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## **Effective Strategies For Teaching And Learning In Large Classroom: A Qualitative Study Of Students And Teachers Perceptions At University Level**

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### **Abstract**

This paper has studied good teaching and learning techniques in big classroom instruction in undergraduate level at a state-owned university in Lahore. Thematic analysis based on qualitative interviews with five teachers and three students showed four important strategies: engagement of learners, clear communication, classroom organization, and connection building. Engaging activities, real-life practices, application of technology, structured sessions, immediate feedback, and good teacher student relationship were found to play an important role in facilitating participation, learning and motivation. The results note that the student-centered techniques can be used to improve learning even in large classrooms.

**Key Words:** Large classrooms; student engagement; teaching strategies; qualitative study.

### **Introduction**

Universities in the modern world are bigger than ever, and all over the world records of students are being enrolled in universities, and the sheer condition of this is uprooting the old dusty pedagogies. According to Dornyei and Murphey (2003) the classroom dynamic has changed greatly with the growing number of students. Large classroom phenomenon ceases to be a mere speculation- it has now become the characteristic feature of several courses in universities. The problem of access and quality in the teaching process has thus become a common issue, and perhaps one of the most significant issues of the modern academic world (Hayes, 1997).

A large class is a feature that is usually characterized by a teacher to student ratio that is way more than the optimal. On average, 30-40 students (and in some cases 50 and more) are seated in such learning environments that complexity learning and teaching (Nakauchi and Yoffe, 2021). The considerable classes present some challenges: the lack of individual attention, the inability to accommodate students with different levels of proficiency, the lack of discipline and the active engagement of students. Such limitations greatly transform the interaction-friendly atmosphere, which was being experienced in smaller classrooms (Mulryan-Kyne, 2010).

The foundations of big classes can be traced back to medieval European universities where professors spoke to hundreds of people in enormous halls. The big-class structure that was developed post World War II is the one that grew dramatically due to the democratization of higher education and the demands of the world-market in the skilled workers. The growth has further been experienced in the 21<sup>st</sup> century as the world is becoming more globalized and most of the developing nations have increased public university institutions to train the rising populations. Huge classes have become not only logistical necessities but also part and parcel of the higher education system (Hu, 2020).



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The teachers are quite familiar with the problem of large classes. To ensure a productive classroom, it is important to have good classroom management, which can be summarized as physical space organization, routine establishment, promotion of participation, rewarding interactions, and lesson organization. The teachers understand that knowledge content is not enough but they also need pedagogical strategies that attract different learners. The incorporation of technology, differentiated instruction, teaching through tasks, and collaborative learning may assist in raising the engagement levels and the facilitation of language acquisition (Shamim et al., 2007; Trang, 2015).

It is also important to know what students consider as effective teaching. Studies indicate that the students are appreciative of good teacher-student relationships, significant interaction and the linkage between theory and practical applications. Students demand teachers with profound content knowledge, diversified teaching methods, friendly environment, and demonstration of how the knowledge acquired in the classroom is applicable outside the university (Delaney et al., 2010; Jacobs and Renandya, 2016).

Large-class pedagogy is more than a number game, and it needs well-considered, research-driven approaches that can assist teachers and students in interacting suitably in the overcrowded classrooms. Teaching in large classes requires knowing each student, facilitating real participation, and making learning environments fostering it, instead of coercing it. It also presupposes that teachers have to use new technologies, innovate in their assessment techniques, and be committed to the achievement of the students (Marzano et al., 2003).

The viewpoints of both the students and the teacher are important. The teachers test on various techniques, however the students eventually feel the success of the said techniques. Qualitative research can be used to combine these views to provide more insights into the interaction in the classroom such as motivation, teacher presence, peer dynamics, and the impact of technology (Tomlinson, 2001).

This type of research is very important since the population of classes of large size is ever increasing whereas resources are low. There is still the pressure to uphold high-quality education and it is necessary to hear the real voices in the classroom. This research provides an input to the achievement of quality and accessibility of education by exploring teachers and learners perceptions of best practices in large institutions of higher learning.

### **Problem Statement**

Majority of studies on large classes are based on quantitative surveys without taking into consideration the detailed experiences of the teachers and students. Effective engagement, classroom management, and teacher-student relationships have little qualitative knowledge.

Not many studies are conducted on big classes of EFL in Pakistani universities.

This creates a knowledge gap on context-based approach to effective learning in high-enrollment classes.

### **Research objectives**

1. To determine the effective teaching methods in the English as a Second language Classroom.
2. To determine the teacher thinking about the teaching strategies of English in Large Classroom
3. To examine the views of the student Learning English in Large Classroom.

### **Research Questions**



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1. What are the effective teaching strategies in English as a Second Language Large Classroom?
2. What are Teacher views on teaching English in Large Classroom?
3. The perception of learning English in Large Classrooms among the students?

### **Literature Review**

This research paper used a qualitative research design to determine how instructors and students view the effective instruction and learning strategies in large university classrooms. The qualitative approach was chosen due to the possibility of having a profound insight into the experiences, beliefs, and classroom practices of the interviewees (Creswell, 2014; Merriam and Tisdell, 2016). This design was able to provide an in-depth analysis of pedagogical and interactional issues related to large-class settings.

The study took place in a government university in Lahore, which is characterized by big Undergraduate classes as common aspects of the learning system. The participants of the study were teachers and undergraduate students with first-hand experience in the educational process in the large classroom. Participants with high ability to supply rich, relevant, and experience-based data were recruited through purposive sampling (Patton, 2015). The researcher was to initially consider a broader set of people as participants; nevertheless, the process of gathering data was based on the concept of data saturation, the phase which does not presuppose the emergence of new themes, ideas, or insights (Guest, Bunce, and Johnson, 2006). Saturation among teachers was achieved in the fifth interview as there was no new code or special themes emerging in the instructional strategies, classroom issues, or management methods in the sixth interview. Saturation was achieved among the students at the third interview when the responses of the participants started to become monotonous, and no additional views were enlightened on the topic of learning challenges or engagement problems in the big classes. The sample final, hence, comprised of five teachers and three undergraduate students.

Semi-structured, face to face interviews were conducted to collect the data where each question or group took about 5-10 minutes to respond to. The semi-structured interviews were selected due to their flexibility and coherent structure and framework in connection to the research objectives (Kvale and Brinkmann, 2009). The open-ended questions were based on teaching effectiveness, patterns of communication, barriers to learning, classroom management and student involvement in large classrooms.

Thematic analysis was the method of data analysis, which involved the systematic process of identification, coding, and categorization of recurring patterns (Braun and Clarke, 2006). In order to achieve analytical rigor, two researchers coded the data separately and followed up on the same in order to be consistent and reliable in the coding.

To assure the credibility of the results, several methods were implemented: member checking: as a direct observation, participants were given the opportunity to read and confirm the correctness of their interview transcripts (Lincoln and Guba, 1985); peer debriefing was also employed, during which the research process was debated with other people, which helped to minimize the influence of the researcher; an audit trail, in which all research processes, decisions and analysis steps were documented, which ensured the transparency.

The ethics committee at the institution gave the ethical approval. Prior to the interviews all the participants were informed of the purpose of the research, guaranteed of confidentiality, and given written informed consent.

### **Methodology**



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The research design that was applied in this study was a qualitative one to examine the perceptions of effective teaching and learning strategies in large classrooms of universities by the time of the research. The qualitative method was chosen due to the possibility to have an in-depth insight into the experiences, beliefs, and classroom practices of the participants (Creswell, 2014; Merriam and Tisdell, 2016). This design allowed the intensive exploration of the pedagogical and interactional issues within the large-class settings.

The study was carried out at one of the public universities in Lahore where big classrooms of undergraduates form a common aspect of the institution. The research was conducted among teachers and undergraduate students who had first-hand experience regarding the teaching or learning in the large classroom set up. The selection of the participants was employed through purposive sampling since they could offer experience-based, rich, and relevant data (Patton, 2015). The researcher used to consider a larger sample of participants in the study but the data collection process was guided by the principle of data saturation, which is the point where no new themes, ideas, and insights are identified (Guest, Bunce, and Johnson, 2006). The teachers saturation occurred at the fifth interview since no new codes or new distinctive themes emerged in the interview in terms of instructional strategies, challenges in the classroom and management of the classroom. In the case of the students, the saturation was achieved after three interviews, since the answers of the participants had repetitive content and none of them had new insights into the learning problems or the lack of engagement in large classes. In this way, there was a resulting sample of five teachers and three undergraduate students.

The semi-structured face to face interviews were used in collecting data, and each could take around 5-10 minutes. Semi-structured interviews were selected due to its flexibility and at the same time it is coherent with the objectives of the research (Kvale and Brinkmann, 2009). Questions of an open-ended nature focused on the effectiveness of teaching, patterns of communication, barrier to learning, classroom management, and the involvement of the student in the large-classroom setting.

The thematic analysis was used to analyze the data, and it was done according to the systematic process of identification, coding, and categorization of the most common patterns (Braun and Clarke, 2006). In order to achieve analytical rigor, the data were coded by two researchers using different codes and their coding was subjected to comparison to establish consistency and reliability.

Several procedures were used to warrant the credibility of the results: member checking, where the participants revised and confirmed the accuracy of their interview records (Lincoln and Guba, 1985); peer debriefing, in which the process of conducting the research was presented to other researchers to minimize bias on the part of the researcher; and the audit trail, which documented all the research processes, decisions, and analyses to encourage transparency.

The ethics committee of the institution gave ethical consent. All participants had been informed of the purpose of the research, the need to keep it confidential was guaranteed, and informed consent was signed before the interviews.

### **Data collection**

#### **INTERVIEW 1:-**

- What strategies do you find most effective for learning English as a Second Language in a Large Classroom setting at University Level?

Well, there are many strategies, by employing them we can teach large classroom at university level. The first and foremost is to keep a check and an eye on the large group of



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students is to distribute the students among different groups, if the classroom is large in number, then make and divide students in many groups like into a few groups, like a group of 7 or 8, depending on the number of classes. Then we have to use certain methodologies by employing them we can teach better English Language or English as a Second Language. It can be like task based learning, it can be communicative language teaching, it can be the direct method and various other strategies and methodologies, by which we can handle the large classes and teach English as a Second Language to them.

- What challenges do you face when teaching English in a large classroom, and how do you overcome them?

Of course, teaching to the large classroom is itself a big challenge and when we teach large number of students, it gets very hard to know what the students of the backbenches are doing, and then keeping an eye on everybody in the large class is another challenge. Another challenge is that if a teacher is audible to the students or not. At times, it gets really hard for the teacher to be audible for the students who are sitting at the back and they complain we cannot hear you. So it gets very embarrassing for the teacher as well. So a teacher has to shout in the large classes, I guess this is one of the biggest challenge and yeah.

- How do you ensure student engagement and participation in large English language classes?

Yeah, this is again another challenge, rather than a question ensuring the participation of every students in the large classroom is again depends on the teacher as well, her teaching methodology and how she goes with the students. I guess, giving a work in pairs or sending the task in groups can ensure the proper engagement of the students. But a teacher has to plan the lesson for that or for this particular purpose. If a class is large in number and she divides the class like 6 major groups, group of 8. She should give a topic, then every student should select one leader from that group and then that leader must inform the teacher who participated in the discussion and who did not participate and then the teacher after assigning the task, she should/can call anybody from the group to come and throw light on what they have discussed and what about the conclusion or anything. So this can ensure that all the students have participated equally.

- What are your thoughts on the effectiveness of teaching English in large classrooms compared to smaller classes?

Of course, the smaller classrooms, when we compare the small classrooms with large classrooms, of course, teaching gets very effective and smaller number of students, when the students are not abnormally large like 50 or 60. But I guess, around 30 students are very good. Teacher ensures that everybody is participating, everybody is learning, teacher is audible to all, but comparing both the classrooms, of course, the students in large number in classroom cannot perform, or participate, the way smaller number of students can. Teacher is more comfortable for teaching smaller number of students as compared to large classrooms.

- How do you access students learning and provide feedback in a large classroom setting?

Yeah, it's really/very hard for the teacher to mark like 50 or 60 scripts, so what I do as a teacher as for as managing the large classroom is to design some activities where everybody should participate, for example, I just given an example to you like a group of 8, I just give them a sentence starter and then ask everybody to circulate the page among each and every students turn by turn and to develop the story. So every student in the group, in one group will have to write his/her own part like a small paragraph for each student, then it gets/ becomes whole long story. So this is an example of like, marking/ accessing



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that everybody is participating, otherwise quiz, assignments and presentations. These are the same things that everybody has/is. For example, like every teacher is practicing in his/her class, but I also design different activities where it should be comfortable for every teacher and student's engagement and interest at the same time for both to access their participants and patience.

### INTERVIEW 2:-

- What strategies do you find most effective for learning English as a Second Language in a Large Classroom setting at University Level?

Yeah teaching in large classroom settings I think group work, and pair work and such activities provide opportunities to students to interact and learn from their pairs and of course, that also eases my burden or you can say reduces work lot. But, of course, the goal is the objective is to help them learn English more effectively. So yes, presentations, role plays and task based language teaching, you can generally help me to teach students in large classrooms.

- What challenges do you face when teaching English in a large classroom, and how do you overcome them?

I think the major challenge is, you know engaging all students because more students distracted, you can pay individual attention, so engaging students and provide and conduct meaningful activities. This is one of challenges and plus you know checking their work giving feedback, these are the challenges, we face so we generally feel language classroom must logical 20, 25 students. Large setting or large classes are you know quite challenging and time consuming feedback and everything.

- How do you ensure student engagement and participation in large English language classes?

Of course, in large classes, if you conduct individual task or assignment task generally you need to, they required three, four classes for individual speeches and presentations, I think small groups and pair task, they can you know help or they can help me ensure student's engagement and participation.

- What are your thoughts on the effectiveness of teaching English in large classrooms compared to smaller classes?

Of course, smaller classes are easier to deal with them you know you can ensure 100% student's engagement. You can assign individual task, of course, not every student even though, we accept all students to participate, of course, not everybody performs and gives speech comparatively, of course, smaller classes are better and you can teach English more effectively.

- How do you assess students learning and provide feedback in a large classrooms setting?

Again in large classes as I already mentioned pair task and group task. So the entire group receives my feedback and individual attention. Of course even it comes to individual task and I provide and evaluate everyone's assignments and work but in large classroom settings, providing feedback to individual student is not visible.

### INTERVIEW 3:-

- What strategies do you find most effective for learning English as a Second Language in a Large Classroom setting at University Level?

Alright, what strategies do I feel find more effective in teaching English in a large classroom settings. I would have to say "interaction", it works in a small classroom as well as in large classroom. So I try to include students in a process, also I find small you know



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debates, I find debates, to be quite effective. Other than that I find small competition, for example, when I teach “ parts of speech”, I ask them to write as many as adjectives as they can in a few seconds in a given time. So the students who get most adjectives or the greatest number of adjectives, they get chocolates or something. It has always been interactive and the students find it amusing and entertaining as well.

- What challenges do you face when teaching English in a large classroom, and how do you overcome them?

Alright i think the biggest challenge that I faced while teaching English in a large classroom setting is the mixed ability group. In large classroom, usually students have mixed abilities some of them are very proficient in language, some of them really weak. So it is difficult to cater to every student’s needs. If we teach language from the proficient student’s perspective, then the students who are starting off the language at the elementary level, feel left out, they are unable to catch up, on the other hand, if we teach them from the basics. For the students who are not proficient, and the students who are feel left out or they get bored and they loose interest in classes. This is the challenge i faced.

- How do you ensure student engagement and participation in large English Language classes?

Alright, i am big fan of public speaking activities. So i try to make students speak. This is the one of the way i find i can make sure that every student gets a chance to participate or say something other than that I ask questions. Obviously, but I can’t ensure every student participation. Sometimes i ask questions to particular students and i try to engage as many students as i possibly can. Other than that debates as i already mentioned, i try to imitate debates. These are the some of the ways i try to make classes more interactive in a large classroom settings.

- What are your thoughts on the effectiveness of teaching English in large classrooms compared to smaller classes?

I think, smaller classes are better, not just for the English, but every subject. In large classrooms, one cannot cater to all the students all the time and what happens is that some students get you know miss out on things. So if i give a class activity i could not ensure that all the students have actually done the activity. I can’t give individual feedback to everyone and in comparison of small classroom setting, i can focus on all most all the students, i can try to engage all of them. I can ask indicators questions and so on and so fourth it takes time.

- How do you assess students learning and provide feedback in a large classroom setting?

Usually, we do have assessments obviously, and since we have a lot of assessments, four quizzes, four assignments. I think it does give an ample feedback. Other than that sometimes, i give a shorter lecture and bigger activity. So in some classes, i might you know give a lecture on the writing of paragraph in one lesson and the other lesson, i would ask the class to write the paragraphs bring them for me one by one and i do give them feedback like that other than obviously they are public speaking assignments, i give feedback on them as well and these are the some of the ways in which i try to give individual feedback to students in large classroom settings.

### INTERVIEW 4:-

- What strategies do you find most effective for learning English as a Second Language in a Large Classroom setting at University Level?

I think I can't name one strategy is the best because large classes are challenging, they posed different challenges on different days actually depending on the lecture and the



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content. So we have to vary the activities also to keep them engaged and interested. So sometimes, it can be engaging them by answering, asking them questions and sometimes giving them group works, sometimes, introducing fun sort of activities like I always use lucky draws for them to choose their own topics although they are, included slips, that they picked their own topics. These things keep them active, engaged, and interested also. Otherwise, in large classes, some of them may lose interest anytime.

- What challenges do you face when teaching English in a large classroom, and how do you overcome them?

The main challenges, some of the students can lose interest and they hide behind other students and be engaged in some other activities. So one has to move around in the classes, pays special attention to those who are sitting at the back or who have a special corner they would like to talk to each other or be involved in other activities. So individual attention despites the size, and some other activities asking them questions, one has to keep noticing who is not attentive or who seems to be involved in other things.

- How do you ensure student engagement and participation in large English Language classes?

I think I have almost answered this question already in your previous question. So one has engage them in group communication. Group communication activities prove very effective, once I did this in two classes, they enjoyed it a lot and at the same time, they learnt from it. So pair work and group work, asking them to communicate something. The other person, if you want me to tell you some specific activity, I made them draws, I actually divided them in pairs and I gave one of the students in each pairs and I gave one of the students in each pairs, a diagram a pencil sketch and she didn't have to show it to other partner. But just describe in his/ her words. And the other partner drew it based on their descriptions. So then there is the bus stop activity, I usually do it with four students at a time and they have to come in front of the class, such that every student gets to participate in the activity. So this keeps whole class alert.

- What are your thoughts on the effectiveness of teaching English in large classroom compared to smaller classes?

Actually such classes are very productive as well if we take them as a language learning community which is the basic concept in ELT. These classes are not just classes with teachers and students, they are language learning communities and they do not only learn from books or the teacher, they learn from each other as well. So we should utilize their potential as knowledge sharer also. So we should ask them to give their opinions first and then deliver the lectures.

- How do you assess students learning and provide feedback in a large classroom setting?

Some assessments are formal assessments like your quizzes and assignments, they have to be in the usual way and we have to check more assessments but some can be done in pairs and some can be done in groups also. And this way they not only learn communication but collaboration and do work. But I try to make sure that even in group work, the ones who don't participate in doing something, do not get advantage of others. So I make sure that the marking is clearly done on the basis on each person has contributed.

### INTERVIEW 5:-

- What strategies do you find most effective for learning English as a Second Language in a Large Classroom setting at University Level?

Well, at university level, we have large classes in our semester 1 and 2 and we teach normally 2 courses to our undergraduate students which are related to English as a Second



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language. As there over the years what I have seen that like lecturing then putting the students into presenting the things I mean there are two things and the third thing is evaluating students for their writing. Now specifically, the strategy, if you can list on a few strategies that I can tell you easily which strategy is effective is communicative approach. I mean where you use your target language and you don't use the first language of the students.

- What challenges do you face when teaching English in a large classroom, and how do you overcome them?

Well, the challenges are many and there are few tactics to overcome them. For example, the major challenge in large classroom is mixed ability students. If the students are at the same ability level and it's easier for us to like teach them what they want to. But to the mixed ability students, we need to renowned the strategy. We need to divide them into groups and after lecturing on separate/certain topic, we have to like get their feedback and improve them the things that they are lacking enforce by dividing them into groups which are manageable actually.

- How do you ensure student engagement and participation in large English language classes?

This is the difficult thing in Pakistani culture because students normally, here we have got like teacher centered approach in the classes. They have like a resistance to that. They feel easier that the teacher should tell them what to do and they do accordingly. And if like, well the other things I have already told you and your participation, I have to divide them into different groups and I have to assign them the certain tasks. It's like task based learning and towards at the end of the task, they share their findings of their working with us. That's the way that I normally practice in the class.

- How do you ensure student engagement and participation in large English language classes?

Well, teaching English to smaller class is always easier task and it like, it is more fruitful to like have a small number of our students in the class because you can interact with them on their personal level and you can cater for their learning style and their learning abilities and disabilities. In the large classroom, like sharing the things with the students and making them like pushing them to do the things that I asked them to do. That's an ample task and we need to manage it mostly. We simply fall short of the target that we want to achieve. And those learning objectives of the target can be achieved very well and in the small number of classes.

- How do you access students learning and provide feedback in a large classroom setting?

Something related to the formative assessment, the system where I teach basically I have to do excessive number of assessments. For example, during the semester, I have to give them four quizzes, four assignments and each assignment and quiz I have to check personally and I gave them the feedback. It is the written feedback at first and then I need to explain them one by one in the class.

It's again a challenge. Look, we work in a system and system is very good in monitoring everything. So I mean, this question would be interesting to validate the answer, especially from the teacher who work in an environment and where they don't have rigid institution's monitoring. So here we have that system in place so we put a lot of time before we get into the class and share the material with them or get the feedback from students, and sharing our feedback with them, we need to take the classes within the schedule time for full time throughout the semester and we have to meet the timeline.



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### Findings and Analysis

The thematic analysis of the interviews conducted with three students and five teachers allowed defining key patterns of successful strategies, challenges, and attitudes to teaching and learning in large university English classes.

The research has been able to identify several effective teaching and learning strategies that can be applied in large university classes based on the views of the teachers and the students. The codes and themes emerged as under:

#### Teacher's Perception

THEMES	CODES	INSIGHTS
1- Structured Instruction	Structured Lessons	Teachers believe that well-planned and organized lessons help maintain control and clarity in large classrooms.
2- Interactive Teaching	Interactive Activities	Teachers view activities like think-pair-share and group discussions as essential for maintaining attention and participation
3- Use of Technology	Technology Integration	Teachers recognize that multimedia tools and educational apps enhance clarity, engagement, and content delivery.
4- Clear Communication	Clear Instructions	Teachers emphasize that giving clear directions and expectations reduces confusion in large classes.
5- Classroom Control	Classroom Management Techniques	Teachers rely on visual aids, seating arrangements, and minimizing distractions to manage large classrooms effectively.

#### Student's Perception

THEMES	CODES	INSIGHTS
6- Real-World Relevance	Real-World Applications	Students feel that real-life examples and case studies make learning meaningful and easier to understand.
7- Teacher Accessibility	Approachability	Students believe approachable teachers create a comfortable



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		environment where they can ask questions freely.
8- Respectful Learning	Climate Respectful Environment	Students appreciate classrooms where teachers promote respect, fairness, and inclusion among peers.
9- Personal Connection	Knowing Students' Names	Students feel more motivated when teachers try to learn their names and build personal rapport.
10- Need for Feedback	Timely Feedback	Students value quick and helpful feedback to track their progress and identify areas for improvement.

The teachers will often cite a lack of individual attention, noise, and the need of having equal input by the students in large classes as the primary causes that make large classes a challenge. Organized lesson planning, interactive lesson delivery, and clear instructions are some of the ways that teachers deal with these challenges. Sustained engagement is aided by task-based activities, debates, and assignments with the use of public speaking, group, and pair work, as well as competitions. Teachers also use technology and classroom management strategies to maintain the attention of the students (moving around, checking back rows, designating group leaders). Teachers, however, do not believe that small classes are more appropriate in learning a language, but they tend to believe that only the interactive and well-structured lessons may be conducted in large classes.

Students emphasize the importance of real-life examples and practical exercises which help to understand more complicated concepts. They even like teachers who create a polite and welcoming environment and are accessible. They are encouraged to be part even in a large classroom when the classroom has a good atmosphere. Moreover, students appreciate educators that go out of their way to know them personally by calling by their names or encouraging free communication. Although the number of people in the classroom is high, these elements make the process of learning more comfortable and meaningful.

There is a close match between the perceptions of the teachers and the students. Whereas students focus on relevance and approachability, teachers are focused on structured interactive learning. These together prove that effective learning in large classrooms is based on:

Well-prepared classes

Interactive activities based on students.

Real-world instances

Explicit communication

Good relationships between teachers and students both groups agree that teachers who take the initiative to engage students and create an inclusive environment will enhance the learning process although big classes are a challenge.

The results have shown that successful teaching in large EFL classrooms requires interactive, well-structured and student-centered teaching strategies.

Although they respond positively to real-life examples, the motivation of teachers, and the presence of courtesy in classrooms, teachers use group assignments, explicit instructions,



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and proactive monitoring. Both perspectives state that large classrooms are challenging but possible to handle in case the teachers use multiple approaches, maintain a communication line, and establish close connections with their students.

### Conclusion

The key aspects of teaching a large classroom, which include active student engagement, effective communication, lesson organization, and teacher-student relationship, are the keys to successful teaching. Use of interactive activities, real life examples, use of technology and being approachable enhances participation and results of learning. Student-centered, evidence-based learning methods can achieve significant and valuable learning experiences, even in difficult large-class environments.

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