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Classroom Management Strategies in Teaching
EFL Large Classes at the Secondary Level at
Bak Touk High School, Phnom Penh, Cambodia

A Mini-Thesis

In Partial Fulfilment of the Requirement for
Master's Degree of Education in Mentoring

Ms. Chhem Kimsen

December 2021

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Classroom Management Strategies in Teaching EFL
Large Classes at the Secondary Level at Bak Touk
High School, Phnom Penh, Cambodia

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មូលនិយមសង្ខេប

ការសិក្សាស្រាវជ្រាវមួយនេះគឺជាប្រភេទការស្រាវជ្រាវបែបគុណវិស័យ ដែលផ្ដោតទៅលើការសិក្សាទៅលើបញ្ហាមួយប៉ុណ្ណោះ។ ការសិក្សាស្រាវជ្រាវនេះ មានគោលបំណងស្វែងរកវិធីសាស្ត្រគ្រប់គ្រងថ្នាក់រៀនដែលមានចំនួនសិស្សច្រើនក្នុងកម្រិតមធ្យមសិក្សានៃវិទ្យាល័យបាក់ទុកក្នុងរាជធានីភ្នំពេញ នៃប្រទេសកម្ពុជា។ បន្ថែមពីនេះទៅទៀត ការសិក្សានេះក៏បានស្វែងយល់នូវបញ្ហាក្នុងការបង្រៀនថ្នាក់ដែលមានចំនួនសិស្សច្រើន និងការបង្រៀនជំនាញអ្វីដែលធ្វើឱ្យគ្រូជួបការលំបាកបំផុតក្នុងការបង្រៀនភាសាអង់គ្លេសដែលជាភាសាបរទេសមួយនៅក្នុងប្រទេសកម្ពុជា។ នៅក្នុងការសិក្សានេះ គឺមានអ្នកចូលរួមចំនួន៣រូបដែលពួកគេគឺជាគ្រូបង្រៀនភាសាអង់គ្លេសកម្រិតមធ្យមសិក្សាក្នុងវិទ្យាល័យបាក់ទុក។ ឧបករណ៍ដ៏សំខាន់សម្រាប់ប្រមូលព័ត៌មានក្នុងការសិក្សានេះ គឺការសម្ភាសន៍ និងការសង្កេតថ្នាក់រៀន ប៉ុន្តែដោយសារការរីករាលដាលជម្ងឺ កូវីត-១៩ សាលារៀនក្នុងប្រទេសកម្ពុជាត្រូវបានបិទ ដូចនេះហើយការប្រមូលទិន្នន័យដោយការសង្កេតថ្នាក់រៀនមិនអាចអនុវត្តបានឡើយ។ ដូច្នេះ ការប្រមូលទិន្នន័យគឺធ្វើតាមការសម្ភាសន៍ជាមួយគ្រូ តាមរយៈប្រព័ន្ធអនឡាញ (Zoom និង Google Meet) ។ ការសិក្សាមួយនេះបានរកឃើញបញ្ហាមួយចំនួនក្នុងការបង្រៀនថ្នាក់រៀនដែលមានចំនួនសិស្សច្រើន ដូចជាអាកប្បកិរិយារបស់សិស្ស សិស្សមានសមត្ថភាពចម្រុះ ការខ្វះនូវសម្ភារៈបង្រៀន និងរៀន ការពិបាកក្នុងការទាក់ទាញចំណាប់អារម្មណ៍របស់សិស្ស និងការឱ្យសិស្សធ្វើការជាក្រុមជាដើម។ ម្យ៉ាងវិញទៀត ក្នុងចំណោមជំនាញទាំងបួនក្នុងភាសាអង់គ្លេស រួមមានការសរសេរ ការនិយាយ ការស្តាប់ និងការអាន មានជំនាញ២ដែលមានភាពលំបាកខ្លាំងជាងគេនោះគឺជំនាញការស្តាប់ និងការសរសេរសម្រាប់លោកគ្រូ/អ្នកគ្រូដែលបានចូលរួម។ អ្វីដែលពិសេសជាងនេះទៅទៀត ដើម្បីគ្រប់គ្រងថ្នាក់រៀនដែលមានចំនួនសិស្សច្រើនបាន លោកគ្រូ/អ្នកគ្រូដែលបានចូលរួមក្នុងការសិក្សាមួយនេះ បានអនុវត្តនូវយុទ្ធសាស្ត្រមួយចំនួនដូចជា ការបង្កើតវិន័យថ្នាក់រៀននិងការពិន័យ ការផ្តល់ដំបូន្មាន ការលើកទឹកចិត្តនិងការសរសើរ ការដើរជុំវិញថ្នាក់រៀន ការធ្វើខ្លួនជា

បុគ្គលគម្រូ ការចេះទាក់ទាញចំណាប់អារម្មណ៍សិស្ស និងការរៀបចំកិច្ចតែងការបង្រៀន និងការអនុវត្ត
ការបង្រៀនមេរៀនដែលមាន៥ជំហាន។

ពាក្យគន្លឹះ៖

ថ្នាក់រៀនដែលមានចំនួនសិស្សច្រើន (**Large Class**)

ការគ្រប់គ្រងថ្នាក់រៀន (**Classroom Management**)

ភាសាអង់គ្លេសជាភាសាបរទេស (**English as a Foreign Language (EFL)**)

ABSTRACT

This study was qualitative with a single case study research design. This study aimed to explore the classroom management strategies in teaching large classes at the Secondary level at Bak Touk high school, Phnom Penh, Cambodia. Moreover, it also investigated the challenges in teaching large classes and what major skills in teaching English as a foreign language in Cambodia challenged the teachers most. 3 teacher-participants who taught English at the Secondary level at Bak Touk high school joined this study. The interview and classroom observation were the main tools for collecting the information in this study, but, due to the COVID-19 pandemic, Cambodian schools have been shut down; therefore, the classroom observations were not managed to conduct to collect the data. So, the data was collected by interviews with teacher-participants through online (Zoom and Google Meet). The study found that there were some problems when teacher-participants taught large classes such as students' behaviors, students' mixed ability, lack of resources, hard to draw students' attention and group the students. Further, among the four major skills such as Writing, Speaking, Listening, and Reading skills, teaching Listening and Writing skills were the most challenging for teacher-participants. More importantly, to manage the number of students in a class, the teacher-participants have employed some strategies such as setting the classroom rules and punishment, advising, encouraging and praising, moving around the class, being a role model, attracting the students' interest, and preparing the lesson plan and following the 5-step lesson.

Keywords: *Large Class, Classroom Management, English as a Foreign Language (EFL)*

SUPERVISOR'S RESEARCH SUPERVISION STATEMENT

TO WHOM IT MAY CONCERN

Name of program: Master's Degree of Education in Mentoring

Name of candidate: Chhem Kimsen

Title of thesis: **Classroom Management Strategies in Teaching EFL Large Classes at the Secondary Level at Bak Touk High School, Phnom Penh, Cambodia**

This is to certify that the research carried out for the above titled master's thesis was completed by the above-named candidate under my direct supervision. I played the following part in the preparation of this thesis: guidance in research problem development, literature review, methodology, data analysis, and discussion finding.

Supervisor (Name):

Supervisor (Sign):

Date:

CANDIDATE’S STATEMENT

TO WHOM IT MAY CONCERN

This is to certify that the thesis that I “Chhem Kimsen” hereby present entitled “Classroom Management Strategies in Teaching EFL Large Classes at the Secondary Level at Bak Touk High School, Phnom Penh, Cambodia” for the degree of Master of Education major in mentoring at New Generation Pedagogical Research Center is entirely my own work and, furthermore, that it has not been used to fulfill the requirements of any other qualification in whole or in part, at this or any other University or equivalent institution.

Signed by (the candidate):

Date:

Countersigned by the Supervisor:

Date:

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Table 1: Some Minimum Sizes of Large Classes

Table 2: Demographic Information

List of Abbreviations

EFL: English as a Foreign Language

CHAPTER I: INTRODUCTION

1.1. Background of the Study

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

1.2. Statement of the Problem

This study was conducted at Bak Touk high school located in Phnom Penh, Cambodia. Bak Touk high school is a big school in which there are thousands of students enrolling every year. For 2020-2021 academic year, there were almost 4000 students enrolled. However, one of the teachers at the Bak Touk said that although the student enrollment was lower than previous years, a number of secondary students steadily

increased. Exactly, there were around 2000 students enrolled in 2020-2021 academic year. Thus, there were many students in a class in grades 7 to 9 at Bak Touk high school.

In addition, for these years in Cambodia, the number of student enrollments has increased steadily since the Cambodian education promoted the “The Education for All”. All Cambodian students are encouraged to enroll without paying; therefore, there are a number of enrollments from years to years. For instance, according to the Ministry of Education (2019), public education statistics and indicators showed that there were 3189172 student enrollments in 2018-2019. Moreover, there were 3210285 student enrollments across the country in 2019-2020 (Ministry of Education, 2020). Thus, when a number of students have increased, there are a large number of students in a class; therefore, there are many problems arise.

Teaching a crowded class makes teachers face some challenges such as controlling the students’ misbehaviors, grouping students and correcting the students’ work. For instance, teachers feel it is not easy to control the students’ misbehaviors. Senekane (2010) mentioned that when the class is crowded, teachers have difficulties to find, see or know who is eating, stealing others’ properties or giggling while they are teaching. In addition, Bahanshal (2013) also stated that in large classes, teachers seem not to be able to work on their teaching or productive activities in their classes because they spend much time on solving the students’ unsuitable manners.

Moreover, when there are so many students in a class, it is not easy for teachers to group students. According to Suwartono, Karini, and Pungki (2019), assigning the students in groups often causes teachers to feel concerns. The reason is that teachers feel it is hard to put the students into groups with a large number of students per class. They also added that some students in large classes do not want to leave their seats to work with others as in team or group because they seem to prefer to work with the ones sitting

next to them.

Furthermore, evaluation on students' work is the other challenge in teaching large classes. According to Bahanshal (2013), there were always complaints by teachers about correcting or checking the students' work because there was a large number of students per class; therefore, there are many tasks to check. In addition, the author also stated that when there were a lot of students in a class, it provides teachers insufficient time to check all their work or achievement as well as to provide any constructive feedback to them.

1.3. Research Purposes

The purpose of this study is to explore the classroom management strategies teachers of English use in teaching large classes at the Secondary level at Bak Touk high school.

1.4. Research Objectives

The three specific research objectives are as follows:

1. To investigate the classroom management challenges teachers of English have faced, especially regarding classroom management, in teaching large classes at the Secondary level at Bak Touk high school.
2. To identify the major skills (Speaking, Writing, Listening and Reading) that challenge the teachers most when teaching large classes.
3. To find out the strategies in managing large classes at Secondary level at Bak Touk high school.

1.5. Research Questions

In order to achieve the objectives, there are three specific research questions as the following:

1. What challenges have teachers of English encountered in teaching large classes in Secondary level at Bak Touk high school?
2. Are there the same challenges in teaching the four major skills in large classes at Secondary level at Bak Touk high school? If not, what major skill is the most challenging in teaching large classes?
3. What strategies do teachers of English use to manage large classes at Secondary level at Bak Touk high school?

1.6. Significance of the Study

This study was conducted at Bak Touk high school in order to explore the problems in managing the classrooms teachers of English have encountered and the strategies they have used to deal with those problems in teaching Secondary level from grades 7 to 9. Therefore, the researcher believed that the finding of this study can be the elements or guides for both experienced and beginning teachers who may always have some concerns in managing large classes and crucially need to tackle some problems in their classes at Bak Touk high school. Indirectly, this study would help the students improve their learning at Bak Touk high school. Precisely, sometimes, the students also feel distracted or bored in learning because the class may be so crowded or the noise always arises and the teachers seem not to control well. However, those challenges may be solved if the teachers know the strategies found in this study for dealing with the problems in teaching large classes.

1.7. Operational Definition of Key Terms

- **Large class**

In this study, a class was considered as a large class when there were more than 40 students per class. In Cambodia, most public-school classes are always crowded especially for primary and secondary schools. Some classes consist of students around 40 to almost 60 or more than that. Moreover, there are at least 30-35 students in some classes. In fact, the class size can be considered as a large class based on Cambodian teachers' perspectives. Some teachers may think that a class of 30 students is large enough for them because they have taught 25 students per class. But, other teachers may argue that a class is large when there are 50 to 60 students per class. The reason is that they have never experienced teaching 30 to 40 students per class. Therefore, how the large class is large cannot be defined specifically.

Therefore, the Table 1 below shows previous studies defining the large class size differently in teaching English language. Based on the Table 1, the bar is mostly between 40 and 60 students per class. Therefore, in this study, a large class consists of more than 40 students per class.

Table 1*Some Minimum Sizes of Large Classes*

Author (Year)	Topic	Minimum size of large class
Bahanshal (2013)	The Effect of Large Classes on English Teaching and Learning in Saudi Secondary Schools	30-45
Xu (2001)	Problems and Strategies of Teaching English in Large Classes in the People's Republic of China	50
Sari and Arianto (2019)	Teaching General English in Large Class Settings: Does Collaborative Learning Method Work?	50
Hadi and Arante (2015)	Barriers in Teaching English in Large Classes: Voice of an Indonesian English Language Teacher	More than 30
Sibarani (2017)	English Teachers' Strategies in Managing a Large Class at SMP Negeri 4 Kota Jambi	More than 40
Todd (2006)	Why Investigate Large Class?	40-60
Keristiana, Arbain, and Fitriana (2019)	Teachers' Strategies in Managing a Large Class in Teaching English at SMP Negeri 01 Tanjung Selo	30-50
Watanapokakul (2016)	The Perceptions and Experiences of English Teachers Regarding Large EFL Classes	35-40
Senekane (2010)	Exploration of Strategies Employed in English Additional Language, Large Class Secondary School in Maseru, Lesotho	50-60
MacDonald, Thiravithul, Butkulwong, and Kednoi (2002)	Team English in Adolescent Large EFL Classes	50 or More
Renaud, Tannenbaum, and Stantial (2007)	Student-Centered Teaching in Large Classes with Limited Resources	50 to 80
Hayes (1997)	Helping Teachers to Cope with Large Classes	50

Nolasco and Arthur (1986)	You Try Doing it with a Class of Forty!	40
Li (1998)	“It's Always More Difficult Than You Plan and Imagine”: Teachers' Perceived Difficulties in Introducing the Communicative Approach in South Korea.	48-50
Chimombo (1986)	Evaluating Compositions with Large Classes	45-50

- **Classroom Management**

Classroom management is defined as the ways that teachers establish and keep the classroom become the good learning environment through effective instruction which can be making students pay attention to the lesson and participate in the classroom activities, creating the rules and procedures and managing the physical environment (Brophy, 2011). Moreover, Postholm (2013) conducted a review article and mentioned that there were two aims of classroom management. Classroom management aims to involve students in learning process by making the class become a quiet and calm learning environment. Additionally, classroom management wants the students to develop both sociality and morality. In this study, classroom management refers to ways that teachers use to manage students' misbehavior and draw student attention to the lesson.

- **English as a Foreign language (EFL)**

Based on Cambridge dictionaries online, 2021, when English is taught in a country in which the English is not the official language or mother-tongue, it is considered as the foreign language. In Cambodia, although English is taught at public schools, the students spend only around a few hours per week with specific lessons and do not use it for studying other subjects. Further, Igawa (2008) as cited from Clayton, 2006 stated that today English is the top foreign language in Cambodia. For instance, in Cambodian education, most teaching and learning materials are translated from English.

1.8. Overview of the Study

Chapter 1 introduces the background of the study, problems relating to the study, research aims with research questions, and significance of the study. Moreover, this chapter defines some main key words relating to the research study.

Chapter 2 reviews some literatures that study about the challenges and solutions in teaching large classes. The problems and strategies that some authors have found in their studies are shown in this chapter as well.

Chapter 3 presents the methodology used in order to gather the data. Precisely, this chapter includes sample size and site, tools used to collect the data, how the data is gathered and analyzed, ethical consideration and scope and limitation of the study.

Chapter 4 presents the findings of the study which are about the challenges in teaching large classes, the major skill that challenges the teacher-participants most and strategies teachers used to manage large classes.

Chapter 5 analyzes, interprets and discusses the findings of the study which have just indicated in previous chapter.

Finally, the conclusion and implications of this study are provided in chapter 6.

CHAPTER II: LITERATURE REVIEW

2.1. Definition of Large Class

There is no exact size of large classes. It can depend on teachers' perspective (UNESCO, 2006). For example, in some countries, a class consisting of 25-30 can be considered as a large class, but for other countries, it can be regarded as a normal or small class. Moreover, Keristiana et al. (2019) stated that large class refers to a number of 30 to 50 students per class, but there is a variety of number students depending on each country. Furthermore, Anindya, Akmal, and Anisa (2020) teachers of English as EFL in Muhammadiyah Junior High School point out that a class considered to be large for them contains 30 students. So, a class considered as a large class cannot be determined specifically- it depends on the education system in each country or school.

2.3. Previous Studies on Large Classes

2.3.1. Challenges in Teaching EFL in Large Classes

One of the challenges in teaching English in large classes was controlling students' misbehaviors (Bahanshal, 2013; Hadi & Arante, 2015; Senekane, 2010). That is, Senekane (2010) large class size makes the class not conducive to learn because of disruptive students. More importantly, when the students eat, steal others' properties and giggle, teachers seem to find it difficult to know who and control them in overcrowded classes. Additionally, Bahanshal (2013) also raises that the teachers spend much time on controlling the mob manners of some students rather than spending time on productive activities.

In addition, another problem in teaching large classes was teachers seem not to have sufficient time for checking students' work and providing them feedback (Bahanshal,

2013; Hadi & Arante, 2015; Senekane, 2010). For instance, some teachers do not have enough time to check students' work for both oral and written work and provide the teachers less chance to give feedback on the students' work (Bahanshal, 2013).

Furthermore, based on Senekane (2010), to save time in marking students' work or exercise, teachers could not provide them the individual work, but they assigned them to complete it as in groups instead. She also continued that because the class consists of a large number of the students, teachers could not mark students' class work, tests and give feedback to them in time.

Moreover, Bahanshal (2013); Senekane (2010) shew that some teachers say that it was difficult to engage every student to join the classroom activities in large classes. In her study, Senekane (2010) found that not even 50 per cent of the students participated in the classroom activities. More significantly, because there were so many students in the classroom, teachers had some problems dividing them into groups and students themselves seemed not to want to leave their seat and work with other students (Suwartono et al., 2019).

Further, when there were a number of students in a class, the learning resources cannot be enough for them (Renaud et al., 2007; Senekane, 2010). That is, teachers state that it really challenged them when the students did not have books or a dictionary to check the meaning of the words or idiom expression when it is needed (Senekane, 2010). Moreover, in some developing countries, the students normally have only their notebooks, pens or pencils when they go to school (Renaud et al., 2007).

2.3.2. Classroom Management Strategies in Teaching EFL in Large Classes

No matter types of lesson are taught, the problems always arise in the classroom. In this case, it is not a new thing for teaching especially in large classes. Anyway, there were

some studies exploring strategies in managing large EFL classes to cope with any challenges in teaching.

One of the important ways to manage the class is setting the classroom rules. Setting the rules with the students makes them know what they agree to follow and what right and wrong things to do and not to do in the classroom (Bahanshal, 2013; Keristiana et al., 2019; Nagler, 2016; Nguyen, 2015; Qinglan, Junyan, & Shongshan; Senekane, 2010). Interestingly, Qinglan et al. added that rules should contains some properties such as create the list of rules during the first few classes meeting, make it short and clear, help and support students to achieve the lesson goal, and inform the consequences for not following the rules and the rewards for obeying them as well. Similarly, Allen (2010) stated that to make classroom rules more effective, being simple, specific, clear and measurable are needed to establish. Additionally, Senekane (2010) stated that teachers should set the rules and procedures for learners at the beginning of the first quarter as a strategy for overcoming disruptive behaviors in their large classes. Thus, students can know what kinds of behaviors are expected or not expected. In addition, it is also effective when teachers tell students the importance of being quiet when they rearrange their seats. Moreover, Nguyen (2015) justified that in order to establish classroom rules for managing the crowded classes, the students should be allowed to set their own classroom rules by themselves and vote for the acceptable rules for implementing. Interestingly, managing large classes can be done by setting the classroom rules which can be one of the priorities. In this case, teachers can set the classroom rules at the beginning of the class and strictly put them into real practice when something is under control (Bahanshal, 2013).

More interestingly, controlling students' misbehaviors by using punishment or reinforcement is another solution for teachers to teach a number of students in class

(Anindya et al., 2020; Qinglan et al.; Senekane, 2010; Suwartono et al., 2019). According to Qinglan et al. , using proper punishment can help teachers solve any problems relating to inappropriate behaviors in the class, but the humiliating or unreasonable punishment should be avoided. Besides, Suwartono et al. (2019) stated that in order to control the large class, teachers need prohibition that includes verbal reinforcement and nonverbal reinforcement. Specifically, verbal reinforcement is used when teachers tell students not to do something directly when the students are doing something prohibited whereas nonverbal reinforcement is the mimic or body movement teachers use to manage the class. For instance, the teachers shake their heads or put the figure on their mouth meaning the students need to be quiet. Similarly, according to Senekane (2010), some teachers explain that to control misbehavior students, they used severe tones to warn students to stop the noise. However, it seems not to work in some cases. Therefore, teachers should use a brief word as a request rather than a warning by the teacher to prevent unacceptable talking and variation of the tone of the voice to stop them. Moreover, to stop misbehaved students, teachers should use positive punishment and approach the counseling teacher for help. Indeed, to avoid making students feel afraid of teachers, the teachers should use positive punishment. That is, letting the students buy candy for others so that they can learn not to repeat the same mistake in the future. In addition, teachers can ask for help from counseling teachers for supporting and guidance in controlling the classroom (Anindya et al., 2020).

Further, another strategy in managing a number of students in a class is seating arrangement (Keristiana et al., 2019; Suwartono et al., 2019). Specifically, Keristiana et al. (2019) suggested some seating patterns in the learning process with kinds of shapes, such as U, make a circle, and on the floor that may facilitate teachers to manage the class. Anyway, Suwartono et al. (2019) said that arranging the students' seats in large classes

can help teachers to control the class by changing students' seat positions, for example, from back to front or left to right and seating patterns.

On another hand, most researchers agreed that group work should serve best in teaching and learning in large classes (Anindya et al., 2020; Bahanshal, 2013; Keristiana et al., 2019; Senekane, 2010; Suwartono et al., 2019). That is, to organize students during class, teachers should organize students into groups, give student's individual tasks and give students notification to stay focused (Keristiana et al., 2019). In addition, Suwartono et al. (2019) added that grouping students into groups or small groups by counting and mixing students' lists could help each other learn better in large classes. Significantly, among the activities or methods the teachers know, group work is an effective method in which all the students can involve in the classroom activities. Furthermore, it helps reduce teachers' marking on each student's work as well (Senekane, 2010).

Similary, Carpenter (2006); Cooper and Robinson (2000); MacDonald et al. (2002), also used group works to manage large classes. According to MacDonald et al. (2002), Team English gives students time to share the ideas and speak English and makes the students pay attention and enjoy the classroom activities.

By the way, in contrast to group work above, Nguyen (2015) argued that whole-class activities can work well in large classes. For example, during whole-class activities the students have to face one person as a leader of a class. That person will be asked some interesting questions such as students' interests, preferences, special skills, and study habits.

The other strategy for teaching large classes is using presentation (Keristiana et al., 2019; Nguyen, 2015; Senekane, 2010). In other words, the students could catch up the lesson by doing presentations. Indeed, teachers may have a short oral presentation in large

classes. The topics can be from simple topics such as students' like and dislikes, their interesting experience, their hope for the future, attitudes about an academic subject to more complicated topics like the impact of AID/HIV, the relationship of food to one nation's culture (Nguyen, 2015). In addition, the presentation strategy mentioned by Senekane (2010), can push students to be active in learning; therefore, teachers can control instructional challenges in large classes.

However, using role-plays are also useful in teaching English in large classes (Bahanshal, 2013; Nguyen, 2015). Nguyen (2015) explained that for doing a role-play, students will be able to work together to see how each character reacts in the given situation. Before letting students start to create or do a role-play, teachers should make sure that students know the language and the information needed for the role-plays.

Besides, Sari and Arianto (2019) found that Collaborative Learning method was effective in a large classroom context. They said that cooperative learning in large class college English teaching stimulates students' interest in English learning and improves students' language comprehensive abilities, enlarges the students' participation number and makes teaching more effective, and reaches the aim of changing the teaching model from the traditional teacher-centered model to the student-centered model.

More significantly, Qinglan et al. conducting the study on 'Effective Classroom Management in Young Learners English Teaching' presented some solutions to inappropriate behaviors in the classroom such as using silence, proximity control and teacher-learner conference. When the class become noisy, teachers should use silence strategy which teachers should stop talking or speak softly while the students are making noise so the students may pay more attention to them or lessons. In addition, for proximity control, teachers should approach or get closer to the misbehaved students if

they make any problems in the classroom. Anyway, to make a better communication and improve students' misbehaviors, teachers should have a private meet or talk, called as teacher-learner conference, with the students after class, show them the appropriate manners and positivity and calm no matter how badly students behave during class. Moreover, Qinglan et al. added that one of the ways to prevent classroom behavior problems is planning lesson. Planning the lessons in advance helps teachers prepare teaching techniques, classroom activities and interactions into the lessons to make the students busy with their study. Therefore, the classroom will be more enjoyable place to study.

Similar to Qinglan et al. , Thangarajathi and Joel (2010) studying about 'Classroom Management: A Challenging Task for the Teachers' raised a talking and inattention strategy to deal with noisy students. In this case, teachers should stop providing lecture for a while and look at them directly, move forward that part of the room and make eye-contact with the students and after class or before next session speak to them in person.

By the way, Scarlett (2015) editing the book called 'The SAGE Encyclopedia of Classroom Management' provided one of the effective classroom management strategies which is active listening. Active listening strategy can improve teacher-student relationship because teachers can understand their students better through listening and observing, analyzing students' statements, giving students feedback and receiving student acknowledge. Active listening teachers try to listen the students, reflect on the statements they express and respond meaningfully. Not only misbehaved students but also other students when they know that they are listened, understood and cared, they will feel more related to teachers as well as other students so that they can be active and cooperative in their study.

Conclusion

To sum up, based on the findings of the literature mentioned above, the researchers have found both different and similar challenges in teaching English in large classes depending on their research subjects and places. In other words, most of those problems in literature seem to be the parts of the challenges in classroom management. Therefore, this study intended to investigate some of the managing challenges in large classes such as checking students' work, managing behavioral problems, and grouping the students to work with each other at the Secondary level classes at Bak Touk high school. More interestingly, this study also would like to compare between the challenges raised in the literature and the challenges that the teacher-participants have encountered in teaching large English classes at Bak Touk high school whether they are different or similar. Moreover, the study would like to explore some of the strategies mostly revealed by many researchers in literature such as seating arrangement, setting the classroom rules and group works at Bak Touk high school and to find out whether these strategies are different or similar to the findings of this study. In the next chapter, there was a presentation about research methodology mainly about how the data was collected.

CHAPTER III: RESEARCH METHODOLOGY

3.1. Research Design

The purpose of this study was to explore the challenges and strategies in teaching English in large classes. In this case, the researcher used a qualitative research design with a case study. According to Fraenkel, Wallen, and Hyun (2012), qualitative research refers to the study in which the researcher wants to investigate the quality of relationships, activities, situations, or material. Moreover, according to Creswell (2012), qualitative research is used when the researcher wants to get a detailed understanding of a problem or a central phenomenon.

In addition, a case study is a qualitative research design in which a unit of study known as a bounded system is investigated (Mills & Gay, 2016). Therefore, the researcher used a single case study in this study to investigate the challenges and classroom management strategies teachers have employed in teaching EFL large classes at Bak Touk high school.

3.2. Sample Size and Sampling Technique

This study planned to have all teachers of English teaching grade 7 classes at Bak Touk high school as the participants. But, there were some changes when the researcher started to conduct the study at Bak Touk high school. Exactly, there were 4 teachers of English teaching grade, 7 classes, at the beginning of the academic year, but after the first semester, there were only 2 teachers teaching English in grade 7 and the other two changed the workplace. The researcher asked the vice school principal the phone numbers of the 2 teachers of English to ask them to join this study. But, there was only 1 teacher-participant who could join the study and the other one could not because the teacher had a

problem in the family and severe illness.

Therefore, the researcher expanded the study from grade 7 to grade 9 teachers at Bak Touk so there were three teacher-participants in this study.

There were some reasons the study selected only the grades 7 to 9. Firstly, the researcher wanted to investigate more information for the study. Secondly, the researcher would like to explore more strategies that the teachers have applied in order to manage teenage students from grades 7 to 9. Precisely, the students in grades 7 to 9 were 12 to 14 years old, so they like to play, chat or sometimes fight each other. Thus, they need to study new rules and routines to behave well at school and especially in the classroom. Moreover, the researcher would like to explore the challenges that teachers face when they teach students who have limited knowledge about English and how the teachers teach them in large classes.

Indeed, the researcher chose purposive sampling techniques to select the subjects of the study. According to Fraenkel et al. (2012), purposive sampling is used when the researchers select a sample based on their knowledge or judgment that their sample can provide them the information they need. Importantly, based on Creswell (2012, p. 206) "In purposeful sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon." Thus, the researcher used purposive sampling in this study because the researcher mainly tended to get the data from teachers of English teaching in grade 7 to 9 classes at Bak Touk high school.

3.3. Research Instrument

Initially, the researcher intended to use two main research instruments in this research: semi-structured interviews and observations. However, due to the COVID-19 outbreak, all schools are shut down in Cambodia. Thus, the classroom observation could

not be conducted to get more information from the participants. Therefore, the researcher used the interviews to collect the information from the participants.

3.3.1 A Semi-Structured Interview

Among many types of interviews, a semi-structured interview was a tool that the researcher used to get more detailed information from the participants by using prompting questions with some main questions designed. The researcher used one-on-one interviews to collect the data. Precisely, the researcher interviewed and recorded one teacher-participant at a time in this study. This type of interview helped the researcher pay more attention to what the interviewee was speaking about and take note of the important information well and the teacher-participant may feel confident to speak and share their perspectives with the researcher.

3.4. Data Collection Procedures

Specifically, there were some procedures in collecting the information from the research subjects. Firstly, to conduct a study at Bak Touk high school, the researcher received the permission letter from New Generation Pedagogical Research Center and approached the school principal at Bak Touk high school to ask his or her permission if he or she could allow the researcher to conduct the study there and interview four teachers of English teaching in grades 7, 8 and 9. Second, after the school principal provided the researcher the permission, the researcher sent a consent letter to the four teachers of English to ask them if they could be the research participants in this study and allow the researcher to interview them about their teaching experience in teaching English in a large class and record it. Third, the researcher contacted the teacher participants to ask them when they were available for an interview. More importantly, the researcher also asked

them if they would like to use Zoom, Google Meet, or another technical platform for interviews. Then, to conduct the interview, the researcher designed some main questions relating to the research objectives as the semi-structured interview. Precisely, the interviews were conducted individually.

During the interview, to help the researcher to write the transcript effectively, the researcher asked them to record the video, besides taking notes. Indeed, each interview spent around 30 to 50 minutes. After interviewing the teacher participants, the researcher transcribed the recordings. Next, the researcher coded the information into some main themes relating to the challenges in teaching large classes and the classroom management strategies in teaching those classes. Finally, the researcher wrote a report as the finding of the study.

3.5. Data Analysis Procedures

After collecting the data from the teacher-participants, the researcher started to organize the data. In this case, the researcher used the audiotape recordings and notes to transcribe the data. The researcher typed the transcript because the database was not too big. More specifically, the researcher wanted to know the information about the participant deeply; therefore, the researcher could feel closer to the data. Next, the researcher began to code the data. Before coding the data, the researcher read the transcripts several times to understand the whole interview of the transcript for each participant. In addition, after writing the transcripts for the interviews, the researcher asked the teacher-participants to check their information in the transcript whether they agreed with it before the researcher finalized the data. Later, the researcher broke some similar information into texts and labelled them into codes. The researcher went through codes again and read and identified them carefully to reduce them into some main

themes. Then, the researcher wrote some important information and evidence from the research participants to support the main themes in this study. Finally, the researcher interpreted and represented the findings of this study.

3.6. Ethical Considerations

Before conducting this study, the researcher asked permission from the school principal of Bak Touk high school to allow the teachers of English teaching at the Secondary level classes to be the participants in this study. Further, the researcher also sent the consent letters to the teacher-participants to clarify their responses about this study. In addition, before interviewing, the researcher informed the teacher-participants of the date and time and asked permission for recording the interview. Further, before finalizing the transcripts for the interviews, the researcher gave the transcripts to the teacher-participants to check to ensure that all the information in them is correct. More significantly, all the information about the teacher-participants of this study was kept confidential.

3.7. Scope and Limitations

This study aimed to explore the challenges in managing large classes and the strategies for those challenges that teachers of English at the Secondary level have faced and used in teaching large classes at Bak Touk high school. Therefore, the data found and finalized as the findings of the study cannot be generalized to other classes, schools, or the country as a whole, but can be generalized in some classes at the Secondary level at Bak Touk high school. However, the findings of this study can be a resource for teachers of English and other teachers at Bak Touk high school to guide them on how to manage the students in large classes when they struggle in teaching especially in large classes.

Conclusion

All in all, this study was a case study which aimed to explore the management strategies in teaching large classes at the Secondary level at Bak Touk high school. In addition, to gather the data, the interviews were employed with the recordings. Then, the data was analyzed, coded and categorized into some main themes considered as the findings of the study. Moreover, to be an ethical study, all the information of the teacher-participants were kept confidential. Further, the finding of this study could not be generalized to whole school at Bak Touk high school as well as other schools in Cambodia because the study focuses on only the Secondary level at Bak Touk high school. For the following chapter, there was a presentation about what the study has found as the result of the study from the research participants.

CHAPTER IV: FINDINGS

In this chapter, there was a data presentation collected at the Secondary level at Bak Touk high school. But before presenting the data, this chapter presented briefly the demographic information about the teacher-participants as in Table 2.

Table 2

Demographic Information

Teacher-Participants	Codes	Teaching Grades	Teaching Experiences
Teacher 1	P1	7	
Teacher 2	P2	7-9	More than 5 years
Teacher 3	P3	9	

There were three teacher-participants in this study. They were teachers of English teaching the secondary level classes at Bak Touk high school. All of them had more than 5-year teaching experience. Moreover, there was one teacher, coded as P2 taught from grades 7 to 9 and between the other two teachers, one taught grade 7, coded as P1 and the other one taught grade 9, coded as P3.

In this study, there were 3 interviews with two video recordings for collecting the data.

Depending on the three main semi-structured questions, the findings of the study was described as following:

1. What challenges have teachers encountered in teaching large classes at the Secondary level at Bak Touk high school?

I. Challenges in Teaching Large Classes

4.2.1. Students' Behaviors

Most teacher-participants mentioned that one of challenges in teaching large classes is managing students' behavior. According to P3, for the last 5 or 6 years, it was a

hard time to teach for her. Specifically, the grade 9 students did not care about their study- they just do what they were required to do and sometimes they did not follow the classroom rules. Moreover, some students were always giving excuses when they did not bring the books to school when the teacher asks for them. More interestingly, P3 said, “The situation for the last 5 to 6 years was difficult to teach. Although there are only 41 or 42 students in a class, it was so difficult to teach because they were not interested in our subject.” In addition, P3 explained that they seemed not to interest or care about their score although the teacher told them how important their score or examination was for them.

However, P3 justified that the students in grade 9 nowadays behave differently from the grade 7 students she used to teach for 12 to 15 years ago. At that time, there were 50 to 60 students in grade 7 classes. By the way, although they were young, they always listened and respected the teacher, followed the rules, and understood what they had to do to improve their knowledge.

By the way, P2 said that there were always some students who were noisy, naughty, or misbehaved in the classroom. For instance, when P2 gave advice to the misbehaved students, some of them looked angry and bit their mouths. That made teacher feel tired of teaching the students, sometimes.

4.2.2. Students’ Mixed Ability

All teacher-participants said that it was really hard for them to teach because most students in their class have different abilities. For instance, P2 mentioned that in grade 8 classes, among 50 students, there were only some students who could read and write in English and the other 40 students did not even know ABC and read or write in English. In addition, P2 added that not only the grade 8 students but also the grade 7 students had

problems with writing and reading in English because some of them have never learned it in part-time classes before, and especially they were never taught from primary school.

P2 said:

Nowadays, it is very hard to teach because there are different levels of students' ability in grade 7, 8 and 9. Thus, among 50 students, there are only 20 to 20 students who can read and write in English so other 40 students nothing about English.

More interestingly, P2 stated that although English has been introduced officially in grades 4 to 6 in primary schools by the Ministry of Education, Youth and Sports for the last 5 years, some schools do not have enough teachers who can teach English to the students yet. Therefore, some students did not have a chance to study the basics of English so it was difficult for them when they studied it in Secondary school.

Furthermore, P3 said that nowadays, in grade 9 classes, there were only 5 to 6 students who know English among 42 to 43 students, but their knowledge was still limited; therefore, it was not easy for her to follow the lesson plan and help all the students catch up the lessons.

However, interestingly enough, P3 stated that she used to teach a class consisting of 20 to 25 students, but it was the most challenging for her because there were only a few students knowing about English. P3 justified that:

The small class I used to teach was about 20 to 25 students. But, that small class made me feel very hard to teach because although there were not so many students in a class, there were only a few of them who knew a little bit about English.

When she let the students work in pairs or groups, only a few of them could complete the task and help their partners a little bit. So, P3 claimed that teaching small class was more challenging than teaching large class for her.

4.2.3. Lack of Resources

Lacking of teaching materials made some teachers feel hard to teach some lessons. P1 and P3 said that there were no Teaching Guide books for teachers, speakers, and transcripts for listening class so they faced some difficulties when they taught the listening skills in their classes. Precisely, P3 explained that:

Our public schools do not have teaching materials like the private schools do. The private schools collect a lot of money from the students so there are enough teaching and learning materials. However, at the public schools, there are not any materials if there is no fund or support from others.

Moreover, P3 stated that the school did not have enough English textbooks for her students; therefore, some students could not learn easily. P3 also mentioned that some students who were from poor families did not have money to buy textbooks, notebooks, or other learning materials like the rich ones.

4.2.4. Hard to Draw Students' Attention

Drawing attention from someone is not an easy thing. This is because everyone has their interest or attention span differently. So, if there are many students in a class, there is variety of diversity; therefore, making all students pay attention to the lesson causes teachers to face some problems. P1 raised an issue about the short attention span of students in grade 7 and justified that this made her work harder in order to capture their interest in the lesson. Precisely, grade 7 students were about 12 to 13 years old so they still wanted to play and talk during the lessons, P1 added. On the other hand, P1 said, "Some students do not pay attention and study hard on English lessons because they know that English subject is just the extra subject for grade 12 examination."

4.2.5. Hard to Group Students

Group work may give students time to work with other students or teach one another the lessons or exercises. However, sometimes, grouping students makes teachers have some concerns. P1 and P2 said that they did not often apply for group work in their classes because it was hard to move or arrange the long and wooden tables in groups. In addition, they clarified that another reason was that group work spends much time to group the students and move the tables. “We can group students, but I just do it occasionally because it is hard to move the tables and spends much time.” says P2.

2. Are there the same challenges in teaching the four major skills in large classes at the Secondary level at Bak Touk high school?

II. The Major Skills Challenging the Teachers Most

In English language teaching, there are 4 major skills such as Reading, Listening, Speaking, and Writing. These four skills may not matter much for native learners. But, it causes some difficulties for non-native language learners, Cambodian students, for example. According to P1 and P3, among the four major skills (Reading, Listening, Speaking, and Writing), the most challenging for them is teaching the Listening skill in their large classes. For instance, there were no teaching guides, speakers, and transcripts for the Listening class. Further, P1 claimed that her Listening class was like the Reading class because she always read the texts for the students to listen and asked the smart students to read them again for other students to complete the exercises and compare the answers together. P2 clarified that:

Teaching Listening is the difficult in teaching for me because there are not enough materials for students to practice. When there are not enough learning materials, it is like a Reading class because I always read for them and ask smart students to

read and other students to open their books and prepare their answers.

Similarly, P3 also mentioned that in the public schools, there were always not enough teaching and learning materials especially for Listening classes. Therefore, the teacher needed to read the transcripts for the students. Moreover, P3 said that there are many students who could not listen to what the teacher is saying or reading and some of them did not know about ABC so the teacher often skipped the Listening skill in her classes.

Anyway, unlike P1 and P3 above, P2 stated that teaching Writing skills was the most difficult for him. P2 said that his students did not like writing because they were poor at vocabulary and lazy to read the books to improve their knowledge. In addition, P2 often taught the students although it was hard. For instance, P2 tried to walk around the class and checked whether the students copied the lesson into their notebook during class. Furthermore, P2 also raised about the mixed levels of students' knowledge about English in grade 8; therefore, writing class causes P2 to face some difficulties in teaching. For instance, P2 explained:

It is really hard to teach Writing skills because there are three levels in grade 8. For level 1, some students just know about the A, B, C alphabets. Another level is about the students whose language proficiency is in grade 1 and the other level is in grade 3.

3. What strategies do teachers use to manage the classroom in teaching large classes at the Secondary level at Bak Touk high school?

III. Classroom Management Strategies in Teaching Large Classes

4.3.1. Set the Classroom Rules and Punishment

According to all teacher participants, it was important to set the classroom rules and punishments to teach a large number of students in a class in order to manage and make the students become a discipline. P1 and P3 stated that if teachers wanted to

manage the classes, they should consider having meetings and agreements with the students about what classroom rules they wanted and the punishment for someone who did not obey them at the beginning of the school day. “Normally, at the beginning of the school year, I always create the classroom rules with the students by asking them in each class the rules they want to set by themselves.”, says P1. For P1, when someone in the classroom broke the rules, the teacher asked them to stand up, rewrite the lessons, or told if they wanted to study with the teacher and reduced their scores. More seriously, if the students did not bring the books to the class, P1 did not allow them to enter the class. As a result, P1 said that most of her students behaved properly, listened and respected her when the rules and punishments were set.

Likely to P1, P3 said that most students did not often make trouble in the classroom because they have known well what they were expected to do and not to do in the classroom and what the result was if they broke the rules. Indeed, sometimes the students were not allowed to enter the class if they did not bring their books or asked them to the school office to meet the administrator. P3 mentioned that:

Sometimes, if the students do not bring the books to the class, I do not allow them to enter class because I have told them many times. Moreover, for the strict rule, if there are a few students do not have to books, I reduce their scores and ask them to the school office if they want to report.

However, P3 justified that sometimes the students were not punished when they broke the rules because of the relationship being teacher and students or feeling pity on the students. Additionally, she said that teachers should not be strict all the time. They should know when to be strict or considerate and push up and push the students back. Further, another punishment she applied for controlling the students in the classroom was deducting the students’ scores. For instance, if the students did not listen to the teacher,

have a good manner, copy the lessons, or bring the books for her class, their scores would be deducted, even though they were smart students.

By the way, for P2, if the students were misbehaved or noisy during the class, the teacher called them to stand or answer the questions about what the teacher was saying. If they could not answer, the teacher let them stand. P2 stated, “If the students are noisy, I call them to tell me what I was saying at the moment or explain the lesson. If they cannot do, I ask them to stand so they feel embarrassed and do not it again next time”

4.3.2. Advice, Encourage and Praise

Another way that teacher-participants used to manage their crowded classes was giving advice, encourage and praise. According to P1, when the students behaved well and participate in the classroom activities, she encouraged and praised them by giving extra scores and allowing them to have an early break before time. More interestingly, P3 also had a similar way to praise the students who listened and respected the teacher, always brought the books, and did not play in the classroom, teacher was happy to give the scores to the monthly test automatically. Besides, P3 also encouraged the poor students to spare time to study English in part-time classes and practice speaking it in class.

Furthermore, P2 said, “When we always advise the students, they will know that what the teacher says is right so they will change their behaviors.” Precisely, according to P2, if teachers did not want their students to fall down, they should always advise them and correct them immediately when they committed something wrong or behave badly in the class. For instance, P2 always told students directly what the students have done wrong and what they should do to change them. Further, P2 always encouraged students to study English by themselves at home and part-time classes to improve their knowledge

about English. P2 continued that this technique made some students try to study and behave properly during the lessons.

4.3.3. Move around the Class

Sometimes, just standing in front of the class to tutor and shouting to the students to be quiet does not help teachers control the misbehaviors of the students well. P1 and P2 claimed that to manage the students well, teachers should move around the class as much as possible. For example, for P1, to ensure that the students participate in pair work or group work actively, the teacher always walked around the class to monitor them. P1 says, “To see if the students are doing what they are asked for, I always walk around the class; therefore, they must be active.”

Similarly, P2 moved around the class all the time to see whether the students were not noisy, wore appropriate school uniforms, had enough learning materials, and copied the lessons. Moreover, the teacher said some teachers always sat while teaching and corrected the students’ work in the classroom; therefore, some students had a chance to talk, fight each other and play phones. Therefore, the teacher stated that the teacher should often move around the class to monitor the students during the lesson. Indeed, P2 mentioned that:

The best point for teachers is walking around the classroom. Walking around the class means teachers walk to check if the students behaved well, copy the lesson, wear proper school uniform and have a good hygiene. But, if teachers just sit in the front, the students do not learn anything.

4.3.4. Be a Role Model

There was a teacher of English mentioned that being a role model could make the students listen and follow what the teachers said or did. P2, before being able to manage

others, teachers should be able to manage themselves and role model for others. P2 said that teachers should have a good attitude, think of their clothes, the ways they spoke with other teachers, people, and students. More significantly, teachers should be punctual to begin and end the class properly. Therefore, they could do everything successfully. P2 explained that:

Everything starts from us. First, we need to wear properly so the students or other people will not look down on us. Secondly, we need to be punctual because if we do not value the time in and out, we cannot do anything successfully. Thirdly, it is our attitude, behaviors, the ways we speak with the students, teachers and other colleagues. So, we will be able to teach the students and they will follow us as well.

4.3.5. Attract Students' Interest

Although there is a variety of students' interest or attention span, there are some ways that teachers can handle it. As P1 mentioned already about the grade 7 students' attention span that did not last so long so to make them pay more attention to the lesson, the teacher tried to prepare some interesting classroom activities. For instance, the teacher tried to make the students busy with their studies by completing the exercises, playing games, or joining the classroom competition. In addition, the teacher also said that classroom competition did not only attract students' interest to the lesson but also taught them to accept the truth when they failed or could not achieve something.

More interestingly, depending on P2, to make students become active and enjoy their learning, the teacher applied the student-centered approach. For instance, the teacher provided the students more questions or exercises to do and learn things themselves more than just sitting and listening to the teacher. Furthermore, P2 stated, "In general, during 50

minutes, if the teachers walk around the class to monitor the students and ask them to do exercises, the students are interested in the exercises and when the time is up, they say that the time is so fast.”

4.3.6. Prepare the Lesson Plan and Follow the 5-step Lesson

Anyway, the other strategy to manage a number of students in a class is writing the lesson plan and following the 5-step lesson. Basing on P2 and P3, another strategy to manage a large class was that teacher should prepare a lesson plan and follow all the 5 steps in teaching. P3 stated that planning or having the lessons were useful for teachers because it helped teachers know what to do in teaching large classes. P2 stated, “Teachers need to have classroom rules and lesson plan and follow the five steps in teaching well in order to manage the students.” Moreover, P2 explained the 5 steps in teaching which were helpful for teachers. For the first step, the teacher walked around the class to check students’ uniforms, hairstyles, and hygiene. Second, it was a revision step. For P2, it was the best step that the teacher should not skip because it was a time that teacher could call some students to tell what they studied last time and check their homework. If the students could not answer or do not do homework, the teacher let them stand; therefore, the other students felt nervous and did not want to make noise during class. Third, the teacher introduced the new lesson normally. But, during this step, if the students did not listen to the teacher, the teacher called them to repeat what the teacher just said or required them to stand so they felt embarrassed and did not want to do that again. Furthermore, the teacher should often call the playful or naughty students to answer about the lesson and if they could not answer, the teacher should ask them to stand. Thus, other students would pay attention more to the lesson. And, for steps 4 and 5, the teacher just gave students advice before they went home. Furthermore, P2 included that if the teacher

prepared the lesson and follows the 5-step lesson well in the classroom, the students did not make noise, fight each other, or behave badly.

Conclusion

Depending on the data presented above, there were some challenges that teachers faced in teaching large classes. Those challenges were controlling students' behaviors, students' mixed ability, lack of resources, drawing students' attention, and grouping the students. Moreover, the study found that some teachers considered Listening and Writing skills as challenging for them in teaching large classes. Furthermore, to manage the large classes, the teachers had some strategies such as setting the classroom and punishment, advising, encouraging and praising the students, moving around the class, being a role model, attracting students' interest, and preparing the lesson plan and following the 5-step lesson. The following chapter shows about analyzing the data presented above.

CHAPTER V: DISCUSSION

This chapter presents the analysis and interpretation of the research findings shown in chapter 4. The challenges and strategies in teaching large classes found in this study are analyzed to compare with the literature review that has been gathered in chapter 2. The challenges that teacher-participants have encountered as well as the strategies they used in teaching large classes are discussed following. Finally, there is a conclusion drawn from the interpretation made.

Exactly, there were 40 to 60 students in most classes in the Second level at Bak Touk high school, which matches with the definition of a large class, more than 40 students per class in this study. The data was gathered through the interviews with three teacher-participants as described below.

I. Challenges in Teaching Large Classes

5.1.1. Students' Behaviors

It is inevitable to have some misbehaved students in a class. As the teacher-participants mentioned, more or less, some of the students seem to like talking or playing and behaving inappropriately during class. Moreover, it is also not an easy thing for teachers when the students do not care about their studies, scores, or exam. In other words, some of them just come to school because they have to, but they do not want to learn or gain knowledge from the teachers. Thus, sometimes, the teachers do not know how to encourage and help them learn when they seem not to interest in their studies. Further, if the teachers tried to blame or advise them, some students react angrily to the teachers.

Similarly, Bahanshal (2013); Hadi and Arante (2015); Senekane (2010) also found

in their studies that controlling the students' misbehaviors is one of the challenges in teaching large classes. They stated that some students do not focus on what they were asked to do. They like to talk about something outside of the lesson or tasks during the lesson or work as in groups because they can hide easily with the crowded class.

5.1.2. Students' Mixed Ability

Sometimes, no matter what the class size is if the students have different learning abilities, it makes teachers feel challenging in teaching. For teaching mixed ability in large classes, the teachers need to work harder in teaching and explaining things about the lessons to the students. For instance, the teacher-participants also mention that there are only some students who can read and write about English among 40 -50 students. That is, among other 30 to 40 students do not know the ABC or they know a little bit about the English. From this point, one question can be asked about how the students in primary school are taught and why they do not even know the English alphabet after they leave primary school. Interestingly, the first question is answered by one of the teacher-participants. The teacher said that in some primary schools in Cambodia, there are not enough teachers to teach English or no teachers who can teach English to the students. Therefore, some students do not even know the ABC. In addition, the other question is that why teachers still ignore the alphabets in their own classes, since they are aware of the problem. No matter grades the students' study, teachers should know their students' weaknesses and try to find ways for help. If the students cannot read or write the alphabets, teachers should not blame anybody. In this case, it would be good if teachers spare more time teaching the slow learners the alphabets or some basic of English grammar steadily.

So, this can be one of the other causes that challenge the teachers most in their

teaching. For instance, the teachers need to spend more time helping many slow learners understand the lessons, work in pairs or groups and learn some of the major skills in English such as Listening and Writing skills. Therefore, they cannot finish the course syllabus on time or follow the lessons well.

On the contrary, Bahanshal (2013); Hadi and Arante (2015); Senekane (2010) found that teaching large classes make teachers hard to spare time to correct students' work and provide them feedback. Teachers' workload will increase when a number of students rise in a class; therefore, teachers do not have sufficient time to correct all students' work such as homework, exercise, and test or quiz. In addition, teachers seem to like to skip giving students comment or feedback to change or improve their weaknesses on their work.

However, more surprisingly, one of the teacher-participants who used to teach small and large classes explains how hard it is if the teachers teach a small class of around 20 to 25 students. Before the teacher thinks that teaching a small number of students may be easy, but it is the opposite. Teaching a small class is much difficult for the teachers because although there are not so many students in the class, there are only a few students who can read and write English a bit better. Thus, it is hard to teach them no matter what types of lessons are and help them complete the tasks.

On the other hand, this shows that the challenges arise not only in large classes but also in small classes. In other words, more or some students in a class is just a number. Although the class is small, if the teachers do not have enough ability in teaching and managing it, they will face the problems. So, it is important that teachers should have a good classroom management skills, creativity, flexibility and problem-solving skills to be able to teach any types of class sizes.

5.1.3. Lack of Resources

When there are a large number of students in a class, but the learning and teaching materials are not enough, both teachers and students cannot run the teaching and learning process smoothly. For instance, in Listening class, when the teachers do not have a teaching guidebook, transcript, and speaker, so the question is how the teachers teach the students to improve their listening skills. In addition, it is also a problem when some students do not have enough learning materials such as notebooks, textbooks, or dictionaries. In large classes, sharing the textbooks with many students sitting at the same table makes the students hard to look, concentrate and practice reading or doing exercises independently. By the way, one of the causes of this problem is that some students whose parents are poor usually do not have money to buy textbooks or notebooks. So, the teachers can help them by asking other students to share the textbooks with them during class, but it is hard for them to have self-study at home.

Additionally, Renaud et al. (2007); Senekane (2010) found similar problem in teaching large class as well. They found that English class is not easy to be taught when the students do not have enough learning materials such as books or dictionaries to look for the meaning of the difficult words or idioms. Renaud et al. (2007) also mentioned that in some developing countries, notebooks, pens or pencils are just the things the students can have.

5.1.4. Hard to Draw Students' Attention

The younger the students are, the shorter the attention span is. Indeed, the grade 7 students, around 12 to 13 years old, cannot concentrate on the teachers' tutoring for a long time. They want to play and talk with their friends more than listening to the teachers or sitting in the class for an hour. Thus, the teachers do not only try to teach students the

lessons, but they also try to draw their attention when they seem to be tired or careless with the lessons at the same time. That is not an easy thing for teachers to fulfil each students' interest especially when there are many students in the class to pay attention to the lesson all the time.

Further, it is quite similar to Bahanshal (2013); Senekane (2010) who found that engaging students to join classroom activities is not the easy way to do in large classes. Senekane (2010) shew that in her large classes, the students participated classroom activities not even 50 per cent.

Indeed, it is true that teachers could not make all the students happy in their lessons. But, that does not mean that teachers get lost in their teaching. If teachers keep doing the same things every lesson, the students may feel bored sometimes. Therefore, teachers should be creative and flexible in preparing teaching methods, classroom activities or tasks to involve students in the lessons and learn well.

5.1.5. Hard to Group Students

In Cambodia, as well as in some developing countries, in most public schools the seats of the students are made from wood which is long, heavy, and hard to move. Additionally, around 4 to 6 students are sitting on a long table. So, some teachers cannot often allow the students to work in groups because the tables are not moveable and the class is so crowded. More significantly, grouping the students in large classes makes teachers spend more time dividing the students into groups and arrange the tables. As a result, the teachers did not often provide students the group work activities.

In this case, if it is just because of unmovable tables that makes teachers do not like to allow students to work in groups, there are some doubts about it. Is it really a material problem or a problem of organization?

On the contrary, some studies investigated that grouping students to work as in big or small groups is very useful for teachers when teaching large classes (Anindya et al., 2020; Bahanshal, 2013; Keristiana et al., 2019; Senekane, 2010; Suwartono et al., 2019). The authors mentioned that when working with other students as in groups, the students can learn, teach and help one another so that they can understand the lesson well.

Thus, although some previous studies have been conducted in developing countries like in Cambodia, the researchers found that working as in groups is beneficial for both teachers and students. In this case, perhaps, there are more modern seating tables for the students in those countries; therefore, the teachers could provide students group work activities and move the seats freely and easily.

Overall, the teacher-participants should apply group work in some lessons although they could not do it all the lessons. Grouping students does not strictly require students to move the tables with them. Teachers can ask them to move themselves and arrange them to work with other new members in different classroom activities or lessons.

II. The Major Skills Challenging the Teachers Most

Exactly, English is the foreign language in Cambodia; therefore, it is not easy for Khmer people to learn and use it quickly. Normally, in English classes, the content of the lessons covers some important things such as vocabulary, grammar, and especially the four major skills such as Reading, Writing, Listening, and Speaking. But, among the four major skills, the teacher-participants justified the skill that challenges them most. The most difficult skill to teach for the two teacher-participants is the Listening and Writing skills.

The Listening and Writing skills including Speaking and Reading skills can be the challenging skills for many Cambodian students. In this study, the teacher-participants

considered Listening and Writing skills are the most difficult skills to teach because of students' lack of background knowledge and teaching and learning materials; therefore, they do not often teach them in their classes.

From this point, complaining on students and lacking of teaching materials does not help the students to learn better. Besides using textbooks, sometimes, it would be fine if teachers use or add other sources from the internet or resources to help students learn Listening or Writing skills. So, the teachers and students will not get stuck in learning and teaching those skills.

III. Classroom Management Strategies in Teaching Large Classes

5.3.1. Set the Classroom Rules and Punishment

The old people always say that discipline makes people honorable. Specifically, discipline is from the rules. If the family members have their own rules and follow them properly, they become disciplinary. So, if the rules are set at school or in the classroom and the students obey them well, the students have good behaviors, listen to the teachers, and respect and value other students.

Bahanshal (2013); Keristiana et al. (2019); Nguyen (2015); Senekane (2010) also found that to deal with the problems in teaching large classes, setting the classroom rules should not be ignored because they can help the teachers manage the disruptive behaviors during classes.

Moreover, according to Anindya et al. (2020); Senekane (2010); Suwartono et al. (2019), using punishment or reinforcement could help teachers control the students' misbehaviors. But, in this case, they suggested the positive punishment because it did not make the students feel afraid of the teachers. For instance, when the students were noisy in class, the teachers could ask them to buy candy for their friends as a punishment.

5.3.2. Advise, Encourage and Praise

Nobody is perfect. That is what most people know. Therefore, the students truly need teachers to correct them when they have done something wrong. The teacher-participants always told and corrected the students to behave properly in the classroom, corrected their mistakes immediately and directly, and do good things with others. But, if the students played, talked or did not complete the tasks, teacher-participants reduced their scores from the monthly.

Precisely, telling students what they did wrong and encouraging them could be good strategies to guide, motivate and support them to keep learning. However, when the students misbehaved during class, teachers should not reduce their scores from the monthly tests. Students' behaviors just shew up their actions. It does not determine who they are and not relate to their learning performance. If they could complete the tests well, teachers should provide them the scores according to their ability, not giving them by just their behavior because these two things had no correlation. Some students could feel not to be treated, loved and valued fairly so this might lead them to become naughty or stubborn.

Further, Suwartono et al. (2019) found that reinforcement could help teachers manage large classes. For example, teachers could tell students directly what they have done wrong and what they needed to change. In addition, teachers could use their mimic or body movement when they want the students to be quiet or listen to them.

5.3.3. Move around the Class

During class, if the teachers do not only stand in front of the students but also walk around the classroom, the teachers can know well what the students are doing, stop the disruptive students immediately, and draw their attention back to the lessons. For

instance, the teacher-participants often move around the class to check if the students are not doing and manage any problems in advance.

However, other previous studies found that seating arrangement or position can help teachers manage a number of students in a class (Keristiana et al., 2019; Suwartono et al., 2019). They stated that to manage the class, the teachers can ask students to sit in circle, U shape or on the floor. In addition, when the students are noisy, the teachers can allow them to change their seats from back to the front or left to right.

Thus, moving around the class can help teachers know what the students are doing and manage the disruptive students, but the teachers should not need to walk around the class all the time. The teachers should use seating arrangement or patterns, sometimes, to make an interesting learning environment for the students as well as help them control the class more easily.

5.3.4. Be a Role Model

Before correcting and advising the students to behave properly, the teacher participant shows others that they are disciplined and behaved. The teacher does so to make the students see and follow the teacher. One of the teacher-participants always wears clothes properly, uses words carefully when talking with other teachers and students, and comes and leaves the class punctually. This way can help the teachers encourage the students to change their minds or behaviors when they see good examples from their teachers.

However, unlikely to this strategy of the study, Scarlett (2015) found out the interesting way which is 'Active Listening' to manage large classes. To get to know the students well, teachers should be a good and active listener. That is the active listening teachers always listen to the students and analyze the messages the students are

expressing so that they will be able to understand their students and make them feel that their voice is heard and they are cared and valued. So, by just listening to the students, teachers can make the classroom become a friendly and safe place to study so the students will not make any problems in the classroom.

5.3.5. Attract Students' Interest

To capture student interest or attention to the lessons, the teacher-participants provided students the exercises, games, and classroom competitions to keep students busy with their study. More importantly, the teachers applied the student-centered approach to make students involved in the lessons.

Similarly, according to Sari and Arianto (2019), teachers could change the traditional class to a student-centered one, Collaborative learning method, for example. This method does not only make students become active in their learning but also improve their language proficiency.

By the way, applying teaching techniques, games, classroom activities or exercises could involve students in learning, but making students busy all the time was not the thing that teachers should do. If teachers just want their students not to be noisy or play with their friends during class by making them to complete the tasks all the time, this may not be able to draw students' interest effectively. This action seems to force students to do many things for a whole lesson. Sometimes, not all the students like what they are asked to do; therefore, they could feel stressed, pressured or no interest in the lessons or activities at all. Thus, teachers should know students' interest, ability or learning styles and make them enjoy their learning from their heart not by forcing them to do many things.

5.3.6. Prepare the Lesson Plan and Follow the 5-step Lesson

Teaching without a lesson plan seems to be like traveling without knowing where to go. Therefore, in the Finding chapter, the teacher-participants raised the idea that teachers should have a lesson plan when teaching because it guides them on what they are going to teach and how to teach it to the students. In addition, to run the lesson smoothly, the teachers should follow the 5-step lesson.

However, the 5-step lesson plan used in Cambodia could not be considered as the universal standard. This technique could help teachers well if it matches to teachers' flexibility, students' knowledge or contents of the lessons for each school in Cambodia or other countries. Anyway, sometimes, teachers should not stick to that kind technique- they should know how to adopt and adapt it to match students' learning styles and abilities.

Unlikely to this finding, Qinglan et al. investigated three classroom management strategies to prevent the inappropriate behaviors such as using silence, close proximity and teacher-learner conference. For instance, when the students are noisy, teachers can be quiet for a while to capture their attention because they may want to know why the teachers stop speaking. Moreover, to manage any problem in advance or on time, teachers can move around the class to see what all the students are doing. Furthermore, if the students misbehaved during the lessons, teachers should not blame them immediately, but the teachers should meet them after class instead to talk to them privately about what they have just done.

Conclusion

As this chapter has analyzed and discussed the findings of the study, there are some challenges that teachers of English have encountered in teaching large classes at the Secondary level at Bak Touk high school. However, the teachers have employed some

strategies in managing a number of students in their classes although they cannot still avoid the problems. So, there is always a way when there is a problem, but sometimes, it does not mean that the ways used to solve the problems can work. Therefore, teachers should be creative and flexible when things go wrong from what is planned. Finally, the conclusion and implication are presented in the next chapter.

CHAPTER VI: CONCLUSION

This chapter summarizes the findings to the research questions of this study. Then, it is followed by the limitations and implications.

6.1. Summary of the Research Findings

According to the research findings presented and discussed in chapter 5, the teachers of English teaching the Secondary level at Bak Touk high school have faced some challenges in teaching large classes consisting from 40-60 students per class. The challenges the teachers have encountered are controlling students' behaviors, students' mixed ability, lack of resources, hard to draw students' attention and group the students. In addition, among English major skills such as Reading, Listening, Speaking and Writing skills, Listening and Writing skills are the most challenging for the teacher-participants when teaching large classes. More importantly, to deal with those problems, the teachers have employed some strategies such as set the classroom rules and punishment, advise, encourage and praise, move around the class, be a role model, attract students' interest, and prepare the lesson plan and follow the 5-step lesson.

Conclusion

According to the findings of the study, teaching English as a foreign language in large classes makes teachers face some challenges when teaching at Secondary level at Bak Touk high school. But, the teachers have some strategies to manage the large classes when problems arise as mentioned above.

By the way, although the tables are hard to move for a group discussion, teachers should try to provide students opportunities to work with other students as in big or small groups. Therefore, the students can teach and learn new things from each other. Further, this activity can help teachers' workload especially in helping each student learn the new

content of the lesson.

Moreover, another strategy that can help teachers manage the large classes is seating arrangement or position. If some students like talking during the class, the teachers should separate and change their seats to the front or at the back and to left or right of the class. Changing student seats can give students a chance to learn how to work with different people and new things as well.

6.2. Limitations of the Study

There are some limitations in this case study. Firstly, in this study, there was a small sample size. There were only 3 teacher-participants and one school in Phnom Penh, Cambodia so some information could be missed for data collection. Secondly, using only one research tool is also one of the limitations in this study. In fact, due to Covid-19 outbreak, all the Cambodian schools have been shut down; therefore, only the interviews were used to collect the data from the teacher-participants. Thus, the researcher could not explore more about the reality in teaching large classes- what problems the teachers faced and how they coped with those problems in their real teaching classes. Finally, because of some limitations justified above, the result of this research study could not be generalized that all teachers of English at Bak Touk high school or other schools across Cambodia have faced the same challenges and used the similar strategies in managing the large classes, but it could be indicated to only some teachers of English teaching some classes at the Secondary level at Bak Touk high school.

6.3. Implications

Based on the limitations illustrated earlier, there should be some considerations for further study in the future. If the other researchers want to study a similar topic, the

sample size or school should be increased in order to gather more information in-depth for the study. Moreover, besides interviews, classroom observation should be conducted to collect triangulated data so the findings of the study can be more precise. Furthermore, there should be another study about students' perspectives or problems they have ever experienced in learning in a large class so that the teachers and administrators can find ways to help not only the teachers but also the students to improve teaching and learning process effectively.

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Appendix A: Permission Letter

សូមគោរពជូន

លោក គូប កន្តាល់នាយកវិទ្យាល័យបារាំង

កម្មវត្ថុ: សំណើសុំអនុញ្ញាតឱ្យកញ្ញា **នែម គីមសែន** ជានិស្សិតបរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ ឯកទេសប្រឹក្សាគរុកោសល្យ ជំនាន់ទី២ នៃមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី បានចុះប្រមូលទិន្នន័យស្រាវជ្រាវនៅ វិទ្យាល័យបារាំង ក្នុងចន្លោះពីថ្ងៃទី ១៤ ដល់ថ្ងៃទី ២០ ខែមិថុនា ឆ្នាំ២០២១។

សេចក្តីដូចបានជម្រាបក្នុងកម្មវត្ថុខាងលើ ខ្ញុំសូមជម្រាបលោកនាយកឱ្យបានជ្រាបថា កញ្ញា **នែម គីមសែន** ជានិស្សិតបរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ ឯកទេសប្រឹក្សាគរុកោសល្យ ជំនាន់ទី២ នៃមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី។ កញ្ញាសរសេរសារណាលើប្រធានបទ **យុទ្ធសាស្ត្រក្នុងការគ្រប់គ្រងថ្នាក់រៀនដែលមានចំនួនសិស្សច្រើន ចំពោះការបង្រៀនមុខវិជ្ជា ភាសាអង់គ្លេស កម្រិតមធ្យមសិក្សា នៃវិទ្យាល័យបារាំង** ដើម្បីបញ្ចប់ការសិក្សាថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ ឯកទេសប្រឹក្សាគរុកោសល្យ។ គោលបំណងនៃការចុះប្រមូលទិន្នន័យនេះគឺដើម្បីប្រមូលព័ត៌មានសំខាន់ៗដែលទាក់ទងទៅនឹងប្រធានបទស្រាវជ្រាវខាងលើ។ លទ្ធផលនៃការសិក្សាស្រាវជ្រាវនេះអាចចូលរួមចំណែកក្នុងការជួយជំរុញនិងលើកកម្ពស់ឱ្យការរៀននិងបង្រៀនភាសាអង់គ្លេសកាន់តែមានភាពល្អប្រសើរឡើងផងដែរ។

អាស្រ័យហេតុនេះ សូមលោកនាយកមេត្តាអនុញ្ញាតនិងជួយសម្រួលដល់និស្សិតរូបនេះ បានចុះប្រមូលទិន្នន័យតាមការស្នើសុំដូចមាននៅក្នុងកម្មវត្ថុខាងលើដោយក្តីអនុគ្រោះ។

សូមលោកនាយកទទួលនូវការគោរពរាប់អានដ៏ស្មោះអំពីខ្ញុំ។

ប្រធានមជ្ឈមណ្ឌល

បណ្ឌិតសភាចារ្យ ប័ន្ត រ៉េត

ឯកសារ មសគថ.

Appendix B: Consent Letter

សំណើរសុំធ្វើការសម្ភាសន៍

នាងខ្ញុំឈ្មោះ ឆែម គឹមសែន កំពុងសិក្សានៅ មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី ។ បច្ចុប្បន្ននាងខ្ញុំកំពុងសិក្សាស្រាវជ្រាវមួយក្រោមប្រធានបទ «យុទ្ធសាស្ត្រក្នុងការគ្រប់គ្រងថ្នាក់រៀន ដែលមានចំនួនសិស្សច្រើន ចំពោះការបង្រៀនមុខវិជ្ជា ភាសាអង់គ្លេស កម្រិតមធ្យមសិក្សា នៃវិទ្យាល័យ បាក់ទុក»។ ដែលវាគឺជាសារណាបញ្ចប់ថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់របស់នាងខ្ញុំ។

១. គោលបំណងនៃការស្រាវជ្រាវ

ការសិក្សានេះគឺមានបំណងស្វែងយល់នូវភាពលំបាករបស់គ្រូក្នុងការគ្រប់គ្រងថ្នាក់រៀនដែលមាន ចំនួនសិស្សច្រើន ហើយស្វែងរកយុទ្ធសាស្ត្រក្នុងការគ្រប់គ្រងថ្នាក់រៀនដែលមានចំនួនសិស្សច្រើន ដែលគ្រូ បានប្រើប្រាស់ក្នុងការបង្រៀនមុខវិជ្ជា ភាសាអង់គ្លេស កម្រិតថ្នាក់ទី៧ នៃវិទ្យាល័យបាក់ទុក។ ការរកឃើញ នេះនឹងផ្តល់ព័ត៌មានសំខាន់ៗ និងជាឯកសារយោងដែលមានមូលដ្ឋានលើភស្តុតាងសម្រាប់អ្នកពាក់ព័ន្ធ ផ្នែកអប់រំមានអ្នកគ្រប់គ្រងសាលា និងគ្រូបង្រៀន ដើម្បីជំរុញឱ្យមានភាពងាយស្រួលក្នុងការគ្រប់គ្រង ថ្នាក់រៀនដែលមានចំនួនសិស្សច្រើន ចំពោះការបង្រៀនមុខវិជ្ជា ភាសាអង់គ្លេស ។ លើសពីនេះ ការសិក្សា មួយនេះអាចចូលរួមចំណែកក្នុងការលើកកម្ពស់ការបង្រៀន និងរៀនប្រកបដោយប្រសិទ្ធភាពនាពេល អនាគតសម្រាប់ការអប់រំនៅប្រទេសកម្ពុជា។ ការសិក្សានេះអាចនឹងក្លាយទៅជាឯកសារយោងដ៏សំខាន់ សម្រាប់ការស្រាវជ្រាវបន្ថែមទៀតលើប្រធានបទនេះ ដែលនឹងផ្តល់អត្ថប្រយោជន៍ជាច្រើនដល់សិស្ស/ និស្សិត គ្រូបង្រៀន ក៏ដូចជាស្ថាប័នពាក់ព័ន្ធ។

២. ដំណើរការនៃការស្រាវជ្រាវ

ប្រសិនបើលោកគ្រូ/អ្នកគ្រូចូលរួមក្នុងការសម្ភាសន៍ នោះលោកគ្រូ អ្នកគ្រូនឹងត្រូវសួរនូវសំណួរមួយ ចំនួនទាក់ទងនឹងប្រធានបទស្រាវជ្រាវ។ ការសម្ភាសន៍នេះ អាចចំណាយពេលប្រហែល ២០ ទៅ ៤៥នាទី ហើយអំឡុងពេលសម្ភាសន៍ ខ្ញុំនឹងថតសម្លេងដើម្បីជាភាពងាយស្រួលក្នុងការបកស្រាយទិន្នន័យប៉ុណ្ណោះ។ បន្ថែមពីនេះទៅទៀត មុនពេលបកស្រាយទិន្នន័យ នាងខ្ញុំនឹងធ្វើជូនលោកគ្រូ អ្នកគ្រូនូវប្រតិចារិត ដើម្បីធ្វើ ការត្រួតពិនិត្យថាព័ត៌មានរបស់លោកគ្រូ អ្នកគ្រូដែលត្រូវបានសរសេរនៅក្នុងប្រតិចារិតនេះ គឺបានត្រឹម ត្រូវ។ ចំពោះឈ្មោះរបស់លោកគ្រូ/អ្នកគ្រូនឹងមិនត្រូវបានបង្ហាញក្នុងការស្រាវជ្រាវទេ។

៣. គោលការណ៍រក្សាការសម្ងាត់

ព័ត៌មានទាំងអស់នឹងរក្សាការសម្ងាត់ ដោយមានតែអ្នកស្រាវជ្រាវតែម្នាក់ដែលអាចប្រើប្រាស់បាន។ វា មិនមែនជាគេហទំព័រ ហើយក៏គ្មានចម្លើយខុសឬត្រូវដែរ។ ព័ត៌មានរបស់លោកគ្រូ/អ្នកគ្រូ ពិតជាមានសារៈ សំខាន់ណាស់សម្រាប់ខ្ញុំ ហើយខ្ញុំសង្ឃឹមថាលោកគ្រូ/អ្នកគ្រូ អាចចូលរួមជាមួយការសិក្សាស្រាវជ្រាវនេះ។ វាជាជម្រើសរបស់លោកគ្រូ អ្នកគ្រូ បើទោះបីជាលោកគ្រូ/អ្នកគ្រូ ចង់ឬមិនចង់ចូលរួមក៏ដោយ។ ប្រសិនបើ លោកគ្រូ/អ្នកគ្រូ ជ្រើសរើសចូលរួមជាមួយការសិក្សានេះ លោកគ្រូ អ្នកគ្រូមានសិទ្ធិមិនឆ្លើយសំណួរណា មួយ ឬបញ្ចប់ការឆ្លើយសំណួរនៅត្រង់ចំណុចណាមួយក៏បាន។

៤. ការទំនាក់ទំនងមកអ្នកស្រាវជ្រាវ

ប្រសិនបើលោកគ្រូ/អ្នកគ្រូមានសំណួរឬបញ្ហាណាមួយពាក់ព័ន្ធនឹងការស្រាវជ្រាវនេះ លោកគ្រូ/អ្នកគ្រូអាចទំនាក់ទំនងមកកាន់នាងខ្ញុំដែលជាអ្នកស្រាវជ្រាវតាមរយៈលេខទូរស័ព្ទ ឬអាស័យដ្ឋានសារអេឡិចត្រូនិក តេលេក្រាម៖ ០៨៧ ៣២១ ៦០២ ។

៥. កិច្ចព្រមព្រៀងក្នុងការចូលរួម

គោលបំណង របស់ការស្រាវជ្រាវបានពន្យល់យ៉ាងច្បាស់ដោយអ្នកស្រាវជ្រាវ ហើយខ្ញុំនឹងចូលរួមក្នុងការសិក្សាស្រាវជ្រាវមួយនេះ។ ខ្ញុំដឹងថា ខ្ញុំអាចឆ្លើយឬ មិនឆ្លើយនូវសំណួរណាមួយ ដោយគ្មានពិន័យអ្វីទាំងអស់។

<p>អ្នកចូលរួម</p> <p>កាលបរិច្ឆេទ៖ _____</p> <p>ហត្ថលេខា៖ _____</p> <p>ឈ្មោះ៖ _____</p>	<p>អ្នកស្រាវជ្រាវ</p> <p>កាលបរិច្ឆេទ៖ _____</p> <p>ហត្ថលេខា៖ _____</p> <p>ឈ្មោះ៖ _____</p>
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Appendix C: Interview Protocol (In Khmer)

សំណួរសម្រាប់សំភាសន៍

I. ព័ត៌មានបុគ្គល

- ១. អាចស្រ័យ លោកគ្រូ/អ្នកគ្រូ នាងខ្ញុំសុំស្គាល់ឈ្មោះលោកគ្រូ/អ្នកគ្រូបានទេ ?
- ២. តើលោកគ្រូ/អ្នកគ្រូអនុញ្ញាតឱ្យនាងខ្ញុំដឹងពីអាយុរបស់លោកគ្រូ/អ្នកគ្រូបានទេ ?
- ៣. តើលោកគ្រូ/អ្នកគ្រូ មានបទពិសោធន៍ក្នុងការបង្រៀនភាសាអង់គ្លេសប៉ុន្មានឆ្នាំហើយនៅវិទ្យាល័យ បាក់ទូកនេះ ?
- ៤. តើលោកគ្រូ/អ្នកគ្រូ បង្រៀនកម្រិតថ្នាក់ទីប៉ុន្មានខ្លះ ?
- ៥. តើលោកគ្រូ/អ្នកគ្រូ បង្រៀនកម្រិតថ្នាក់ទី៧/៨/៩ ប៉ុន្មានថ្នាក់ ?

II. ផលលំបាក/បញ្ហានៃការបង្រៀនថ្នាក់ដែលមានចំនួនសិស្សច្រើន

- ១. តើលោកគ្រូ/អ្នកគ្រូ ជួបប្រទះផលលំបាកអ្វីខ្លះនៅពេលដែលលោកគ្រូ/អ្នកគ្រូបង្រៀនថ្នាក់ដែល មានចំនួនសិស្សច្រើន ?
- ២. នៅក្នុងកម្មវិធីសិក្សា គឺផ្ដោតទៅលើជំនាញ៤សំខាន់ៗ ដូចនេះ តាមបទពិសោធន៍របស់លោកគ្រូ/ អ្នកគ្រូ ថាតើការបង្រៀនជំនាញការសរសេរ ការអាន ការស្តាប់ និងការនិយាយ នៅក្នុងថ្នាក់ដែលមាន សិស្សច្រើនបែបនេះ មានការលំបាកដូចគ្នា ឬខុសគ្នាដែរទេ ?
- ៣. ហេតុអ្វីដូចគ្នា/មិនដូចគ្នា ? តើលោកគ្រូ/អ្នកគ្រូ អាចពន្យល់ និងលើកឧទាហរណ៍បញ្ជាក់បានទេ ?

III. យុទ្ធសាស្ត្រក្នុងការគ្រប់គ្រងថ្នាក់រៀន

- ១. ជាធម្មតា តើលោកគ្រូ/អ្នកគ្រូ មានវិធីសាស្ត្រអ្វីខ្លះក្នុងការគ្រប់គ្រងថ្នាក់រៀនដែលមានសិស្សច្រើន ?
- ២. តើលោកគ្រូ/អ្នកគ្រូ អាចលើកឧទាហរណ៍បញ្ជាក់បានទេ ?

Appendix C: Interview Protocol (In English)

I. Demographic information

1. May I know your name, please?
2. Would you mind if I ask you about your age?
3. How long have you been teaching English at Bak Touk high school?
4. What grade do you teach?
5. How many grade 7/8/9 classes do you teach?

II. Challenges in Teaching Large Classes

1. What are the main challenges you face when you are teaching English?
2. There are 4 main skills in the curriculum. According to your experience, do you see any difference when you teach writing, reading, listening and speaking? Are the challenges the same?
3. Why/Why not? Can you explain and give the example to clarify?

III. Classroom Management Strategies

1. In general, what are your strategies for classroom management?
2. Can you give me some examples?

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