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# **Integrating Active Learning Strategies in Large Classroom Settings- Challenges and Solutions in the Perspective of Bangladeshi College Level Studies**

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Received: 06/12/2024  
Accepted: 29/02/2025  
Published: 01/03/2025

Volume: 6 Issue: 2

How to cite this paper: Das, S., Haque, M. T., & Majumder, R. (2025). Integrating Active Learning Strategies in Large Classroom Settings- Challenges and Solutions in the Perspective of Bangladeshi College Level Studies. *Journal of Critical Studies in Language and Literature*, 6(2), 77-85

DOI: <https://doi.org/10.46809/jcsll.v6i2.339>

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## **Abstract**

Active learning strategies, which prioritize student engagement and collaborative inquiry, are increasingly advocated to enhance learning outcomes in higher education. However, their implementation in large classroom settings, particularly in resource-constrained contexts like Bangladeshi colleges, remains underexplored. This phenomenological qualitative study investigates the challenges teachers face when integrating active learning strategies in overcrowded classrooms and examines adaptive solutions they employ to overcome these barriers. Data were collected through in-depth interviews and a focus group discussion with eight college instructors from two institutions in Feni district, Bangladesh, where classrooms frequently exceed 200 students. Findings reveal significant challenges, including inadequate infrastructure, time constraints, difficulties in monitoring participation, and students' heterogeneous skill levels. Teachers also reported systemic issues such as limited institutional support, insufficient training, and rigid curricular demands. Despite these obstacles, instructors developed context-specific strategies, such as reorganizing seating into collaborative clusters, leveraging social media and flipped classrooms for pre-class engagement, integrating low-cost digital tools (e.g., projectors and WhatsApp), and employing peer-assisted learning to manage large groups. The study highlights the critical role of teacher agency in adapting active learning methods, emphasizing the need for localized professional development programs and institutional reforms, such as classroom size reduction and continuous assessment integration. These findings contribute to global discourse on active learning by underscoring the interplay between pedagogical innovation and socioeconomic constraints in the Global South. Recommendations include policy interventions to enhance teacher training, infrastructure investment, and curriculum flexibility to foster sustainable active learning practices in Bangladesh's tertiary education sector.

**Keywords:** Active Learning, Large Classroom, Time Management, Digital Technology, Flipped Classroom, Task-Based Learning, In-Service Training, Social Media

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## 1. Introduction

Teachers must empower the students to learn. Without the empowerment of students, they will not be able to take and enjoy the freedom and responsibility for their own learning (Sanders et al., 2011). Different active learning strategies are valued to be effective for successful learning (Peters, 2011). To ensure the full participation of the students a teacher applies different active learning strategies. Class discussions, think-pair-share, learning cell, short written exercises, debates, and class games are some of these activities that help teachers and guide the students to gain purposive learning outcomes.

Active learning is the process of learning where teachers guide students to participate in different classroom activities so that they can take initiative in their own learning in the classroom (Kamalia et al., 2022). So here teachers and instructors play the vital role of engaging students in the desired activities. Teachers also monitor students' involvement and activeness in cooperative learning (Sajidin & Ashadi, 2021). Moreover, in active learning methodology, the responsibilities go to both teachers and students and so, students can develop their self-learning capabilities (Mota & Da Rosa, 2018).

Through active learning processes, students become involved in problem-solving, and critical thinking to understand the situations they are confronting and thus achieve learning outcomes (González, 2021). Again, Problem-Based Learning (PBL) is another tool of effective learning and it is popularly implemented in various educational contexts and other sectors to encourage critical thinking of the teachers, and it is regarded as the most authentic way of learning leadership (Dochy et al., 2003). In Bangladesh, large classrooms are very common, especially in the colleges located in the district and sub-district cities of Bangladesh. Due to socio-economic reasons, a large number of students are being admitted in these institutions in higher secondary certificate (HSC) courses in these institutions (ARA & HOSSAIN, 2016). Although Hayes (1997) stated that determining the largeness of a class is not numerically possible, we can safely say that a class of 200 or more students is a large classroom.

A large classroom usually lacks proper equipment and facilities for learning. So, in large classrooms teachers face challenges of organizing activities and they can't monitor and pay attention to individual students. Thus, it results in disciplinary issues, dropping energy levels of teachers and students and inadequate learning (Zhang, 2002). Moreover, implementation of small group activities and taking care of students' individual needs become difficult in a large classroom (Al-Jarf, 2006).

To conduct the study the research involved only teachers and instructors of two colleges but no students. So, only teachers' views in the perspective of implementing active learning activities become clear. If students can be involved here, the picture could be more comprehensible. However, it is accepted widely that teachers play a pivotal role in deciding the methods of teaching and learning process in their classroom. Teaching in a large classroom is always challenging whether it is a traditional lecture-based method or an active learning method class. Active learning methods or strategies of teaching are very helpful in an ideal classroom where the number of students is standard (the number is not fixed but not too high) but when it is a large classroom containing more than one hundred students, the teachers are to face many challenges and, this study tried to determine the challenges when integrating active learning strategies. Activities related to cooperative learning, problem-based learning, and class assessment are difficult to implement. Here the teachers need to modify or adapt active learning strategies to suit the dynamics of a large classroom so that they can overcome the challenges of achieving desired learning outcomes. It is important to find out the ways of removing and reducing misconceptions due to active learning. Time management is another challenge for the teacher in the context of covering the syllabus in a fixed duration.

### 1.1. Significance of the Study

This study is crucial as it sheds light on the challenges and adaptive strategies involved in implementing active learning in large, resource-constrained classrooms in Bangladeshi colleges. While active learning is widely recognized for its effectiveness, its practical application in such challenging contexts remains underexplored. By addressing this gap, the study provides valuable insights for teachers striving to engage students despite limitations, administrators seeking to enhance classroom dynamics, and policymakers aiming to improve educational strategies. The findings can inform professional development programs, resource allocation, and policy reforms, ultimately contributing to a more effective and inclusive learning environment in higher education.

### 1.2. Rationale

This study has shown a state of applying active learning strategies in large classrooms in colleges in Bangladesh. While existing studies have identified various challenges of active learning in large classrooms, there is a lack of research investigating the role of teachers in overcoming the challenges in Bangladeshi colleges as having large classrooms is a common phenomenon here. This study is significant because it will help to understand the challenges of active learning in large classrooms in the context of colleges located in Bangladesh and will encourage the teachers and learners to know different techniques and strategies to suit the dynamics of large classrooms. The findings of the research could inform the flexibility of teachers at mitigating the negative effects created in large classrooms while applying active learning strategies.

This study aims to:

1. investigate the challenges teachers encounter when integrating active learning strategies in large classroom settings.
2. Find strategies and support systems teachers identify as effective in overcoming the challenges of implementing active learning in large classrooms.

By addressing these objectives, this research will contribute to a better understanding of the use of active learning in large classrooms in the context of Bangladesh. The findings of this study could have implications for the development of active learning standards in Bangladesh or any other country.

## 2. Literature Review

Active learning, characterized by student-centered pedagogical approaches that prioritize engagement, collaboration, and critical thinking over passive reception of information, has gained global recognition for its potential to enhance learning outcomes (Amin & Fariba, 2016). In large classroom settings, however, the implementation of active learning strategies faces multifaceted challenges, particularly in resource-constrained environments like Bangladeshi colleges. This section synthesizes empirical findings from the provided references to explore the efficacy, barriers, and adaptive strategies associated with integrating active learning in large-enrollment classrooms, with a focus on the Bangladeshi context.

### 2.1. Theoretical Foundations and Benefits of Active Learning

Active learning methods, such as collaborative problem-solving, peer instruction, and flipped classrooms, are designed to shift the instructional paradigm from teacher-led lectures to student-driven inquiry (Baepler et al., 2014). These approaches have been shown to improve retention rates, deepen conceptual understanding, and foster critical thinking skills (Freeman et al., 2014, as cited in Amin Beigzadeh & Fariba Haghani, 2016). For instance, in medical education, active learning techniques like case-based discussions and simulations significantly enhanced clinical reasoning among students in large classrooms (Amin & Fariba, 2016). Similarly, Cooper et al. (2018) demonstrated that active learning practices reduced student anxiety in large-enrollment science courses by creating inclusive environments where learners could engage with peers and instructors.

The benefits of active learning extend beyond academic performance. Cheng et al. (2020) highlighted its role in fostering attitudinal learning, such as increased motivation and empathy, in large-class settings. Students in their study reported greater confidence in applying theoretical knowledge to real-world scenarios when participatory methods like role-playing and debates were employed. These findings align with Machemer and Crawford's (2007) survey of 800 students, which revealed that active learning strategies, including group projects and in-class discussions, were perceived as more effective than traditional lectures in promoting deeper engagement.

### 2.2. Challenges in Large Classroom Setting

Despite its advantages, the implementation of active learning in large classrooms is fraught with logistical, pedagogical, and systemic challenges. Classrooms with over 100 students, common in Bangladeshi colleges (Hossain, 2020), often lack the physical infrastructure to support collaborative activities. Bailey et al. (2009) emphasized that conventional auditoriums with fixed seating arrangements hinder group work and mobility, limiting instructors' ability to monitor student participation. This issue is exacerbated in institutions with limited resources, where overcrowding and inadequate furniture further complicate classroom management (Hossain, 2020).

Pedagogically, instructors face difficulties in balancing syllabus coverage with interactive activities. Cotner et al. (2013) noted that high-tech active learning classrooms, while theoretically beneficial, often fail to justify their costs in practice due to instructors' unfamiliarity with technology and time constraints. In Bangladesh, where teacher training programs rarely address active learning methodologies (Hossain, 2021), educators struggle to design activities that align with curricular demands. For example, Hossain (2024) observed that English language teachers in non-government colleges often reverted to lecture-based methods to complete syllabi, despite recognizing the benefits of group work for language acquisition.

Student-related challenges also arise in large classrooms. Hushman et al. (2022) identified disparities in participation, where introverted or academically weaker students often disengage during group activities. This phenomenon is particularly pronounced in Bangladeshi classrooms, where heterogeneous language proficiencies and socioeconomic backgrounds create inequities in collaboration (Hossain, 2020). Additionally, Cooper et al. (2018) found that students in large active learning classrooms occasionally experienced heightened anxiety due to fear of public speaking or perceived judgment from peers, underscoring the need for culturally sensitive pedagogical adaptations (Hasan et al., 2024).

### 2.3. Strategies for Overcoming Challenges

To address these barriers, researchers and practitioners have proposed adaptive strategies tailored to large-enrollment contexts. One widely advocated approach is the flipped classroom model, which redistributes content delivery to pre-class assignments (e.g., videos or readings) and reserves in-class time for interactive tasks (Baepler et al., 2014). This method mitigates time constraints by allowing instructors to focus on application rather than content dissemination. In Bangladesh, Hossain & Al Younus, (2025) demonstrated the feasibility of flipped learning in EFL writing classes using platforms like WhatsApp to share instructional materials, though internet accessibility issues posed limitations for low-income students.

Technology integration has also emerged as a critical enabler of active learning. Lee et al. (2018) documented the successful transformation of a traditional lecture hall into a collaborative learning studio equipped with movable furniture and digital tools, which facilitated small-group discussions in a 200-student physics course. Similarly, Kloepper (2017) recommended using audience response systems (e.g., clickers) to engage students in real-time quizzes, ensuring equitable participation. In resource-limited settings, Hossain (2020) advocated for low-tech solutions, such as peer observation and feedback, to foster accountability in group work without relying on expensive infrastructure.

Classroom management techniques are equally vital. Margoniner et al. (2020) highlighted the role of learning assistants (LAs) in large active learning classrooms, where LAs circulate among groups to address questions and maintain focus. While

Bangladesh lacks formal LA programs, Hossain (2021) proposed training peer observers—a practice tested in Bangladeshi colleges—to support instructors in monitoring student engagement. Additionally, Ruder and Stanford (2018) emphasized the importance of training undergraduate teaching assistants (TAs) to facilitate discussions, grade assignments, and provide personalized feedback, thereby reducing the instructor’s workload.

Curriculum and assessment redesign can further enhance active learning adoption. Machemer and Crawford (2007) found that incorporating frequent, low-stakes assessments (e.g., one-minute papers or think-pair-share activities) encouraged consistent participation without overwhelming students. In Bangladesh, continuous assessment remains underutilized due to institutional reliance on summative exams (Hossain, 2024). However, Hossain (2020) reported that teachers who integrated formative assessments, such as peer-reviewed essays and oral presentations, observed improved student preparedness and critical thinking.

#### 2.4. Contextual Realities in Bangladeshi Colleges

The Bangladeshi educational landscape presents unique challenges that necessitate localized adaptations of active learning strategies. Overcrowded classrooms, with student enrollments often exceeding 200 per section, are a systemic issue rooted in population density and underfunded infrastructure (Hossain, 2020). A study of non-government colleges revealed that 85% of classrooms lacked movable furniture, and 70% had no access to projectors or smart boards, rendering technology-dependent strategies impractical (Hossain, 2020).

Teacher readiness is another critical concern. Hossain’s (2021) investigation into peer observation programs found that only 30% of Bangladeshi college instructors had received formal training in active learning methodologies. Those who attempted participatory techniques often relied on trial and error, leading to inconsistent implementation. For instance, while some teachers successfully employed think-pair-share activities to enhance English language proficiency, others struggled with time management and student resistance (Hossain, 2024).

Cultural factors further influence active learning adoption. Hierarchical teacher-student relationships in Bangladesh often discourage open dialogue, making collaborative activities like debates or peer feedback culturally incongruent (Hossain & Al Younus, 2025). To navigate this, Hossain (2024) recommended gradual scaffolding—beginning with structured group tasks and progressing to student-led discussions—to acclimatize learners to participatory norms.

#### 2.5. Synthesis and Research Gaps

The literature underscores a growing consensus on the value of active learning in large classrooms, yet its implementation remains context-dependent. While studies from high-income countries emphasize high-tech solutions and institutional support (Baepler et al., 2014; Lee et al., 2018), research in Bangladesh highlights the need for low-cost, culturally resonant strategies (Hossain, 2020, 2024). However, few studies have systematically explored teachers’ adaptive practices in Bangladeshi colleges or evaluated the long-term impact of active learning on student outcomes.

This review identifies three critical gaps:

1. Teacher Agency: Limited research examines how instructors in resource-constrained settings innovate within structural limitations (e.g., using social media for flipped learning).
2. Student Perspectives: Most studies focus on instructors’ challenges, neglecting student voices in evaluating active learning efficacy.
3. Scalability: While small-scale interventions show promise (Hossain, 2021), scalable models for nationwide implementation remain unexplored.

## 4. Research Methodology

The study is concerned with the first-hand experiences of the teachers in their classrooms and to find out their lived experiences. The researcher employed phenomenological qualitative methodology to conduct this research. This phenomenological methodology is best suited to know the lived experience of participants about a phenomenon and explore the structures of consciousness in human experiences (Creswell, 1998). Interviews with the participants, first-hand knowledge, situations, or experiences of the involved persons are used to conduct phenomenology. (Moustakas, 1994). Eight participants from two colleges located in the Feni district in Bangladesh were previously chosen for the study. One college is a government college offering Higher Secondary Certificate (HSC) and Honors courses, and the other is a Non-government College offering Higher Secondary Certificate (HSC) and Degree (Pass) courses. Four teachers from each college were selected after a brief discussion regarding the purpose of the study and the tools related to the phenomenological study of active learning. The participants were engaged in taking classes in large classrooms and experienced in implementing active learning strategies occasionally or regularly. While the sample size of eight participants may appear small for generalizability, it is appropriate for the phenomenological methodology employed in this study, which focuses on providing rich, in-depth insights into the lived experiences of participants. Qualitative research often uses smaller sample sizes to allow for deeper exploration of participants’ perspectives and experience.

In the orientation with the selected participants, the researcher briefed them on the purpose of collecting data and took their permission to record the interviews and Focus Group Discussion (FGD). The participants deliberately gave permission and assisted with the research in this study.

Following Creswell’s (1998) idea of phenomenological studies in-depth interviews were conducted to collect data and the in-depth interviews were about one and a half hours for each session. The interviews focused on research questions and a

questionnaire helped the research to initiate the interviews. In total 8 interviews and one FGD were conducted to collect necessary data for the study following the protocols.

**Table 1: Background of the Respondents**

Teacher	Subject	Total number of classes taken by the teacher every week	Number of classes taken in a large classroom every week	Number of classes using active learning strategies
T1	Mathematics	18	14	5
T2	English	20	18	10
T3	Accounting	18	16	4
T4	Political Science	22	12	4
T5	Physics	18	14	6
T6	History	22	14	5
T7	Biology	18	12	4
T8	Bengali	20	18	3

#### 4. Finding and Discussion

The interviews with the participants followed a semi-structured way with some phenomenological research questions that focused on retrieving the participants' experience of taking classes in a large classroom, the problems they encountered, and the strategies they undertook to overcome the challenges. "What is it like?" is the phenomenological focus to be put on while asking interview questions. (Giorgi, 2009; Gallagher & Zahavi, 2008; Nazel, 1974) The questions essentially initiate the interviewees to give a detailed description of their first-hand experience instead of short answers (Englander, 2012). The first question is "What's it like taking a class of around 200 students?" The second question is "Can you tell me some examples of how you solved the challenges of integrating active learning strategies?" The third question is "What is your feeling about the strategies for overcoming the challenges in large classrooms?"

Upon collecting data, the transcripts were formulated and categorized to find exhaustive descriptions of the phenomenon. The three research questions would be discussed in relation to the lived experience of the participants.

##### 4.1. Challenges of Teachers in the Large Classrooms; The Common Views of the Participants

According to the teachers engaged in the research, teaching is a challenging task specifically when it comes to teaching a large number of students in a classroom. Teaching in a large classroom is completely different from teaching in a small classroom. For the implementation of active learning methods, a small classroom or a classroom of 25/30 students is perfect. In a small classroom, students are well-known to each other. Besides, classroom size, seating arrangements, and other equipment are in most cases enough to accommodate and implement different tools and strategies of active learning. Students feel enthusiastic about learning by themselves in the class. But, whenever class size increases, i.e. the number of students becomes more than usual, many difficulties arise such as improper classroom management, lack of seating arrangements, etc. Sometimes, taking multimedia classes also becomes difficult when number of students becomes around 200 in the classroom. Group work, writing tests, taking or giving feedback, and answering individual questions become next to impossible. One participant (T1) in the interview mentioned,

When I first entered a class of almost 200 students, I became puzzled about how I could manage such a large class. At first, I shouted, "Silent, silent, listen to me" to stop the noise and chaos but I failed to regulate them all. Then somehow, I took the class in a traditional lecture-based way.

These sorts of problems were also mentioned by other participants. For taking notes, making reports, and giving tests writing is a valuable classroom activity. But as far as active learning in a large classroom is concerned, writing is very difficult. T2 told,

One day I was trying to JIGSAW in a large classroom but failed to do it successfully because I had to make large groups dividing all 190 students. Besides, the students couldn't understand the instructions for the task given by teachers.

According to the participant, in a large classroom making groups became very difficult for active learning. In one group, three to five members were usually considered to be the most effective for successful learning. He viewed that if the class size was larger the number of groups or larger groups made teaching unfruitful. In a larger group, most students couldn't participate or contribute to the group activities and remained as observers and so the target of active learning wasn't fulfilled. One of the participants. (T3) observed,

Making groups in large classrooms became a very complex task for me as I didn't know all the students and their expertise in the subject or topic. So, I had to make groups irrespective of their background and skills. Besides, sometimes I was to make groups containing 15 to 20 students in each group for performing under specific demonstrations, to make poster paper, to find out answers to short questions or to participate in MCQ test, or to make presentations. In almost every case many students fail to complete the task collaboratively. Once I noticed that 2/3 of the group members in each group remained detached from the group activities rather, they were engaged in gossiping among themselves.

T4 also opined that English being a compulsory subject in each course of study in Bangladesh, students' poor performance in the English language could hamper their learning of other academic subjects. Besides, a student's lack of proper speaking ability could cut back on his confidence. So, to improve students' English-speaking ability, he applied the think-pare and share

strategy (Adrian, 2010). Following Lyman's idea in the strategy, the teacher gave a question to his students to think individually and formulate ideas. Then they share their ideas with a partner and build up common ideas and finally, they share them with the entire class. Here the teacher's role changes from "sage on the stage to guide on the side" (Wichadee & Orawiwatnakul, 2012). However, within the time, a teacher couldn't engage all students to participate and guide them according to their needs when the number of students was excessive. Some students might be shy and let others speak. They avoided the whole process of learning and remained inactive. So, he had to call particular students to share their ideas, and it created an equity issue. So, T5, a lecturer in English stated that he hardly applied this active learning strategy in his large classroom.

T6 stated that assessing students was a big issue in large classrooms. Arranging group tests or self-assessments and evaluations became very difficult for many students. It was sometimes required to incorporate classroom assessment techniques to detect students' understanding of materials that were covered or discussed just then in the class. However, arranging the proper test and monitoring the class was difficult, and copying from one another was a common scene then. The teacher said,

A few days ago, I conducted a written test in class XI with 171 students in one of my large classes. But unfortunately, most of the students didn't write the answers to half of the questions. They tended to copy and pass the time gossiping despite my presence in the room. As a result, I couldn't get the real reflection of my class and failed to give the required feedback to them.

T7 observed that using multimedia equipment like a smart board or projector could reduce the teacher's work of writing on the board though it required teachers' extra time to prepare the lesson plan and arrange the necessary device. However, when the number of students in the class was excessively high (more than 150), the application of digital technology also failed to draw students' attention in the classroom. He had to take a class of the XI of Humanities group where 400 students were enrolled and usually, around two hundred students remained present on a usual day. However, showing PowerPoint presentations could draw their attention in the class but He couldn't monitor them well while they were learning or writing from the screen. Besides, T8 couldn't finish explaining the slides of PowerPoint presentations and failed to answer all their questions due to lack of time.

#### 4.2. Focused Group Discussion (FGD)

In the focus group discussion, the participants agreed on the benefits of applying active learning strategies. However, all of them indicated some specific challenges of active learning strategies. According to them the root cause of all the challenges was a large classroom issue. In a large class, the teacher couldn't apply the strategies, due to insufficient time, small classroom space, lack of multimedia facilities and digital devices, students' irregular attendance, and lack of teachers' motivation.

#### 4.3. Strategies for Adopting the Challenges

In the FGD and interviews with the teachers, the researcher discussed the challenges of implementing active learning methods in large classrooms and the strategies and support systems they applied in their classrooms to overcome those challenges. The teachers engaged in the research were very experienced and were experts in dealing with classes of different types and sizes. Their first-hand experience, innovation, and implementation of various techniques became evident in the process of their taking classes. For facing the challenges, in FGD discussion the teachers focused on the practice of proper time management, making sections of a large class, restricting admission, appointing sufficient teachers and teacher's assistants, changing curriculum, applying continuous assessments, teachers training for newly appointed teachers, in-service training, proper multimedia support, and other technical assistance from the college authority.

They said that the time issue was adjusted by making a time division for each task in the learning process. Besides, for assessment, making posters, or any other project, teachers borrowed extra time from another teacher before or after his/her class. One of the colleges made sections of one hundred students in each section resulting in 4 sections of a class. So, a class of 400 students became 4 classes of 100 students each. As a result, students were getting fewer classes, but the quality of learning outcomes improved much, according to a teacher. That college also appointed 4 guest lecturers in subjects to ensure the extra classes to be held in the extended sections. The teachers also wanted restrictions on admission and opined for limited seats for admission, but it was not in their hands rather the number of seats for admission in colleges was decided by the Education Boards and Ministry of Education, Bangladesh. Besides, appointing teacher's assistants was not a practice in our country, at least in the college level teaching. The participants thought that a teacher assistant could reduce a teacher's workload in a large classroom. Meanwhile, he/she could monitor the students involved in different activities and guide them as needed. Bangladesh's present curriculum didn't emphasize continuous assessment, and many students avoided classes and remained absent for days for no good reason. However, if continuous assessment became a part of summative assessment, students would actively join the classes. The participants also talked about pre-service and in-service teachers' training for improving professional skills and knowing and sharing strategies for applying active learning methods in large classrooms.

Again, different technology could help teachers adopt strategies for active Learning, according to another participant in the research. He said that the teachers used laptops, multimedia projectors, PPTs, slide shows, video, and sound systems to engage students in active learning.

In the interviews with the participants, the teachers shared their personal experiences, how they managed the challenges of implementing active learning strategies in large classrooms and the unique methods mentioned by our teachers are as follows:

T4 implemented the Flipped classroom concept to address the issue of students' engagement in classroom activities. He informed,

I assigned recorded lecture videos of my previous classes or sent links of my own YouTube videos or others' videos from YouTube to students' online groups (Massager or WhatsApp groups) to watch at their homes. Then, in the next day's class, I divided the students into 8/10 groups and made them involved in searching and exploring ideas

from the topic of the related subject and the video they just watched. Thus, I could involve almost all of 160 to 180 students who worked spontaneously.

The seating arrangement of the students in a classroom plays a big role in suitable active learning. Many studies have reported that students' seating arrangement impacts their learning, and teachers adjust the seating arrangement for desired learning outcomes (Paxton, 2015). One of the participants, T1 expressed his experience of rearranging large classrooms for making students do their group tasks properly. He broke the row arrangement of 192 students and made circle adjustments of 24 students in each circle. Four pairs of high and low benches were placed in each circle with room for 20 (4×5=20) students and the other 4 students remained in the middle of four pairs of benches as communicators. Then, the teacher gave specific tasks to these 8 groups containing 192 students. The teacher wasn't stationary during the group activities, rather he/she moved around the room to observe the advancement of the activities and offered help where necessary. T1 expressed,

I find circular (or you can say it square) classroom is more effective for doing group activities like solving math problems, doing MCQ tests, making questions for other groups and then solving questions made by other groups, checking papers of class tests, preparing any project or assignment and so on. Here I can easily focus on eight groups better than looking at 192 students discreetly. When I did this circle arrangement last time a few days back, I pushed 4 passive students of my previous class forward intentionally to see their performance. After my instruction, I noticed they played their role as communicators among their respective group members very well like the other communicators did for their own groups. So, I arrange my classroom when necessary to suit my lesson plan.

In the interview, the teacher (T2) spoke about the contributions of social media platforms to students' learning methods. To him, different contents, collections, and applications helped learners to be connected and to expand their classroom. Some social media he mentioned were:

1. Facebook
2. Messenger
3. WhatsApp
4. Twitter
5. Instagram
5. Other networking sites
6. Different EdTech applications

He also mentioned,

In recent times we have seen a growing influence of social media on the young generation, and they are very much used to utilizing the benefits of these modes of communication. So, five years ago, I started connecting students on different social media groups bearing the names of 1st Year Science Group, 2nd Year Business Studies Group, BBS 3rd Year Group, and so on. I also found students' willingness and enthusiasm to be engaged in the groups. I shared lesson plans, videos, pictures, quizzes, and assignments for my next class. As a result, in my class, I got positive results from students' involvement in learning. Those media helped students to exchange and access information, maintain contact with their classmates, and participate actively in the next class. So, these platforms can be officially utilized to generate fruitful education.

T3 addressed the issue of integrating digital technologies in the classrooms as part of active learning. He said that various digital devices like interactive smart boards, projectors, laptops, sound enhancers or mouth speakers could help the teacher engage students in classroom activities. This participant said that showing PowerPoint presentations (PPT), Videos and any picture on the topic easily engaged all the students of a large class. Besides, a sound system helped a teacher to declare the instructions to the students. He opined,

I use PowerPoint presentations to the students and move around to monitor students' activities and take their feedback. Technologies free up my time which I use to look over students who need my attention. Whenever I go backward in the large classroom, the students sitting on the front side find the screen just before them, showing instructions and information for their task or discussion. So, Integration of technologies helps me a lot to involve students in classroom activities.

According to T5, TBL (Task-based Learning) was fun in the English language learning classes as students felt free to express themselves in such classes. Following the three-stage table of Willis (1996). The teacher gave his learners of language class (It was a large class having more than 160 students) to do so some specific tasks. Later, he monitored their activities. Finally, he observed students' natural and customized style of expression in the English language and gave them the necessary feedback. Though the groups of TBL remained large, students found the process interesting and inspiring.

**Table 2: The TBL Three Stages (Willis, 1996, P380)**

	Stages	Task	Conducted by
1	Pre-task	1. Making groups 2. Introduction to the topic 3. Instructions for the task	Teacher
2	Task	1. Planning for the task 2. Doing the task 3. Reporting	Students
3	Language focus	1. Analyzing and practicing 2. Reviewing and repeating task	Teacher and students

T6 referred to the in-service training he received a few years back. He expressed his gladness to attend the training held at NAEM (National Academy for Education Management) where he learned about pedagogy as well as the strategies for active learning to be implemented in large classrooms. According to him,

In-service training and active learning campaigns can make both teachers and students accustomed to the strategies, and as a result, the students will spontaneously participate in different classroom activities.

Besides, T7 stated that curriculum re-design and making smaller sections of the students of a large classroom might benefit learning of the students.

## 5. Conclusion

Although there are many benefits of active learning, it is obvious from the study that the implementation of active learning strategies in large classrooms has many challenges in the perspective of Bangladeshi college level studies. According to the study the challenges include classroom management, making groups for AL, students' non-cooperativeness, inability to monitor all students, taking class tests (individual and groups), paying requisite attention to weak students and taking feedback from all students, lack of technology and devices, etc. This study also finds some solutions on how to overcome some of the challenges of implementing active learning strategies in large classrooms. In large classrooms, teachers reshuffle students' seating arrangements, use different technologies and devices, show video or other modern teaching aids, make small groups, make social media groups for pre- and post-class activities, do task-based learning, and various tactics to implement different classroom activities successfully. It is also suggested from the discussion that curriculum re-design and in-service teachers' training on active learning might be useful in this regard.

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