started the class with *Salam* to all.

2. She asked some questions to the students about creative and collaborative writing.

3. The students tried to participate actively in the brain storming activity.

4. After that, she started to explain the activity.

5. Teacher called all the group leaders on stage.

6. Then she divided the students into eight groups and asked group leaders to join the groups.

7. Arranging seats for group work was noisy.

8. It took four to five minutes in arranging and joining the groups.

9. Teacher wrote two different topics on the board and asked students to select one to discuss in their groups.

10. Teacher was monitoring student activities on the task while they were working in the groups.

11. Teacher was interacting with each group and helping them to complete the task of discussing the topic.

12. Students were asking questions about grammar and vocabulary, and the teacher was helping them; some of them were also using book and dictionary.

13. After discussion, teacher asked students to start writing.

14. After writing, teacher asked them to start peer assessment.

15. Students were actively engaged in doing peer assessment.

16. At the end of the class, she received feedback from students

17. Two girls said that they do not like collaborative writing activity because it was difficult for them.

18. Students also said that peer assessment is helpful in generating discussion and it increased their confidence level to some extent.

19. After that, teacher said *thank you* to students and left the class.

Class Two, Lesson 3: Video description taught on April 11, 2011

1. The teacher started in the same manner as she did in the previous lessons.
2. She started the class by initiating discussion on the group learning method with students to know their reaction on that.
3. Students participated in the discussion actively.
4. After that, she started to explain the activity.
5. She asked them to form the groups.
6. One of the male students became group leader for the first time.
7. It took four to five minutes in forming groups and arranging chairs.
8. She started writing the topic for collaborative writing on the board, but the topic was the same that students did in the previous class.
9. Therefore, they felt it boring to do the same task again and asked teacher to change the topic.
10. Teacher then changed the topic and gave very interesting topic i.e. 'If I get a Genie what would be the five wishes I would get fulfilled'.
11. Students found the topic interesting and started discussion.
12. She instructed them that everyone would make one wish and write a paragraph on it.
13. Students started discussing the topic.
14. Teacher was interacting with each group and helping them to complete the task.
15. She was also monitoring the time during students activity.
16. After discussion teacher, asked students to start writing.
17. Students were engaged in writing task.
18. Teacher checked three drafts of the students.
19. After writing, teacher asked them to do peer assessment and self-assessment and the procedure of submitting these assignments.
20. Later on, she explained the pattern of the exam paper.
21. Students were listening carefully and noting down the points.
22. She finished the lesson in the same way as the previous classes