



Collective Requirements of the Students in Large Multilevel Intermediate English Classes: A Quantitative Study

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Abstract: Large classes are, by definition, diverse and multilevel, indicating differences among the students, including their aptitude for learning a language, traditional background, styles of learning, age, language attitude, domestic language, cultural experiences, motivational level, etc. Therefore, the study aimed to investigate the collective requirements of the students in large multilevel intermediate English classes. The percentage of the students' responses was analyzed in the study, so the study was exploration-type. All the intermediate students of the Government Post Graduate College Okara were the population of the study. The purposive non-random sampling procedure was adopted to select the sample from the population. The data was collected from the 120 intermediate levels English students of the College. The results of the study showed that the percentage, greater in number, of the large multilevel students who wanted classroom management, collaboration, range of tasks, feedback, English language environment in the classroom, and home assignments. It was recommended that the govt. Should facilitate the instructional process keeping in mind the collective requirements of the large multilevel students.

Introduction

Large is a comparative term. Therefore what constitutes a large class differs depending on the level of the class. Contrary to homogenous classes, which include comparable learners, diverse classes contain a variety of learners. As a result, a large class will have a lot of pupils, and a multilevel class will have students at various levels (Ur, [2005](#)).

In these types of classes, there are many differences among the students, including their aptitude for learning a language, traditional background, styles of learning, age, language attitude, domestic language, cultural experiences, motivational level, etc. In essence, a big multilevel class has a large number of pupils who speak English at a range of various levels.

Because people have much intelligence, no two people are alike in the world. So there is no use in teaching everyone in the same manner; instead, students should be encouraged to use their second language independently and creatively. The concept of a homogenous class doesn't exist. Large classes are inherently diverse (Hoang, [2021](#)).

In this type of classroom, teachers working in our context have run into a variety of issues, including excessive homework and classwork, low teacher-student interaction, and difficult classroom organization. In large classes, the teachers face difficulty in identifying each student's unique needs, extremely low or unequal levels of student involvement in many

activities, disciplinary issues, low levels of motivation, and varying learning methods (Barrett, Davies, Zhang & Barret, [2015](#)).

Additionally, there are always high performers in these classrooms who interact and converse in English; as a result, many teachers might not be aware of the learning opportunities for low achievers in these classes. Large multilevel courses offer more opportunities to improve mutual learning since further remarks, narratives, viewpoints, and suggestions are expressed in these sessions. The multivariate classrooms offer a chance for mutual coordination, and it also broadens our understanding of other people, their beliefs, and their personalities. Consequently, a large classroom with several levels may offer more opportunities for innovation (Låftman, Ostberg & Modin, [2017](#)).

However, putting children from different grades together in a single classroom proves little fruitful in a successful multi-stage classroom. The foundation of multi-stage classrooms is a student and subject-centered method of teaching. The advantages are lost for a teacher who teaches in a multi-stage, mixed, or multi-grade classroom, employs strategies more often utilized in single-grade settings, and tries to teach each grade group a distinct and independent curriculum. As stated by Harmer ([2008](#)), students wind up performing more "seat work" than they would in a school with only one grade when teachers try to present separate graded programming in a multilevel classroom. For teachers' planning and professional development, Winitzky-Stephens and Pickavance ([2017](#)) discovered that in comparison with a single grade, multi-stage classes require more time. And that inadequate success of the programming may be impacted by the planning. Multilevel classroom teachers also need to have a solid grasp of classroom evaluation. As a result, it is vital that teachers who work in multi-level classes complete professional development in the strategies and methodologies developed by

educators of various ages (Aldrup, Klusmann, Ludtke, Gollner, and Trautwein, [2018](#)).

Additionally, administrators are urged to keep combined classrooms open for at least two years so that students can benefit from these advantages of multilevel grouping, which are more pronounced in the second year than in the first. Teachers can begin a two-year strategy for curriculum implementation in subjects like science and social studies with multilevel classrooms rather than dealing with separate curricula at once. Numerous research studies have the drawback of being "snapshots" of students' attitudes and performance at a certain moment; very few studies follow students over an extended period of time (Buric and Kim, [2020](#)).

Additionally, there is an inherent bias in the studies since multilevel schools frequently place kids who exhibit autonomous work habits and teachers with more expertise in multiage classrooms. According to Burns and Mason, the placement of students in multilevel classrooms should be based on their specific curricular pathways. However, several anecdotal and quantitative research have shown that pupils in multi-stage classrooms perform well on standardized tests or better than students in single-grade settings. And that they also have better peer relationships, a more positive attitude toward learning, and higher self-esteem. Children with diverse needs, talents, abilities, and means of understanding are succeeding in these classrooms, according to Corlett ([2022](#)). The advantages of multilevel classrooms discussed in this resource are applicable to classrooms that have been in operation for two years or more. The whole learning community, including students, instructors, and parent, have distinct benefits. Class/Learner Benefits The foundation of multilevel classrooms is the idea that variety is not a problem to be solved but rather an advantage and a resource that fosters learning. In fact, diversity is found in every classroom. By the time they are eight years old, a student's academic progress in a school with only

one grade may have spanned three or more years. Also, students bring a range of personalities, developmental stages, aptitudes, interests, and experiences to the classroom. As a result, there are no uniform classrooms. A multilevel classroom's naturally diverse makeup offers particular benefits to learners (Hospel and Galand, [2016](#)).

Zhang, Barrett, Davies, et al. (2015) found that the focus of multilevel programming shifts from the learner's developmental stage to individual learning on a continuum as a result of the recognition that each learner is at a different learning stage. Due to the fact that students are aware of and embrace the fact that each student is at a different stage of learning, the rivalry is reduced as a result. Students have the ability to evaluate themselves, define personal learning objectives, and reflect on their own learning. As they connect with both older and younger peers, kids in multilevel classrooms have the chance to learn about themselves. During their careers, people seldom work in groups that are constantly split by age.

In a multilevel classroom, students develop a wider variety of social connections that more accurately resemble the many social contexts they experience in their companies, communities, and families. In reality, younger pupils gain from older peers' deeper knowledge as well as from their role-modeling of abilities and behaviour. The youngest kid in a family sometimes accomplishes developmental milestones earlier than his or her siblings do as a result of seeing and imitating older siblings. As they take on leadership responsibilities and explain their understanding while teaching younger pupils, older students also strengthen their skills (Hu, Gong, Lai, and Leung, [2018](#)).

But, in a school with many levels, a student's position among their classmates changes every year. Students who are natural leaders in their own age group enter the school as the youngest pupils and gain important leadership-following abilities. There are possibilities for students who

are less confident or who need more help or direction to teach younger students and gain leadership experience (Keller, Neumann, and Fischer, [2017](#)).

Classrooms with many levels enable ongoing improvement. Every student may be challenged. Students do not need to spend time on ideas and abilities they have previously mastered in a multilayer setting. Specific learning objectives can be accomplished by students the next year if they have not done so by the conclusion of the current academic year. All students are required to achieve the learning goals in multilevel classrooms, and time becomes a variable that can aid in this. Students benefit from stability and continuous interaction with a teacher in multilevel classrooms. The stress related to transferring to a new classroom at the start of a new school year is reduced by continuity within the same classroom over a number of years. It also reduces the time it takes to master new procedures, lengthening the instructional time (Reis and Renzulli, [2018](#)).

Statement of the Problem

The English language is taught in many different contexts all around the world. One of the biggest problems in the English teaching environment is large and multilevel classes. Most classrooms use multilevel groups to accommodate students' diverse needs and learning preferences. The range of social interactions, the diversity of life experiences and knowledge, and the differences in viewpoints, hobbies, and ideas may all be enriched by this sort of heterogeneity, but it also presents problems for teachers who want to offer each student a chance to learn English. The situation is more difficult in countries with few resources, like Pakistan. Additionally, the teacher in this kind of class might not be conversant with the various needs and prospects of the pupils. Therefore, the study aimed to identify the very general needs of multilevel students in a large English class by investigating the collective

requirements of the students in large multilevel intermediate English classes.

In certain adult English language and literary programs, multilevel classrooms are unavoidable due to financial constraints, geographic constraints, or student populations. Although these sessions can improve students' experiences studying the English language, instructors and administrators, need to be mindful of the unique difficulties they might provide. Classroom management and preparation for lessons are difficult for teachers. Administrators need to be ready to take action to address these issues and assist teachers by providing fair compensation, time for planning and teamwork, and chances for professional development. Administrators might look for methods to offer more services to students, such as orientations and native-speaking tutors or counselors. Administrators can promote the development of relationships between students based on extracurricular pursuits or requirements relating to the job and family when combined with these strategies. Finally, administrators must make sure that instructors are aware of multilayer class-effective tactics. The multilevel classroom may offer a satisfying educational experience for everyone if administered well.

Objective and Research Question of the Study

The objective of the study was:

- To explore the collective requirements of intermediate English students in large multilevel classes
- The following is the research question of the study.
- What are the collective requirements of intermediate English students in Large Multilevel Classes?

Research Methodology

The current study sought to determine the most typical expectations from intermediate students in a large classroom learning English at various rates. The study concentrated primarily on six

areas: classroom management, fostering teamwork, variety of activities, providing feedback, classroom English, and home assignments. The percentage of the students' responses was analyzed in the study. Therefore, so, this census study was exploration type. All the intermediate students of the Government Post Graduate College Okara were the population of the study. The purposive non-random sampling procedure was adopted to select the sample from the population. The data was collected from the 120 intermediate levels English students of the College.

Research Instrument

One structured questionnaire created (Khati, 2010) with nineteen closed-ended questions was adapted to collect primary data. The reliability of the instrument was determined before administering it to the selected sample. The computed reliability of the instrument was .87. Students were instructed to mark both the nominal and ordinal options.

Data Collection and Analysis

- In order to maximize response rates and ensure the tool's authenticity, the researcher personally administered it. The following steps were part of the data collection process:
- The researcher visited the selected Government Post Graduate College and discussed the importance and pros and cons of the present study with the respective Lecturer/Assistant Professor. The researcher then asked for permission to finish the study project in an instant.
- The pupils were given access to the research tool. Additionally, the researcher offered the students a brief explanation of how to answer.

The collected data were analyzed in light of the purpose of the study and the research question. Percentages of the students' responses were computed through SPSS to investigate the

collective requirements of the students in large multilevel intermediate English classes.

Results of the Study

The investigation of the collective requirements of the students in large multilevel intermediate English classes was determined in accordance with the research question. The analysis of the data and its interpretation are shown as follows.

Research Question: What are the collective requirements of intermediate English students in large multilevel classes?

The numerical value "0" in the tables denotes pupils who have no expectations at all, while "1" denotes those who have the fewest expectations. Similar to this, "2" denotes the standard or average expectation, while "3" denotes the highest or most desired expectation.

Table 1

Collective Requirements of the Intermediate English Students in Large Multilevel Classes (Classroom Management).

Sr#	Questions	Options	Overall (%) Percentage (Total-120)
01	How much do you prefer that your class should have fixed rules from the start of the year?	(0 1 2 3)	0 - 4.00 1- 4.33 2- 40.67 3- 51.00
02	How much do you prefer to be called by a. your first name? b. you, he, or she?	a. (0 1 2 3) b. (0 1 2 3)	a,1- 2.66 a,2- 5.07 a,3- 92.27
03	How much do you prefer to enjoy a. orderly rows (straight rows)? b. round seating arrangement (Circles)?	a. (0 1 2 3) b. (0 1 2 3)	a,1- 1.67 a,2- 27.33 a,3- 37.67 b,2- 2.33 b,3- 31.00
04	How much do you want your English teacher: a. to move about the class to get your attention? b. placing themselves in the front row so they could see everything at once?	(0 1 2 3)	a,0- 2.67 a,2- 7.33 a,3- 84.00 b,2- 2.57 b,3- 3.43

According to the survey, more than forty percent of students exhibit their typical expectations, and 51 percent of students have the highest expectations of having defined class rules from the very first day of the academic year. Therefore, it is crucial to create class rules or routines early on. But restrictions are frequently flouted by pupils. The error that teachers should avoid is reinterpreting the rules to show sympathy. He or she must treat everyone equally. Additionally,

more than 90% of students want to be addressed by their first names. If students feel their teachers are really interested in them, they will respond favorably. Learning pupils' names as soon as possible is one method to foster respectful relationships with them. More than 60% of pupils are satisfied with the physical environment, including the neat rows. But a sizable portion of students (31%) have indicated an interest in circles. If at all feasible, arrange the

chairs so that group projects may be carried out. Straight rows, however, are also useful for maintaining direct eye contact so that a teacher can monitor the actions of all pupils. Eighty-four

percent of pupils, according to the report, anticipate their English professors moving about the classroom.

Table 2

Collective Requirements of the Intermediate English Students in Large Multilevel Classes (Establishing Collaboration).

Sr#	Questions	Options	Overall (%) Percentage (Total-120)
5	How much do you prefer: a. to participate in pair and group projects? b. to be involved on your own? c. to simply pay attention to the teacher?	(0 1 2 3)	a,2- 19.00 a,3- 57.67 b,2- 6.00 b,3- 17.33 c,2- 2.33 c,3- 2.67
6	How much do you consider that your friend's comments encourage you?	(0 1 2 3)	0- 6.00 1- 7.33 2- 46.00 3- 40.67
7	How much do you suppose your friends to speak with you using: a. only English language? b. English language with limited use of mother tongue? c. only mother language?	(0 1 2 3)	a,1- 2.67 a,3- 27.33 b,2- 14.00 b,3- 52.00 c,3- 4.00

In this survey, almost 57% of the participants said they had very much appreciated working in groups and pairs, and 19% said they had generally liked such activities.

However, 17% of students want to get involved independently. Students appear to be responding favorably to their peers' remarks in about 80% of cases. The outcome suggests that a teacher can improve group projects. As s/he cannot connect personally with every student to enhance participation, s/he can encourage

students to cooperate together. However, 13% of students did not find their friends' comments motivating. They could naturally lean inward. More than 60% of students indicated that they prefer their friends to speak English with little or no mother language during English class, in contrast to 30% of students who believe that they should exclusively speak English in class. It demonstrates how the occasional usage of the mother tongue, in addition to English, promotes cooperative and collaborative actions.

Table 3

Collective Requirements of the Intermediate English Students in Large Multilevel Classes (range of tasks).

Sr#	Questions	Options	Overall (%) Percentage (Total-120)
08	To what extent do you want to be involved in		a,2- 4.00
	a. multiple activities during a class?		a,3- 22.66
	b. some (2-4) activities in a class?		b,1- 2.67
	c. only with yourself?	(0 1 2 3)	b,2- 25.67
			b,3- 35.00
			c,2- 2.67
			c,3- 6.33
09	What type of activities do you prefer?		
	a. games of language use	a.	a- 25.67
	b- songs of language use	b-	b- 29.33
	c- different competitions	c-	c- 37.33
	d- exchange of experiences	d-	d- 42.67
	e- project works	e-	e- 27.00
	f- sharing jokes	f-	f- 19.00
10	g- sharing stories	g-	g- 19.00 (% is taken per option separately)
	Which kinds of activities or workouts inspire you?		
	a. Problematic	a	(a) 2.33
	b. Thought-provoking	b	(b) 79.33
	c. Easy	c	(c) 15.67
	d. Very easy	d	(d) 2.67
	Do you		
11	a. merely like doing the assignments listed in the textbook?	a	(a) 5.67
	b. anticipate more activities?	b	(b) 94.33
			(0) 4.00
12	How much would you like your English teacher to praise your contributions?	0 1 2 3	(1) 4.00
			(2) 58.00
			(3) 34.00

According to the report, more than 25% of students anticipated undertaking many activities at one time. It demonstrates that people typically find the class, with its variety of methods and exercises, to be enjoyable.

According to the study, about 50% of students appear to be interested in a small number of activities at a time, and 5% of students do not appear to be interested in any particular

activity. The finding suggests that each student has unique interests and learning preferences, necessitating the teacher's creation of variation in a class because one activity might not be appropriate for everyone. Out of a variety of activities, 40% of students picked the English language learning activity "sharing experiences." Students demonstrated their regular expectations in activities such as language songs, games, project work, and delivering jokes and

stories, with 38% of students expecting contest-like activities during English class. More than 70% of students said that they enjoy challenging tasks that are neither too easy nor too difficult when studying English. It suggests that teachers should set the appropriate bar for difficulty while teaching English. Students who are interested in simple exercises comprise 16% of the class. The

outcome also supports the finding that 94% of students want extracurricular activities above textbook instruction. This further supports the idea that teachers need to break up the repetition of textbook material. Similarly to this, 90% of students believe their English instructor encouraged them to give different answers.

Table 4

Collective Requirements of the Intermediate English Students in Large Multilevel Classes (Classroom English).

Sr#	Questions	Options	Overall (%) Percentage (Total-120)
13	Which do you like your teachers to speak?		
	a. only English language?	a	(a) 19.00
	b. English language with limited use of mother tongue?	b	(b) 78.67
14	c. only mother language?	c	(c) 2.33
	How much English speaking do you anticipate your teacher using in class?		
	a. Longer sentences in the English language.	a	(a) 2.33
	b. English with the addition of new terms.	b	(b) 62.67
	c. Plainer English	c	(c) 47.67
	d. Native English-like?	d	(d) 29.67
	e. A shorter vocabulary?	e	(e) 56.00

Solely 19% of students in this research agreed that their English instructor should only use English. On the other hand, more than 75% of pupils said that their instructor should mostly speak English and only occasionally use their native tongue. However, the research also shows that 61% of students preferred an instructor who used new vocabulary often in conversational English. At the same time, a sizable proportion of

students have expressed their desire for shorter, simpler English. Twenty-nine percent of pupils said they expected their instructor to speak native English. In contrast to utilizing lengthier, more complicated phrases, the outcome suggests adopting simpler English with shorter expressions and introducing a few new terms per day.

Table 5

Collective Requirements of the Intermediate English Students in Large Multilevel Classes (Giving Feedback)

Sr#	Questions	Options	Overall (%) Percentage (Total-120)
15	How much would you like your teacher to let you know how you're doing?		(0) 2.33
		0 1 2 3	(1) 2.67
			(2) 39.00

			(3)	56.00
	How would you want to receive information?			
16	a. remarks from your notebook from teachers?	a	(a)	17.33
	b. private consultation outside the classroom?	b	(b)	24.00
	c. reaches you within the classroom?	c	(c)	54.34
	d. at a meeting?	d	(d)	2.33

Of the pupils, 95% in number said they enjoyed hearing from their instructor about their development. However, the bulk of them (more than 50%) anticipated their instructor approaching the class while providing comments. In a similar vein, 25% of students said they

valued having one-on-one interactions with their instructors outside of the classroom, and 18% said they anticipated hearing back from professors who had made comments in their notebooks.

Table 6

Collective Requirements of the Intermediate English Students in Large Multilevel Classes (Home Assignment).

Sr#	Questions	Options	Overall (%) Percentage (Total-120)
17	Do you think that your schoolwork should be checked? a. daily b. two or three times each week? c. How frequently?	a b c	(a) 77.00 (b) 15.67 (c) 7.33
18	How much do you like to have your written work checked by either a. your teacher, b. a peer c. yourself.	a b c	(a) 78.67 (b) 10.67 (c) 10.66
19	Do you supposed to be awarded extra homework? (more obligatory)	a. Yes b. No	(a) 54.33 (b) 45.67

The analysis of table 6 revealed that 77% of students believed that homework at home should be checked each day. Because they believe they can get by in a big class without the teacher paying particular attention to them, 8% of the students in this research indicated that they want to have their assignments examined once a week. Sixteen percent of students said they like to have their homework checked twice or three times each week. The majority of students, more than 75%, also said that they prefer having their

teachers edit their written assignments. Peer and self-correction appear to have been enjoyed by very few pupils.

Conclusions

The study's conclusions about students' expectations in large, multilevel courses are revealed in a series of findings. More than 90% of the students in this research said they preferred to be addressed by their first names, contrary to the perception of many professors that it is not

difficult to memorize the names of the pupils. Upadhaya (2000) emphasized that knowing students' names and utilizing them creates a climate of shared responsibility and engagement. She went on to say that roaming around the classroom increased students' participation and gave the impression that the class was smaller. This study also demonstrated the importance of a teacher of English moving about the classroom.

Despite the students' enthusiasm in group and pair work, some professors frequently think that presenting lectures is simpler and more comfortable than planning these activities. A significant (40%) percentage of students who participated in the activity strongly preferred sharing experiences. It demonstrates that kids are highly motivated when professors and students share their experiences. More than 90% of pupils said in the research that they anticipate extra activities over textbooks. It is obvious that the restricted and repeated activities, materials, and procedures employed in the required textbook may have made pupils feel bored. This study further revealed that the restricted use of the mother tongue in English classes was acceptable. However, the instructor should use simpler and shorter expressions to introduce a few new words each day while speaking in English. It is ideal for providing comments on an individual basis inside the classroom. However, William and Burden (1997) provide informative feedback as a recommendation. The survey also demonstrates that the majority of students like challenging tasks that are neither very simple nor overly complex. It is a prevalent misconception that huge multilayer courses cannot manage excessive "check" work. However, given the varying academic skills of the pupils, giving identical homework to everyone can demotivate them. For some children, the same task could be too simple, but not for others.

To help children develop at their own rate, it is crucial to assign them a variety of projects. Each student has a different opportunity to learn English. Therefore, creating a collaborative

working environment, giving a diversity of tasks, and involving all students in diverse activities suited for different levels is the only option in a big heterogeneous class.

Recommendations

On the bases of the conclusions of the study, the following recommendations are stated.

1. The teacher should try his/her level best to memorize the students' names so that the students feel their recognition by the teacher in the class.
2. The teacher should plan students' activities for English speaking and listening and create a collaborative environment.
3. The teacher should not use the English language only; he may switch from English to his mother tongue for students' better understanding and engagement.
4. The study was conducted to explore the collective requirements of the students, the teacher's expectations and their problems may also be explored to better handle the large multilevel students.
5. The govt. should facilitate the instructional process keeping in mind the collective requirements of the large multilevel students.

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