# Insights into English Language Teaching (ELT) in Large Classes: Perspectives from Pakistani Learners

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| ARTICLE INFO | | | ABSTRACT |
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There is a body of work that reports the challenges of ELT in large classes from teacher's perspectives. However there are limited studies that have discovered learner's understanding of ELT in large classes to address this, the present study aims to explore Pakistani learner's insight into such classes. The research study has employed a qualitative research methodology by using purposive sampling technique eight participants were selected from two universities located in Quetta Balochistan. The data was obtained through semi structured interview protocols. The finding indicates that large class sizes poses challenges for both teachers and students. Hence hampering learners' language proficiency development given that, this study contributes by proposing both policy and pedagogical implications. Specifically, structural inequality in terms of providing resources to the general masses should be addressed. Moreover, given the constraint, teachers should be trained to handle the large classes and may be trained to employ such teaching approach and techniques which suits their context.

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## INTRODUCTION

English teachers and learners seem to doubt that large class sizes are a key impediment to the successful teaching and learning of English as a foreign language, the term "English as a Foreign Language" (EFL) refers to the study of any language that is not the individual's native language within their place of residence. EFL learners exert considerable effort in order to enhance their proficiency in the English language. Consequently, they engage in activities such as reading, writing, listening, speaking, acquiring vocabulary, and striving to grasp written and spoken discourse, as opposed to mere utterances (Alsalihi, 2020). Studying English as a Foreign

Language (EFL) is both exciting and difficult, particularly for students who have completed the majority of their courses in their primary language, the four skills of listening, speaking, reading, and writing are crucial for acquiring a foreign language, and any imbalance in any competence might impede the entire process (Shehzad et al., 2020). English language teaching and learning takes place in difficult circumstances in the context of Pakistani public sector universities (Khurram, 2018), including large-size classes, lack of sufficient teaching and learning facilities, and lack of student participation (Bahanshal, 2013). While Utami et al. (2022), claim that large courses have fewer immediate negative effects on learning, the challenges of working with large classes remain a concern for educators.

According to Toth & Montagna (2002), relationship between class size and students' performance has taken out issue in results. The effect of class size doesn't show any negative conflict on results of learners Hancock (1996),whereas in most of cases studies favor small size class environment(Gibbs et al., 2006). Kennedy (1982), states when traditional teaching strategies are used, there is no achievement even in small classes. However, Arias et al. (2004), states if skilled teaching and additional performances takes place, small classes are beneficial as compare to large classes. However there are limited studies that have discovered learners' understandings of ELT in large classes to address this, the present study aims to explore Pakistani learner's insight into such classes.

**Objective of the Study**

- To explore the difficulties faced by EFL learners in learning English in large classes.

**Research Question**

Q: What difficulties are EFL learners facing in learning English in large classes?

# REVIEW OF LITERATURE

The existing literature explains the impact of class size on students' academic achievement and learning experiences. It underscores the barriers and challenges while learning English as a foreign language in large classes. As Shehzad et al. (2020), emphasize the difficulties faced by EFL learners in large classes, particularly in developing all four language skills. Alsalihi (2020), delves into the specific challenges students encounter, such as societal discouragement and lack of motivation. In recent years, various Asian countries have made significant progress in the development of English as a Foreign Language (EFL) in primary schools, as noted by Panda (2020). Roshan et al. (2022), work explore the effects of large class sizes on English language training, highlighting challenges in personalized feedback, grading workload, classroom discipline, and resource limitations.

In the literature, Dhibba (2019), study delves into the complexities associated with large class settings and their impact on teaching speaking skills. Notably, prior research highlights challenges in implementing diverse classroom management strategies and fulfilling effective teaching roles. Many studies explored challenges and strategies of English teachers in large classes through qualitative methods. Seven challenges emerged, including poor conditions and discipline issues, while six strategies, such as games and multimedia, were identified. These findings enhance understanding of effective teaching in large class settings (Erlina et al., 2022).

Fatima et al. (2019), added that there are issues with classroom discipline, student involvement, teacher assessment, and other logistical challenges when working with large classes. It was suggested that the pupils at the institution should be rationalized in the same way that the faculty members are. Potential solutions include removing obstacles and equipping educators with resources to manage huge courses. Teaching big courses can be difficult because routine classroom tasks, such as taking attendance, grading, and providing continuous and thorough feedback, can become overwhelming. Many Teachers utilize ineffective strategies in the classroom, including depending only on lecture; because they fear students will not understand their reasoning. Students in big lecture classes often feel ignored and alone because of the lack of personalized attention they receive from their professor (Sulistyowati, 2012). Isolation causes pupils to lose interest in school, get disengaged during class, miss more classes, and engages in more disruptive behaviors such chatting to other students, texting, browsing the web, etc. Students are also more likely to report dissatisfaction on semester evaluations in big, lecture-based classes (Homsby et al., 2013). Large courses might make students feel lost and alone, which can make them less committed to attending class consistently, especially if they don't see the relevance of the material being covered to their own lives (e.g., non-majors taking an introductory history class). Sulistyowati (2012), suggests that teachers should think about their stance on attendance before drafting a policy. Regardless of the underlying viewpoint, educators must find ways to make class interesting and relevant to students' lives in order to increase attendance. Teachers who opt not to take attendance might consider rewarding students for showing up to class and engaging in meaningful discussion even if they are not awarded full credit for either (Homsby et al., 2013). Distracting behaviors including arriving late, leaving early, having lengthy side conversations, texting, and engaging in other activities on laptops are more common in large classrooms where students feel anonymous (Zainal, 2007). The truth is that in every respect, classes cannot be managed. Choosing your words carefully is a crucial skill for teachers of large classes. In a class of 20 students, a student who checks their phone regularly may be a distraction for the teacher and the other students, whereas in a class of 200, it may be the least of their worries (Marais, 2016).

It is not easy for educators to live up to their responsibility of encouraging students to use their own words when expressing themselves (Marais, 2016; Wadesango, 2021). Certainly, grading written assignments poses yet another challenge for the educator of a large class. If a teacher gives a test to a class of 50 pupils, she will need to collect and grade 50 student copies of the exam. Keep in mind that each semester, in addition to the one class he or she teaches, he or she also teaches three or four others (Bahanshal, 2013). Overcrowded classrooms make it difficult for teachers to assess and evaluate students accurately since they have trouble keeping tabs on everyone and giving useful feedback on their work, whether it's done in class or at home (Renaud et al., 2007). Students in a packed classroom are more likely to talk amongst themselves and pay less attention to the teacher, who may be experiencing emotional and mental distress as a result of not being heard. It all impedes progress in education, and some schools may even stop teaching altogether (Mehmood & Alvi, 2017). Another challenge for a teacher with a large class is interacting with each individual student. Since I only see my students once or twice a week, how am I supposed to remember each of their names? Having three or four huge classes under one teacher's supervision simply makes things more difficult (Wadesango & Hasha, 2020). Blatchford et al. (2002), argues that class size has far-reaching effects on both teachers and pupils, even as it acknowledges the importance of other contextual factors. Wambuguh (2008), argues that, compared to the conventional way of instruction, the use of

technology in the classroom can have a significant impact on both the teaching and learning processes the use of PowerPoint presentations, quick online quizzes, and article time, teachers can engage their students in meaningful conversation while still completing their lesson in the allotted time. Harmer's research also uncovered the surprising hypothesis that large courses are frightening for experienced teachers but overwhelmingly stressful for rookie teachers, and that virtue training and sufficient technological approaches can be effective in such large settings (Harmer, 2008). "Ratio of total number of teachers at a school to complete 1q'enrollments of school" is the formula used to determine the student-to-teacher ratio. The ratio-finding process aids in class distribution amongst teachers. The larger the class size, the less reliable the estimated ratio (Renaud et al., 2007).

Moreover, Wadesango (2021), noted that that teachers encounter many difficulties when teaching large classes, that somehow had detrimental impacts on their physical, psychological aspects, and that these effects were created, in part, due to insufficient technical skills. Yet, it was emphasized that despite those difficulties, there are also benefits that enrich the lives of teachers in large classrooms. Teaching a large class, when weighed against the advantages it offers, is not necessarily a burden. It is evident that the size of a class is relative. The problems and challenges of instruction that are typically associated with big classrooms can equally affect smaller ones. Teachers need to shift their viewpoint on large courses and see that, despite their challenges, they also present a wealth of potential for innovative approaches to instruction that can better cater to the needs of their pupils. There is no correlation between class size and teacher effectiveness. Since the 1990s, studies have examined the effects of teaching to large classes of pupils, which led Emmer & Stough (2001),to declare, "Overcrowded or huge classrooms are not a new phenomena."

Large classes, according to these studies, have issues with everything from the classroom's physical setup and management to students' motivation to learn and feedback mechanisms to a lack of adequate instructional materials. Additionally, teachers in such classrooms may spend the majority of their time focusing on classroom management activities to govern students' actions in an appropriate manner in order to get the attention of their students (Khan & Iqbal, 2012).
In order to effectively manage large classes, educators should increase their knowledge of and practice with strategies that work with class size. Large group instruction is a certain reality of the near future - either we find ways to take advantages of the concept in ways acceptable to our own discipline, or administrators, often lacking expertise in our area, will be quite willing to suggest how we should go about it," writes Sturdevant (1972), in College Composition and Communication, introducing a challenging future for teachers themselves to become proactive regarding large class size.

## RESEARCH METHODOLOGY

The present study employs the qualitative paradigm. The data was collected through semi-structured interviews. The participants of the study were students of two Balochistan universities interview protocol was used to gather data. Thematic analysis was employed to conduct the analysis.

**Data Collection**

The data was collected by using semi structured interview. One of the most effective methods for

learning more about people's perspectives in-depth (Alshenqeeti, 2014). Although respondents belong to various culture and linguistic groups, all can understand and speak Urdu. Therefore, the interviews were conducted in Urdu later translated into English for transcription. Reason for opting Urdu for interview guide was to obtain deeper insight since they can easily express themes in Urdu.

## Sampling method

The purposive sampling technique was used to recruited the participants, also known as judgmental sampling was thought to be appropriate for this study in the light of literature review (Etikan, 2016). Purposive sampling is a non-random method of gathering data. Purposive sampling technique was utilized in this study to choose participants who are English language learners at the two universities that have been chosen. Hence in this study there were eight participants from two universities of Balochistan. The participants were questioned during interviews by keeping track on the sample size using the saturation strategy. Saturation has gained widespread acceptance as a methodological guideline in qualitative research. It is commonly understood to suggest that the data that have already been acquired or assessed do not call for more data gathering and/or analysis.
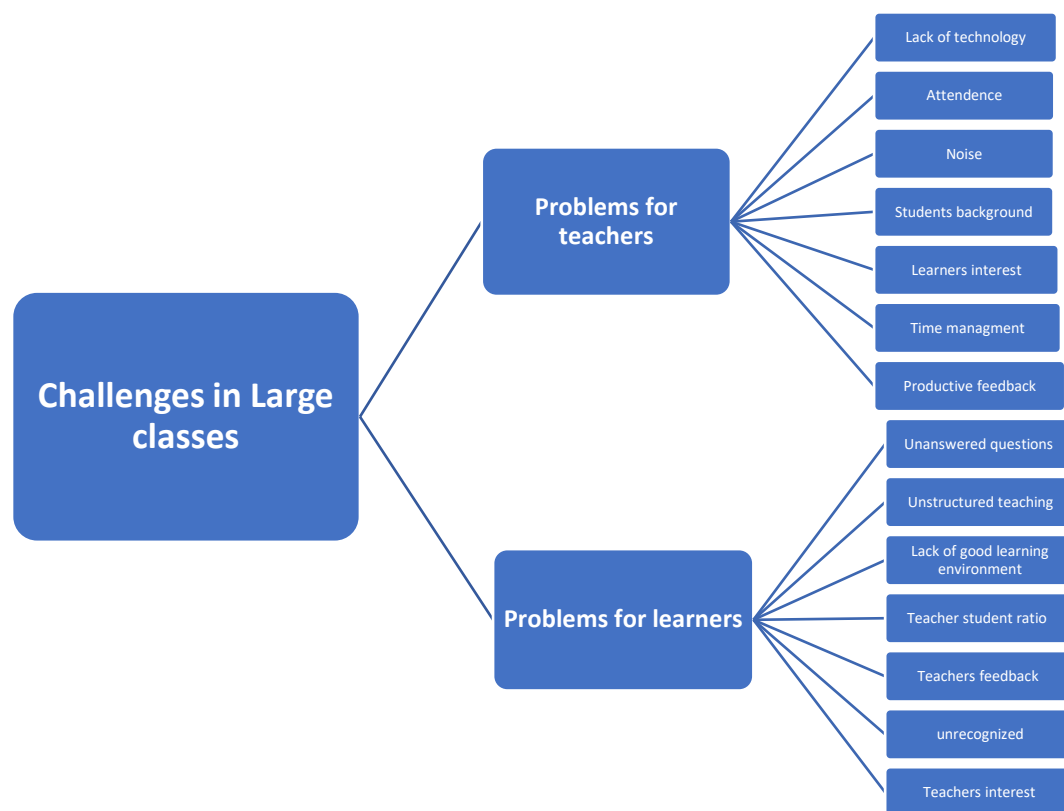


***Figure 3.1*** *Frame work depicting challenges in large class for teachers and learners.*

## Data Analysis Technique

The responses of the respondents from semi-structured interviews were examined using thematic

analysis. Finding themes and codes in the interview data is the objective of a thematic analysis (Sotiriadou et al., 2014).Clarke and Braun (2017), defines thematic analysis as " a method for identifying, analyzing and interpreting patterns of meaning (themes) within the qualitative data"(p.297). The data was extracted via semi structured interviews from eight participants. Those participants belong to two Universities of Balochistan. The analysis was conducted in the following steps; the conducted interviews were transcribed, codified and analyzed thematically through NVivo 10—the most recent version was published in 2012. The qualitative data analysis software NVivo is used for documents and interview transcripts. NVivo is one of the tools that helps a researcher manage and organize data and supports the analysis of the data, identification of themes, gleaning insight, and developing conclusions due to its purpose-built tools for classifying, sorting and arranging information. They must code the data, create themes, and categorize the gathered data for the researchers using NVivo. In addition to managing and organizing the raw data files from interviews, observations, and surveys.

# RESULTS AND DISCUSSION

The results of the present study are based on interviews of eight students from two universities namely SBK women's Universities (SBK) and UOB-Quetta (4 students from SBKWU and 4 from UOB- Quetta). Each participant was interviewed to share their experiences of studying in large classrooms.

Each participant was interviewed through probing questions from their answers and their voices were recorded in mobile phone. The recorded interviews were transcribed then imported in NVivo 10 and were codified in order to identify the themes. The researcher coded all the transcribed interviews in the light of coding parameters that are research questions of the study and as a result found some emerging themes as well that reduced the possibility of confirmatory bias. The average length of interviews was about 10 to 12 minutes.

*Table 4.1: Demographic data of the participants*

| Participant | Pseudonym of the students' participants | Department and program | Institutes | Languages |
|---|---|---|---|---|
| 1 | Students | English | UOB | Pashtu , Urdu |
| 2 | Student | English | UOB | Pashtu |
| 3 | Student | English | UOB | Pashtu |
| 4 | Student | English | UOB | Punjabi |
| 5 | Student | English | SBKWU | Urdu |
| 6 | Student | English | SBKWU | Pashtu, Urdu |
| 7 | Student | English | SBKWU | Persian , Urdu |
| 8 | Student | English | SBKWU | Bravi |

*Table above depicts those four students of English departments from UOB- Quetta and four from SBKWU were interviewed.*

**Findings**

The three major themes were developed from the extracted data of the interviewees are (1) Perceived problems for English language learners in learning in large class rooms, (2) perceived language problems in learning for EFL (3) Hurdles in integrating group work in large classrooms. The themes were finalized with the help of explanation of coding scheme that led to finalize the themes and categories Saldaña (2021), coding manual follows five steps: first cycle of coding, second cycle of coding, codifying and categorizing, recoding and re categorizing and from code and categories to theory. The research questions helped in preparing codes to identify the major themes.

*Table 4.2:  Summaries of Codes and Themes*

| Codes | Themes |
|---|---|
| Chaos, incomplete lectures, mismanagement, <br><br> Teacher lose momentum, <br><br> Lack of brainstorming, visual clarity issues, <br><br> Audibility issues, time mismanagement, less attention | Perceived problems for English language learners |
| Inactive participation due to language barriers, <br><br> Communication gap, and lack of interest. | Perceived language problems for English language learners |
| Less hands-on activities, lack of coordination, <br><br> Teacher lose momentum, <br><br> Motivation techniques, | Hurdles in integrating group work |

*The abovementioned themes and codes of the study are discussed and explained one by one in the light of the research question1 excerpts taken from the interviews below.*

**Theme 1: Perceived problems for ELT**

The following section discusses findings based on specific outcomes faced by the participants. Those are Chaos, unanswered questions, time mismanagement, Teacher lost momentum, visual and Audibility issues, time mismanagement, and less attention. These codes are associated to social development learning theory.

*Chaos*

Large class room size having dense population is problematic and creates chaos in the classroom.

Respondents from both the institutes witnessed the issue and addressed to a question asked as "large number of students are never beneficial. All the students in class are never interested in learning. Majority of them create disturbance during lectures".**(Shahid Ali).**

Similarly, another respondent reported large class is very challenging because every class has few non serious bunches of students. Such students always disturb class (**Saba**).

In addition **(Zaviyar)** reported that large class rooms are the source of chaos for EFL learners and teachers both. It is difficult to gain interest of the student for teacher and at the same time is difficult for students to maintain discipline. Large number of students serves to be really problematic for both of us; students and teachers. Larger classrooms reduce the efforts to level zero as they aren't as fruitful as it should have been. Respondent further added that due to large number of students, the classrooms are too noisy.

### Unanswered questions

Respondent from UOB and SBKU reported that huge strength classrooms leave space for incomplete lectures due to unanswered questions. Teachers are unable to deliver complete plan of the day and topic of discussion remain undone. This creates loophole in understanding the concept taught. **Zaviyar** replied that though teachers try their best, yet they failed at answering all the questions. While time duration for a class remains same, larger classrooms are really problematic for a teacher in the sense of answering the questions. If teacher drives their energy to answering all the questions, then they will lose a day of delivering their lecture. They will end up in unbalanced academic pressure.

In the same manner **Daniyal Khan** answered when asked do you think teachers manage to answer questions of the students in the large classes.

**"**No, they cannot manage to answer they only focus on bright students their sole aim is to complete syllabus"

### Lost momentum

Class sized classrooms are hard to manage and is a hurdle in the way of learning. Specially for language learning appropriate concentration is required (Wadams& Park, 2018). As reported by **Zaviyar**

**"**Large class is just a horrible nightmare. It isn't productive at all rather it discourages students from studies. Handling a large class in itself is a challenge for a teacher. Due to the existing diversity among students, it becomes really hard to have a control over the class and excel the management. It highly affects the process of language learning".

Similarly, when asked about the difficulties faced by students during learning in large classrooms **(Sana)** replied:

"I think large number of students in one class is rather a problem than a benefit. From a student's point of view usually when there are a large number of students in one class, teacher's fail to maintain the momentum and decorum of the class. If the class is filled with delinquents, then it makes the situation even worst".

*Time mismanagement*

Time mismanagement was found to be the major issue for students of both the universities. Importance of time management is widely emphasized in the extant of literature. Time management in a large classroom size plays a vital role in maximizing instructional time, maintaining order, providing individualized attention, accommodating diverse needs, enhancing student engagement, and managing the personal workload of teachers. Effective time management strategies enable teachers to create an environment conducive to learning and promote the academic success of their students (Ahmad Uzir et al., 2020; Babadjanova, 2020; Macan et al., 1990; Stoeger & Ziegler, 2008).

Respondents of SBKU and UOB reported time mismanagement as important element effecting their learning process. For instance, to reply a question **Sana** said

"Teachers hardly complete their course work due to lack of time. In this time period they do answer the questions of students but most of them remain unanswered. If we increase the number of students then not only the students would ask less question but the teachers would also answer fewer of them and even if they do answer all the questions (which are not possible because of the strength) they would not be able to elaborate and explain them well".

In developing countries such as Pakistan and Bangladesh, teaching English literature is a tedious task for teachers because it is time-taking and teachers face many difficulties especially when the question comes of course completion (Begum, 2011).

Similarly, **Daniyal Khan** replied the same question as

"No, the teachers can not satisfy every single student, due to the shortage of time and greater number of questions raised in the brains of the student regarding the lecture".

## Theme 2: perceived language problems for EFL

The following section explains theme 2 about the language problems faced for EFL among the students of two universities of Balochistan. Most of the participants perceive class classrooms an issue itself and found it an obstacle in the way of learning. They lack certain parts of learning which are essential for efficient and effective learning process. These extracted codes are supported from theories discussed later in the section.

*Inactive participation due to language barriers*

**Daniyal Khan** student of UOB from English department reported that his mother tongue is Pashto while he can speak 3 other languages and understand 5 different languages as well but he feels comfortable speaking and understanding Pashto, whereas he has to speak Urdu to class fellows most of the time and English sometimes. He also reported that most of the students are local and cannot understand English properly.

**"**Large classes are difficult to manage, identifying the weaknesses and strengths of each individual. Engaging students is another challenge for a large class teacher. To produce satisfactory results the class must not be too large to handle" said (**Saba).**

Accordingly, **Zaviyar** reported as

"Handling a large class in itself is a challenge for a teacher. Due to the existing diversity among students, it becomes really hard to have a control over the class and excel the management. It highly affects the process of language learning. Larger classrooms don't allow teachers to practice different teaching methods that tend to be productive for language learning. In order to be just with both students and teachers, some reforms should be brought".

### *Communication gap*

Learning a language need lots of communication between teacher and student and between student and student but in large classes, only a few students got the chance (**Saba**). Large class rooms obstruct way of communication between teacher and students. Even teachers remain unable to recognize their student's names, which can become discouraging source for students. As reported by a respondent upon asking about how it feels teacher calling from name, it was replied as

"Teachers calling me by name is a rare opportunity I seek. In a classroom of 60 students and constant bee buzzing, teacher hardly knows the name. Indeed, knowing the name and being called upon that develops a close affinity with teachers. To be not called by your name in a class, slowly and gradually you will lose interest in it and won't strive to seek some learning this will leave highly bad influence on our language learning". (**Zaviyar**)

### *Audibility and visual issues*

On the other hand, unequipped classes such as unavailability of multimedia, large screens, speakers, and ICT create distortion in the learning process. In today's digital age, the absence of technological tools and resources in classrooms can impede students' exposure to modern learning methods. A meta-analysis conducted by Schmid et al. (2014), concluded that technology integration positively influenced student achievement. However, when classrooms lack computers, projectors, or internet connectivity, students miss out on the benefits of digital learning, including interactive multimedia content and access to online educational resources. Accordingly participant **Shahid Ali** due to large number of students and lack of facilities i.e., audio system and projectors the back benchers are always neglected rather they create chaos and disturbance during class.

Further more Physical safety and comfort are fundamental for effective learning. Dilapidated infrastructure, poor ventilation, inadequate heating or cooling systems and inadequate security measures can create an uncomfortable and unsafe learning environment. A study by Saeed et al. (2011), revealed that students' academic performance was affected by the physical condition of their classrooms, emphasizing the need for safe and comfortable learning spaces.

In the mean course respondents reported that Due to the high strength of students in a congested place it got really hot during summer and sometimes we can't even hear and see what the teacher was teaching us (**Sana**).

### **Theme 3: Hurdles in integrating group work**

This section discusses about the hurdles in the way group work becomes ineffective in large class rooms. Respondent were asked about what are the problems being faced to make constructive learning for EFL in large classrooms. Their responses were used to develop the following codes.

### Activity based learning,

Teacher's rarely conduct classroom activities because they have a huge course work to complete within 5-6 months. Sometimes they arrange presentations or group research work, but that is a rare occasion **(Sana).** Having activities such as role play, games, problem-based learning help students make link between literal and practical approaches (Dundar, 2013), but unfortunately practicing activity-based learning does not bring fruitful results. Such as **Zaviyar** addressed,

### Lack of socialization/coordination

No, our class fellows have poor coordination, thus to sort out our problems, we communicate with the teachers (respondent 2). Few of them are very helpful whereas rests of them are not. When needed we communicate through dialogue in open class **(Shahid Ali)**.

Similarly, **Saba** replied as

"Yes, we help and coordinate each other to somehow, but communication is very less between student and teachers because of insufficient time".

Whereas some respondents experienced favorable environment among themselves in the large classrooms but the socialization is yet limited. Such as **Sana** said,

"Yes, my classmates are very helpful to each other, especially girls. As we were in less in number than boys, we tried to help and support each other in everything we did (mostly academics)".

### lack of motivation

"I think teachers should try to communicate and interact with different students in every class so that everyone could participate and stay motivated, also they should try to shuffle and rearrange the sitting position of students once in a while like backbenchers in the front row etc." **(Sana).**

Recognizing students by appropriate labels and home name is a source of intrinsic motivation for students (Ulfa & Bania, 2019), but this motivation technique found unavailable for language learners in large classrooms. Second to this, respondents also addressed that teacher rarely know student's name.

Some of the permanent faculty members know my name otherwise teachers prefer calling us by our roll no. declared **(Hina Khan).**

Whereas **Shahid Ali** addressed as, "Yes few of my teachers know my name. It makes me feel very alert and diligent in class, helps in creating a strong liaison between a teacher and student. When a teacher calls his student by his name a student feels more personalized and particular in front of his teacher".

In large classes, EFL (English as a Foreign Language) students frequently run across a variety of issues that can impair their English language development. Some typical difficulties EFL students encounter in large courses include:

It is challenging for EFL students to get enough speaking practice due to large class numbers. It's possible that students don't have enough chances to actively participate in oral communication,

convey their thoughts, or hone their conversational abilities. According to a young participant, just a few kids had the opportunity to communicate with each other and with the teacher frequently enough in large courses for language learning **(Saba).**

In the large classroom size teacher and student both remain inaudible and hence create room for communication gap. This communication gap can distort teacher-student relationship and student feel left out, de motivated, and unattended in the class.

Due to the large number of pupils in the class, EFL learners may not receive enough individualized attention from the teacher. Their language development may be hampered by this lack of individualized attention, and it may be difficult to meet their unique learning demands. Students need individualized attention, especially when learning a language because practice is necessary for language development. A student who cannot get the chance connect himself/herself to the facilitator, language cannot be learnt adequately. This problem is raised by the students of both the institutes of Quetta. Teachers cannot pay attention to each and every student in the class of 80 plus students in a limited time period. This causes another issue raised by participants that teachers remain unable to recognize student's names and hence lead to reduced interaction. There may not be enough time for teacher-student contact in large classrooms. Because of this, EFL students could be reluctant or uneasy to ask questions, get answers, or get feedback on their development from the teacher.

## FUTURE RECOMMENDATIONS

A qualitative study on challenges faced by English as Foreign Language (EFL) students in large classes suggests several recommendations for educators, policymakers, and researchers. These include implementing differentiated education to address diverse learning needs, encouraging collaborative learning through group activities, providing individualized support systems for students requiring extra help, enhancing teacher professional development for effective classroom management, incorporating multimodal instructional strategies for improved engagement, strengthening assessment practices to align with language proficiency, creating a supportive learning environment that celebrates diversity, and fostering research and collaboration to better understand challenges within sizable EFL classrooms. By adopting these recommendations, stakeholders can contribute to the development of more inclusive and effective learning environments, supporting the language acquisition and academic performance of EFL students in large classrooms.

## CONCLUSION

The focus of the qualitative study was on examining the challenges faced by EFL students in big classroom settings. The results showed that one of the main issues is that students in these environments have less opportunity to speak up and receive less individualized attention. Their inability to interact prevents them from learning new languages and improving their speaking abilities. Additionally, learners' capacity to understand and interact with the English language is further impacted by linguistic and cultural hurdles.

The study emphasizes the efficacy of specific tactics to deal with these challenges. It was discovered that group work and pair exercises were helpful in encouraging active engagement and giving students more chances to communicate. It was underlined that differentiated

education was a crucial strategy for meeting the varying needs and competence levels in a big classroom. It helps ensure that learners receive appropriate support and challenges based on their individual abilities.

The study also underlines the value of offering tailored support and interventions to EFL learners in order to solve their particular language difficulties. To fulfill each learner's particular needs, this may entail the use of additional resources, language-learning partners, or individualized coaching.

Multimodal instruction integration has become recognized as a successful strategy. For EFL students, using interactive materials, technology, and visual aids can increase engagement and comprehension. These multimodal techniques offer many entry points for learners to obtain and process information while accommodating various learning styles.

The well-being and language development of EFL students in big classrooms depend on the establishment of a supportive learning environment that celebrates cultural diversity and encourages inclusivity. This requires building an environment of positivity and respect, promoting peer support, and recognizing the varied accounts of students and experiences.

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