



PROMOTING ACTIVE LEARNING AND CHALLENGES IN TEACHING LARGE CLASSES

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ABSTRACT

The term large class generally applies to classes with more than 60 or 100 students. A new teacher finds more difficult to teach large classes than the experienced one. It's kind of challenge to new one to promote active learning in large classes. Teachers should have skill like involving students in active learning. They has to create personalize atmosphere to build good relations and give attention towards large number of students. The greatest task is to manage the class with skilled teaching activities and also work with the diverse students need and background.



KEYWORDS : *promote active learning, teaching activities, control classroom behaviour.*

INTRODUCTION

The promotion of education to every child under various government schemes like "Education to All" has tremendous impact on enrolment of children in various schools. This increasing enrolment has impact on small classes and now day by day they are converted into large classes. This increasing strength of students is carried forward towards higher education. Nowadays large classes are criticized by teachers and students due to lack of active learning. The budget crisis institute consider large classes as cost-effective solution to overcome problem of economy. New teachers feel teaching large class as unrewarded, ineffective or sometimes think as challenging task. In early days large classes were taught by well experienced senior teachers who were able to manage and attract new students. Teaching large classes is considered as least prestigious and most dreaded teaching assignment. New teacher finds more difficult to do well in large class due to lack of experience and skills in promoting active learning. They find very difficult to teach large classes while teaching subject like English because students come from diverse background and unable to pay attention individually. No doubt teacher and students get new experience and has to face challenge out of large classes. It becomes moral responsibility of students to learn to get by with less individual and should not feel anonymous in the class. This anonymity may make it harder for them to become motivated to keep it up. Teacher's responsibility is to change their negative attitude towards large classes while promoting active learning. The large class can become only when students are actively engaged in classroom proceedings, learning and assignments. Therefore promotion of active learning should be taken in large classes to encourage and motivate students to participate actively.

The first step towards active learning is to establish an atmosphere which conveys the teacher's interest in and accessibility to students and which will encourage them to participate actively. It's the teacher's responsibility to create a personalized atmosphere to build relations with diverse background students. They should make large class feel small by walking around the classroom while lecturing, moving towards the students asking a question, helping them to distribute hand-outs and developing other methods that will allow students to feel closer. Second step is to involve students in active learning process by encouraging them to ask questions in large classroom. In this activity student should be motivated to ask question but feels uncomfortable when they feel scorned, humiliated or embarrassed by a sarcastic response given by the teachers. It's the responsibility of teachers to respond in such a way like 'I am glad you asked that' or 'that's good question' this type will always encourage students to continue asking question. When there is lot of question and answer in session then students will actively participate in new learning process. Positive nonverbal responses such as smiling or nodding can also indicate sign of your support towards student's needs. In this process teachers should be very easily accessible for students at any time i.e. either before class or after the class. In order to know background of students try to learn their names and their interest. This will help to build better rapport between teacher and the students especially in large classes. It will also help to manage, control and keep discipline in large classes.

There are challenges in front of new teachers while teaching large classes. Teachers can't pay attention towards individual. They find difficult to control classroom behaviour. There are obstacles while engaging student's activity. Teachers find lack of resource materials and teaching aids in large classes. Due to time constrain and lack of flexibility leads to less response from students. There are opportunities for teachers to listen new ideas and interesting life experiences from different background students. Teachers can help students in building good relations among themselves. They can be motivated in active learning process by conducting group discussion, project works or any other work that is done collaboratively. In this learning process students come closer and discuss various new ideas. This kind of discussion will help students to understand each other.

CONCLUSION:

Learning is often thought to occur in proportion to class size. It means that the smaller the class, more students learn. Research has shown that the small classes provide more opportunities for feedback and discussion than large classes and as well as greater satisfaction among students. However it does not mean that class size is necessarily a correlate with student learning process. In fact, the thing that matter is not the class but the quality of teaching. The research suggest that the key effective instruction and student learning, regardless of class size is engaging students in active learning. To conclude class size does not matter but it's the teachers knowledge, experience, interest in assisting students, ability to inculcate habit of new learning and enthusiasm about the subject will help more students in promoting them actively in large classes.

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